



## **FY21 Saint Paul Consortium**

Prepared by Saint Paul Consortium  
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Submitted by Kathryn J Kittel**

**Submitted on 06/15/2020 10:13 AM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced>

Is Published

Yes

### Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

### Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consortium Coordinators. Contact [yingfah.thao@minnstate.edu](mailto:yingfah.thao@minnstate.edu)

### Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium’s formal application for receiving Perkins funding.

## Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

## Project Information

### Application Information

Application Name

FY21 Saint Paul Consortium

Total Amount of Award Requested

\$1,486,907.56

### Primary Contact Information

Name

Kathryn J Kittel

Email Address

kathy.kittel@spps.org

Address

1780 W 7th Street  
St. Paul, MINNESOTA 55106

Phone Number

(651) 592-0397

## Project Description

### Consortium Membership List

#### Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Saint Paul College

Saint Paul Public School District 625

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

### CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

*NOTE: Anything in italics is from the 6/15/20 Revision*

#### Saint Paul Consortium COVID 19 Statement

As a consortium, we are committed to serving the needs of our stakeholders as they have shifted with the COVID 19 Pandemic. We conducted our CLNA in a completely different world than we now face with many uncertainties on what demands will be in the future. To rely only on the data we have collected that is no longer as relevant as it was a few months ago, leaves us to use educated guesses and recognize that exploring alternatives to what is written in this grant narrative will be a part of the next years to come. We want to make every effort to stick to our plan, but we are aware of the need to be flexible and adaptable to best support Career and Technical Education as we walk this journey together.

#### Narrative 1: Comprehensive Local Needs Assessment (CLNA)

##### CLNA Results

**Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported**

A comprehensive PreK-12th grade Career Development program is essential for preparing students with the foundation of career based essential skills and providing them with the information to make informed career pathway decisions. Funds will be used to oversee the middle and high school career exploration courses and activities. Pathways in each high school, and Programs of Study need support, professional development and funding to build curriculum and embed work based learning to ensure students are industry ready and have early college opportunities throughout all pathways.

There needs to be a method, process and platform available for accurate data recording.

Gaps were indicated in academic performance within special populations including economically disadvantaged, English Language Learners (EL) and Special Education students. American Indian and black students also were found to have significant gaps. CTE teachers and core teachers will collaborate to offer real-life curriculum in all subject areas.

The CLNA highlighted gaps in Saint Paul College students' readiness to be successful as college students with no formal orientation, either in-person or virtually. As a college, we would like to move towards building an orientation program that will support students and prepare them to increase graduation and retention rates in CTE programs.

*As a consortium, we need to increase the number of stakeholders that represent the student populations whom we serve including people of color, underrepresented CTE populations, and those from indigineous communities. In the future, we will offer multiple opportunities for stakeholders to share their experiences and insights in order to collect qualitative and quantitative data. We plan to conduct sessions where special population groups, affinity groups by race, and other intentional groupings allowfor more diverse insight and feedback.*

These meet all 6 of the Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.

6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19

Upload your completed CLNA Framework  
CLNA Reporting Framework

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 2: Programs of Study

### Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school’s CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Programs of Study Narrative

#### Select Labor Market Information: Minnesota, Seven-County Metro Area, Ramsey County

Minnesota’s labor market continues to push into uncharted territory. Heading towards 11 years of employment expansion, unemployment continues to remain low while job vacancies reach record highs. This brief report will highlight these main indicators, while also zooming in upon the Seven-County Metro Area and Ramsey County.

According to the Minnesota Department of Employment and Economic Development’s (DEED) Local Area Unemployment Statistics (LAUS), the unemployment rate for Minnesota was 3.5 percent (not seasonally-adjusted) in December, 2019. This represented approximately 108,900 unemployed persons. Unemployment is typically lower in the Seven-County Metro Area, with a rate of 2.8 percent representing approximately 48,700 unemployed persons. There were approximately 8,400 unemployed persons in Ramsey County, with an unemployment rate of 2.9 percent.

According to job posting data from TalentNeuron, there are over 156,000 current job openings in Minnesota, over 90,900 current job openings in the Metro Area, and over 15,200 current job openings in Ramsey County. As such, the ratios for the number of unemployed persons in each area to current job openings is 0.7 (Minnesota), 0.5 (Metro Area), and 0.6 (Ramsey County). Clearly, tight labor market conditions persist (see Table 1).

Area	December, 2019				Current Job Openings*
	Labor Force	Employment	Unemployment	Unemployment Rate	
Ramsey County	292,021	283,589	8,432	2.9%	15,231
Seven-County Metro Area	1,731,024	1,682,328	48,696	2.8%	90,908
Minnesota	3,119,177	3,010,258	108,919	3.5%	156,166

Source: MN DEED Local Area Unemployment Statistics (LAUS), \*TalentNeuron

Over the past three months (November 2019 – January 2020), top industries with the most new job postings in Ramsey County were in: Health Care and Social Assistance (2,822 new job postings); Public Administration (2,141); Manufacturing (1,917); Wholesale Trade (1,561); Administrative and Support Services (1,458); Retail Trade (1,231); Finance and Insurance (1,229); Professional, Scientific, and Technical Services (807); Educational Services (685); and Other Services (530).

Over that same period of time, top occupations with the most new job postings in Ramsey County were in: Registered Nurses (883 new job postings); Social and Human Service Assistants (646); Software Developers, Applications (580); Computer Occupations, All Other (553); Customer Service Representatives (538); Retail Salespersons (507); Industrial Engineers (394); First-Line Supervisors of Retail Salespersons (392); First-Line Supervisors of Office and Administrative Support Workers (390); and Nursing Assistants (380).

Beyond new job posting data from TalentNeuron, more industry and occupational vacancy data can be found within DEED’s Job Vacancy Survey (JVS), at [mn.gov/deed/jvs](http://mn.gov/deed/jvs). Occupational demand rankings for the State of Minnesota and its regions can be found through DEED’s Occupations in Demand tool, at [mn.gov/deed/oid](http://mn.gov/deed/oid). Taken together, this data reveals labor shortages and high demand across nearly every industry sector and occupational group in Minnesota, the Seven-County Metro Area, and Ramsey County.



## Education and Occupational Demand

According to the 2018 American Community Survey (ACS) 5-Year Estimates, 40.8 percent of those living in the Seven-County Metro Area (25 years of age and older) have a bachelor's degree or more. According to DEED's Occupational Employment Statistics (OES), about one-quarter of the region's 1.79 million jobs require a bachelor's degree or more. While award levels are highly correlated with potential earnings after completion, choosing in-demand awards is becoming paramount. For example, those programs with excellent employment and wage outcomes at St. Paul College are found within Health Professions and Related Programs; Business; Precision Production; and Construction Trades. One can find more outcomes data through DEED's Graduate Employment Outcomes (GEO) tool, at [mn.gov/deed/geo](http://mn.gov/deed/geo)

As we reviewed the list of CTE programs and activities currently being supported, the CLNA was instrumental in identifying POS requiring additional funding and activities needed to support pathways. The areas that appeared to be weak and poorly communicated on both the secondary and postsecondary side will be given funding priority to build capacity for quality CTE programs by the following:

- *Creating a comprehensive communications plan across the pipeline will help create continuity in messaging and better understanding of course expectations and opportunities for students in individual pathways. The tools developed will help recruit students who are considered non traditional by gender.*
- We have identified a need for staffing to build business partnerships to provide WBL and program direction at both building and departmental levels.
- *The CLNA identified the careers in high wage, high skill and in-demand career areas. Each high school will identify pathways within 4 broad career fields. Funding will be provided to improve the equipment, materials and curriculum for all pathways as needs are identified by the advisory committees. Additional programs will be developed in each of the 6 career fields and professional development, early college credit identification, materials, and equipment will be purchased to bring all CTE programs to the State Approved POS level.*
- *The development of the Education Pathway addresses Element #4 to improve the recruitment, retention and training of CTE professionals in underrepresented groups. The new communication plan will highlight each of the courses within each pathway, show the college credit earning capabilities, and speak to the need for more teachers of color within CTE in Saint Paul Public Schools. Counselors and teachers will recruit the students for the pathway and will assist in marketing the program to stakeholders. As the program develops, students' experiences and stories will be shared with the 8th and 9th graders.*
- Saint Paul College will focus CTE pathway exploration activities and events, and additional marketing and branding materials on CTE programs with lower enrollment numbers in partnership with our Marketing Department and co-branding efforts with Saint Paul Public Schools.
- Saint Paul College will provide both virtual and on-campus events to encourage prospective students, including those in middle and high school, to pursue CTE programs. In collaboration with the Dean of Enrollment Management, hands-on activities for each program will be created to promote campus offerings at campus open house events and planning for future ways to recruit and retain CTE students. CTE program seminars will take place on campus for current students to explore various career pathways in each program of study that will include information sessions and opportunities to connect with employers, as well as the Career Services Department.
- Saint Paul College will explore the utilization of co-teaching models for concurrent enrollment options to build capacity in the high schools for instructor certifications. SPC will offer professional development for concurrent enrollment and articulated credit faculty and instructors to build relationships, share best practices, and better understand expectations of programs.
- Saint Paul College will continue to utilize the "Secondary Postsecondary" grant which partners the SPC Developmental Education faculty with the SPPS teacher through Gateway to College classes. This partnership model is not currently in CTE, but could provide ideas and best practices for other areas to explore.
- Saint Paul College uses a partially Perkins funded Pathway advisor for the high wage-high demand Healthcare

Career Pathways project which provides advising, career workshops, networking events, and support services for low-income, first generation and students of color who are enrolled in the following programs: Practical Nursing, Medical Laboratory Technician, Respiratory Therapy, Nursing Assistant, and Phlebotomy

- 3M awarded Saint Paul College a grant to purchase Mechatronics equipment that SPC could “loan” out to partner schools (Johnson High School) who would create a curriculum designed to introduce this high demand career field to high school students. Johnson H.S. successfully created and implemented the new program in FY19 and approx. 100 students who completed the class will continue for FY21.
- The National Science Foundation (NSF) awarded Saint Paul College funding to further develop the Science Technician program and expand the program to include chemistry, biology and engineering. The Science Technician program will be renamed Science & Engineering Technology program. The program is designed to give students research training, industry mentoring, and internships. The goal is to provide the academic credentials to enter the workforce as a skilled technician or technologist with a 2-year degree or prepare students to advance to a 4-year university.
- The Minnesota State grant called Success in Nursing provides foreign born students in the nursing programs extra study sessions by nursing faculty. This program will be supported in FY21 for eligible nursing students.

*The Saint Paul Consortium has several possible POS and plans to support all POS that are being built in each high school.*

*The official state recognized POS selected are in the high wage, high skill and in-demand career areas of:*

- *Engineering, Manufacturing and Technology Field, including programs in Construction, Manufacturing (Welding) and Engineering Technology (PLTW)*
- *Health Science Technology Career Field, including Therapeutic Services (CNA)*
- *Business Management and Administration Career Field, including Finance (AOF) and Administrative Support programs*
- *Arts, Communications and Information Systems (Cyber Security and Information Technology at Highland Senior High School and in development at Washington Technology Magnet) brokered through regional articulations to transcribed college credit.*

*Career Fields that are being discussed to round out the required 6 Career Fields are:*

- *Human Services Field (Law Enforcement and/or Urban Education)*
- *Agriculture, Foods and Natural Resource Field Natural Resources and/or Animal Science*

***As a consortium we will work to develop and maintain high wage, high skill and/or high demand pathways at each high school.***

***Measures:***

- *K-12: CTE teachers will participate in at least 3 advisory committee meetings per school year*
- *K-12: SPPS high schools will show growth in the number of pathways per site by June 30, 2022*
- *K-12: Each site will be responsible for maintaining a repository of WBL experiences (where applicable)*

- *Post secondary: Review annually the benefit of an SPC high school navigator if funding allows to pay for position*
- *Post secondary: Provide representation at the majority of CTE Advisory Meetings (attendance)*
- *Post secondary: Review the MOUs with each pathway annually*
- *Workforce Development & Business/Industry: Provide representation at the majority of CTE Advisory Meetings (attendance)*

	<b>Roles and Responsibilities</b>			
<b>Anticipated Start and End Dates</b>	<b>K-12</b>	<b>Business/Industry</b>	<b>Postsecondary</b>	<b>Workforce Development with WIOA</b>
<i>July 1, 2020- June 30, 2022</i>	<i>Continue the MDE Program Approval process for all CTE programs and add new programs as they are developed.</i>	<i>Attend CTE Advisory Council Meetings, advise on curriculum, equipment and supplies needed for pathways.  Provide WBL through internships, job shadows, mentoring, career exploration field trips, and career fairs.</i>	<i>Attend CTE Advisory Council Meetings, advise on curriculum, equipment and supplies needed for pathway to succeed.</i>	<i>Attend CTE Advisory Council Meetings, advise on curriculum, equipment and supplies needed for pathway to succeed.  Provide WBL, training and internship</i>
<i>July 1, 2020- June 30, 2022</i>	<i>Offer districtwide support of CTE Pathway Development</i>	<i>Attend CTE Advisory Council Meetings</i>	<i>Attend CTE Advisory Council Meetings</i>	<i>Attend CTE Advisory Council Meetings</i>
<i>July 1, 2020- June 30, 2022</i>	<i>Support the WBL/Site Coordination at each SPPS high school to be building level Perkins coordinator</i>			

<p>July 1, 2020- June 30, 2022</p>	<p>Develop Education Pathway or Human Service Pathways at Como Park High School, Highland Park High School, Central High School, Johnson High School, Humboldt High School, and Washington Technology Magnet</p>	<p>Attend CTE Advisory Council Meetings, advise on equipment and supplies needed for pathway to succeed.</p> <p>Provide internships, job shadows, career exploration field trips, mentoring, and career fairs</p>	<p>Work with SPPS to determine pathways to college programs.</p> <p>Develop MOUs for early college opportunities and credit transfer.</p>	<p>Attend CTE Advisory Council Meetings.</p> <p>Collaborate to provide internship opportunities, summer learning.</p>
<p>July 1, 2020- June 30, 2022</p>	<p>Develop Trades and Industry (including PLTW Engineering and Computer Science) and or AFNR Pathways at each SPPS high school.</p>	<p>Attend CTE Advisory Council Meetings</p> <p>Provide Internships, job shadows, career exploration field trips, mentoring, career fairs and teacher externships</p>	<p>Work with SPPS to determine pathways to college programs.</p> <p>Develop MOUs for early college opportunities and credit transfer.</p>	
<p>July 1, 2020- June 30, 2022</p>	<p>Provide a districtwide level of support and PD, Business and Industry Partner Coordinator</p>	<p>Serve as Chair or Committee member for CTE Advisory Councils</p>	<p>Serve as Chair or Committee member on CTE Advisory Councils</p>	<p>Serve as Chair or Committee member on CTE Advisory Councils</p>
<p>July 1, 2020- June 30, 2022</p>	<p>Develop Arts &amp; Human Services, Business &amp; Communications, Science &amp; Medical, and/or Innovative &amp; Emerging Technology (including PLTW) pathways at each high school</p>	<p>Attend CTE Advisory Council Meetings, advise on equipment and supplies needed for pathway to succeed.</p> <p>Provide internships, job shadows, career exploration field trips, mentoring, career fairs and teacher externships</p>	<p>Work with SPPS to determine pathways to college programs.</p> <p>Develop MOUs for early college opportunities and credit transfer.</p>	<p>Attend CTE Advisory Council Meetings.</p> <p>Collaborate to provide internship opportunities, summer learning.</p>

<p>July 1, 2020- June 30, 2022</p>	<p>Offer districtwide programming and student support for the Automotive Center, and CPA Business, and Health Science</p>	<p>Attend CTE Advisory Council Meetings, advise on equipment and supplies needed for pathway to succeed.</p> <p>Provide internships, job shadows, career exploration field trips, mentoring, career fairs and teacher externships</p>	<p>Work with SPPS to determine pathways to college programs.</p> <p>Develop MOUs for early college opportunities and credit transfer.</p>	
<p>July 1, 2020- June 30, 2022</p>	<p>Purchase innovative curriculum, tools, supplies and equipment to meet industry requirements for all pathways and CTE programs</p>	<p>Recommend and/or supply classrooms with equipment, tools, training etc.</p>		
<p>July 1, 2020- June 30, 2022</p>	<p>Offer or provide access to POS professional development opportunities for administrators, counselors, and teachers</p>	<p>Provide externships, training or PD for administration, counselors and teachers within pathways</p>	<p>Consult with or provide PD for administration, counselors and teachers within pathways</p>	
<p>July 1, 2020- June 30, 2022</p>	<p>Offer PD to all CTE teachers specific to academic supports for special populations including English Language Learners and Special Education</p>			
<p>July 1, 2020- June 30, 2022</p>	<p>Determine and provide for Industry based certifications for each pathway</p>	<p>Consult with CTE Pathway Coordinators to embed pathways with industry certifications</p>	<p>Consult with CTE Pathway Coordinators to embed pathways with industry certifications</p> <p>Discuss offering college credit for certifications passed in high school</p>	<p>Provide Industry based certifications in high wage, high skill, or high demand pathways</p>

July 1, 2020- June 30, 2022	Implement Career Sampler opportunity for all 9th grade students prior to selection of a pathway	Collaborate with Pathway Coordinators to determine engaging course delivery methods	Collaborate with Pathway Coordinators to determine engaging course delivery methods	
July 1, 2020- June 30, 2022	Develop or purchase and pilot a database system to record student participation in WBL activities	Consult with Pathway Coordinators to determine the most beneficial platform or database to record students WBL experiences		Consult with Pathway Coordinators to determine the most beneficial platform or database to record students WBL experiences
July 1, 2020- December 30, 2020	Use High School Navigator to assist students in CTE pathway programs that lead to SPC		Supply High School Navigator from SPC to select high schools	
July 1, 2020- June 30, 2022	Provide opportunities for CTE teachers to help integrate "real life" application to the skills learned in Core Content Courses.	Business and Industry consultation to provide real life examples of concepts students are learning in core courses		

Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

## Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

### WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide:

- Career exploration and career development coursework, activities or services
- Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment
- An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

**In collaboration with local workforce development boards and agencies, describe how the consortium will provide:**

**• Career exploration and career development coursework, activities or services.**

Ramsey County Workforce Solutions (WFS), the local federal administrator of WIOA Title I programs, works closely with Saint Paul Public Schools (SPPS) and Saint Paul College (SPC), through a number of different program specific partnerships. These partnerships include: Youth Career Connect, a program in which SPPS students in CTE programming are placed into industry related subsidized summer work experiences through WFS, Outreach to School, a program in which WFS places college-aged interns into SPPS high schools to support students with post-secondary planning, and Building Future Together, a new program in which student in Automotive Pathway at SPPS are placed provided with additional industry training and placed into paid internship experiences with local employers. Additionally, WFS is working closely with SPPS and SPC to increase student and family exposure to careers through access to CareerForce, the state's job-seeker hub, O\*net, My Next Move and other digital platforms, as well as experiences in person such as tours, panels, speaker, etc.

**• Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment.**

WFS closely tracks federal, state and local job markets and trends through use of labor market information, including real time data through Real Time Talent, a local tool. This information is used to inform partnership and program decisions with both SPPS and SPC, as the team wants to ensure that we are setting up students, and their family's for success in current and future workforce ecosystems. The Building Future Together program previously mentioned is an example program that was informed by local labor market information about what careers are in need or have a big segment of their workforce retiring in the timeline of when students would be looking to enter.

**• An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.**

For those students being served directly by WFS in programs, WFS employment guidance counselors work closely with school counselors and other school staff in supporting these students. Additionally, through the Outreach to Schools program, WFS interns support the career guidance and counseling staff in SPPS schools in their work with students planning for what is next for that student. Additionally, the partnership is engaging in plans to increase this work together through shared events, tours, job fairs, and other opportunities and ongoing communication.

Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Integrated Academic and Technical Skills Narrative

Saint Paul College will be working on creating technical standards for all programs, including the CTE programs offered at the college. When students are made aware of the exact skills needed to be successful in each program, this will help to determine the best match and fit for their individual skill sets in CTE programs. The Director of Academic Support will be influential in this process in working on this as well as to continually build in support for students in CTE programs to enhance academic and technical skills by identifying resources and making these readily available. Saint Paul College will also continue to offer certifications and TSA's in courses where this is part of the documented assessment method.

In FY20 Saint Paul College developed a new and more robust program review framework. Faculty follow a systematic process to gather and analyze both program and assessment of student learning data to guide meaningful improvements to teaching and learning. The results of program review are used to inform program and institutional planning and budgeting. Faculty will conduct a Comprehensive Program Review every three years with annual monitoring reviews during the years in between. The program review process includes integrated support for faculty at all stages of the review cycles. Goals of this process include:

- provide an institutional process that guides systematic program review and continuous program development for student success.
- develop a concrete action plan addressing areas of improvement and plans for development.
- provide a systematic process to discuss program achievements, challenges and needs.
- inform the institution's annual planning process and identification of annual priorities.
- align program priorities with College and program-level annual planning and budgeting.
- provide opportunity for dialogue with colleagues about the program's strengths, opportunities and future planning.

For CTE programs this new program review process will ensure continuous quality improvement in the areas of academic skills attainment of students, and alignment of rigorous curriculum and challenging academic standards.

SPPS will be aligning courses with college courses and will develop pathways to careers that are high wage, high skill or high demand in 4 broad career fields at each high school. Additionally, CTE teachers will be engaged in discussions with core content teachers to assist in the development of rigorous and engaging curriculum whereby creating connected learning throughout the high school experience.

*Materials and equipment will be reviewed by Advisory Committees and updated and supplied for new POS and courses within pathways as they are developed.*

New courses using National and State standards will be developed to complete pathways. Courses will prepare for, or offer early college credit, leadership opportunities and work based learning experiences.

With the assistance of the CTE Advisory Committees, industry certifications will be identified and placed within appropriate courses.



Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 5: Special Populations

### Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Special Populations Narrative

Saint Paul College is highly focused on serving special populations. In serving our students with disabilities, the college has failed to meet ADA compliance in the following areas: captioning, testing, and alternative texts. In the last year, we have addressed the first two challenges by implementing a captioning program, developing a new system for testing with accommodations, and renovating the Testing Center to bring it into compliance with national norms. We are still out of compliance in our use of screen readers, and we have not been able to provide texts quickly to students, meet standards for web accessibility, or provide consistent access to web-based tests in ATI for students with accommodations. Multiple students have failed or withdrawn from courses due to not receiving adequate accommodations. Our lack of adequate assistive technology has also caused unnecessary labor for faculty, IT, and Academic Support.

Saint Paul College has also recognized the need to provide additional support to students with disabilities. *The Director of Academic Support plays a vital role in overseeing proper resources that are targeted towards students with disabilities, as well as supports the innovation and creation of programs and strategies to help students, staff and faculty to be successful in CTE areas.* The College hired an Accessibility Specialist, which has allowed the College to improve case management and provide quicker support to students which will aid in retention and student success. This additional staff member also allowed the Director of Access & Disability Resources to participate in and develop professional development activities for staff and faculty to create a more inclusive culture on campus. The Dean of Trade Programs and the Director of Access and Disability Resources have continued to 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.

Saint Paul College 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 the Director of Advising overseeing Advisors dedicated to specific CTE areas: 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.

Saint Paul College will also continue to support a fellow tutor in the Health Sciences Center to assist students in language and health science programs, specifically in the course area of biology. Purchasing screen readers that are able to read web and print texts across the College as well as purchasing accessibility apps, digital recorders, noise-canceling headphones, and customized assistive technology will support students with disabilities to be more successful in student achievement indicators.

Saint Paul College will continue to host a Career Fair for Saint Paul Public School high school students in the spring of 2021 *this will be geared towards introducing students to non-traditional programs in CTE.* 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 with a focus on nontraditional participants where applicable. The visit also includes a student panel as well as a presentation on CTE summer camps and early college options to be hosted at the College.

Saint Paul College Continuing Education provides summer camps for students interested in CTE various programs and *are a tool used to expose students to non-traditional CTE programs.* These camps are open to a variety of ages so students can begin career exploration at middle school grades on a college campus setting. The offerings listed below are what will currently be offered in Summer 2021 and additionally Continuing Education is open to creating more opportunities with the input from Saint Paul Public Schools.

Camps include:

Scrubs Camp-Health Care Careers

Video Game Design Camp- Basic computer, Video Game Design  
Imagine It, Design It, Make It!- Advanced Welding and Machining  
Cosmetology Camp – Summer Beauty Camp  
Culinary Camps-Culinary and Baking Skills

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. This will be expanded in other areas *outside of Women in the Trades this year* to incorporate mentorships, both in-person and virtual, to connect females in high school trades courses to college females in aligning programs at the College through this initiative. Efforts are being made to identify students that fall into the new special populations categories. SPC also hopes to build capacity for Skills USA so students have additional ways to be a part of student organizations that support their programs of study, building camaraderie and competition.

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 strategic 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.

The Academic Effectiveness and Innovation (AEI) unit's purpose is to provide vision and leadership for a comprehensive model of faculty and staff development and to provide support to faculty and staff in the development of curriculum and assessment of student learning. 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, and innovative instructional technologies to improve success in CTE programs for special populations. In FY21, the AEI unit will work with the Chief Diversity Officer to provide equity and inclusion training, education, and explore a "train the trainer" model where identified faculty are trained in culturally responsive pedagogy and classroom management and then deploy those skills at the College by training other faculty.

All Saint Paul Public Schools students have access to CTE programs across the district however options are currently limited in size scope and quality. By building 4 common, robust career fields in each building, we will balance the CTE opportunities available to all students at each high school.

A system wide comprehensive communication plan including websites, flyers, brochures, *recruitment tools* etc. and will include representatives from all genders and races and highlight students in non-traditional courses.

Focus Groups will be created with underrepresented groups to continually seek stakeholder input in decision making as we represents a very diverse consortium-(students, parents, faculty, staff, community)

Academic performance will be improved by providing English Learner and Special Education classroom support, CTE classroom consultations with specialists, professional development and the purchasing of materials, assessments, or instructional equipment. Teachers will be encouraged to join Professional Organizations and attend best-practices state and national conferences as well as attend Professional Learning Communities focused on improving student performance.

Work will begin to integrate real-life application in all secondary content courses and career related curriculum prek-12 (funding only for high school CTE teachers and MS Career exploration)

Students with special needs, will be provided transition services as determined by their Individualized Educational Plan. Work Experience Handicapped instructors will provide direct service to students in career readiness, career exploration and training. All high schools will have access to a Practical Assessment Employment System (PAES) Lab and supervised training programs such as Goodwill, and other non-profit partnerships.

Collaboration with community partners such as Employment First Initiative and the Employment Capacity Building Cohort will increase the number of students with developmental cognitive disabilities who enter competitive integrated employment.

A summer STEM Camp will be provided through braiding of funds to continue the engineering pipeline from K-14.

Additional non-traditional by gender courses that are in high wage, high skill or high demand will be added in Manufacturing, Medical Health Science, Human Services such as Law Enforcement, Business, Engineering, Construction and Agriculture.

The Career Pathways Academy will continue to provide access to all students to high wage, high skill and in demand careers.

Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
  
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

#### Work-based Learning Narrative

Saint Paul Schools has a wide array of partnerships with industry providing Work-based Learning (WBL) opportunities, from 3M STEP and Optum large group internships to single site/student internships. Students in pathways have WBL experience embedded throughout their 4 years of high school.

Perkins funding will cover a portion of the cost of a Partnership Coordinator, who will be challenged with the responsibility to develop and formalize relationships that offer WBL opportunities. This position will develop and expand both industry and college partnerships in each of the Career Pathways. Other activities will include job shadows, mentorships, internships, classroom speakers, career fairs, field trips, and developing teacher externships in partnership with the Hennepin West Consortium. This position will take inventory of current partnerships and identify where gaps are within pathways, will coordinate CTE advisory committees and partner with local workforce agencies to support our students.

*Professional Development and curriculum writing will be provided for WBL Teachers as they develop online and hybrid formats to instruction .*

Curriculum will be included in the PreK-12 Personal Learning Plan (PLP) to help students develop essential work behaviors and skills. The 8th grade foundation course and 9th grade career sampler courses will include field trips, speakers, informational interviews. An online Career Seminar Portfolio will be created and offered to students to extend the course beyond our teacher load and funding capacity. Students will complete some of the courses in the PLP and continue developing a portfolio of their knowledge and skills that will be reviewed by a licensed Work Based Learning Teacher and possibly awarded credit. Students would then be eligible for OJT or supervised internships in the community.

Saint Paul Schools will provide a stipend to each Work Based Learning/Site Coordinator position at each high school to be the point of contact for all pathway matters and assist in identifying where Perkins funding for curriculum, equipment and supports are most needed.

Perkins funding will also cover .25 Pathway coordinator to design a data management tool to accurately measure student and program progress within pathways. Access to WBL data specifically ties to the goals of the Advisory Committees, and the Perkins secondary WBL indicator, as well assist with pathway sustainability through helpful reporting to access future funding.

Saint Paul College offers WBL opportunities through internships, apprenticeships and clinicals built into coursework completion components in many CTE programs. *This includes work based learning such as offsite construction projects and individual project design in our trades programs as referenced in the POS table.* This allows students to explore what it is like out in the career field. Saint Paul College will be working to expand these opportunities for students by working with Career Services and CTE Deans to connect with employers to identify where there may be additional opportunities for growth in hosting events like, Welcome to the Trades and Career Pathways Information Sessions, with current students on pathway options in CTE programs of study.

Workforce Development and Continuing Education at the college worked with employer partners in the healthcare industry in the development of online CNA classes and will continue to expand this for employers by creating customized training.

#### Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue a career in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.

\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 7: Early College

### Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

#### Early College Narrative

Saint Paul College will be working on the college website to include online modules and tours to educate on campus offerings and what align for best match and fit for prospective students and will be the focus for outreach for students in grades 5-9. Saint Paul College would like to continue to focus on bringing students from Saint Paul Public Schools in 10th grade (or older) to on-campus tours focusing on programs where there is a need for higher enrollment, focus on non-traditional by gender and opportunities to build capacity around early college options, like PSEO, for an annual Career Day. Saint Paul Public Schools and Saint Paul College are reaching back further to middle school, developing online career exploration modules for this population. SPC staff are coordinating with consortium partners to plan a community/family college event Saturday in 2022 on campus to promote early college and careers.

Saint Paul College will present to Saint Paul Public School counselors at information sessions educating them on ways high school students can earn college credit as well as share other educational opportunities available at the college for current middle school and high school students. Saint Paul College is also building a more robust offering for professional development for high school instructors and college faculty teaching in concurrent enrollment and articulated credit courses.

Saint Paul College and Saint Paul Public Schools will work together using braided funds and partner resources, like Ramsey County Workforce, to create developmentally appropriate online modules matching best fit occupations for students that align with CTE pathways. The college also utilizes the Thrivent Trading Up program funding a Trades Ambassador/Navigator working with SPPS high schools funded through December 31, 2020.

Saint Paul College and Saint Paul Public schools will continue to plan and work together to align programs of study by working to increase offerings for students in concurrent enrollment, PSEO and articulated credit. Essential roles to support these programs are the Director of Partnerships and the PSEO coordinator who will work closely with the pipeline. Together, as a consortium, we will rekindle the former Early College Partnerships Council, renamed the Early College Leadership Council and make this an active council meeting at least four times a year. The main objective of this council will be to assist the college and district partners to coordinate activities and make recommendations regarding provision of College courses delivered to the District as part of the Early College Model.

Saint Paul College will pilot limited articulated credit offerings that have dipped in enrollment and will track enrollment for students that matriculate from high school. The piloted articulated credit programs for FY 21 will include; Automotive, Supply Chain Logistics, Culinary Arts, Esthetics/Cosmetology, Welding, Truck Technician and Construction as *well as continuing to explore more options based on student wants/interests.*

High school students in early college courses at Saint Paul College receive an end of the course evaluation in schoology on course satisfaction.

Saint Paul College will also start a new initiative to offer scholarships to former Concurrent Enrollment and PSEO students in trade/technical programs that transition to the college for postsecondary. Students who are eligible for the scholarship are required to be in a trade/technical degree or programs and the scholarship is \$2,500 for the year and this can be funded for up to two years for the student. The goal for this summer is to first identify students who are participating in our Concurrent and PSEO programs and have them transition to SPC.

*Early College partnerships, such as what was developed with the introduction of the Academy of Finance, where students can earn a 16 credit Saint Paul College Certificate, will be a model in which all pathways will be developed. Particular attention will be given to developing Early College opportunities that give the greatest benefits to students as they transition to post secondary.*

*Saint Paul Schools will support programs and pathways delivering college credit such as PLTW courses where equipment is needed to meet the college credit requirements.*

The Career Pathways Academy at SPC will continue to offer early college opportunities in high skill, high wage and in demand career areas. Funding will be used for a Career Pathways Counselor and will provide leadership of the program. A new online format of recruiting will be developed for the fall 2020 courses. This as well as the new communication plan will design tools to reach all students with information on the options available for early college experiences in the career pathways.

*Saint Paul Public Schools and Saint Paul College will be focused on increasing consistent promotion of communication and branding around CTE - i.e. concurrent classes, visuals, flowcharts and creating more visuals of POS to Pathway Alignment. There will also be a targeted selection of pathways and placement of certifications or technical skill assessments within pathways. Both the secondary and postsecondary partners will also support CTE programs with updated equipment/materials/PD training to capture more students in programs.*

As needed, the consortium will broker with other districts and colleges to offer advanced credit and POS opportunities.

**The consortium will also evaluate all early college options available to increase access to the best match and fit for students.**

**Measure:**

- *K-12 & Postsecondary: Build greater capacity around programs that are a best match/fit for students*
- *K-12 & Postsecondary: Satisfaction Survey for students and instructors*
- *K-12: Increase the successful completion rate among students of color in early college opportunities*
- *Postsecondary: End of course evaluation for students*

	<b>Roles and Responsibilities</b>	
<b>Anticipated Start and End Dates</b>	<b>K-12</b>	<b>Postsecondary</b>
<i>March 1, 2021- May 30, 2021</i>	<i>Teachers attend concurrent enrollment seminar</i>	<i>Host concurrent enrollment seminar to increase understanding of roles and responsibilities for staff and faculty and share best practices (Spring)</i>
<i>July 1, 2020- December 30, 2020</i>	<i>Review and reassess the articulation agreements in consortium</i>	<i>Review and reassess the articulation agreements in consortium</i>
<i>July 1, 2020- December 30, 2020</i>	<i>Explore co teaching models using high school staff and SPC faculty in CTE courses to expand programming in high school</i>	<i>Explore co teaching models using high school staff and SPC faculty in CTE courses to expand programming in high school</i>
<i>December 1, 2020- June 30, 2021</i>	<i>CTE teachers attend seminar for articulated credit and receive continued support from CTE faculty at Saint Paul College</i>	<i>Pilot a small number of focused articulation agreements in selected CTE programs with low or declining enrollment numbers and offer seminar to faculty and CTE high school teachers with continued supports from CTE faculty</i>



<i>January 1, 2021</i>	<i>Reach out to high school students to assess satisfaction with current early college CTE options and suggestions for opportunity and growth.</i>  <i>Mid-year assessment</i>	<i>Reach out to postsecondary students to assess satisfaction with current early college CTE options and suggestions for opportunity and growth.</i>  <i>Mid-year assessment</i>
<i>September 1, 2020</i>	<i>Form an Early College Leadership Council that meets quarterly with leadership from SPPS and SPC</i>	<i>Form an Early College Leadership Council that meets quarterly with leadership from SPPS and SPC</i>
<i>September 1, 2020</i>	<i>Form Early College Partnerships Committees to execute actionable items from the Early College Leadership Council meeting</i>	<i>Form Early College Partnerships Committees to execute actionable items from the Early College Leadership Council meeting</i>

**Use of Funds:**

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Support to Professionals Narrative

At the postsecondary level, CTE faculty who have the appropriate credentials often bring significant experience and expertise from private industry. What most new CTE faculty are lacking is training in teaching and learning, as well as onboarding into the higher education environment and its complexities. Saint Paul College introduced a redesigned “New Faculty Academy,” which will continue in FY21 with some revisions based on feedback from FY20. The New Faculty Academy includes a 3 to 5 day orientation, mentoring, monthly lunch and learn sessions, and formative observation. The orientation introduces new faculty to Saint Paul College, policies and procedures, syllabi preparation, classroom management, and pedagogy, along with a full day of equity training. Each faculty is assigned a faculty mentor, who is a seasoned faculty member from their division.

Mentors play a critical role in connecting new faculty with evidence-based practices in teaching and learning, as well as serving as an overall resource. There is a monthly New Faculty Lunch and Learn, intended to continue the onboarding process through the year, as well as provide an opportunity for new faculty to discuss teaching and learning and state their professional development needs. New faculty members are observed once per semester, including one annual observation by the Associate Dean of Faculty and Staff Development. This observation is used as a formative assessment for faculty professional development needs. The Associate Dean works with the faculty member at the individual level, identifying areas of needed skill development and knowledge growth and providing the resources and tools specific to that faculty member’s needs.

Saint Paul College and Saint Paul Schools will also use monies for professional development for Automotive Service Technician Instructors to ASE in FY21 in order to maintain program quality and student learning by being current on their program level accreditation. The instructors will be able to update their ASE Accreditation by attending the ASE Instructor Training Conference. Other funds for professional development will also be used to support CTE instructors and Perkins identified staff (those paid partially with funding) to identify opportunities to incorporate more best practices to encourage student success in programs whether in-person, virtual or blended participation. *These are ever changing needs that were addressed in the CLNA as a need for continuous improvement for our staff and faculty.*

*Saint Paul College uses opportunities to recruit people of color and from indigenous communities utilizing the People of Color Job Fair each year as well as seeking out alumni from programs. An example of this is the Trades Ambassadors Program that seeks to use graduates from the Saint Paul consortium to return to work in positions at the college as well as in the high schools.*

Funds will support positions providing CTE and pathway programs oversight, CTE PD, program design and alignment to early college opportunities and programs, as well as start up curriculum, materials and WBL activities to fund the Family and Consumer Science Urban Education program that will create a pipeline for under represented groups of individuals to enter the teaching profession.

*SPPS is an incredibly diverse district with students who speak more than 125 languages and dialects. Currently, our CTE teachers do not represent our diverse student population. Approximately 87% of our SPPS students are students of color; 94% of CTE teachers are white.*

*A pathway focused on Education is critically important to Saint Paul Public Schools. We must have educators who represent the students and families within our diverse community. Therefore, we must find a way to increase excitement and passion*

for Education pathway courses; and subsequently, engage and recruit students into the Education Pathway. To that end, we will implore the following recruitment strategies as we build our Education pathway:

1.

*Increase intentional exposure to Education careers in grades K-8 through the Personal Learning Plan and career-related curriculum Strategic Plan initiative.*

2.

*Virtual and in-person classroom presentations about Education Pathway courses and experiences; individual 1 on 1 follow ups with Education Pathway teachers and/or a school counselor for interested students.*

3.

*Intentional advising for students who have expressed an interest in a career related to Education in their career inventories, academic check-ins, PLPs, etc.*

4.

*Gather input from current students in Education courses (U of M CIS) and future pathway students (CIS, Concurrent at MC and Mankato) and create a plan for peer recruitment into pathway courses. Amplify students' voices in the recruitment and engagement of their peers into Education courses.*

5.

*Increase opportunities for students' families to be engaged within the Education pathway - family nights, family conferences, events, etc.*

*Saint Paul Public Schools Professional Development is included throughout the CNLA and action plans and is divided between subs, travel, and workshop rate of pay.*

New teachers will be encouraged to participate in statewide CTE PD and will participate in the “New Educator Workshop” and teacher tenure track where new teachers will be provided 10 hours of PD specific to teaching in CTE.

Secondary teachers who are hired on a “special permissions” will be encouraged to obtain the official CTE licensure, in the area they are teaching, and will be provided with support through the braiding of funds to complete a license via portfolio.

Teachers will also be encouraged to add 18 credits “in the field” to qualify for programs such as “18 Online” and allow them to teach concurrent enrollment courses.

#### Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Performance Gaps Narrative

*Priorities referenced in the CLNA and other action plans call for equal access for all students include the following:*

- *Create consortium focus groups with underrepresented groups to continually seek stakeholder input in decision making as we represent a very diverse consortium of students, parents, faculty, staff, and community*
- *Balance the CTE opportunities available to all students at each high school*
- *Increase academic performance by providing EL and Special Education supports, classroom consultations, and PD*
- *Integrate real life application of content in core courses that will increase graduation rates and improve all students performance on the MCA assessments*
- *Provide a career related curriculum prek-12 (funding only for high school and middle school career exploration), giving students direction and motivation to continue in high school, improving graduation rates where gaps exist*
- *Support for students and PD for teachers to support students who are EL, and those receiving specialized services to improve performance indicators*
- *Hold dialogue with industry leaders to remove the barriers that hinder gender enrollment - hold industry leaders accountable to be more inclusive*
- *Revisit entrance requirements*

By increasing focus on career related curriculum PreK-12 and providing opportunities to explore careers and pathways in middle and high school as well having students create personal learning plans, we hope to improve the graduation rate and MCA performance for all individuals. Students who see relevance in their courses, matching to their interests should increase performance as well.

It is also expected that by CTE teachers collaborating with core content to embed career related content students will experience engagement and see relevance throughout the school day.

Professional development will take place to prepare our CTE teachers to teach using best practices, content that is culturally relevant, responsive and that allow students to show up as authentic selves.

New teachers will be provided with orientation to CTE in MN and in SPPS, focusing on course content, rigorous course standards and expectations for career exploration and leadership development.

Saint Paul College continues to look for ways to eliminate disparities and gaps. The continued use of the following strategies will be utilized into FY21 including; intrusive advising, Early Alerts, use of EAB Navigate for reporting to identify student performance and develop a plan for intervention, TRIO and POY Navigator interventions, emergency funds, Learning communities, tutoring and peer mentors. Saint Paul College will be using a Research Analyst to help with tracking and reviewing these results related to closing student performance gains and gaps.

**The college is committed to connect our students to resources to increase access to the best match and fit career pathways in hopes of shrinking gaps and disparities.**

**Measures:**

Postsecondary: Track attendance at events

Postsecondary: Create technical standards for each CTE program

Workforce Development: Report the number of student contacts throughout the schools

<b>Anticipated Start and End Dates</b>	<b>Roles and Responsibilities</b>		
	<b>Business/Industry</b>	<b>Postsecondary</b>	<b>Workforce Development with WIOA</b>
January 1, 2021- May 30, 2022	Provide resources and staffing of volunteers to help host event	Create information sessions with current students about pathway options in CTE programs of study	Provide resources and staffing of volunteers to help host event
July 1, 2020- September 1, 2020	Provide resources and staffing of volunteers to help host event	Create a "Welcome to the Trades" event to serve as an orientation for trades, automotive and machining programs- possibly virtually	Provide resources and staffing of volunteers to help host event
July 1, 2020- June 30, 2022		Develop technical standards for each CTE program led by Access and Disability Resources	
July 1, 2020- June 30, 2022	Provide experiences to allow students opportunities for WBL while at SPC	Work with employers to create more WBL opportunities for students who are already enrolled or exploring CTE career pathways	Provide resources to connect students to opportunities for WBL while at SPC
July 1, 2020- October 30, 2021	Provide resources and staffing of volunteers to help host event	Work with SPC admissions team and Title III to create mandatory orientation (in-person and virtual) for all students	Provide resources and staffing of volunteers to help host event
August 1, 2021-May 31, 2022		Hire a lab assistant to work with students in trades courses that need additional supports to be successful	

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
  - o Of these 6 programs of study, a minimum of 4 career fields must be represented
  - o All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Consortium Governance Narrative

The Saint Paul Consortium consists of Saint Paul Public Schools and Saint Paul College. Saint Paul Schools has over 8000 CTE participants in MDE Approved Programs.

*Monthly check in meetings with Consortium partners will happen in FY 21. In these meetings, we will develop a repository of meeting agendas and notes in order to share ideas, collaboration/planning notes, and other information with all stakeholders. Members are responsible to have completed any pre-work before the meeting which will allow the meeting to be focused on action items and data cycling.*

*At Saint Paul College, the annual Perkins plan will also begin to be presented to the President and/or President's Cabinet members to ensure better understanding and accountability to the grant starting in FY21.*

*We have also decided to host an annual meeting with stakeholders. In order to hold us accountable to these stakeholders, there will also be an annual report to update them on what is happening in the consortium.*

This long standing partnership has been closely intertwined through the years resulting in extensive collaborations, initiatives and comprehensive programming between Saint Paul Public Schools and Saint Paul College.

*As a consortium, we are committed to holding affinity group meetings by race with facilitators selected to lead discussions around improving CTE opportunities throughout the consortium and use ideas generated here to make changes to current programming to better support the community.*

*Together we will rekindle the former Early College Partnerships Council, renamed the Early College Leadership Council and make this an active council meeting at least four times a year. The main objective of this council will be to assist the college and district partners to coordinate activities and make recommendations regarding provision of College courses delivered to the District as part of the Early College Model. It is here that the majority of decisions will be made by bringing data to the Leadership Council and then forming sub committees to put the plans into action and measure the results. The CTE Supervisor and the Perkins Coordinator in the consortium will be responsible for overseeing these meetings and making sure plans are being carried out.*

*At Saint Paul College, the Perkins Coordinator checks in regularly with Deans, CTE faculty and staff to gather information and evaluate current program needs and areas for improvement using data to make informed decisions. A form must be completed by any faculty or staff to use Perkins funding that aligns with this narrative and items identified in the CLNA.*

*Saint Paul College positions that are funded partially by Perkins funds must meet the following expectations for FY21:*

- *Must attend the bimonthly Perkins Huddle Responsible for self-reporting Personal Activity Reports (PAR) bimonthly electronically to the Perkins Coordinator, as well as their designated supervisor*
- *Tie Perkins performance indicators directly to the position, and include in their annual review process*

- *Must be able to articulate their role as it relates Perkins*

*At Saint Paul Schools, The Perkins Grant funds and project programming operates under the direction of Kathy Kittel, CTE Supervisor; Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Office of College and Career Readiness Director; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; Cedrick Baker, Chief of Staff, Joe Gothard, Superintendent of Schools and the Saint Paul Public School Board.*

*Stakeholder input is gathered through student focus groups, surveys, program information data by school, program or pathway, CTE Advisory Committees and affinity groups. Decisions for spending are made based on the data from the CLNA that is then approved by the CTE Supervisor and OCCR Director.*

*Frequent collaboration with Career Pathway Leads and Pathway Committees as well as Principals at each building, helps provide a comprehensive pathway program and ensures alignment of pathway programming at each building. New this year, a stipend will be paid for each pathway lead at the building level to ensure purchases meet the requirements of pathways and POS and that funds are used for the purpose of moving CTE courses to be comprehensive programs using and industry based equipment and methods.*

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

Partnership with Johnson high school students for careers in manufacturing through a grant from 3M to the SPC Mechatronics program. Johnson's engineering instructors attended training at SPC and added units to the current PLTW courses that gave 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. It is a cohort model which utilizes Navigators and learning communities with embedded tutors in gatekeeper classes.

Saint Paul Public Schools will have full access to online modules and tours will that allow for all grades to explore match/fit options at Saint Paul College

The Career Fair will give 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 10-12 th grade students in 12 courses on their campus.

Shared positions show the partnership commitment, including PSEO/POY, and PSEO by Contracted Positions.

Saint Paul College continues to be highly involved in the Greater Twin Cities United Way Welding, Construction, Medical, and Ag-Science high school pathway development.

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.

Saint Paul College will also start a new initiative to offer scholarships to former Concurrent Enrollment and PSEO students in trade/technical programs that transition to the college for post secondary.

Workforce Training and Continuing Education provides instructors for two Certified Nursing Assistant/Home Health Care at both LEAP and Humboldt Secondary School.

U.S. Department of Education, Juvenile Justice Reentry 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.



Funds will be provided for salaries and benefits for CTE Supervisor and .3 OCCR Director to oversee the work of Perkins throughout the district, as well as for the Perkins Coordinator at Saint Paul College.

Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

**Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--**

**(1) in—**

**(A) rural areas;**

**(B) areas with high percentages of CTE concentrators or CTE participants;**

**(C) areas with high numbers of CTE concentrators or CTE participants; and**

**(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and**

**(2) in order to—**

**(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or**

**(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.**

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

### Reserve Funds Narrative

In an effort to train, recruit and retain CTE instructors, as well as increase student enrollment, Saint Paul College will be focused on building capacity around additional early college options. This includes exploring options to build stronger pipelines from secondary to post secondary, starting with articulated credit offerings for FY 21, as well as creating professional development and programming to build support for both the students and the instructors at the college and high school levels. *There has not been a recent concerted effort at the college to build more robust pipelines that focus on collaborative teaching methods to meet the needs of a diverse student population for early college. A gap was identified in building relationships between high school and college faculty and a lack of what resources are needed for these instructors in order to support students moving towards attaining postsecondary credentials in CTE fields in the identified POS being the priority for moving forward.*

*Funds will also be aimed at expanding professional development around best practices related to continuous improvement and innovation in working with diverse populations and best practices (in-person and virtual) for CTE for faculty and staff. The CLNA identified that professional development continues to be an area that needs more resources. Heightened use of technology in teaching methods for CTE courses and ways in which students learn is ever changing and we need to make sure our staff and faculty are aware of how to work with students and prepare them for the workforce, whether that's learning techniques for distance learning or in-person. Funding will go towards hiring trainers and groups to help facilitate professional development in these areas.*

Secondary Reserve funds will be used to promote the development of POS and to fund a partnership coordinator position, who will be charged with building and formalizing relationships with community groups and employers, for purposes, including innovative and proven practices, such as teacher externships, WBL activities, early college credit, and will work to create formal partnerships with Ramsey County, City of St. Paul, the chamber etc. and will coordinate the CTE Advisory Committees. *The extent in which this position will focus partnership development is new to FY21. Saint Paul Schools has many partners, how we build partnerships that provide benefits to both entities can be improved upon. This new position will formalize agreements with MOU' and will be the point of contact for all new partnerships. This is critical to bringing WBL opportunities to scale for all Pathways being developed and will expand opportunities for students in authentic work-based*

*learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.*

Use of Funds:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
4. Support integration of academic skills into CTE programs and programs of study.
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report. (\* NOTE: The 2020-2021 school year will be used as the baseline with the anticipated shifts to the labor market as a result of COVID 19)

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	0
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	8000
<b>Postsecondary Subtotal</b>	8000
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	0
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	15,000
<b>Secondary Subtotal</b>	15,000
<b>TOTAL</b>	23,000

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Kathryn Kittel	CTE Supervisor	Secondary	320127	100%	125,733.04
Darren Ginther	Director, OCCR	Secondary	441800	30%	40,710.29
Anna Morawiecki	Pathway Coordinator	Secondary	470185	50%	53,683.92
Susan Lakowski	Pathway Counselor	Secondary	486208	50%	52,371.00
Tracey Tomberlin	Management Assistant	Secondary	NA	70%	51,248.66
Breanna Galuska	Partnership Specialist	Secondary	433101	25%	28,401
Hannah Chan	Pathway Coordinator	Secondary	461022	25%	29,320
Andrew Duncan	Research Analyst	Postsecondary		30%	27,267.00
Katie Pierre	Director of College Partnerships	Postsecondary		50%	46,025.00
Nee Na Xiong	Director of Access and Disability Resources	Postsecondary		50%	37,197.00
Mark Kjellman	Director of Academic Support	Postsecondary		50%	54,779.00
Michelle Britton	Director of Advising	Postsecondary		40%	33,362.00
Amelia Carlson	Accessibility Specialist	Postsecondary		50%	31,220.00

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)

Position Description

Job description CTE Supervisor 1.0

Position Description

Job description Director OCCR .3

Position Description

Job Description CTE Pathway Coordinator .5 revised 4.1.20

Position Description

Job description CTE COSA .5 4.2.20

Position Description

Job description Management Assistant CTE .7 revised 4.1.20

Position Description

CTE Partnership Specialist.4.1.20docx (1)

Position Description

Job description Building Pathway Lead 1.0

Position Description

Research Analyst Intermediate Grants Analyst 01062526AN

Position Description

MnSCU Academic Professional 3 Director of College Partnerships 01117246 Pierre

Position Description

MnSCU Academic Professional 3 Director of Access Disability Resources 00668140 NX

Position Description

Director of Academic Support PD

Position Description

MAP 1 Accessibility Specialist 01123832 SPC FINAL 5-14-19

## State-recognized Program of Study 1

### POS 1

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Construction

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Central Senior High 171000

Highland Park Senior High 171000

Johnson Senior High 171000

Harding Senior High 171016 (171000 MDE Program Approval will be updated in September)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Saint Paul College, Construction, Carpentry Diploma

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internships	Externships	
Licensure			
Certification			

<b>Industry-Recognized Credential</b>	OSHA 10		
---------------------------------------	---------	--	--

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Carpentry Diploma		
<b>Work-based Learning</b>	Off site construction project		
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**State Approved CTE Program**

- Teacher licensure
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway
- Opportunities for Early College
- Opportunities for WBL

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No



List of Evidence (if not present, enter "N/A")

- Agenda and Minutes of CTE Adviosry Council meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

MDE Program Approvals:

- Pathway Sequences of Courses
- Roster of Correctly Licensed Teachers
- Advisory Council Agenda and Minutes
- Syllabi with Leadership and Employability Standards
- WBL Data

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Equipment Inventory
- Advisory Committee Review of Equipment

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Career Pathway Sequence of Courses
- Advisory Committee Review of CTE Classrooms and Labs
- Number of WBL activities in Pathways
- Number of Students enrolled in Career Seminar and OJT
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region
- A Comprehensive Communication Plan as well as Consortium Performance Indicators, will provide clear information to assist our stakeholders in gathering, analyzing and making recommendations that will improve the Consortium.
- Stakeholder surveys
- CTE Advisory Meeting agenda and minutes

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 2

### POS 2

Career Field: Select the career field from the drop down menu.

Health Science Technology

Career Pathways: Select the career pathway from the drop down menu.

Therapeutic Services

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Saint Paul College CPA provides access to students from all SPPS High Schools including:

Central Senior High 070300

Como Park Senior High 070300

Highland Park Senior High 070300

Harding Senior High 070300

Humboldt Senior High 070300

Washington Technology 070300

Johnson Senior High 070300

LEAP 070300

Agape 070300

OWL 070300

Creative Arts 070300

Gordon Parks 070300

(LEAP and Humboldt also offer their own CNA courses through contracts with SPC in their schools 070300)

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Saint Paul College - Certified Nursing Assistant Certificate

Saint Paul College - Practical Nursing Certificate

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the

- POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>			
<b>Work-based Learning</b>	Clinical	Externships	Scrubs Camp
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>	MN Dept of Health NA/HHA		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Nursing Assistant Certificate	Practical Nursing Degree	
<b>Work-based Learning</b>	Clinical		
<b>Licensure</b>			
<b>Certification</b>	Nursing Assistant Registry		
<b>Industry-Recognized Credential</b>	MN Dept of Health NA/HHA		

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

State Approved CTE Programs at Saint Paul College CPA, Humboldt and LEAP

- Teacher licensure
- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Agenda and Minutes of Advisory Council Meetings
- Partnership Surveys

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

MDE Program Approval

- Pathway Sequences of Courses
- Roster of Correctly Licensed Teachers
- Advisory Council Agenda and Minutes
- Syllabi with Leadership and Employability Standards

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Department of Health approval of classroom, materials and instructor certifications
- Advisory Committee review of equipment, materials, curriculum an safety
- Equipment Inventory

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- Number of WBL activities in Pathway
- Number of partnerships within the Pathway
- Number of Students enrolled in Career Seminar and OJT within a pathway
- Teacher externships (visits to workplace)
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region
- A Comprehensive Coommunication Plan as well as Consortium Performance Indicators, will provide clear information to assist our stakeholders in gathering, analyzing and making recomendations that will improve the Consortium.
- Student surveys
- CNLA

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 3

### POS 3

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Accounting

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Como Park Senior High - 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Saint Paul College, Accounting, Diploma

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>			
<b>Work-based Learning</b>	Internships	Externships	Mentorships
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>	Microsoft Office		

### Recognized Postsecondary Credentials

#### Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Accounting Tech Diploma		
<b>Work-based Learning</b>	Travelers Edge Internships		
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**MDE Program Approvals**

- Pathway sequence of Courses
- Syllabi with Standards

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Minutes and Agenda of Advisory Council Meetings

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?



- Yes
- No

List of Evidence (if not present, enter "N/A")

#### MDE Program Approvals

- Syllabi includes Leadership and Exploration Opportunities
- Early College Opportunities
- Licenses of Teachers
- Minutes and Agendas of Advisory Council Meetings

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Equipment Inventory
- Advisory Council Minutes and Agendas showing review of curriculum and materials.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- State Approved CTE Program
- WBL Teacher licensure
- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- CNLA
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region
- A Comprehensive Communication Plan as well as Consortium Performance Indicators, will provide clear information to assist our stakeholders in gathering, analyzing and making recommendations that will improve the Consortium.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 4

### POS 4

Career Field: Select the career field from the drop down menu.

Business, Management, & Administration

Career Pathways: Select the career pathway from the drop down menu.

Administrative Support

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Saint Paul College CPA serves students from all SPPS High Schools including:

- Central Senior High 140710
- Como Park Senior High 140710
- Highland Park Senior High 140710
- Harding Senior High 140710
- Humboldt Senior High 140710
- Washington Technology 140710
- Johnson Senior High 140710
- LEAP 140710
- Agape 140710
- OWL 140710
- Creative Arts 140710
- Gordon Parks 140710

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Saint Paul College, Office Management Professional, AAS

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
-----	--	--	--

<b>Work-based Learning</b>	Genesys Works	Internships	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>	Microsoft Office		

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Office Management Professional		
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

State Approved CTE Program for CPA Business Courses available to all High Schools in the district, that includes

- Teacher licensure
- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Advisory Council Meeting Agendas and Minutes
- Number of WBL experiences including mentorships, internships, job shadows etc.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

MDE Program Approvals including:

- Syllabi includes Leadership and Exploration Opportunities
- Early College Opportunities
- Licenses of Teachers
- Minutes and Agendas of Advisory Council Meetings

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Equipment Inventory
- Minutes and Agenda of Advisory Council Meetings showing review of curriculum and equipment.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

State Approved CTE Program including

- Teacher licensure
- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

- CNLA
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region
- A Comprehensive Communication Plan as well as Consortium Performance Indicators, will provide clear information to assist our stakeholders in gathering, analyzing and making recommendations that will improve the Consortium.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 5

### POS 5

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology ▼

Career Pathways: Select the career pathway from the drop down menu.

Engineering and Technology ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

- Highland Park Senior High 171502
- Johnson Senior High 171502
- Washington Technolgy 171502

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Brokered with University of Minnesota and St. Cloud State through Regional Articulations through the PLTW Organization for 3 College credits that will transfer to any program within the Colleges as elective credit based on the assessment results for PLTW High School courses.

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>	PLTW POE		
<b>Work-based Learning</b>	Internships	Externships	
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

**Recognized Postsecondary Credentials**

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note:** Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Engineering Broadfield AS		
<b>Work-based Learning</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**MDE State Approved CTE Program**

- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Advisory Council Meeting Agendas and Minutes

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary



credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**MDE State Approved CTE Program**

- Teacher licensure
- Opportunities for Early College
- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway
- Advisory Council Meeting Agendas and Minutes

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- Equipment Inventory
- Advisory Council Meeting Agenda and Minutes showing curriculum and material review

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**MDE State Approved CTE Program**

- Teacher licensure in WBL
- Syllabi demonstrating standards, employability skills and leadership skills
- Number of WBL experiences in the POS
- DEED High wage, high skill and in-demand careers for the region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- CNLA
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region
- A Comprehensive Communication Plan as well as Consortium Performance Indicators, will provide clear information to assist our stakeholders in gathering, analyzing and making recommendations that will improve the Consortium.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 6

### POS 6

Career Field: Select the career field from the drop down menu.

Arts, Communications, & Information Systems ▼

Career Pathways: Select the career pathway from the drop down menu.

Information Support and Services ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Highland 171512 and 171502

Johnson Senior 171512 and 171502

Washington Technology Magnet is in progress 171502 Program Approval will be submitted after teacher completes the PLTW Training.

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Regional Articulations including the University of Minnesota, where students receive 3 semester credits per PLTW course that will appear on their official University of MN transcript, and will be used as elective credit for any University of Minnesota degree programs.

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- **TSA:** Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

<b>TSA</b>	PLTW End of Course Assessment		
<b>Work-based Learning</b>	Genesys Works	Internships	Externships
<b>Licensure</b>			
<b>Certification</b>			

<b>Industry-Recognized Credential</b>				
---------------------------------------	--	--	--	--

**Recognized Postsecondary Credentials**

**Enter the Recognized Postsecondary Credentials here:**

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Any University of MN Degree Field		
<b>Work-based Learning</b>	Internships		
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

**State Approved CTE Program**

- Syllabi demonstrating standards, employability skills and leadership skills
- Sequence of courses in the pathway
- Opportunities for Early College
- Opportunities for WBL

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

- PLTW Advisory Council Agenda and Minutes
- List of Advisory Members

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

MDE Program Approvals including:

- Pathway sequences of courses including College credit bearing courses through regional PLTW articulations
- Roster of Correctly Licensed Teachers
- Advisory Council Agenda and Minutes
- Syllabi with Leadership and Employability Standards
- WBL Data

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

PLTW delivers transcribed college credit at University of Minnesota and St. Cloud University for students who pass the end of the year assessment at the qualifying level.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

Advisory committee including college partners and business and industry members walk through labs and discuss equipment and resources needed as evidenced by agendas and minutes.

Teachers have the opportunity to participate in externships and visits to industry and colleges to determine equipment and materials needed for quality programs.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes

No

List of Evidence (if not present, enter "N/A")

- Type of and Number of WBL activities in Pathways
- Number of Students enrolled in Career Seminar and OJT
- Number of Students enrolled in Genesys Works
- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes  
 No

List of Evidence (if not present, enter "N/A")

CLNA

- DEED Industry High Wage, High Skill or In-Demand for the 7 County Region

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## State-recognized Program of Study 7

### POS 7

Career Field: Select the career field from the drop down menu.

Engineering, Manufacturing, & Technology

Career Pathways: Select the career pathway from the drop down menu.

Manufacturing Production Process Development

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

<https://education.mn.gov/MDE/dse/cte/progApp/>

List high school(s) and program code here.

Humboldt - Welding taught through AFNR program code 019901

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

<https://data2.csvc.mnstate.us/workspace/index.jsp>

List institution(s), program, and academic award here.

Saint Paul College, Welding, Certificate and Diploma

### Recognized Secondary Credentials

#### Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA			
Work-based Learning	Internships	Externships	
Licensure			
Certification			
Industry-Recognized Credential	Osha 10		

### Recognized Postsecondary Credentials

#### Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

**Note: Not all fields are required. At minimum, the academic award field should have an award identified.**

Recognized Postsecondary Credential(s):

<b>Academic Award</b>	Welding Technology Diploma		
<b>Work-based Learning</b>	Individual Project Design		
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry-Recognized Credential</b>			

Other Assessments (only if not previously listed):

**State-Recognized Required Components**

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Program Approvals and course syllabi will be provided as evidence of content standards, employability skills and leadership skills in each course within a POS.

**Articulation Agreements**

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

The Advisory Committee minutes and agenda will show the work of our network of partners in POS implementation, evaluation and maintenance.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to



postsecondary credits/credentials.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

PELSB Teacher Licensure reports and MDE program approvals will be evidence that secondary teachers have the appropriate credentials.

MDE Program approvals and each syllabi included in the POS lists the career exploration activities and leadership activities that is part of the pathway. Program approvals also list early college opportunities within POS.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

NA

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Advisory Committee agendas and minutes will reflect the review of equipment, materials and resources and safety.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

Internship List

WBL activities and course participation data

Career Seminar Course Participation data

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

- Yes
- No

List of Evidence (if not present, enter "N/A")

LCNA Stakeholder Minutes and CLNA Report

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Additional Documentation

**Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.**

Statements of Assurances (Attached as one large PDF file):

Statement-of-Assurances-Form-2-11-2020 (5) (1)

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet (2)

Consortium Consolidated Equipment Inventory

Perkins Assets (1)

Additional Material

Remaining Combined Position Descriptions FY21

Additional Material

St. Paul POS

Additional Material:

St. Paul

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Budget

### Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	\$2,500.00	\$2,500.00
Secondary Equipment	\$180,041.00	\$180,041.00
<b>Subtotal</b>	<b>\$182,541.00</b>	<b>\$182,541.00</b>
B) Narrative 2: Programs of Study		
Postsecondary Equipment	\$2,000.00	\$2,000.00
Postsecondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Non-Personnel	\$2,800.00	\$2,800.00
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
Secondary Personnel (Salary and Benefits)	\$110,896.00	\$110,896.00
<b>Subtotal</b>	<b>\$123,696.00</b>	<b>\$123,696.00</b>
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Non-Personnel	\$11,200.00	\$11,200.00
Secondary Non-Personnel	\$3,000.00	\$3,000.00
<b>Subtotal</b>	<b>\$14,200.00</b>	<b>\$14,200.00</b>
E) Narrative 5: Special Populations		
Postsecondary Personnel (Salary and Benefits)	\$19,945.00	\$19,945.00
Postsecondary Equipment	\$10,357.90	\$10,357.90
Postsecondary Non-Personnel	\$2,155.41	\$2,155.41
Postsecondary Personnel (Salary and Benefits)	\$37,197.00	\$37,197.00
Postsecondary Personnel (Salary and Benefits)	\$54,779.00	\$54,779.00
Postsecondary Personnel (Salary and Benefits)	\$33,362.00	\$33,362.00
Postsecondary Personnel (Salary and Benefits)	\$35,525.00	\$35,525.00
Postsecondary Personnel (Salary and Benefits)	\$47,500.00	\$47,500.00
Postsecondary Personnel (Salary and Benefits)	\$31,220.00	\$31,220.00
Postsecondary Personnel (Salary and Benefits)	\$41,016.00	\$41,016.00
Postsecondary Personnel (Salary and Benefits)	\$12,000.00	\$12,000.00
Secondary Non-Personnel	\$24,000.00	\$24,000.00
<b>Subtotal</b>	<b>\$349,057.31</b>	<b>\$349,057.31</b>
F) Narrative 6: Work-based Learning		

	Grant Funded	Total Budgeted
Secondary Non-Personnel	\$8,000.00	\$8,000.00
Secondary Non-Personnel	\$17,000.00	\$17,000.00
Secondary Personnel (Salary and Benefits)	\$27,521.00	\$27,521.00
<b>Subtotal</b>	<b>\$52,521.00</b>	<b>\$52,521.00</b>
G) Narrative 7: Early College		
Postsecondary Non-Personnel	\$6,000.00	\$6,000.00
Postsecondary Personnel (Salary and Benefits)	\$46,025.00	\$46,025.00
Postsecondary Personnel (Salary and Benefits)	\$36,136.00	\$36,136.00
Secondary Non-Personnel	\$8,482.13	\$8,482.13
Secondary Non-Personnel	\$7,000.00	\$7,000.00
Secondary Non-Personnel	\$300.00	\$300.00
Secondary Personnel (Salary and Benefits)	\$67,707.00	\$67,707.00
<b>Subtotal</b>	<b>\$171,650.13</b>	<b>\$171,650.13</b>
H) Narrative 8: Support to Professionals		
Secondary Non-Personnel	\$3,000.00	\$3,000.00
Postsecondary Non-Personnel	\$7,500.00	\$7,500.00
Postsecondary Non-Personnel	\$12,000.00	\$12,000.00
<b>Subtotal</b>	<b>\$22,500.00</b>	<b>\$22,500.00</b>
I) Narrative 9: Performance Gaps		
Postsecondary Personnel (Salary and Benefits)	\$27,267.00	\$27,267.00
Secondary Non-Personnel	\$6,000.00	\$6,000.00
Secondary Personnel (Salary and Benefits)	\$1,000.00	\$1,000.00
<b>Subtotal</b>	<b>\$34,267.00</b>	<b>\$34,267.00</b>
J) Narrative 10: Consortium Governance		
Secondary Admin (5% max) UFARS 895	\$37,509.00	\$37,509.00
Postsecondary Admin (5% max)	\$30,495.81	\$30,495.81
Postsecondary Personnel (Salary and Benefits)	\$90,703.00	\$90,703.00
Secondary Personnel (Salary and Benefits)	\$286,251.00	\$286,251.00
<b>Subtotal</b>	<b>\$444,958.81</b>	<b>\$444,958.81</b>
K) Narrative 11: Reserve Funds		
Postsecondary Admin (5% max)	\$2,232.11	\$2,232.11
Postsecondary Non-Personnel	\$19,642.10	\$19,642.10
Postsecondary Non-Personnel	\$25,000.00	\$25,000.00

	<b>Grant Funded</b>	<b>Total Budgeted</b>
Secondary Admin (5% max) UFARS 895	\$2,125.81	\$2,125.81
Secondary Non-Personnel	\$3,616.29	\$3,616.29
Secondary Non-Personnel	\$2,000.00	\$2,000.00
Secondary Personnel (Salary and Benefits)	\$36,900.00	\$36,900.00
<b>Subtotal</b>	<b>\$91,516.31</b>	<b>\$91,516.31</b>
Total Proposed Cost	\$1,486,907.56	\$1,486,907.56

## Proposed Budget Narrative

### A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Secondary Equipment

Supplies and Materials for CTE classrooms and labs in high wage, high skill and high demand career areas.

#### Postsecondary Non-Personnel

Consortium Needs Assessment Focus Groups: Extension of CLNA focusing on voices of communities of color

### B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Secondary Personnel (Salary and Benefits)

Salary and Benefits for Pathway District Leads (Hannah .25, Anna .5)

#### Postsecondary Equipment

Tube Bender (Welding)

#### Postsecondary Non-Personnel

Welcome to the Trades Event

#### Postsecondary Non-Personnel

Career Services: SPC Program Pathway Events

#### Postsecondary Non-Personnel

Marketing and Branding Materials for Early College/Open House Events(including virtual material)

#### **D) Narrative 4: Integrated Academic and Technical Skills**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

##### **Secondary Non-Personnel**

Subs for teacher working together to integrate real life application to core curriculum

##### **Postsecondary Non-Personnel**

Certification Exams/TSA's

#### **E) Narrative 5: Special Populations**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

##### **Secondary Non-Personnel**

Travel to instate and outstate learning best practices for all students including special populations

##### **Postsecondary Personnel (Salary and Benefits)**

0.25 Pathways Advisor

##### **Postsecondary Personnel (Salary and Benefits)**

.5 Director of Access and Disability Resources

##### **Postsecondary Personnel (Salary and Benefits)**

.5 Director of Academic Support

##### **Postsecondary Personnel (Salary and Benefits)**

.4 Director of Advising

##### **Postsecondary Personnel (Salary and Benefits)**

.4 Business Pathways Advisor

##### **Postsecondary Personnel (Salary and Benefits)**

.5 Health Pathways Advisor

##### **Postsecondary Personnel (Salary and Benefits)**

.5 Access and Disability Resource Specialist

### Postsecondary Personnel (Salary and Benefits)

.5 Health Sciences Pathway Advisor (high wage/ high demand)

### Postsecondary Personnel (Salary and Benefits)

.25 Biology Fellow

### Postsecondary Non-Personnel

SkillsUSA- Resources/ National Competition

### Postsecondary Equipment

ADR: Academic Success Resources (including screen readers, captioning & testing resources, and alternative texts)

## F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Personnel (Salary and Benefits)

Stipend for WBL at each comprehensive high school

### Secondary Non-Personnel

Subs for field trips

### Secondary Non-Personnel

Bussing for Field Trips, Job Shadows, Conferences, and Conventions

## G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

Subs and Other Salary for Early College PD and Summer Training.

### Secondary Non-Personnel

Textbooks and workbooks for early college courses

### Secondary Personnel (Salary and Benefits)

Counselor for CPA



### Secondary Non-Personnel

Postage/mailing

### Postsecondary Personnel (Salary and Benefits)

.5 Director of Early College Partnerships

### Postsecondary Personnel (Salary and Benefits)

.5 PSEO/POY Recruiter

### Postsecondary Non-Personnel

Career Connections/Mentorships for SPPS students at SPC, including Non- Traditional programs faculty stipends and event support

## H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

Subs fee for service, field trips, other salary and leadership activities for Urban Education Pathways.

### Postsecondary Non-Personnel

ASE Instructor Training (AUTO)

### Postsecondary Non-Personnel

Cultural Competence Curriculum Work and Equity Trainings

## I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

Subs and Other Salary for PD and summer training

### Secondary Personnel (Salary and Benefits)

Subs and Other Salary for PD and Training

### Postsecondary Personnel (Salary and Benefits)

.3 Research Analyst

## J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Personnel (Salary and Benefits)

Position of CTE Supervisor and .3 of the Director of OCCR to lead the work spanning all Elements and narrative areas and Program assistant .7

### Secondary Admin (5% max) UFARS 895

Indirect costs to District Basic Grant

### Postsecondary Personnel (Salary and Benefits)

1.0 Perkins Coordinator

### Postsecondary Admin (5% max)

Postsecondary Institution Indirect Cost

## K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Personnel (Salary and Benefits)

Partnership development and early college coordination

### Secondary Non-Personnel

Communications/printing to inform students, parents and community of pathways

### Secondary Non-Personnel

Secondary Travel funding for Reserve Position

### Secondary Admin (5% max) UFARS 895

Indirect costs for Reserve

### Postsecondary Non-Personnel

Early College Initiatives-Articulated Credit and Concurrent Enrollment Teacher Development

### Postsecondary Non-Personnel

Continuous Improvement and Innovative Professional Development for Perkins Funded Staff and CTE faculty