



**MINNESOTA STATE**  
Career and Technical Education

## **FY19 PERKINS GRANT APPLICATION** **ANNUAL PERFORMANCE REPORT**

**Award Year:** 2018

**Report Period:** 7/1/2018 – 6/30/2019

**Consortium Name:** Saint Paul

**Submitted by:** Kathy Kittel/Sarah Carrico

**Submitted Date:** October 15, 2019

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

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

Saint Paul College and Saint Paul Public Schools belong to the Saint Paul Consortium.

The Consortium provided support for the development and advancement of CTE Programs of Study (POS). This included activities such as; teacher and administrator professional development, curriculum writing, creating of partnerships with businesses, community programs and workforce centers, expanding internship opportunities, increasing courses offering articulation agreements and early college credit, and purchasing and upgrading of software, equipment, materials and supplies for CTE Pathways and Programs.

Secondary Perkins budgets provided funding for the positions to oversee the Career Academies, POS and course pathway alignment, and directly supported eleven Saint Paul Public School Districts high schools as the CTE programs and new pathways are implemented. Perkins funding provided staffing to coordinate Advisory Committees, develop and maintain community partnerships, create work-based learning (WBL) opportunities including paid internships, summer and after school CTE opportunities, and the coordination of Early College programming in CTE pathways.

Through joint collaborations and planning, the Consortium partnered in enhancing and developing rigorous and high-quality POS by:

Expanding the Academy of Finance (AOF) at Como Park High School. The Academy of Finance (AOF) at Como Park High School currently serves four cohort groups: 70 freshmen, 74 sophomores, 72 juniors and 73 seniors for a total of 289 students in the Finance Pathway. Through the Academy program, and a strong Advisory Board, students were provided access to a SPC 16 credit Business Certificate. In 2017-18, 17 students earned 16 college credits to earn a Business Certificate from Saint Paul College. In 2018-19, due to a review of data, and increased and varied supports, 28 students earned the Business Certificate from Saint Paul College. Students received articulated credit for Business in a Global Society, and Business Information Applications. Students earned concurrent credits in Business Ethics and Business Communications. At least 10 students earned a Microsoft Office Specialist certificate in either MS Word, PowerPoint, or Excel. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and internships.

The Academy of Information Technology (AOIT) at Humboldt Secondary School served 61 students. Through the direction of and coordination of the Consortium and AOIT Advisory Board, the AOIT program created a High-quality POS consisting of 4 courses between 9-12th grade and an option of earning articulated SPC college level credits prior to high school graduation and also embedded work-based learning opportunities into each grade level. In 2018-19, students received articulated credit for Web Fundamentals/HTML 5. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and internships

In FY18, two new POS were developed in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners provide the resources needed to implement large scale pathway design. The High Quality CTE Framework was used to ensure students are provided with opportunities for college credit attainment, industry certifications, work based learning, and strong business and industry involvement. Supported by a grant from Greater Twin Cities United Way, and in partnership with Trades and Labor, city, business and community partners as well as Saint Paul College, Humboldt continued to build pathways by adding a Welding Pathway and Central continued a Construction Pathway. Students in these pathways are also encouraged to attend either of two, paid summer MN Trades Camps where they spent 4 days at each apprenticeship training sites, experiencing firsthand the different trades and complete Pro10 as well as OSHA 10 curriculum.

The work-based learning opportunities at both Humboldt and Central continued to expand. The speakers and visits to industry provided insights into real-world opportunities. Special attention has been given to finding guest speakers that represent the students in the pathways as well as non-traditional people that work in the field. Students demonstrated leadership skills through booths and activities at the Maxfield Elementary Career Fair. They also participated in Career Day presentations. Students hosted a Community Engagement event at both schools with crafts for adults and children, post-secondary and union trade representatives to talk with families about the opportunities in the pathways. The work-based learning teacher facilitated interviews for internships with MN Trades Academy and SPPS Facilities and opportunities to become OSHA 10 certified.

Planning by Culinary Arts instructors, industry members and stakeholders, has brought about high school curriculum changes in Culinary Arts courses. In FY19, all schools offering Culinary Arts, integrated the ProStart curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum offers opportunities for leadership development and student-based organizations as well as articulated for college credit. Saint Paul College hosted and provided a ProStart training for the secondary teachers this summer on their campus, led by a College Instructor.

Realizing that nontraditional career decisions are made very early in a child's life, in 2017, Saint Paul Public Schools, piloted the first 5th grade Career Exploration Career Fair Event. Once again, in 2019, Advisory Committee members, CTE teachers and students from several of our high schools and middle schools attended the Elementary School Career Fair, demonstrating their leadership skills by creating engaging and informative hands on activities for the younger students to explore CTE careers. Careers highlighted included, Computer Programming, Welding, Medical First Responder, Agriculture, Food and Natural Resources, Automotive and Construction. This year plans are being made to bring this model to a much larger group of students. Partnering with the Office of College and Career Readiness Counseling Department, we are planning an event similar to Construct Tomorrow led by our high school pathway students, as a way to demonstrate growth of leadership skills.

Planning by CTE Leaders in FY19 led to the release of - Saint Paul Public Schools (SPPS) SPPS Achieves Strategic Plan which sets goals for student achievement, guides decision-making and focuses the District's efforts on long-term efforts for the next five years (2019-2023).

SPPS Achieves includes a long-term outcome to increase opportunities for students to envision their future, explore careers and prepare for college.

Initiatives specific to Career and Technical Education (CTE) programming include:

- Create career-related curriculum and personal learning plans for all PreK-12 students
- Provide career-focused, hands-on opportunities for all middle and high school students.
- Strengthen partnerships that provide college credit, industry certification and job experience to secondary students Expand high-quality instruction in targeted career fields (phase 2)

As these initiatives are developed, new POS will likely be needed and previous POS revised.

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

During the 2018-19 school year, 80 students participated in the CPA program at SPC, having opportunity to concentrate in a pathway and earn industry-based certifications such as First Aid, CPR, and CNA.

Planning continued to build a medical pathway at Humboldt to allow for more concentrators and provide more avenues leading to successful completion of the NA. This is the second year an 8th grade exploratory course is being taken to allow pathways to students prior to enrolling in a pathway. Medical Terminology was added as a concurrent course offering in partnership with Saint Paul College along with Biology in order to have the option to offer concurrent Anatomy and Physiology in future years. 70 students were in the medical pathway in 2018/19. Also, in the Health Science area, the Health Care Core

Curriculum continued to be offered at LEAP school in the summer session, allowing ELL students additional preparation, vocabulary, and skill building practice.

Since the inception of the National Academy Foundation pathways in the fall of 2014, 797 students have received program services. Over 535 students had leadership development opportunities, 695 students had industry mentors, 723 students have participated in work experiences, and over 760 academy students received career and academic counseling. Over 210 students have participated in paid internships. Students have earned over 2500 potential post-secondary credits and have a 96% attendance rate.

Through joint collaborations and planning, the Consortium partnered in enhancing and developing Rigorous Programs of Study (RPOS) and high quality CTE programs.

The Academy of Finance (AOF) at Como Park High School serves four cohort groups: 70 freshmen, 74 sophomores, 72 juniors and 73 seniors for a total of 289 students in the Finance Pathway. Through the Academy program, and a strong Advisory Board, students were provided access to a SPC 16 credit Business Certificate. In 2017-18, 17 students earned 16 college credits to earn a Business Certificate from St. Paul College. In 2018-19, 28 students earned the Business Certificate from St. Paul College. Students received articulated credit for Business in a Global Society, and Business Information Applications. Students earned concurrent credits in Business Ethics and Business Communications. At least 10 students earned a Microsoft Office Specialist certificate in either MS Word, PowerPoint, or Excel. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and internships.

In April 2019, the Academy of Finance (AOF) received the prestigious National Excellence in Action award, which recognizes the best Career Technical Education (CTE) programs of study across the nation. The Academy of Finance was one of eight programs selected by Advance CTE as an Excellence in Action award winner based on its track record of providing clear pathways into college and careers, rigorous academic and technical coursework, strong partnerships with education and industry leaders, and meaningful work-based learning experiences that offer opportunities for career exploration and subject-matter mastery.

The Academy of Information Technology (AOIT) at Humboldt Secondary School serves 61 students. Through the direction of and coordination of the Consortium and AOIT Advisory Board, the AOIT program created a RPOS consisting of 4 courses 9-12th grade and an option of earning articulated SPC college level credits prior to high school graduation and embedded work-based learning opportunities into each grade level. In 2018-19, students received articulated credit for Web Fundamentals/HTML 5. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and internships.

Saint Paul College's program of study with the most significant enrollment growth was in manufacturing and production. Enrollment increased by 5% in FY19, with a high job placement rate for graduates.

**QUESTION:** What activity (or POS) was the most successful, something that you would repeat or share with others and why?

During the 2018-19 school year, CTE staff, students and parents and community partners, participated in focus groups and listening sessions to drive the development of a new strategic plan. The development of career pathways throughout the district and career related experiences/exploration pre-k-12 was an outcome of these stakeholder meetings. In 2018-19 CTE Leadership collaborated with Principals, and

Administration designing a district wide pathway model. As a result of these sessions, the value of CTE and our CTE pathways are front and center to the students as they participate in a well-rounded education.

Saint Paul College's summer camps, organized by Workforce Training, continue to be a great success, providing CTE exposure to high school students.

- Saint Paul Lyceum Camp (Philosophy): 10
- Video Game Design Boot Camp: 15
- Summer Beauty Camp (Cosmetics & Esthetics): 18
- Summer Coding and Web Design Camp: 12
- Saint Paul College SCRUBS Camp: 89
- Culinary Summer Camp: 20
- Welding/Manufacturing Camp: 31

**QUESTION:** Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

Yes, CTE programs of study were supported to promote innovation.

If you answer "Yes" to any of the following questions, please briefly describe your activities.

**QUESTION:** Did your consortium:

- expand the use of technology in CTE programs?

Yes, SPPS purchases in Fy19 included items such as PLTW computer upgrades, robotic instructional supplies, communications technology video and digital cameras, automotive technology, and culinary instructional supply upgrades, all to ensure access for students to experience industry based applied instruction.

Yes, in FY19 Saint Paul College purchased an industry standard rational oven that uses advanced cooking technology for the culinary program, upgraded diagnostic scan tools for autoservice, upgraded labvol stations for electrical, and new operating systems for the computers in the computer science training lab.

- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

Professional development was provided for all CTE teachers in understanding Programs of Study and development of high quality pathways and instructional techniques for students who are English Learners. New CTE teachers also received 8 hours of new teacher training and then throughout the year as they earned tenure. Teachers had the opportunity to visit other school districts to further enhance their Programs of Study. FCS teachers attended several ProStart events and participated in PD with Good Acre to integrate new FCS Framework standards into their instruction. Several teachers were invited to attend CTE Works two-day CTE conference and several attended State and National CTE conferences. Several trainings were led by CTE Leaders to bring all Administrators in SPPS information as to what CTE is and demonstrate the impacts and outcomes CTE provides for our students. Many hours were spent in collaboration with Office of College and Career Counseling Department leaders to build out Career

development pre-k through 12<sup>th</sup> grade and implement career pathways supported by the SPPS Achieves Strategic Plan.

At the postsecondary level our consortium supported attendance for the Career Services Director at the National Career Development Association conference, and faculty professional development around developing assessment of student learning outcomes and assessment plans in CTE.

- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?

Planning took place and continues into this year to provide aligned career related instructional and practices from Pre-k through 12<sup>th</sup> grade. Plans are being made to include authentic projects within the general education core subject areas specific to student's career interests.

- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

Perkins funds provided access to field trips to high wage, high skill and in demand industries. Student complete career exploration within their CTE classes using MCIS and Naviance platforms and also participate in mentorships, job shadows, hands-on career fairs, community service activities, internships and several STEM focused summer camps.

- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

See question 1 for more detail regarding SPPS Achieves, and the career pathway planning. Additionally, all CTE courses are conducted through Schoology where students can access course information regardless of the time of day and have 1:1 district provided technology. Several courses were added to build out pathways and offer articulated and concurrent enrollment.

- use Perkins funds to provide activities to support entrepreneurship education and training?

Entrepreneurship courses were developed and are being offered at Agape, Creative Arts and Gordon Parks. Additionally, discussions took place with a strongly committed community partner. Junior Achievement JA LaunchU! is a new program that equips high school students (10-12th grade) with the skills needed to launch their own start-up business. It isn't necessary for the idea to already be developed; rather, students can explore an idea to fill a need or solve a problem in their community while cultivating their entrepreneurial spirit. Rising young entrepreneurs in the Minneapolis-St. Paul metro area will be part of a cohort but will have the option to work individually in teams or on their own ideas.

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

**QUESTION:** How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Saint Paul Public Schools CTE Advisory Committees play a pivotal role within our programs. They serve a strategic thought leader, collaborator and catalyst for action representing a specific career area or profession. The Council members work closely with our teachers and programs by committee to review curriculum and provide guidance on issues/topics/challenges affecting entrance into the curricular area careers. Additionally, they share experiences, expertise and contacts related to the curriculum.

CTE Advisory Committees provide direction and programming support for all CTE Curricular areas. At the secondary level the structure includes a CTE overarching board, and within that board, specific committees include: Aviation, Automotive, Construction, AOIT, AOF, Family and Consumer Science, Agriculture Foods and Natural Resources, Work-Based Learning, Medical Careers and Project Lead the Way Engineering. Secondary and post-secondary members serve on advisory teams at each level, bridging curriculum, programming and work-based learning, resulting in tremendous benefits to both partners and all students.

The Consortium collaborates between Advisory Committees. An example of this is the Saint Paul High School Automotive Center has a robust Advisory Board with Saint Paul College Automotive teachers being members.

Similarly at the postsecondary level, program advisory committees play a critical role in providing advising to programs regarding curriculum change recommendations to align with current industry standards as well as how programs are exposing students to industry prior to job placement.

**QUESTION:** Do business and industry partners help connect students to experiential and work-based learning opportunities? If so, what type of experiential/work-based learning is available to students in which programs? How many students were impacted in specific career pathways?

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

This summer, the Saint Paul City Right Track program provided 430 students summer internships opportunities where students learn essential skills and employment specific skills. The program is split between entry-level jobs in the community and the more advanced positions where students in a pathway can participate in internships within their interest areas.

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

Several Central Construction students were employed in the summer through the two levels of MN Trades Academy programs.

More than 3,700 SPPS students participated in one or more of the BestPrep programs in the past school year; this includes Cloud Coach, eMentors, Classroom Plus, Financial Matters, and The Stock Market Game. Several teachers participated in Technology Integration Workshop.

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

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

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

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

As we build pathways we have determined that it is essential that a data collection system be in place to measure the impacts our partnerships have on opportunities for student's participation in experiential learning.

Many of our Saint Paul College CTE programs have required clinicals and on the job training. This includes all students in practical nursing, respiratory care, surgical tech, med lab tech, nursing assistant, and carpentry. Saint Paul College has in-house on the job training for culinary, cosmetology, esthetics, and massage therapy.

**QUESTION:** Describe the status and activities of CTE advisory committees in your consortium.

Members have judged student work and assisted in classes. Some have taught units to our classes.



Specialized employment specific garments have also been procured such as chef coats for their culinary competitions and FFA jackets for their many activities including career fairs in which partners have active participation.

Materials have been donated such as automobiles and lifts for the automotive programs and excess steel for the welding program. Supports such as food and beverages for the Open Houses and Meet and Greets have been donated.

Committees have rallied to save jobs, spur District action and been advocates for CTE in the broader community. They have donated space for CTE meetings and offered detailed narrated tours of their own training facilities thereby educating the teachers to enhance their students' learning.

Hundreds of volunteers, procured through our partners, have mentored our students from acclimating to high school, knowing themselves, to attaining the education and training needed for a career.

Saint Paul College's CTE advisory committees are robust and active. This past year academic deans and program faculty reviewed advisory committee rosters to identify and remove members who have not been actively engaged and/or no longer represent industry. Advisory committee members are crucial when searching for CTE faculty, job placement sites, and donation of supplies and materials.

**QUESTION:** Did your consortium use Perkins funds to support CTSOs? If so, how?

Professional Development was provided to all CTE teachers on implementing career exploration and leadership activities into each and every CTE course. Teachers were trained in the use of MCIS as a career research tool and examples of leadership activities were shared with the group. All district syllabi were then modified to include these required activities.

Secondary Perkins funds were used to support extended time salaries of teachers in FFA during the summer. Funds were also used for subs, and travel costs for CTE teachers to attend local, state and national conferences and or competitions.

Postsecondary Perkins funds were used to support faculty participation at the National Skills USA conference and competition, where Saint Paul College students competed.

**QUESTION:** Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

Secondary funds were used to support salaries of dedicated staff to build and maintain partnerships between education, business and postsecondary. These relationships provided the foundation for additional college credit earning opportunities as well an extensive array of additional experiential learning options, as well as CTE advocacy and financial support of our CTE programs.

In FY19 Secondary began collaborating with the SPPS Community and Family Engagement Department to develop strategic planning to expand business partnership development around the SPPS Pathway Programs.

### Goal 3: Improve Service to Special Populations

**QUESTION:** What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

Braiding funds, tutors, and counselors were hired to work with students in CTE pathways of AOIT and AOF as well as the GTCUW for the Welding and Construction pathways. These supports ensure students have the appropriate study skills, academic skills, and they have the transition tools needed to successfully complete high school and college level courses and programs.

To increase student's participation in Non-Traditional Careers, SPC provided summer camp experiences and career exploration opportunities in effort to provide encouragement for female students to consider a variety of STEM careers.

Over 410 students attended the Construct Tomorrow Event where they experienced firsthand careers that are both non-traditional and in high demand.

Building high quality CTE programs of study or pathways is considered a strategy that is expected to increase the Non-Traditional participation and concentrators success. As pathways are expanded, plans are incorporated to support students who are non-traditional by gender and students who have special education needs.

In FY19, Humboldt High School CTE teachers began teaching the 8<sup>th</sup> grade exploratory courses in each of the 4 career pathways to provide students with introduction to each of the pathways they will participate in as 9<sup>th</sup> graders.

Saint Paul College hosted 90 high school CTE students in a hands-on career fair. Students from Humboldt, LEAP, Highland and Central High Schools attended this event with their CTE instructor, where they experienced a Saint Paul College course similar to their CTE secondary course, as well as a Saint Paul College course that is non-traditional for the high school course's gender make up. Students were mentored by a college student assisting them to complete engaging projects. Courses included, Sterile Processing and Surgical Technology, CNC Machining, Cosmetology, Cabinet Making, Esthetics, Pharmacy Technician, Child Development and Engineering.

CTE staff provided afterschool programming to over 250 students in FFA, First Robotics, and Real-World Design Challenge, and added First Tech Challenge for 3 schools, which is expected to increase student engagement, graduation rate and completion. In 2019, Minnesota Department of Education's Agricultural Summer Educator Grant Opportunity funds provided licensed agricultural education teachers opportunities to continue working with the FFA students in agricultural programs over the summer months.

Humboldt Secondary held a Career Fair for students, parents and the community in May 2019. This event featured hands on opportunities for families to learn of the many opportunities available to all students and to help reduce gender-based biases.

Over 40 elementary and middle grade students from the “Flipside” program attended the High School Automotive Center or spring break where they explored transportation careers and completed engaging interactive activities. Several community and advisory partners assisted at the event which included the use of the Transportation Careers educational trailer.

**QUESTION:** What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

Saint Paul College used Perkins funds to support Access and Disability Services as well as Academic Support and the Pathway Advising team.

CTE leads conducted a focus group with AOF students who graduated high school and who now attended college. Through this she was able to determine the areas of need and then make adjustments of our academy programing to result in better outcomes for our students. Examples include increasing academic support in the classroom, providing Accuplacer support and practice tests to prepare students for the placement test, increasing writing opportunities in the classroom and in CTE classes as well as increasing expectations for writing assignments.

**QUESTION:** Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

Course offerings, enrollment of student population groups, and student success is monitored both in terms of school and district enrollment. CTE teachers use data to develop individualized growth and development plans. The Individualized Growth and Development Plan provides an opportunity for educators to choose an area of growth to strengthen their professional practice in order to impact student achievement. Educators determine a goal at the beginning of each school year and reflect upon their goal progress and strategies two times throughout the school year. Goals and reflections are shared with the school/department administrative team for ongoing communication and review.

Vital to programing decisions is the Naviance Interest Assessment, PAES Lab and the Secondary Vocational Assessment program located at Saint Paul College. Using information from these sources, a decision was made to create summer camp experiences where CTE programing was not readily available. Cosmetology Camp was offered last year to accommodate large interest but the lack of CTE high school programing in this area. Game Design, Scrubs Camp and Advanced Manufacturing Camps were also offered. Additional offerings include CTE Trainings to Boys Totem Town students, ProStart Boot Camp, CNA Training at Leap HS & Humboldt HS, JA (Junior Achievement) Manufacturing Career Day, and White Bear Lake High School Career Day.

**QUESTION:** How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage and in demand occupations?

Students attended events such as out of school time and summer camps, hands on career fairs, job shadows, internships, and field trips where they experienced high-wage, high-skill and in demand careers. Teachers and counselors also used Naviance and MCIS to assist students in exploring careers. Planning took place in FY19 to develop the SPPS Achieves Strategic Plan that included focus area “College and Career Paths”. This area will include development of personal learning plans for all students, career exploration from pre-K-12<sup>th</sup> grade and the development of high wage, high skill or in-demand high quality CTE pathways at each of the high schools.

**QUESTION:** How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

Programs and activities were developed based on a need identified. The Elementary Career fair was created for both as a way to practice CTE leadership for our high school CTE students, as well as covering the need for career awareness and exploration opportunities at the Elementary Schools where younger students can see diverse students demonstrating careers they will have access to in high school. This career exploration/leadership model will be expanded this year to include 14 Elementary schools.

The PAES lab at Focus Beyond, offers students with special needs opportunities to develop real-life employment skills.

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

**QUESTION:** Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student’s high school record and on college transcripts?

The Saint Paul Consortium has embarked on a collaboration to develop an Early College Model where students will obtain transcribed credit for transfer curriculum courses. A variety of Early College Credit options are available for High School students including, CLEP, Concurrent, PSEO, PSEO by Contract, PLTW and Articulated CTE credit. The Saint Paul consortium collaborates to remove barriers in place for our students to experience advanced CTE courses. Innovative arrangements and agreements are formed for college instructors to partner with high school teachers to deliver content for college credit.

Within the Early College Model, CTE pathways and Academy Programs (Multi-year sequence of courses leading to certificate or degree) are being developed at all high schools integrating transfer curriculum courses and CTE early college opportunities throughout.

Additionally, the Career Pathways Academy offered transcribed college credit to over 85 Certified Nursing Assistant students and Business students.

A Perkins funded position was responsible for developing and advancing the articulation agreements between secondary CTE instructors and MN State Colleges and Universities using the CTECreditMN.com website to register and record the earning of the CTE articulated credit.

Saint Paul Public Schools has several articulations with other post-secondary partners, including:

Dunwoody, Minneapolis Technical College, Hennepin Technical College, and Dakota County Technical College.

Below are examples of current CTE courses with articulated credit in FY19:

- Child Development
- Culinary Arts 1
- Culinary Arts 2
- Fashion Design
- Automotive Maintenance and Light Repair
- AOIT Web Design
- Digital Imaging
- Intro to Computer Programming
- Technology Literacy
- Business Communications
- Intro to Business
- Accounting
- Keyboarding
- Computer Fundamentals
- Computer Applications
- Web Design
- Photoshop
- Hardware and Operating Systems
- Java
- Woodworking
- PLTW Engineering
- Civil Engineering & Architecture
- Engineering Design & Development
- Video Production
- Nursing Assistant
- Emergency Medical Responder
- Medical Terminology
- Intro to Horticulture

Saint Paul Public Schools has begun tracking the enrollment and success of our students in our Early College offerings.

Last year 4122 and this year 4604 9-12<sup>th</sup> grade students took part in CTE advanced courses. Advanced CTE courses were defined as: at least 1 of the following: participation in CTE articulated courses, CTE honors level course (learning level 3+), 2nd course in an area (e.g., Auto Tech 2/3/4), "Intermediate" or "Advanced" in course name, CPA course, or PLTW course. These demographics are very proportional to the overall demographics of the SPPS School District.

	#	%
American Indian	126	1%
Asian	4026	36%
Hispanic	1565	14%
Black	2987	27%

White	2125	19%
Pacific Islander	1	0%
Two or More	337	3%
Total Participation in CTE Advanced courses all Grades 2018-19	11167	

In fy19, Harding high school began planning The International Baccalaureate® (IB) Career-related Programme (CP) with CTE computer science instruction. The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

Curriculum planning and professional development took place to offer an additional Computer Science course, an AP Computer Science course and a CIS Intro to Animal Science course.

Saint Paul College served 663 students through concurrent enrollment, including partnerships with Saint Paul Public Schools through traditional high schools, Gateway to College and Career Pathways Academy, as well as Roseville Area High School.

**QUESTION:** Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

A Perkins funded position was responsible for developing and advancing the articulation agreements between secondary CTE instructors and MN State Colleges and Universities using the CTECreditMN.com website to register and record the earning of the CTE articulated credit. Perkins funded positions also develop new and expanded current college credit earning partnerships.

**QUESTION:** Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

CTE staff participated with stakeholders and counselors in planning to develop the SPPS Achieves pre-k through 12<sup>th</sup> grade career exploration continuum. Computers were purchased for WBL and Counselors to use MCIS, Naviance and Personal Learning Plans etc., with students at Gordon Parks High School.

**QUESTION:** Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

SPPS has been building partnerships with 4-year colleges to offer concurrent enrollment courses within CTE pathways. SPPS is also exploring offering Education pathways at several high schools and courses in collaboration with both 2 year and 4-year institutions.

Saint Paul College now has Minnesota Transfer Pathways degrees in Computer Science and Business, which guarantee seamless transfer onto four-year Baccalaureate degrees in these disciplines.

## Goal 5: Sustain the Consortium

**QUESTION:** What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

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

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

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.

Saint Paul College hosted 90 high school CTE students in a hands-on career fair. Students from Humboldt, LEAP, Highland and Central High Schools attended this event with their CTE instructor, where they experienced a Saint Paul College course similar to their CTE secondary course, as well as a Saint Paul College course that is non-traditional for the high school course's gender make up. Students were mentored by a college student assisting them to complete engaging projects. Courses included, Sterile Processing and Surgical Technology, CNC Machining, Cosmetology, Cabinet Making, Esthetics, Pharmacy Technician, Child Development and Engineering.

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<sup>th</sup> grade students in 10 courses on their campus.

Shared positions including PSEO/POY, and PSEO by Contract Position.

College leadership participated on the Youth Career Connect (YCC) Steering Committee. This high-level advisory committee is responsible leading the Academy Programs at Como and Humboldt. As new pathways are developed, steering committees will be vital to program success.

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

Saint Paul College hosts a Saint Paul Schools Culinary Competition where teams of high school culinary students prepare a meal, under the guidance of the SPC instructor and students, in their culinary lab.

Members of administration and chefs in the Saint Paul area judge the event. This summer SPC offered SPPS Culinary teachers a local ProStart training.

Gateway to College Program located at Saint Paul College serving over 300 students who have left secondary school, providing meaningful, supportive environments where students can succeed in their education.

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

The St. Paul Consortium does not see a need for significant structural changes in the upcoming year.

**QUESTION:** Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

Through collective leadership, the Saint Paul Consortium to promote shared decision-making between Saint Paul Public Schools and Saint Paul College regarding all aspects of Perkins planning including POS, strategies and measures as well as performance indicators.

Advisory Committees monitor program activities, assist in program improvement, provide input into the purchasing of industry-based equipment, review curriculum and ensure students are learning current industry-based knowledge and skills through work-based learning.

**QUESTION:** Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

CTE leadership in Saint Paul Schools has assisted several teachers across the state in earning the CTE certification through Portfolio. Teachers receive 1:1 assistance to understand the portfolio process, requirements and are assisted to develop a completion plan.

Grant funds were received by a business partner to pay the submittal costs for current special education, art, science, social studies, math etc., teachers in SPPS to add a CTE Certification. Several were approved last year. Occasionally teachers will be hired without a teaching degree directly from business. They too are assisted with the portfolio licensure process.

**QUESTION:** To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

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



- Collaborations in FY18 lead to a new partnership that prepares 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 will give students opportunities to use FESTO Trainers and explore careers in the manufacturing pathway.
- AOF and AOIT Academy Programs and Saint Paul College collaborate to offer Travelers EDGE (Empowering Dreams for Graduation and Employment) this program provides a holistic approach to education through partnerships with colleges, universities and community-based programs to increase the pipeline of underrepresented students who complete bachelor's degrees and are prepared for a career at Travelers or within the Insurance and Financial Services industry
- U.S. Department of Education, Juvenile Justice Re-entry grant is in the final year of funding, 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.

**QUESTION:** How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

The consortium will collaborate to determine a streamline, and transparent processes and procedure for funding programs that meet the definitions of high-wage, high-skill or in-demand. We will also determine the amount of funding to reserve for middle level exploration.

A form is being created that clearly assists teachers in knowing the parameters of what might be eligible to be funded.

**QUESTION:** How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

We will review stakeholder feedback and our current federal accountability indicators. We will then seek additional stakeholder feedback and examine other measures of where gaps exist. After reviewing the data, we will examine labor market needs and determine the size, scope and quality of programs offered and determine where each POS is within the High Quality CTE Framework. We will determine a baseline for equity and access to our CTE POS and develop the two-year Perkins V application accordingly.

## Other Summary Comments

**QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts?

Collaborative professional development with general education teachers was not able to be completed due to last minute PD required to meet program approval deadlines.

**QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020?

We need a clear process and definitions of high wage, high skill or high demand in our region and what qualifies as possible purchases. This information will need to be clearly communicated with administrators, teachers and staff.

State Staff Review: Congratulations on developing and maintaining partnerships that make projects like teacher and administrator professional development and curriculum writing; creation of new partnerships with businesses, community programs and workforce centers; expanding internship opportunities and increasing courses offering articulation agreements and early college credit possible! We appreciate your documentation of the career academies, the support of the eleven Saint Paul Public School districts high school programs, the coordination and participation of advisory committees and the development of new work-based learning opportunities.

Opportunities:

As leadership changes happen there will be a continuation of new and different opportunities to connect your secondary and postsecondary projects. There is tremendous opportunity to connect teachers and faculty through shared professional development experiences. The CLNA presents another activity that will be strongest is/as it is a shared work among all your partners.

The good work of this consortium continues to represent excellence!