

Minnesota Annual Performance Report (APR) FY20

FY20 Saint Paul Consortium
Saint Paul Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

This year we focused on examining our current programs of study and trying to better align our pipeline from secondary to postsecondary to make sure we can support student interest and industry needs for the future.

At Saint Paul College, there was a need identified to help support the programs by focusing on expanding early college opportunities, like articulated credit and concurrent enrollment, in areas that either did not have or were lacking in offerings for students and had a decrease in enrollment. It was determined that scaling back and building quality programming versus quantity would help to begin the transition to Perkins V so that FY 21 could be more of a pilot year. There were multiple meetings with deans, secondary partners, research teams and faculty to identify these programs, including areas such as truck technician, automotive, supply chain logistics, cosmetology and STEM fields. Other gaps identified in the CLNA needs assessment showed there are a wide array of reasons students are not staying in programs or earning a credential. Some of these include gaps in lack of resources, including physical resources and knowledge of course expectation and requirements, as well as individualized support to provide students the tools to navigate programs and successfully graduate. More efforts will be made with intrusive efforts to direct students to Pathway advisors and tutoring services at the campus. There is also a need to heighten the education on course offerings and understanding of Career and Technical Education programs to the community, educators and students. There will be a focus on building affinity groups to assess needs in the community as well as more campaigns in marketing and branding programs. There will also be opportunities for professional development offerings. Having educators continually learning and encouraged to be innovative in course offerings will keep the college competitive in the postsecondary arena.

Much of Saint Paul Public School's work of 2019-20 was spent collecting and reviewing data associated with the current POS and completing the comprehensive needs assessment followed by determining goals to improve each Programs of Study (POS) and develop new POS where there is high wage, high skill or indemand career outcomes.

CTE funded staff drove the CLNA process throughout the fall and into spring, conducted student focus groups, surveyed partners, teachers, students and worked with the Research and Evaluation Department to determine sources of CTE district data that was untapped previously.

Six Work Based Learning (WBL)/Pathway Site Coordinators were hired through district funding to lead the pathway development at each of our comprehensive high schools. To ensure consistency of pathway programming and that rigorous and engaging opportunities were available to all students, the CTE Team met with this group of leaders, offering PD, goal setting, and support as pathways were selected, courses were articulated and partnerships for WBL determined. Procedures and tools were developed to track data specific to pathways progress.

Monthly meetings were held with each building career pathways team that included principals, counselors, CTE teachers, core teachers etc, to assist them in the process of identifying at least 4 comprehensive pathways in each HS that regional data indicated as high wage, high skill or high demand.

Several listening sessions and presentations were made to district leadership to update administrators on the progress of the work to build pathways, and to gain their insights and support to expand Career Pathways district-wide.

Information gained from the CLNA surveys, identified a disconnect in the current status of our CTE labs. Where teachers felt their labs had sufficient equipment, industry felt they needed to be improved and updated. Therefore, new processes and systems were put in place to review each POS including curriculum and the resources each have, and to develop externships for teachers to see first hand the workforce in which their students are entering. Unfortunately the planned externships to take place this summer could not take place due to the COVID-19 restrictions.

WBL/Site Coordinators worked with the CTE leadership to identify buildings' projected curriculum and supply needs over the next 2 years. CTE Advisory Members will provide consultation on improvements needed before the requests are made to MDE.

Several POS and pathways received funding to upgrade lab equipment and curriculum to meet industry standard. Examples of purchases included:

Five welding units for Humboldt Secondary, industrial refrigeration for Como Park HS culinary program, and large screen displays and doc camera for Highland Sr. The COVID-19 shut down, caused difficulties with purchases and the receiving of items to the schools from March through June 30.

Branded "Earn as You Learn" Two hundred twenty five SPPS students passed industry certifications during 2019-20. These included, ServSafe, CNA, Osha 10, Microsoft Office Suites, Personal Finance, Retail/Customer Service etc. Taking advantage of distance learning to deliver content to online certifications became a priority to help students become career ready while sheltering at home. Brading funds with CARES Act funding students were able to be paid stipends for the certifications earned. Students were supported by CTE Leadership to remove barriers as they worked through the certifications.

Hiring a Partnership Coordinator has been critical to strengthening our CTE Advisory Council, developing early college credit, providing resources, work based learning opportunities, speakers etc. for our programs.

During 2019-20 resources have been used to build an Urban Education or Human Service pathway at each high school, brokered with college partners including Century College, Minneapolis Tech/Metro State, Mankato State and UMN.

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Unfortunately many of the CTSO activities that were planned such as leadership events, the 5th grade career fair and competition events needed to be cancelled due to the COVID-19 precautions and restrictions on transportation, field trips, group activities, etc.

2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Determining size, scope and quality was at the center of our data collection process for the CLNA. Saint Paul College determined there was a need to provide support and resources for students from the point of entering programs through to completion. Practical Nursing is the most popular program in our Health Sciences division. Based on the low completion rate and NCLEX-PN pass rate in the PN program, administration, and the PN faculty used Perkins funds to purchase ATI complete. The decision to obtain ATI complete is based on research: Programs who were at risk for losing accreditation for nursing have increased their NCLEX-PN pass rate from below 80% to 96-100 percent through the adoption of ATI complete. There were also various programs that asked for technology enhancements and supplies for their programs that will better prepare students for what they will face in the workforce. Having updated technology used in their program instruction will help students be better prepared for industry and more competitive for higher paying jobs. These purchases included technology upgrades and/ equipment needs for programs like automotive, electrical, computer programming, welding and surgical technology.

In Saint Paul School, during the needs assessment process, it was identified that teachers licenses rather than actual content identifies what career field a course falls into. For example, welding is taught by an AFNR teacher yet welding would typically be in the cluster of Manufacturing. Therefore with the existing data reporting system it is difficult to show the actual high school to college progression in a field.

Using the regional DEED data, careers were identified that were considered high wage and high demand and pathways were created to match the need.

In reference to size and potential for students to have the opportunity to meet industry demand, the CLNA determined that additional secondary programs including, Human Services, Business and Health Care training programs and trades opportunities were needed to be balanced throughout the district. CTE staff worked with building Career Pathway Teams to research potential opportunities, develop partnerships, internships, certifications, college credit earning opportunities etc.

Planning took place to develop a process to review curriculum, equipment and supplies through the use of teacher externships and advisory committees input when identifying classroom needs.

3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

As a consortium, we met with partners like WIOA to work at the county level to create more experiences for students.

At the college level, many students partake in clinicals and internships that are interwoven within their coursework. With many of our students working to support themselves and their families, they often have less time for these types of experiences if there is not a monetary component attached to them. Therefore this has been a challenge on the postsecondary side.

At Saint Paul Public Schools, though extensive planning happened in the fall and winter months for spring career exploration activities, field trips, CTSO competitions and events, and teacher externships, COVID-19 pandemic forced the cancelation of all events scheduled for March-June. AFNR teachers were able to work this summer taking field trips with the teachers filming and asking questions of the experts and posted these to their facebook accounts for students to watch and continue building connections and engagement through the summer months in a virtual environment.

Another highlight of the spring and summer was the pivoting to students earning industry certifications when they were unable to participate in summer internships. Through relationships developed with partners such as Ramsey County WorkForce and Right Track, and by braiding funds through grants received, we were able to pay students a stipend for the work they completed on approved industry certifications in the summer months.

The partnership with Junior Achievement and the Saint Paul Chamber of Commerce is another example of a successful pivot. Last spring SPPS, Junior Achievement and the Chamber partnered on a Career Connect event for 10th graders at Highland Park High School. The event was to take place at Junior Achievement and included an opportunity for students to network with business partners, gain work- and career- readiness skills and interview for summer jobs. The event was cancelled due to COVID-19. However, the partnership is still very strong and a move to pivot to a virtual opportunity in the 2020-21 school year is already underway. The partnership plans to utilize a virtual fair platform and will include the same opportunities included in the Spring 2020 event, but in a completely virtual environment. Additionally, this adjustment may allow us to expand the opportunity outside of Highland Park 10th graders to include more high school students.

Having a dedicated Partnership Specialist has increased the number of concurrent enrollment opportunities, the number of business partners, and possible internships. In collaboration with the Office of Engagement, the Partnership Specialist has worked to formalize agreements in addition to enhancing and expanding existing partnerships that provide students with internships, college credits, job opportunities and industry certifications. For example, the partnership with Genesys Works has moved from school-based agreements to a district-wide initiative to ensure more students have access to internships.

4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

Saint Paul Consortium is very diverse in it's make up of students and therefore has a duty to support many different special population groups. In all we do, we will diligently work to dismantle systems of injustice and inequity, and acknowledge and denounce the systemic racism that has created achievement and opportunity gaps throughout generations of communities of color.

In FY20 Saint Paul College identified that there were student groups that needed special attention, and therefore resources were allocated to support these populations. With a focus on resources going to the nursing program this year, the purchase of both CINAHL Complete database,

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(an electronic resource for the nursing and allied health programs) for the library, as well as ATI complete packages to prepare for NCLEX exams were purchased using Perkins funds. These tools supported the majority of the economically disadvantaged students in the nursing program. Perkins used funds to provide Microsoft Technology Associate Industry Certification Exams to benefit our non-traditional students in IT programs. Career services used Perkins dollars to purchase Arbez Job Hunt ToolKit to support students who identify as one or more of the following: non-traditional, economically disadvantaged, ELL, chronically under/unemployed and/or having a disability. In an effort to help faculty and staff at the college to better support students, there were many professional development opportunities and student centered events that were scheduled for spring, with funding scheduled to come from Perkins. Unfortunately, due to COVID-19, many of these events did not happen. For this reason, the focus became smaller and shifted into the work of those paid by Perkins and what resources could still be made available in the virtual instruction and services environment. Despite this challenge, many efforts were made this year in support of our students with disabilities with Perkins salary support for staff in the Director of Accessibility Resources and in the Access and Disability Specialist roles. This was a success in expanding capacity in this office by adding an additional person therefore being able to serve more students.

Generally, our secondary students who are receiving specialized services and our english learning students have traditionally been identified as not meeting the Perkins indicators at the levels we have hoped. Additionally, females in construction and males in health services have been identified as being under represented.

It is believed that by creating a K-12 comprehensive career exploration plan, a plan to integrate career information in the core subjects and by creating pathways in each building that we provide career exposure, access to all possibilities, and by removing stigmas and barriers we will provide all students with opportunities to concentrate within a CTE area.

Although not funded by Perkins, all staff participated in a comprehensive and sustained EL training titled, "Cultivating Asset Based Practices for Multilingual Learners" This consisted of 3 sessions during 2019-20 to better prepare our teachers and staff to meet the needs of our 11,287 EL students who speak 129 different languages. These trainings will continue into 2020-21.

Recently with the MN STATE and ACTE leaders, we have begun to review the possible root causes of under performance, especially within our special populations, using our 2019 outcomes.

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

Our consortium used data, like Labor Market Indicators, to help inform what occupations are high-skill, high-wage, and in-demand to help us better align programs to support students in special populations. At Saint Paul College, the majority of the population fall into the economically disadvantaged category and are distributed amongst almost all academic programs. Recognizing this means that there have to be campus wide initiatives to reach this student majority. Our Pathway Advisors are key players to meeting with all students and providing resources based on individual needs, like financial aid information, referrals to disability and mental health services, and tutors. These advisors have a caseload of individual students within their designated pathway to practice intrusive advising to connect with students that have not met with their advisor. Advisors are aware of the program expectations and pathways to careers that they inform current students of what is happening in programs and various requirements. Saint Paul College also uses the Director of College Partnerships, Outreach Coordinator and PSEO Coordinator, to seek out prospective students and provide opportunities to connect with them in high school to provide early college access to programs that lead to high-skill/wage and in-demand occupations. These roles are key in working with K-12 districts to identify who these students are in special populations and helping to educate and enroll students, with events both in person and virtual registration with step by step instruction and guides customized for their specific courses this year. The roles listed above of people at Saint Paul College also worked this year with presentations to provide professional development to instructors with resources at both the secondary and postsecondary levels as well as high school counselors to better support these influencers to better help recruit and retain early college students.

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

All secondary schools offer access to a Practical Assessment Employment System (PAES) Lab, supervised training sites and training through partnerships with nonprofit organizations. WBL-Handicapped licensed staff in each building provide career seminar and work experience opportunities with a progression of independence in a variety of placements.

Saint Paul Public Schools participated in a statewide Employment First initiative, called the Employment Capacity Building Cohort. The cohort meets several times a year and establishes goals each participating district must meet. The intent of this cohort is to increase the number of students with developmental cognitive disabilities entering into competitive integrated employment.

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

Through a partnership with Saint Paul Public Schools Juvenile Justice Reentry Education Program (JJREP) and Saint Paul College, justice involved high school students were offered CTE opportunities. While in out of home placement, students attend mini courses in CTE including, Forklift, Welding, Carpentry / Construction, Basic Electrical Repair, Automotive Repair, CPR and Defibrillator Training and Culinary Arts.

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

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Academic student support services provide a plethora of resources and services to students needing additional academic support. The Director of Academic Student Support Services at postsecondary is partially funded by Perkins and has been able to build capacity in the services being offered and extend additional supports to meet individual needs- including technology tools, access to study supports, and additional resources. Students in CTE programs are also able to utilize tutors. These tutors were able to provide both in-person and virtual sessions. This year there was also a gap identified in the library for lack of materials and as a result more resources were added to the library for CTE programs, both in text and online subscriptions using Perkins funds.

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

As pathways are developed, we create opportunities for support, and multiple successful exit points. Oftentimes offering industry certifications provides positive outcomes.

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

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

The consortium recognizes the importance of supporting non-traditional students and offered numerous programs and events in FY20 to help support these students. Saint Paul College continued to offer Women in the Trades which meets regularly to provide a space for networking and education to women in trades programs. There is also a continued push for female instructors to teach in non-traditional gender programs. Currently, there are female instructors in sheet metal, engineering and the electrician programs at the campus that are a catalyst to attract more females to these programs. There was also an effort made to highlight our non-traditional programs by gender at the college and career day for the middle school visits in the fall. Special consideration was made to bring female students to programs like automotive, sheet metal and engineering and bring male students to cosmetology and nursing. There was also a visit day to mirror this for high school students planned for the spring, but the visit was cancelled due to COVID-19.

In Saint Paul Public Schools, Career Pathways were intentionally developed in a nontraditional by gender program area, and supports were provided to participants through mentorships, internships, tours, and classroom speakers such as including Women in the Trades, Women in IT, etc.

Realizing there are many influences on a young person's career decisions, Career Pathway students who are non traditional by gender were requested to demonstrate leadership skills by assisting in the recruitment of students coming up through the educational system.

Unfortunately a spring event that was planned for 5th grade students needed to be cancelled due to COVID-19, however a middle school Thinking College and Career Early Fair, where students and parents were given career and college information was able to take place early spring.

Several high schools provided career fairs that focused on non traditional careers and approximately two hundred students attended the Construct Tomorrow Career Fair.

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

The consortium provided services and strategies to support our students from special populations.

The on-campus events for middle schoolers in the fall and winter was a great success for the consortium as it was able to accomplish many objectives, including hands-on college and career exploration and exposure to non-traditional gender programs. Events were developmentally appropriate and there was enough time allotted for planning and gathering resources for students. Tutoring was able to expand capacity and accessibility by offering virtual tutoring sessions, allowing for more students who were in need of academic supports to take advantage of sessions by offering them in multiple formats and additional hours for appointments that could be flexible around student schedules. An area that was not as successful was in the Trading Up grant, where an ambassador would work to target out-of-work adult learner to trades programs. This was not successful in the marketing or execution and few students were recruited from this pool. This was evaluated and eventually changed to targeting high schoolers and using Trades Ambassador that would be directly connected to the high schools. This will continue to be rolled out and evaluated in FY21.

In Saint Paul Public Schools, COVID-19 and the restrictions put in place regarding in-person programming, caused the cancelation of CTE events, teacher externships, summer camps, leadership opportunities, and career fairs and we believe the lack of the opportunities greatly impacted students in special populations.

The building of the PreK-12 Career Exploration and the expectation that all students will have a Personal Learning Plan, will benefit all students in distance learning and in-person. Also created during 2019-20 was an online career exploration curriculum which will be blended with additional content to make a Career Seminar portfolio, which students can complete to be ready to participate in internships in 11th and 12th grades.

Also during FY20, planning took place to provide career related curriculum within the core subject areas to reach all students and give relevance to all courses. Navigating career explorations across all content areas is expected to be an example of what is meant by being "bold".

5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

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5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

Despite the college campus being nestled within many easy access points for the Saint Paul Public School District, there is a failure to attract as many traditional age students from the community to the college as would be ideal. There have been meetings with the college and career counselors at the secondary schools to provide them with information about the college to pass on to students, as well as offering in-house placement tests at high school sites for students run by staff from Saint Paul College. These efforts are not enough, as many students in the district are not exploring or enrolling into postsecondary options after graduation.

A success this year was determining that there needs to be more consistent meeting and communication between the secondary and postsecondary Perkins leaders as well as those positions involved in CTE early college programs. Starting in the Fall 2020, there will be a team assembled called the Early College Leadership Council as well as subcommittees to work on projects.

Saint Paul College hosted two middle school visit days to campus for students in Saint Paul Public Schools to attend and learn about programs and careers offered at the college. Students were able to participate in interactive and hands-on activities in various programs throughout the visit.

As Career Pathways are built in SPPS, staff have strategically collaborated with postsecondary partners to increase and diversify the number and type of Concurrent/PSEO opportunities available to students. SPPS has a partnership with each of the major Higher Education systems in Minnesota: Minnesota State, University of Minnesota and Minnesota Private Colleges. From 19-20 to 20-21 we have increased our Concurrent/PSEO by Contract partners from four to eight. To highlight a couple of our new partners, we have added Bethel to expand our Healthcare courses and Century College to expand our Community/Criminal Justice offerings.

5b. In addition to the narrative, please provide numbers of students participating in these categories.

According to the most current SPPS REA reviewed data, 757 SPPS students participated in Concurrent Enrollment courses in the 2018-19 school year. Students earned an estimated 5,158 college credits. This is a potential savings of \$2.3 million for students and families. Potential savings was estimated by using the cost per credit at both Saint Paul College (Minnesota State) and University of Minnesota. SPPS currently partners with eight institutions to provide Concurrent or PSEO by Contract courses. Multiple systems are represented in our diverse course offerings: Minnesota State, University of Minnesota, Minnesota Private Colleges and Tribal Colleges. The SPPS Research, Evaluation and Assessment department is currently preparing new data dashboards that will allow for real-time data pulls for Concurrent and PSEO courses in the future. In the 2019-20 school year, 2014 SPPS high school students enrolled in one or more courses eligible for Articulated credit. Approximately 1020 students completed the course with a grade of B or better. SPPS used this metric to estimate the number of students who may have received college credit upon completion of the course. The actual number of Articulated credits earned may be greater than estimated. Due to the COVID-19 pandemic, many institutions and organizations (like Project Lead the Way) provided exceptions and awarded more credit to students than may have been possible in previous years.

SPPS staff continue to work towards proportional and equitable representation of students in articulated courses. The following data reflect the percentage of all students in each reported demographic group who were enrolled in one or more courses - Hispanic 16%, American Indian 23%, Asian 25%, Black 15%, White 13%, and two or more races 16%. Additionally, the following data reflect the percentage of all students in each reported demographic group who completed one or more courses with a B or better - Hispanic 7%, American Indian 8%, Asian 14%, Black 5%, White 8%, and two or more races 10%. Articulated courses were provided in partnership with many institutions and organizations including: Saint Paul College, Dakota County Technical College, Hennepin Technical College, and Project Lead the Way (in collaboration with several higher education institutions).

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

Reflecting on opportunities in which we were BOLD, there are many; from the completion of the Comprehensive Needs Assessment process and work with stakeholders to gather all voices into the planning of the FY21 Perkins Plan, the professional development given to stakeholders supporting their work to implement at least 4 Career Pathways in each high school, planning for the career related curriculum integration, and the piloting of the PreK-12 Career Exploration/PLP were time intensive, however extremely valuable to building career related programming in our district.

This year Saint Paul College hired an official 1.0 Perkins Coordinator to focus on the CTE gaps that currently exist at the college as well as to help build a stronger pipeline with Saint Paul Public Schools. This position previously existed as an "add on" in job duties to other positions at the college and did not receive the time or dedication at the level that was needed to be sustainable. The addition of this 100% dedicated Perkins position has brought leadership, intentionality, accountability and increased awareness of the Perkins program to the Saint Paul College community.

In 2019-20 SPPS piloted a PLP framework in 10 elementary schools, 2 middle schools and 2 high schools. At these sites, school counselors led the implementation of a research informed PLP framework that involved:

Facilitating additional learning opportunities aimed at self exploration, career awareness & exploration, postsecondary education exploration, financial literacy and goal setting

Students uploaded artifacts that was evidence of their learning in these areas to Seesaw (K-2) and Schoology (3-9)

Starting Fall 2020, we are introducing Xello, a digital platform to support the PLP work. With support from school counselors, students will build portfolios using Xello to document their interests, strengths and values, showcase their authentic work products, and set goals and plan for the future

Revising the SPPS Core Counseling Curriculum to incorporate PLP-oriented learning objectives

Creating a tiered advising system, facilitated by a licensed school counselor, that ensures all students starting in elementary school have access to individual advising related to their goals

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Providing families of secondary students with a personalized Guide to High School Graduation & Beyond to ensure they have information about their child's progress toward graduation and options for after high school
Building out a system for building external partnerships at all levels

Integrating the PLP with other key SPPS efforts:

Well Rounded Education (Elementary School): 10 minutes weekly set aside during the instructional day for work on PLPs

Foundations (Middle School): Roughly 10 supplemental lessons each year delivered at each grade level by Foundations teachers

Core content integration (High School): Career focused units in courses that culminate with a reflection that students submit to their portfolio in Xello

Career seminar (High School): Additional career exploration that upon review by a work based learning teacher, allow a student to participate in a SPPS internship

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

SPC- \$10,000

SPPS- \$63,000

7b. Who (positions, not specific names) benefited from professional development?

Saint Paul College:

Dean of Career and Technical Education

Dean of Academic Effectiveness and Innovation

Dean of Health Sciences

Dean of Business and Services

Pathways Advisors

Director of College Partnerships

CTE Faculty

Major Gifts Officer

Perkins Coordinator

SPPS:

SPPS CTE Leadership

OCCR Leadership

SPPS Principals and Administration

SPPS CTE Teachers in all content areas

New CTE Teachers, 1st year, 2nd year and 3rd year teacher in tenure earning cohorts

CTE Advisory Councils

SPPS Office of Teaching and Learning

School Board Members

Academic Teachers wishing to earn CTE licensure

7c. What professional development activities were conducted/sponsored?

Saint Paul College :

CLNA planning and meetings

Perkins Huddles

National Conference on Race and Ethnicity (NCORE) Virtual Conference

The Future of Technical Education in a Rapidly Transforming World Virtual Conference

CTE Works! Conference

SPPS:

Opening Week PD for teachers

New CTE Teacher Orientations

CTE Advisory Committee Meetings

CLNA planning and meetings

Business Frameworks integration into courses

Academic Leadership

Principals and Administrators PLP and Career Pathways

CTE WBL Site Coordinators weekly PD

CTE Licensure via Portfolio information and assistance

Presentation to metro area Superintendents

7d. What topics were addressed and what were the related outcomes?

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At Saint Paul College, professional development addressed the following areas to lead to outcomes of better understanding how to serve students in CTE with their varying needs and individual identities:

Equity in Education

Race and Social Justice

Adapting to the move to online classes

Providing guidance on virtual classrooms

Examining future labor market indicators in C

For Saint Paul Public Schools, importance was placed on realizing the necessity of consistent and frequent communication with stakeholders, topics of PD sessions included; best practices for conducting the CLNA, best practices for CTE teachers, district-wide MLL training, personal learning plan integration into grade levels, district-wide career pathway integration information and planning, career related curriculum information, feedback sessions with school board members, advisory committees, facility leadership, administration, CTE teachers etc. early college opportunities, certifications and technical skill assessment options, career exploration and assessment, and leadership opportunities in CTE. These activities were extremely important in building a district-wide culture centered around CTE, career pathways and personal learning plans.

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

By creating CTE Pathways in high wage, high skill, high demand areas, students have options to earn industry certifications which permit our students to readily access the workforce by demonstrating specific skills. Certificates earned this year included ServSafe, OSHA 10, Microsoft Office, Cisco, Retail Customer Service, and Certified Nursing Assistant. Pathways also provided job shadows, mentors, internships, academic support and guidance and counseling support to ensure students were supported in the high skill CTE areas.

Gordon Parks High School offers flexible programming, media-infused courses and curriculum, a supportive advisory program to help keep students on track for graduation, and a host of community partnerships, internships, and job support activities for students. CTE programs currently include Work Based Learning, Family and Consumer Science courses. Additionally, a trades survey course is in planning.

Gateway to College offers out of school 16-21 year old students opportunities and supports to earn free college credits and jumpstart their advanced education by participating in coursework at Saint Paul College. Students may participate in the CPA concurrent enrollment CTE courses.

LEAP High School is dedicated to serving students who are new to the United States and who are learning English while earning a high school diploma. As an alternative high school, LEAP High School enrolls English Learner (EL) students up to age 20, and at all levels 1-4, and provides an educational opportunity for students whose needs often do not match the offerings provided in traditional high schools. CTE opportunities at LEAP include Certified Nursing Assistant courses through a partnership with SPC Workforce Training and Continuing Education.

By braiding funds, the Juvenile Justice Reentry Program in collaboration with Ramsey County Juvenile Detention Center, JDAI and community advocates, the Downtown School is in the process of implementing technology and more equitable education standards for this school year. A formalized intake and transition process will aid in developing an individualized plan for each student.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

As a consortium, we looked at ways to advance teacher recruitment, retention, training, and education by first reflecting on where we currently situated and then used the CLNA to help gather additional ideas for changes for the future. Saint Paul College sent out a faculty survey to identify successes and challenges in CTE programs. When polled most faculty respondents agreed their division makes efforts to recruit a diverse faculty. None disagreed. Most also agreed that the division makes efforts to retain under-represented faculty, although 1/6 disagreed. Most faculty respondents agreed they are given sufficient opportunities for professional development and faculty in their division often take advantage of such opportunities. New teachers to Saint Paul CTE, attend 6 hours of "New CTE Teacher Orientation" sessions in their first year. Topics in these sessions include Perkins Legislation and requirements, Perkins data review, priorities, best practices, as well as new teacher support. At the postsecondary level, CTE faculty who have the appropriate credentials often bring significant experience and expertise from private industry. What most new CTE faculty are lacking is training in teaching and learning, as well as onboarding into the higher education environment and all of its complexities. Saint Paul College uses a "New Faculty Academy," model. 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 also a 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.

In Saint Paul Public Schools, Perkins funds supported positions providing CTE and pathway programs oversight, CTE professional development, program design, early college opportunities while planning a Family and Consumer Science Urban Education program that will create a pipeline for under represented groups of individuals to enter the teaching profession. Many college partnerships were vetted for best program match, including criteria such as; best student outcomes in transferable courses, supports for students, use of multiple measures for students enrollment criteria, cost to run the program, number and kind of credits earned, flexibility of teacher credentialing etc.

Several PD sessions took place with principals, teachers and building program staff. A Family and Consumer Science Introduction to Urban Education & Reflective Practice course was created to be offered in January 2021.

We faced a few challenges, including building level decisions of the selection of Early College partners (CIS), budget cuts to CTE staff affecting

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teacher placement, lack of spring opportunities to recruit students for programs starting in the fall due to COVID-19 and not having in person access to students for traditional recruitment strategies.

During 2019-20, several grants were obtained to provide planning time, and capacity to lead the work. Many new partnerships were developed including internship opportunities through our Discovery Club program where out-of-school time Child Care is provided in a safe, fun, nurturing environment that supports children's learning and development.

Secondary teachers who were hired on "Out of Field Permissions" were encouraged to obtain the official CTE licensure, in the area they are teaching, and were provided with support through the braiding of funds to complete a license via portfolio. Teachers have been encouraged to add 18 credits "in the field" to qualify for programs such as "18 Online" and allow them to teach concurrent enrollment courses.

Changes for the future of the the district and the college in this areas will include some of the following ideas from the CLNA:

Utilize more apprenticeships

Increase networks in community and reach out to alumni

Advertise in communities where these populations live

Increase salary and pay instructors competitively so they are more willing to leave industry and come to teach

Work with HR on creating a diverse applicant pool using more intentional recruitment/ job postings

Increase instructors of color to avoid single representation

Create more professional development opportunities

Increase support to all employee especially those from marginalized identities

Licensing requirements, lack of education/teaching programs at SPC, adjunct faculty organizations and business of color

Increase numbers of mentorship/scholarships

Utilize co-teaching models

Explore alternative approaches to meet certain credentials and licensing requirements

10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

To expand the work based learning opportunities that are available to all schools, 6 work-based learning/site coordinators were hired in addition to the work-based learning handicapped coordinators. These coordinators are key for disseminating current opportunities to the students and families. To assist them in this work a comprehensive system is being developed to house all opportunities which will be included in the Xello system. This same system will house the personal learning plans, so it is expected that it will be visited frequently by students. The Partnership Specialist Position will input new opportunities into the database and share this information with counselors.

In the summer of 2020, due to the need to work remotely, several of the internship opportunities needed to pivot to providing employment through other means. It was decided to offer students pay for their "work" on industry based certificates, in hopes of providing equitable access and additional opportunities to be career ready. Collaboration with many partners, including Right Track and Ramsey County we were able to provide the support needed for students, purchase the certification assessments and provide stipends for students' time.

11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

The Saint Paul consortium is interested in improving integration of academic and technical skills in CTE programs. In FY20 Saint Paul College reviewed the College's TSA's, evaluating the effectiveness of the ones currently being used, and where there is opportunity to add new TSAs or different ones. This effort aligns with two larger collegewide initiatives around assessment of student learning and the Program Review process. The College has recognized a need for improvement in both of these areas and as a result has removed almost all of the TSA's if they were not aligned. The new Curriculum and Development Coordinator will continue in FY21 to work with all CTE programs on reviewing their program learning outcomes and ensuring that they are measurable. When applicable, the list of approved TSAs for that area will also be shared, and reviewed to determine if a TSA may be a method of assessment for one or more of the program learning outcomes. Tied in with all of these conversations is the feedback that some programs currently administering TSAs don't think that the TSA fully aligns with their program, thus not finding the results useful. Again, this is an opportunity to explore the full inventory of approved TSAs for their program area, to determine if there is another TSA that may be more applicable. Also, in every Perkins request for dollars, there must be a tie to the program outcomes or the request will be automatically denied.

Saint Paul Public Schools planned with stakeholders, to develop a new position; Academic Integration Specialist. This position will lead the infusion of real-world relevance and career specific information within the core content curriculum areas. This position will work directly with the core content leaders to offer professional development and will begin a process of implementing career related curriculum throughout a students high school course experiences.

CTE teachers continue to participate in professional learning communities looking at student data and taking risks to try new strategies and techniques to improve outcomes.

12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

This consortium is making strides to become more aligned and using data-driven decision making in this process. There is a shift to innovation and not just continuing with the same programs, but looking to expand on the work we do together. The CLNA process deepened the secondary and postsecondary understanding and commitments to improvement. The Perkins Stakeholders meeting that took place in February exemplified the start of a new era with Perkins V and generating interest and creating a space to hear voices from across our consortium with great attendance. The representation was there across stakeholder groups and people were engaged and shared ideas in the meeting. Attendance included the following 24 people from Saint Paul Public Schools, 35 from Saint Paul College and 12 representatives from community and industry partners. Also, the survey that was sent out to gather additional data generated a great response rate as well. Responses to online survey include the following participants:

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Saint Paul College

CTE Students: 101 (not in an AA or planning to continue with a 4-year degree after SPC)

CTE Faculty: 23

External Partners: 29

Saint Paul Public Schools

CTE Students: 170 students

Faculty: 43

External Partners: 20

Another point of pride is the quick pivot to distance learning our instructors were able to do in March with the consortium as whole. Pride stems from the work of all CTE teachers, faculty and staff who showed their flexibility and resilience while navigating the world of unknown, and in the SPPS and SPC leadership who always put the needs of our students first.

The CTE secondary and Office of College and Career Success team, tackling the overwhelming task of offering district wide programming through development of Career Pathways, Personal Learning Plans and Career Integration in core subjects.

Also, the Partnership Position has been formalizing partnerships by creating MOU's and strengthening our partnerships throughout the region. In addition, this person worked with our Advisory Council Lead to conduct a virtual meeting for all advisory councils and CTE teachers that included an opening with the Superintendent Gothard's commitment to our work, breakout rooms for committees to plan, and CTE updates for all.

As in other years, we continue to braid funds to provide the most comprehensive opportunities to meet the needs of our students of Saint Paul. Our partners have been very committed, supportive and generous.