

Annual Performance Report FY21

Form status

Consortium name: Saint Paul Consortium

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

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.
Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1, 2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

Secondary's strongest performance in 2020 was our 1S1 4 yr Overall Actual Graduation Rate at 81.78%. Several efforts were put in place during Covid to ensure students continued on track to graduate. Some of these supports consisted of free meals, access to internet, personal devices, online textbooks, daily check in with students, in person supports for students who were struggling to keep up, Social Workers, Counselors and Mental Health services were available to support students and an Online School was created for students who wished to continue to attend online school during the 21-22 school year. Non Traditional Concentration was also an area in which Saint Paul does quite well at 34.29%

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

In SPSS, our weakest student outcomes are in academic achievement, both reading and math. Although no data was reported for these indicators for FY20 due to Covid, we believe that improving students' academic ability and reducing/eliminating gaps in student outcomes in 4 year Graduation Rate and Post Program Placement will be our primary focus this year.

SPSS Indicator Performance Levels:

1S1: Graduation Rate (4-year) 81.78%
2S1: Academic Proficiency: Reading/Language Arts N/A*
2S2: Academic Proficiency: Mathematics N/A*
3S1: Post-Program Placement 65.85%
4S1: Nontraditional Program Concentration 34.29%
5S3: Program Quality: Work-Based Learning 14.58%

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those

Gaps are identified for all indicator areas based on ethnicity. (Though MCA Reading and Math were not available in 2020, history has indicated gaps that existed for many years prior to Covid.)

*Our Black student group is experiencing a gap in the 4 year Graduation Rate.

*Our American Indian group, Multi ethnic reporting students, and *Special Ed students experience a gap in 4 Year Graduation and Post Program Placement.

populations and the overall performance rate of your whole population on an indicator)

- *Our Hispanic group is experiencing a gap in Post Program Placement.
- *Our white students are experiencing a gap in WBL.
- *A gender gap exists for Males who are concentrating in non-traditional programs and WBL.

In summing up the number of student groups that have gaps in performance outcomes, the 4 performance indicators that emerge as having the highest number of gaps appear to be: 4 Year Grad Rate, Reading and Math MCA, and Post-Program-Placement.

Summing up the total number of times each student group has a performance gap, the priority student groups by ethnicity are: American Indian, Multi Ethnicity and Black and Hispanic students. Additionally SpecEd, and EL students have very large gaps. These student groups appear to consistently have lower academic performance, are not graduating on time or being successful in obtaining post graduation placement compared to their peers.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

After review of the Perkins Data, SPPS will continue working with teachers, principals and administration to provide:

- *Career related content integration into all content areas and developing new courses to be paired with math courses for students to experience the concepts covered in academics related to real life application. Focusing on careers will bring relevance of the content to the forefront and improve 4 year graduation rates and MCA performance as students tie together the question of "How will I use this information in the future", or "How is this relevant to me".
- *Work Based Learning opportunities will continue to expand through the development of new and expanded partnerships, completion of career seminars through online learning and after school opportunities to earn WBL credit, positioning students for participation in internships within POS/Pathways.
- *Continue expansion of Career Pathways that provide additional articulated and Early College opportunities to help students transition to Post Secondary Training.
- *CTE teachers will review and align courses to the MN Frameworks ensuring delivery of content specific to careers using appropriate tools, equipment, software etc., that is used in industry, to provide seamless access directly into the workforce, apprenticeships or college.
- *All teachers will continue to receive PD to better serve our students who are multilingual learners.
- *The upcoming CLNA process will give us additional information on priority groups and help identify new priorities/initiatives to better serve our students whose performance or outcomes are not that of their peers.

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

The strongest performance indicator for the college was 1P1 which showed an overall level of performance at 90.1%. What contributes to the strength of this indicator are performance based on gender, race, and ethnicity or special populations status; there were no glaring disparities. A notable disparity was a low % of unknown race and ethnicity as well as unknown race learners. However, for this group the population size is only 6 learners.

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

The weakest performance indicator was 2P1 which had an overall performance level of 52.09%. While overall this is not a bad percentage, when broken down into categories this indicator had the most discrepancies

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

1P1: One of our State-recognized POS, Finance, has 77.78% rate but it is a small group population with only 9 learners. 2P1: There are gaps in relation to gender. Women are overrepresented 7% and men are underrepresented by 7%. Here the most startling gap is in relation to ethnicity where the Black or African American % is at 40.93% below the average indicator level of 52.09%. Two or more race levels were at 38% which is 14% below the average. When looking at special population status we find that only Individuals preparing for Nontraditional Fields is above the average and the rest fall below average. It should be noted that that in the case of Individuals with Disabilities in about 9% below average. In reference to career clusters the only State-recognized POS cluster that has a large gap is Business Management and Administration based on size at 41.6%. 3P1: For gender enrollments, we find a gap for female students which is at 11.33%, this is 3.3% below the average performance indicator of 14.61%. In relation to ethnicity, Asian and American Indian or Alaskan Native are below the average. The percentages respectively are 13.33% and 0%. The special population status of the data indicates that all the populations are above the average rate of 14.61%. The State-recognized POS of Architecture and Construction as well as Manufacturing, both clusters fall below average at 5.84% and 5.71%, respectively.

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

As an institution we need to consider focusing more on the current populations that have the largest gaps in performance and also have a significant number of students. When looking at individuals with disabilities, we need to make sure we are using ISRS in our Access and Disability Resources Center to track students in CTE courses in addition to any other tracking systems we are using so they are accurately being counted for Power BI reporting. Recognizing that students with disabilities are nearly 10% points below the average rate in Earned Postsecondary Credentials is a red flag and needs to be investigated in proper tracking as a first step as it pertains to Perkins funds for this special population. A second action will be to examine the trends in the career cluster area of Finance as this is a State-recognized Program of study in our consortium. We have had this as a long standing program and the gap of 33.67% in 2P2 seems to be an area to revisit as to the size, scope and quality of the program and reevaluate if are we meeting the needs of students and supporting retention and recruitment efforts to close this gap. The Academy of Finance (AOF) has been a program in the pipeline with early college opportunities with the college that has not grown in size, scope and scale over the years as the program has continued in the pipeline between SPPS and SPC.

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

PART II: Narrative Responses

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

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

This past year, Saint Paul College used Perkins monies to support students being well prepared in their course work and helped to support faculty with students who struggle in their courses as identified in the CLNA Faculty survey by providing additional academic support. This included funding partial salaries of professional tutors to support students outside of class time, as well as pathway advisors salaries to help ensure students had the correct information for their desired pathway including all the necessary information and resources for their chosen pathway to be successful. The CLNA also highlighted gaps in Saint Paul College students' readiness to be successful as college students with no formal orientation, either in-person or virtually. As a college in collaboration with Title III, there were both on line and in-person orientation sessions created for students that can be adopted for all

students at the college.

SPC Recruitment and Outreach team also focused on CTE programs with low enrollment numbers and hosted virtual and in-person campus open houses where students were encouraged to come and meet with instructors in the spring and summer. Perkins and Marketing funds were also combined to create a virtual campus tour utilizing a 3-D imaging where prospective students and families are able to tour the school at the click of a button on the website and see all the spaces we offer even if they are not able to attend campus in person. This tour specifically was intended to highlight CTE programs and show the great spaces and industry grade equipment and resources the college has to offer students in our high –skill, high wage, high demand programs, like the Truck Technician shop and the Healthcare Simulation Lab, that also have pop up spots in the tour to dive deeper into what students are seeing and fun facts about the program.

In an effort to bring more attention to programs that are high-wage, high demand, and low enrollment at the college, there were short videos created of tours of the labs and student and instructor testimonials to send to our high schools in these area to highlight these programs when students were not able to visit the campus. This enabled students to still see what was going on inside the campus classrooms as many of our CTE students remained in person and attended classes practicing social distancing and masking up.

The Saint Paul 2020 CLNA suggested the need to focus on the following improvements to Secondary CTE:

- *Expanding CTE options and pathway opportunities for all students (In high wage, high skill and in-demand careers)
- *Increasing equipment and resources to bring programs to POS level
- *Increasing PreK-12 career awareness and exploration to better prepare students to enter career fields
- *Training teachers how to use advisory committees more effectively
- *Expanding communication to students and families, advisory committees, and community members

These priorities and the improvements to existing POS and the building of new POS in high wage, high skill and in-demand careers, drove the decision-making of local uses of funds.

Process and Prioritization Of Funding (Secondary) See Question #11 for more detail.

This year funds were used to support access for all students to participate in Career Pathways, industry certifications and WBL experiences. It also provided teachers access to new and improved partnerships with industry and CTE students and classroom with access to instructional supplies and equipment used in industry including:

- *Teachers Virtual PD PLTW Training and upgrading of PLTW computers to run new software
- *Teachers Virtual PD Tech Integration Workshops, and CTE Works and content area specific training
- *Subscriptions to industry based technical software needed by CTE programs
- *Equipment upgrades including ShopSabre Router, CNC, and Simulation Labs

In an effort to strengthen our consortium, we looked for creative and innovative ways to collaborate through many virtual avenues. The college used NSF funds to create a panel of guest speakers called, “STEM Journeys: Stories Shared By Women Experts” to host a virtual session with over 65 students at Washington Technology Magnet School to explain more about careers in STEM from a women’s perspective in November. There was also a collaborative effort to use NSF grant monies with concurrent enrollment teachers and faculty mentors to assemble kits for biology and chemistry classes at some SPPS high schools (Humboldt and Johnson) and have SPC students and faculty join a high school class virtually to answer questions and walk students through an experiment this past spring.

The consortium also reinstated the Early College Partnerships Committee to meet quarterly to revisit the POS offerings and look at data to determine how to best construct pathways that meet the interests of students and include high-wage, high-demand and in-demand careers. We also used this committee to help us prioritize our work, which helped us focus our spending on exploration for earlier years of K12 to credit bearing courses as student’s transition to and through programs at SPC. This will continue to be expanded and revisited in coming years in the Schulze Grant at SPC and the 3M grant at SPPS where the position for navigators to aid students in the pathway process from high school through college have been built into the accepted grant proposals for both grants.

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

Within Secondary, the CLNA indicated that there was a need for better communication regarding the CTE POS and Pathways. Specifically to:

- Increase communication and branding around CTE - i.e. concurrent classes, visuals, flow charts
- Create a visual of POS to Pathway Alignment
- Selection of Pathways and placement of certifications or technical skill assessments within Pathways

A communications company was brought onboard through a contract to assist in the messaging to parents, students and community about the Saint Paul Pathways/POS and assist with telling the story of POS in the community, to support the development of new partnerships being created to support the students in CTE Programs.

Buildings were supported through PD and by CTE staff to develop 4 Pathways that all students will participate in that are high wage, high skill and in demand. Education, Business, Healthcare and Technology Pathways were created with various postsecondary partners giving students options to earn certifications and college credit prior to graduation.

Our Advisory Committees, business partners and CTE teachers received virtual PD together and separately to better understand roles of the advisory committees in supporting students and teachers in the buildings.

WBL coordinators/pathway site coordinators provided PD to building staff and worked with PLC’s to help them understand the interdependence of CTE and all courses and programs that lead students to being prepared for post secondary training or to enter the workforce.

All SPPS staff participated in a district provided EL training where they learned strategies to support the number of students who are receiving services as English learners, a group that data has shown has large gaps in performance on Perkins Indicators.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

Building relationships among CTE consortium pipeline instructors has repeatedly been identified in the CLNA as a gap area. As a result, there was also a great collaborative effort between SPPS and SPC to begin planning for combined professional development for a summer course to help build relationships across the secondary to postsecondary pipeline. This meant intentional meetings with Perkins coordinators at secondary and postsecondary to plan, recruit and hold informational meetings with CTE instructors to plan for Contextual Learning, LLC to host a workshop at the college. This led to relationships being built before the course took place with instructors across CTE divisions in July using FY22 funds. Instructor had positive feedback from both the secondary and postsecondary ends. Postsecondary instructors will be using the curriculum provided through the training to make some modifications to their own curriculum and teaching practices, as well as now have built relationships across the pipeline to connect with high school instructors to help in creating more recruitment and exploratory avenues for perspective students in high school. This was a success on all accounts!

Faculty professional development at the college last January included an hour dedicated to training on the need for more women and BIPOC folks to join the Skilled Trades and Manufacturing industry. Collecting data internally from our Institutional Research on enrollment, retention and completion of CTE programs was coupled with bringing in women in the field to be speakers and help provide insight and best practices for attracting underrepresented workers. Many of the instructors were not incredibly supportive of this format and the session had a lot of push back and lashing out as data was presented, indicating white males were disproportionately completing and graduating from skill trades and manufacturing programs at a much higher percentage than any other subgroup, including race, gender and special populations. This ultimately posed a challenge for how to meet instructors where they are at and create sessions that can be productive and help to promote meeting industry needs for more diverse workers for the future. This led to

multiple meetings with our internal leadership at the college, as well as asking for assistance from the system office on better ways to address how to provide meaningful in-service sessions that could address equity and access for students in these specific programs for the future.

Staffing CTE classrooms continues to be a challenge. As of today we have at least 4 positions that are filled with long term substitutes. There just isn't qualified applicants.

SPPS is building a system to streamline the teacher recruitment, retention, training, and education process. The CTE Staff is working with Human Resources, school administrators, and other departments to build processes for a central pool for CTE postings, hiring, retention, on-boarding, and other support systems. This system will combat the challenge of tracking hirings, transitions, and retirements in a school district with multiple high schools and alternative sites.

We are also developing Education Pathways to promote teaching as a profession and give students advanced standing to enter postsecondary institutions. The lack of qualified and diverse teachers is a challenge, however we are hopeful that we will be able to grow our current students into the next generation of teachers of CTE.

CTE teachers are provided with PD and support as needed to increase retention. New CTE teachers are provided 12 hours of new teacher training, some of this time is used for externships to be sure teachers are aware of current industry practices. Mentor teachers provide peer to peer training and support in the buildings. Teachers attend daily PLC meetings with like-content teachers using data to improve instruction. PD was provided by CTE staff on the Career Pathway, Tier 1 and Tier 2 licenses and the license via portfolio process. 4 new teachers earned their CTE license in 2020-21.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

One of the areas we will be focusing on is our students with disabilities. These students have reported being 10% below average on Earned Postsecondary Credential which has led us to support awareness in the last year providing resources to help this student group be more successful at the college. The CLNA cited the need for more accessible language and a need for technical standards. As a result, the Access and Disabilities Resources Office has been working on an ongoing project to identify these standards in CTE areas to make it clear what skills are necessary to be enrolled in and graduate from programs. This work will carry into FY22 and ensure students will not be entering courses that fall outside of their physical or mental capabilities in order to graduate. There were also iPads and read speakers purchased to use specifically with this special population for this office for students to be able to have texts read to them and use iPads to complete course work in language and formats more accessible to them based on their accommodation.

With about 1/5 students reporting some challenges related specifically to SPC including poor equipment as a barrier to success in a program, a focus of last year was looking at nontraditional programs and helping update equipment to make students aware of programs and recruit and retain this nontraditional population. A decision was made to set aside funds for our Esthetician Program which also recently expanded to include and Advanced program in addition to our Basic programming. The purchase of new steamers and magnification lamps as state-of-the art equipment for our students was used to attempt to attract more special populations which has struggled with attracting non-traditional students in the past. Our CLNA highlighted this is important in our roles as a college, as well as in our application to provide exposure and opportunities for non-traditional students to experience these programs. As a result of this new equipment, it will allow for more safety and accessibility to students that may have any physical disabilities and overall general safety which also helps this special population. It will also make it more equitable in the fact that there will be enough machines for students to have opportunities to learn and practice without having to share equipment. This program will also be featured in our videos/marketing presented to non-traditional students to pursue this program as a possible area of study. The Esthetician program will be featured in our non-traditional career exploration opportunities when events can again take place on campus for both early college visits with SPPS and other districts, as well as in tours for other potential incoming non-traditional students.

• Based on the data, what student group(s) did you identify as needing specific attention?

As identified in previous questions regarding secondary gaps, students who have special needs and those who are receiving EL services have very large gaps. In addition, we have had a very difficult time getting information to all stakeholders about the work that we are doing to prepare our students for their futures.

SPPS Perkins funds and district funds were used to cover a consulting group for the creation of communication tools to assist in clearly sharing information about the SPPS Career Pathways, Career Integration and Personal Learning Plan (PLP) initiatives to stakeholders. As of today, the tools developed include a brand identity guide, presentation template, career pathway program template and banner and trade show designs. They are currently working on a road map preK-12 PLP.

In September all staff including special ed teachers and EL teachers participated in district wide required professional development led by the CTE Staff, on Career Pathways, Career Integration and PLP's, showing alignment of each initiative pre K-12 and how students at each grade level are being prepared for participation in high wage, high skill and in-demand Career Pathways and their role in supporting students in reaching their career goals. The feedback received from this PD was very positive and was extremely helpful in moving the work forward. This elevated the work of and visibility of CTE programming within our very large district.

A Special Ed Teacher and EL Teacher participated on the pilot groups to make sure there is scaffolding within the career integration into core subject areas. Ensuring that the career related curriculum lessons are differentiated to meet the needs of all of our students in each grade level.

Special Ed and EL Staff were consulted on the creation of Career Pathway Guides (communication tool) that were sent to parents at pilot school sites this year, giving them a snapshot of where their students stand with regards to individual career interest and possible high wage, high skill and in-demand careers that matched their interests, a description of the credits they have earned and if they are on- track to graduate. Special Populations input on creating this document offered the team valuable information on what content parents and students of these groups are needing and where communication gaps might be.

Being there is much crossover between transition planning and services provide to our students with special needs, we began work with SPPS Specialized Services to integrate and align students PLP content with the students IEP's.

• What resources supported awareness, recruitment and retention of all students, especially special populations?

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Being there is much crossover between transition planning and services provide to our students with special needs, we began work with SPPS Specialized Services to integrate and align students PLP content with the students IEP's.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

- how needs and concerns of learners, teachers and administrators are brought before consortia leadership
- how program and funding priorities are determined

This year we made gains in our decision making processes by utilizing the Early College Partnerships Council as mentioned earlier. This group exists to evaluate all early college options available to increase access to the best match and fit for students. Programs of Study and Pathways alignment within the pipeline between SPPS and SPC are a recurring talking at each meeting as these begin to shift and take form at the SPPS high schools. We did this by that by meeting quarterly as an SPPS-SPC Leadership team and executing actionable outcomes that impact students' achievement and success. The SPPS Partnerships Director and SPC Perkins Coordinator work collaboratively to set agenda and gather information necessary to present at the meeting from all necessary parties. This also includes inviting those in leadership and/or support positions to attend meetings that voice is needed and/or decisions based on budget will need to be made.

We also worked at the postsecondary level to begin a Perkins Annual Budget Timeline and rubrics for prioritization criteria.

- November: Perkins Coordinator reviews funding that may be ending and planning for continuity of positions/services; preliminary review of potential requests that meet Perkins criteria with the Dean's, Budget managers, and Director of Strategic Planning. If things are labeled as strategic versus operational, this is the only way they make it to the table for possible Perkins budget spending
- January: a draft presented of the priority of the divisions and must meet these criteria along with justification examining the scope and size of the program (amplifund will not allow me to include the sample of the table in this area)
- March: the finalized budget for Perkins dollars is presented to the cabinet.

The factors Secondary considers to determine programs to fund with Perkins funding, is based on the findings of the students, staff and Advisory Committees' feedback on the CLNA as well as the regional employment data.

This year, with the transition of new staff into the role of CTE Supervision, it was important to document how decisions have been made in terms of funding for buildings.

When considering funding, priority is given to programs that are building new pathways in high wage, high skill or high demand pathways or programs who are implementing innovations within their CTE courses.

Each year, Advisory Committees are asked to review the curriculum, software used, and labs, to determine if updated equipment or instructional supplies are needed. An industry member designates themselves to take the role of being the point of contact for the CTE staff within that content group to consult with when looking for the most appropriate equipment.

• how status of consortium activities is communicated to teachers and administrators

The Perkins Lead and Pathway and Partnership Leads work with each building level Pathway Site Leader to assist them to determine if requests are necessary, reasonable and allocable. The Site Leader then meets with the CTE teachers in their buildings to discuss and plan for possible expenditures projected over a 2-year period. Courses being offered in the first year of the two-year plan, and buildings that do not have access to other funding and are looking to build a new CTE pathway, are encouraged to submit a request. If the request meets all of the requirements for Perkins funding, the CTE teacher is encouraged to provide detailed information in the form of a spreadsheet where they list the following information.

- School
- SPPS Career Field
- SPPS Pathway
- Course
- Name of Teacher
- Items
- Reason for funding
- Description, brand, and details about item
- Vendor and Contact Information
- Cost per item
- School year needed

The spreadsheet is then reviewed by the Perkins Lead and the Pathway Leads to determine the funding sources that make the most sense to use. Many times, there are other private grant funds, district funds, or even other departmental funds such as Environmental Safety that can be used. We take pride in the ability to braid funds to meet the needs of our students.

If necessary, the request is then submitted to MDE for their approval by the Perkins Leads. The item is then moved through the purchasing protocols required of Federal Grants. Finally, the teachers and principals are made aware to expect the delivery and the item is inventoried with a Perkins tag and in our Destiny Inventory System when received at the building.

Teachers, principals and site leaders are communicated with throughout the school year through phone calls, regularly scheduled virtual meetings and scheduled professional development for teachers and administration throughout the year.

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

Based on your reflections, what changes do you anticipate as you start your next CLNA?

Reserve funds at postsecondary this last year were set aside for Funds were to be used for Early College Initiatives-Articulated Credit and Concurrent Enrollment Teacher Development work. With COVID-19, there was been a shift from in-person to on-line conferences and professional development opportunities that has cut out the cost of travel, food and lodging, as well as significantly lowered the cost of registration and speaker costs for most of these opportunities. Staff and faculty were still able to receive supports in professional development in these areas as the college is taking steps to become an Anti-Racist Trauma Informed Institution, but many have been through other college budgets or other sponsored funding or free supports in the wake of the pandemic. As a result, we shifted funds towards equipment purchases for in programs that were taking place in person with larger numbers on campus over the last year as they were receiving more wear and tear than other programs that did not utilize equipment as much or had

significantly reduced class sizes.

We still have work to do to make these reserve funds more bold innovations, but I anticipate that I we can find ways to combine our professional development opportunities together between the secondary and postsecondary, this could be a great start to making our consortium stronger and more innovative should we got this route based on data we collect. This would encourage more formal and informal relationship building among staff and instructors, work on evaluating our program advisory committees to better represent our consortium and finding ways to incorporate the community into having a voice in CTE education. I envision that for the next CLNA we can be bolder in these reserve funds by asking our stakeholder to identify gaps that exist throughout the pipeline that we can make shared efforts to braid funds and tackle these from all angles.

Secondary Reserve funds were boldly used to promote the development of POS and to fund a partnership coordinator position, who was charged with building and formalizing relationships with community groups and employers, for purposes, including innovative and proven practices, such as teacher externships, WBL activities, early college credit, and work to create formal partnerships with Ramsey County, City of St. Paul, The Saint Paul Chamber etc. as well as coordinate the CTE Advisory Committees. During covid, much work was completed to move the district forward in formalizing relationships, processes and function and communication of the Advisory Committee's. Saint Paul Schools has many partners. The CLNA indicated how we build, maintain and communicate with members, that provides benefits to both entities, can be improved upon. This position formalized agreements with MOU's and was the point of contact for all new CTE partnerships. This is critical to bringing WBL opportunities to scale for all Pathways being developed and will expand opportunities for students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

Our CLNA pointed to the need to increase the marketing and visibility of CTE programs in our consortium. After we received this feedback from the in-person stakeholder meeting in February of 2019 we took steps to address this priority and determined the need to better communicate and share Programs of Study (POS) with parents, students and community partners. On the postsecondary side, there was a collaboration with the marketing team to comprise a virtual tour to make pictures of the campus more accessible to those who were not able to visit in person and still wanted to see spaces and explore the campus. With high school students not being able to take field trips, this proved to be a beneficial move to use partial Perkins funding to highlight CTE programs on the campus for this specific group but also the community at large. In lieu of high schooler's being able to visit the campus in person but still wanting to show classes were happening and SPC students were safe in their programs, there were also small videos of student testimonials and interviews with instructors that were created and shared via email instructors to share with advisory classes for career and college exploration via distance learning. Through both of these small marketing strategies, students at the college were able to showcase their skills and share their stories as well as students in the high school, families and the community were able to become better exposed to our CTE offerings and programs of study.

- What were your results as they impacted students?

Also along the lines of Communications, Secondary has been consulting with an outside communications team, to create a system-wide comprehensive communication plan including websites, flyers, brochures, recruitment tools etc. and includes representatives from all genders and races and highlight students in non-traditional courses. A group of students from SPPS high schools participated in the selection process of the consulting group and a few students interested in marketing careers were selected as paid interns to continue the work of bringing student voice to the plans. Covid delayed the initial work needed to select the company. Several companies were interviewed and proposals were presented to a very large selection team representing our contracts department, teachers, administration, parents, students, school board members, counselors etc., in virtual meetings. Because of the delay with getting started, the communications plan work will continue into the 2021-22 school year with funding from district sources. The impact on students, parents and the CTE program as a whole is expected to far outway the cost investment of Perkins funds. It is hard to determine the impact on students directly until all components are delivered and are being used at each building.

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