



Saint Paul Consortium

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

Submitted by Anna Morawiecki for Kathy Kittel

Submitted on 05/15/2019 9:56 PM Central Standard Time

## Opportunity Details

### Opportunity Information

**TITLE**

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

**DESCRIPTION**

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

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

**FUND ACTIVITY CATEGORY**

Education

**OPPORTUNITY MANAGER**

Jeralyn Jargo

**OPPORTUNITY POSTED DATES**

3/7/2019 5:00:00 AM

**FUNDING OPPORTUNITY NUMBER**

July2019

**CFDA NUMBER**

84.048A

**PUBLIC LINK**

<https://www.gotomygrants.com/Public/Opportunities/details/133af0b6-11c1-48e9-b759-9aaba9666e2c>

**IS PUBLISHED**

Yes

### Award Information

**AWARD PERIOD**

07/01/2019 - 06/30/2020

**EXPECTED NUMBER OF AWARDS**

26

**MATCHING REQUIREMENT**

No

### Submission Information

**SUBMISSION WINDOW**

03/13/2019 8:00 PM - 05/16/2019 7:00 PM Central Standard Time

**SUBMISSION TIMELINE TYPE**

One-Time

## SUBMISSION TIMELINE ADDITIONAL INFORMATION

If, due to extenuating circumstances, you are unable to meet the May 16 deadline for submission, contact the State Director at 651-201-1650

## Eligibility Information

### ELIGIBILITY TYPE

Public

### ADDITIONAL ELIGIBILITY INFORMATION

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

## Additional Information

### ADDITIONAL INFORMATION URL

<http://www.minnstate.edu/system/cte/index.html>

### ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

## Project Information

### Application Information

APPLICATION NAME

Saint Paul Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$1,424,749.63

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## Project Description

### Summary Narrative

REFER TO YOUR FY19, SUMMARY NARRATIVES PARTS ONE AND TWO IN ANSWERING THE FOLLOWING QUESTIONS:

#### 1) HOW DOES YOUR CONSORTIUM APPLICATION PROPOSE TO USE YOUR LOCAL NEEDS ASSESSMENT TO SUPPORT THE CAREER AND TECHNICAL PROGRAMS SELECTED?

Through consultation with a wide range of stakeholders, CTE Programs of Study (POS) will be reviewed on; performance on federal accountability indicators, alignment to labor market needs, scope, size and quality of programs offered, progress toward implementing programs and programs of study, recruitment, retention and training of faculty and staff, and progress toward improving access and equity.

Saint Paul Public Schools (SPPS) and Saint Paul College (SPC) determined the Perkins plan priorities through reviewing feedback from Program Advisory Committees, which includes industry representation, community partners, and job projection data. Each Program of Study (POS) is reviewed and revised or released and new POS will be determined. Informational data is gathered from the Department of Labor to determine high demand and high wage careers that help guide the determination of POS areas. Both SPPS and SPC also use feedback from program advisory committees, which includes industry partners and community partners, to determine local needs.

As we transition to Perkins V., we believe our continuous and systematic feedback loops provide assistance to the prioritization of goals. Next year we will look to convene a full day meeting in late fall/winter to include secondary and postsecondary representation, including support from the research department providing a more in-depth data dive on projections for industry growth in the region.

#### 2) HOW DOES YOUR CONSORTIUM APPLICATION REFLECT THE INCREASED ATTENTION ON RECRUITMENT AND RETENTION OF TEACHERS?

At the secondary level, the CTE Administrator meets with instructors, district administration, human relations, principals, and financial departments to discuss the importance to hire correctly licensed CTE teachers. The CTE Department routinely spot checks course numbers and teachers assigned to them to ensure buildings are using the correct licensed CTE staff to conduct courses.

To recruit high quality CTE Teachers, we consult with Professional Organizations, Advisory Committees and MDE. In addition, Postsecondary CTE Instructional Programs are contacted to help identify any potential candidates. Student teachers in CTE are also encouraged to apply where openings exist. Teachers hired as Community Experts are highly encouraged to obtain the CTE license and are provided technical support through the process of licensure.

Braiding funds, a community partner generously allows Saint Paul teachers to be paid for ten outside of work hours, to prepare the portfolio, consult with the CTE Supervisor, as well as pay for the portfolio submittal fees. This year, 5 teachers completed the portfolio successfully. These grant funds will continue through FY20.

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.

New in FY20, planning will take place to begin an Urban Educator Pathway in our 7 comprehensive high schools. We believe that we need to promote the education pathway within our schools and prepare students to return to Saint Paul Public Schools in positions that are hard to fill. The answer to our teacher shortage is sitting in front of us each day and we have not provided a sequence of courses or pathways to grow our own workforce. The new pathway will most likely consist of CTE Child Development and Career Seminar/OJT, CIS Education, Advanced Placement, International Baccalaureate, CLEP and foreign language courses. A paraprofessional certification might also be an option. There are many exciting possible partnerships to create experiential learning opportunities in the education pathway.

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. This past year, Saint Paul College introduced a redesigned "New Faculty Academy," which will continue in FY20 with some revisions based on feedback. The New Faculty Academy includes a 3 to 5 day orientation, mentoring, monthly lunch and learn sessions, and formative observation. The orientation introduces new faculty to Saint Paul College, policies and procedures, syllabi preparation, classroom management, and pedagogy, along with a full day of equity training. Each faculty is assigned a faculty mentor, who is a seasoned faculty member from their division. Mentors play a critical role in connecting new faculty with evidence-based practices in teaching and learning, as well as serving as an overall resource. There is a monthly New

Faculty Lunch and Learn, intended to continue to 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.

3) IF YOUR CONSORTIUM IS PROPOSING MAJOR CHANGES TO YOUR FY19 SUMMARY PART ONE OR TWO IDENTIFY THE QUESTION WHOSE RESPONSE YOU ARE CHANGING AND DESCRIBE THE CHANGE BELOW.

The FY19 Perkins Plan indicated that planning was in place for a new strategic plan for Saint Paul Public Schools. This will be a significant change that highly impacts students, teachers, buildings and the community. Saint Paul College's Director of College Partnerships served on the strategic planning for college and career readiness subgroup. Following is a summary of the planning process to date:

*Dec. 18, 2018* - Saint Paul Public Schools (SPPS) released its SPPS Achieves Strategic Plan which sets goals for student achievement, guides decision-making and focuses the District's efforts on long-term efforts for the next five years (2019-2023).

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

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

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

As these initiatives are developed, new POS will likely be needed and previous POS revised. The completed SPPS Achieves Strategic Plan will be incorporated into the full Needs Assessment that will be conducted in FY20.

COMMENTS FOR REVIEWER

## Goal 1: Designing and Implementing Programs of Study

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V. IN ADDITION, DOCUMENT YOUR PROGRESS AND PLANS ON DESIGNING, IMPLEMENTING, AND IMPROVING YOUR PROGRAM OF STUDY (POS). PROGRESS AND PLANS SHOULD INCLUDE PROVIDING PROFESSIONAL DEVELOPMENT, INITIATING LOCAL NEEDS ASSESSMENT, TECHNICAL SKILL ASSESSMENTS (TSAS) AND/OR INDUSTRY RECOGNIZED CREDENTIALS.**

**THE CONSORTIUM MUST BALANCE THE LOCAL NEEDS ASSESSMENT AND THE EXPECTATION THAT ALL LEARNERS HAVE EQUITABLE ACCESS TO CAREER OPPORTUNITIES.**

**THE GOAL BY 2022-2023 LOCAL APPLICATION IS TO HAVE EACH CONSORTIUM PROVIDE OPPORTUNITIES-POS- IN ALL SIX CAREER FIELDS. POS IS DEFINED AS "COORDINATED NONDUPLICATIVE SEQUENCE OF ACADEMIC AND TECHNICAL CONTENT AT THE SECONDARY TO POSTSECONDARY LEVEL."**

**RESOURCE: PERKINS V SECTION 3 (41). AGAIN, THE SEQUENCE MUST INCLUDE BOTH THE SECONDARY AND THE POSTSECONDARY CONTENT.**

### GOAL 1:

The development of Pathways and Programs Of Study is guided by industry based input through advisory committees along with data, ensuring that they lead to industry-recognized credentials or certificates at the Postsecondary level, as well as, development of all aspects of industry including work based learning activities, internship and employment opportunities.

As additional Pathways and POS are developed, professional development is offered through state, regional and national conferences as well as at the building level through curriculum writing, planning meetings including administration, teachers and counselors. Teachers also review and select Technical Skills Assessments (TSA) and industry recognized credentials.

#### Current State Approved POS:

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

#### Additional POS in Planning:

- Agriculture Foods and Natural Resources/Natural Resources and/or Animal Science
- Transportation

- Welding

Changes in the FY20 consortium plan will include adding the POS in the 6th Career Field through brokering to develop the Agriculture Foods and Natural Resource Pathway (RPOS) at Highland Senior High in the fall of 2019. Building on previous partnerships and the braiding of funds from a grant from Greater Twin Cities United Way (GTCUW), Highland was able to accelerate the building of a POS. The selection of a POS was based upon a local needs assessment, having equitable pathways available at each of our high schools and the need to provide students opportunities to participate and prepare for high wage-in demand careers in the broad field Ag Science programming. Also considered were students interests, a number of courses available to align into certifications and college credit earning options as well as extensive leadership opportunities through an active FFA Chapter.

The Perkins FY20 Transition Plan to Perkins V, will support our students and communities as we systematically implement comprehensive and aligned Career Pathways in all of our high schools.

This work builds off lessons learned from the Academy of Finance and Academy of IT, and the Welding and Construction Pathways. Planning for the Health Science and Agriculture Science pathways started in FY19.

Braiding funds from district, our community partners and Perkins, we will increase the number of schools who have pathways from 3 to 11 scaling the roll-out in stages, beginning with Health Science and Agriculture as well as Business Entrepreneurship offered at the district-wide Career Pathways Academy. District funds will also cover the costs of Work Based Learning (WBL)/Site Coordinators at each of our 7 comprehensive high schools who will lead the work at the building level and will be the point persons working with our CTE Pathway Coordinators, partially funded through Perkins and competitive grants.

Planning in 2019-20 will take place to build the first district-wide high school based pathway. The Urban Educator pathway stems from a severe shortage of licensed teachers and the availability of teachers of color for open education positions. This pathway will combine course options such as Child Development 1 and 2, career seminar and other IB, CIS and AP courses available in each of our high schools.

Funding will be needed to bring building programs in alignment both in terms of pathway offerings as well as equitably equipping classrooms with needed materials and industry based equipment, developing early college options within pathways, also funding will be needed creating articulations, purchasing certifications and TSA's, providing robust experiential learning opportunities through-out the pathways and creating partnerships with industry.

In FY20 Saint Paul College will be looking at 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. The new Curriculum and Development Coordinator will continue in FY20 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.

The Curriculum and Development Coordinator is also working with a group of faculty to redesign the Program Review process. Currently the program review process is disjointed, ineffective and doesn't incorporate assessment of student learning data. Programs that do use TSAs most often are doing it as a Perkins "compliance" request, and do not fully understand the purpose behind the TSAs, and how TSA results can and should be used for program continuous quality improvement. This will be a part of the conversation as we embed assessment student learning results into the program review process. FY19 work on revising program learning outcomes, course learning outcomes, building curriculum and assessment maps will continue into FY20. This work will continue until all CTE faculty, most of whom are practitioners by training, can articulate how they assess student learning and use that information to improve their program.

Perkins will be providing additional resources in FY20 to the Practical Nursing program. As a result of program advisory committee feedback, program accreditation feedback, and a decline in NCLEX pass rates, funds will be used next year to review the practical nursing curriculum and identify opportunity for improving the cultural competency in the curriculum. Additional resources will also be provided to hiring practical nursing tutors, in the evening hours, to provide additional academic support to nursing students. Details of this work include:

- Incorporate a systematic review of test analysis practices by all Practical Nursing faculty.
- Conduct a gap analysis and review of leveling of course content across the curriculum.
- Ensure ATI integration across all curriculum as planned by faculty.
- Implement a rigorous, evidence-based test item analysis process.
- Formalize a process of test reviews by faculty curriculum committee.



- Identify professional development regarding concept-based curriculum development and implementation.
- Ensure ATI integration across all curriculum as planned by faculty.

COMMENTS FOR REVIEWER

## Goal 2: Partner with business industry, and local communities

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**
- **EXAMPLES SHOULD INCLUDE, ADVISORY COMMITTEES, PARTNERSHIPS WITH ADULT BASIC EDUCATION (ABE), BUSINESS AND INDUSTRY, WORKFORCE CENTERS, AND CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSOS).**
- **EXPERIENTIAL LEARNING AND FORMAL WORK-BASED LEARNING EXPERIENCES WITH BUSINESS AND INDUSTRY SHOULD BE DOCUMENTED.**

### GOAL 2:

Changes from the FY19 Plan include improvements with the support of the SPPS Achieves Strategic Plan.

Partnerships are vital to the work of Pathways in each of our high schools. District funding will be provided for a "Partnership Position" to be the point of contact for the community as well as the teachers and pathway leads. This position will identify, create and maintain current relationships and opportunities providing a selection of possible partners for experiential learning activities. This person will seek partnerships with workforce centers, ABE, the Chamber of Commerce, etc., and will seek advisory committee members and assist with the management of the advisory committees for each of our CTE content areas.

Additionally, WBL Coordinators will be added to each of the comprehensive high schools as well as a district-wide WBL Coordinator for the district-wide and smaller schools. These coordinators will be the point person at the building level for the pathway development as well as provide career seminar and OJT experiences and implement experiential learning into the Pathways.

Career exploration and leadership activities have been embedded in each of our CTE courses ranging from CTSOs to service projects and competitions. POS are encouraged to provide CTSOs as leadership activities.

Funding in FY20 will also be used to support the summer time AFNR teacher employment braided with the AFNR MDE funding for support of summer CTSO's. Teachers plan to take students on industry and college tours to expose students to college and career opportunities.

Also braiding funds Humboldt Secondary will participate in an Apex Career Exploration in the Trades. In May 2019, the Como Park FFA will be participating for the first time in the Urban Ag Day event that takes place at the state fairgrounds. Nearly 1,500 3rd grade students from Minneapolis and Saint Paul will be in attendance to learn about agriculture and where their food comes from. The FFA students will learn about the event in hopes that next year the urban FFA chapters will lead their own day.

With the assistance of Advisory Committees, internships and other experiential learning opportunities will be expanded. FY20 the Aviation Advisory Committee will assist with the procurement of an airplane to use with our richly diverse student body--including female pilots. An additional change will be to have student representation on each committee assisting with the planning of the meetings to gain more leadership skills.

A system of tracking experiential learning activities will be researched, adopted and training will be provided to accurately record and measure outcomes.

FY20 Saint Paul Public Schools is implementing a new Strategic Plan in which CTE plays a central role. We are expanding Career Pathways in all our secondary schools as well as adding career awareness to our middle school curriculum. While we have had career exploration and leadership components highlighted in each of our courses as denoted on recent syllabi revisions, FY20 we will further hone in on culturally competent components in a professional development session.

Saint Paul Public Schools continues to make outreach to and inclusiveness in all our courses and opportunities for special populations. As the majority of our students are low income, efforts are made to break the cycle of poverty through offering courses and certifications which give our students background and skills in jobs which build to careers. As an example, Saint Paul Public Schools has several schools offering the Certified Nursing Assistant program in which students including underserved, non-traditional, single parent, English learners, and homeless individuals may earn the state/national Certification. This allows these students to become employed in not only in higher earning jobs, but puts them in surroundings where career networks may be built. One such school is LEAP where the student body consists of 100% immigrant non-native English speaker populations and ranges in ages from 15 to 21 (Grades 9-12).

A further reach is to our 4<sup>th</sup> and 5<sup>th</sup> grade students by our middle and high school students in a Career Fair. Students teach students about careers through interactive sessions including welding using a virtual welder, turning a crank to generate enough power to light both a traditional and LED headlamp, using a UV light to show cleanliness in

handwashing needed before performing surgery and more. Not only is this an opportunity to learn about careers, earnings, next steps to middle and high school for elementary students, but provides leadership opportunities for our older students all the while enriching lives through partnering with students who are reflections of each other. FY20 the goal is to expand this outreach by 25%.

AFNR Fair held at Humboldt Secondary (Gr 6-12 involved) and Highland Park High School (Grades K-12 involved) as organized by the FFA provide further career exploration opportunities for all learners. Advisory and postsecondary partners as well as the FFA specifically designs activities for the 800 K-12 students. A community-wide career fair is held at Humboldt for 1100 students as well as members of the community.

Saint Paul College's current relationships with business and industry is strong, particularly through the College's active program advisory boards. Program Advisory Boards meet twice a year and feedback is used in the revision of program curriculum and learning outcomes on a regular basis. The College's Workforce Training division also has strong ongoing relationship with Ramsey County Workforce Solutions to provide customized workforce training, and serves as a training partner for three Ramsey County Pathways to Prosperity grants.

COMMENTS FOR REVIEWER

### Goal 3: Improve Service to Special Populations

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V NOTING THE NEW CATEGORIES OF SPECIAL POPULATIONS.**
- **IN ADDITION, DOCUMENT YOUR STRATEGIES TO ENSURE ACCESS AND SUCCESS OF NONTRADITIONAL AND SPECIAL POPULATES IN CTE.**
- **EXAMPLES SHOULD INCLUDE PROFESSIONAL DEVELOPMENT AROUND CAREER ADVISEMENT, CULTURALLY COMPETENT CURRICULUM REVISIONS, AND OUTREACH EFFORTS TO RECRUIT AND RETAIN SPECIAL POPULATIONS OF STUDENTS.**

#### **RESOURCE: PERKINS V SECTION 3 (48)**

**SPECIAL POPULATIONS: INDIVIDUALS WITH DISABILITIES, ECONOMICALLY DISADVANTAGED INCLUDING LOW INCOME YOUTH AND ADULTS, INDIVIDUALS PREPARING FOR NON-TRADITIONAL FIELDS, SINGLE PARENTS INCLUDING SINGLE PREGNANT WOMEN, OUT OF WORKFORCE INDIVIDUALS, ENGLISH LEARNERS, HOMELESS INDIVIDUALS, YOUTH WHO ARE IN OR HAVE AGED OUT OF FOSTER CARE SYSTEM, YOUTH WITH A PARENT WHO IS A MEMBER OF THE ARMED FORCES AND IS ON ACTIVE DUTY.**

#### GOAL 3:

The Saint Paul Consortium makes every effort to market and increase equity within programs of study. Saint Paul Public Schools and Saint Paul College marketing departments make intentional efforts to feature nontraditional students in publications, events and in all communication. The College frequently, and intentionally, highlights nontraditional students in publications and other marketing efforts. Recruiting collateral material for Saint Paul Public Schools features nontraditional current students in the pathways as well.

Every year, Saint Paul College hosts a Career Fair for Saint Paul Public School high school students. Each group visits two classroom/programs; one program that is a male nontraditional by gender program and one program that is a female nontraditional by gender program. In some sessions, college students volunteer to work with the high school students to complete hands on projects and engage in meaningful conversations about the training they are participating in and their goals for the future. The visit also includes a student panel as well as a presentation on CTE summer camps to be hosted at the College.

Career Academies and Pathways are often intentionally developed in a nontraditional by gender program area, and provide students opportunities for mentorships, internships, tours, and classroom speakers such as including Women in the Trades, Women in IT, etc.

Career Pathway students who are non traditional by gender are requested to demonstrate leadership skills by assisting in the recruitment of students coming up through the educational system. Activities include the Elementary Career Fair, middle school Thinking College and Career Early Fair, Pathway recruiting events, etc.

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

In FY20, the Medical Pathway at Humboldt and Agriculture, Foods and Natural Resources Animal Science pathway at Highland will offer students more opportunities to specialize in a nontraditional career field. Additionally, Como Park will explore adding an AFNR pathway with their new AFNR coursework.

Through a partnership with the New Vision Foundation for Somali youth grades 10-12 is a new out of school time CTE computer coding Extended Day Programming course taught by a female instructor.

Also new, CTE is partnering with Teen Venture (out of school time programming) where our CTE teachers and business partners provide hands-on automotive activities to 6-8th graders.

Through a partnership with Saint Paul Public Schools Juvenile Justice Reentry Education Program (JJREP) and Saint Paul College, justice involved high school students are 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. Certification of course hours totals 463 hours for 36 students since January 2018. The JJREP supports an extended day CTE teacher that focuses on building workforce readiness skills for the high school students at Boys Totem Town. Next school year, Saint Paul Public Schools JJREP will look to expand these opportunities to more justice involved youth through additional CTE courses at Saint Paul College. Youth apprenticeships and community partnerships will also be a focus for development.

Saint Paul College is also making increased efforts related to nontraditional participation and persistence. These efforts will include intentional outreach to this student population by providing opportunities for nontraditional participants to

network with each other through the Women in the Trades initiative. Efforts are being made to identify students that fall into the new special populations categories.

The Saint Paul Consortium participated in the Stem Equity Pipeline (SEP) State Pilot from 2007-2010. Last year, the CTE Engineering Teacher who participated in the SEP was invited to attend Arlington, Virginia to share best practices, network and to gain strategies and other resources to help improve nontraditional participation and completion. Attending this Institute and Equity Conference helped to provide practices and resources useful to improving the Consortiums Nontraditional Participation and Completion indicators. CTE leaders attended the STEM Equity workshop June 19th, 2017 and then sharing information learned with CTE teachers during a CTE Professional Development Days.

Saint Paul Public Schools participates in a statewide Employment First initiative, called the Employment Capacity Building Cohort. The cohort meets several times a year and has established goals each participating district must meet. The intent of this cohort is to increase the number of students with developmental cognitive disabilities entering into competitive integrated employment. Saint Paul's goal is to have 25 students, in the Olmsted focus group (18 to 21 year olds), in competitive integrated employment by the end of this year.

Saint Paul College partners with local, regional and statewide organizations and initiatives to support special populations through scholarship, grant and pathway partnerships. This includes funding from Women's Foundation of Minnesota for Women in Trades Careers Scholarships and Sampler Career Events, emergency funding from Minnesota DEED for Women in the Trades, Minnesota Office of Higher Education grant funding to improve the persistence and completion of students of color in developmental education, and multiple partnerships with Ramsey County Workforce Solutions to provide training for economically disadvantaged families, single parents, and people with other barriers to educational achievement.

The Saint Paul Consortium ensures students receiving specialized services have opportunities to participate in career assessment, work based learning and attend college visits. All high schools offer access to a Practical Assessment Employment System (PAES) Lab, supervised training sites and training through partnerships with nonprofit organizations.

Realizing students' need for access to and in the transition process to postsecondary, a Secondary Special Education Career Accommodations Specialist works part time at Saint Paul College, where assistance is given to high school students with special needs, who are exploring attending Saint Paul College after graduation. In this program, students can get acclimated to Saint Paul College, audit classes if desired, complete career assessments and take college placement exams as well as get connected with the college support programs. Saint Paul College has also recognized the need to provide additional support to students with disabilities. The College will be hiring an Accessibility Specialist, which will allow the College to improve case management and provide quicker support to students which will aid in retention and student success. An additional staff member will also allow the Director of Access & Disability Resources to participate in and develop professional development activities for staff and faculty to create a more inclusive culture on campus.

Saint Paul College Pathways Advising Model, is one strategy Saint Paul College has deployed to improve service to special populations and provide support in overcoming barriers. The Advising Pathways model has Advisors dedicated to specific CTE area: Health Pathways, Business, Trades, and STEM. It also includes an advisor assigned specifically to students with limited English Proficiency who are enrolled in the English Language Learner program. The Dean of Trade Programs and the Director of Access and Disability Resources have increased their collaboration by working together with CTE faculty members to identify accommodations for students with disabilities that work in the CTE lab environment, to ensure that students needs are being met in a way that works for the student, instructor, and the general learning environment without comprising course outcomes.

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

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

The Saint Paul Public School District provides specialized services and related services according to the federal mandates of the Individual with Disabilities Education Act and the State of Minnesota's rules and statutes.

Each secondary CTE course is open to students who meet the prerequisites. Most CTE courses do not require prerequisites. Student may discuss alternatives to prerequisites with their counselors at the time of course enrollment.

Students, who need academic support, are provided such in CTE courses as directed by the IEP. Students with IEPs seeking to enroll in Career Pathways Academy, PSEO or concurrent enrollment are provided accommodations on the Accuplacer assessment through the Saint Paul Public Schools Career Accommodation Specialist in partnership with

the Saint Paul College Disability Resource Department.

Using multiple measures of assessment, students have greater access to college courses. Saint Paul College and Saint Paul schools developed a MOA outlining the formal agreement to use GPA, MCA, and enrollment in support class students as criteria for enrolling in the Concurrent Enrollment Early College courses.

At the College during the 2015-2016 Academic Year, Saint Paul College embarked on a mission, creating a task force led by the Chief Diversity Officer, to develop an Equity and Inclusion Plan that aligns with the College's Strategic Plan. As a part of the plan, the following "Inclusive Vision and Values Statement" was created.

Saint Paul College promotes and recognizes the principles of equity, inclusion and social justice in relation to—and across the intersectionality of— race, age, color, ability, religion, national origin, sexual orientation, socio-economic class, ethnicity, gender identity and expression and other identities represented among our students, faculty and staff. By appreciating and respecting the importance of equity and inclusion, we acknowledge that the collective membership and community of Saint Paul College will foster a culture and atmosphere of belonging, collaboration and mutual respect. Saint Paul College seeks to empower and engage students, faculty and staff in actions that contribute to accomplishing the objectives and goals of our College.

This plan analyzes current and recommended College initiatives through the equity and inclusion lens, providing guidance and recommendations to ensure that not only will special populations not be discriminated against, but rather they will be embraced and supported. This expectation will continue to be repeated to all staff at the College including advisors, academic deans, support staff, access and disability resources. These individuals will specifically work with faculty to ensure the classroom learning environment is open and welcome to all students regardless of their status.

In FY19, Saint Paul College deployed a new unit, Academic Effectiveness and Innovation (AEI). This unit consists of a Dean of Academic Effectiveness and Innovation, an Associate Dean of Faculty & Staff Development, a Coordinator of Curriculum and Assessment, Coordinator of Co-Curricular Assessment, an Instructional Designer and a Organizational Developer. The purpose of this department is to provide vision and leadership for a comprehensive model of faculty and staff development and to provide support to faculty and staff in the development of curriculum and assessment of student learning. One component of this model is to increase support, resources, and training opportunities for instructional development for all teaching formats. This includes incorporating culturally responsive curriculum and instruction, course design, assessment, and innovative instructional technologies to improve success in CTE programs for special populations. In FY20 the AEI unit will work with the Chief Diversity Officer to provide equity and inclusion training, education, and explore a "train the trainer" model where identified faculty are trained in culturally responsive pedagogy and classroom management and then deploy those skills at the College by training other faculty.

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

By creating CTE Pathways in high wage, high skill, high demand areas, students have options to earn Industry Certifications which permit our students to readily access the workforce by demonstrating specific skills. Certificates include ServSafe, OSHA 10, Microsoft and IC3 and Emergency Medical Responder, and Certified Nursing Assistant. Pathways also provide Job Shadows, mentors, internships, academic supports and guidance and counseling supports to ensure students are supported in the high skill CTE areas.

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

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

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

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**

**EXAMPLES SHOULD INCLUDE EARLY COLLEGE CREDIT OPPORTUNITIES, ARTICULATION AGREEMENTS, CAREER AND COLLEGE READINESS ACTIVITIES, TRANSITION OF ADULT LEARNERS INTO THE WORKFORCE, AND BROKERING WITH OTHER CONSORTIA.**

### GOAL 4:

As new POS and Pathways are added, new articulations, concurrent enrollment courses and other credit earning course options will need to be added and transcribed credits noted on the high school transcript. The Agriculture Science Pathway being added in 2019/20 will require partnering as these courses are not available at SPC.

The Career Pathways Academy which began in 2007 will be revised with new and improved recruiting materials, new courses and concurrent enrollment courses.

Also, new opportunities for career awareness and exploration will be taking place as the K-12 career related curriculum SPPS Achieves initiative will be rolled out. Building upon the Elementary Career Fair, we will be expanding the number of elementary students who can participate while considering the number of hours our high school pathway students can be out of classes to do provide these leadership activities.

New this year is a summer term career exploration course in partnership with the YMCA at Washington Technology Magnet. This course will have many opportunities for experiential learning and will be piloted this year. We will also use this time, to introduce students to the career pathways available in SPPS.

In FY20, SPPS will be researching a new method of tracking CTE articulation agreements and streamlining the tasks associated with renewal.

Also work will ensue to create a career focused/pathway specific registration guide for all high schools.

Saint Paul College will continue summer camp opportunities for high school students. FY20 offerings include:

- o Scrubs Camp - Career Exploration in Healthcare
- o Video Game Design Camp
- o Imagine It, Design It, Make It!: An Advanced Manufacturing Summer Camp on Welding and Machining
- o Culinary Summer Camp
- o Summer Beauty Camp-Cosmetology and Esthetics

Saint Paul College will continue to offer concurrent enrollment courses in partnership with Saint Paul Public Schools and Roseville Area Schools. The Como Park Academy of Finance and Saint Paul College will be making the following program modifications to maintain college credit accumulation for student participants while ensuring curriculum rigor: :

- o Offering Business Communications (BUSN 1449) as concurrent enrollment.
- o Offering Financial Accounting (ACCT 2410) via PSEO by Contract Spring 2020.

Career Pathways Academy program enhancements include:

- o Offering Business Information Applications 1 (BTEC 1421), Social Media Marketing (BUSN 1492), Management Fundamentals (BUSN 2450), and Essentials of Entrepreneurship (BUSN 2455) as concurrent enrollment from the Entrepreneurship Certificate.
- o Expanding the Healthcare CPA curriculum by offering Communication in Healthcare (HLTH 1310), Medical Terminology (HLTH 1410), and Basic Life Support for Healthcare Providers (HLTH 1432) as PSEO by Contract Spring 2020.

Saint Paul College Continuing Education is working with Gateway to College and the Guadalupe Alternative Programs to apply for a 21st Century Grant. The grant would allow students from both institutions to participate in hands-on CTE career exploration sessions outside of their typical school hours.

Saint Paul Public Schools and Saint Paul College are reaching back further to middle school, developing career exploration visit days for this population. SPC staff are coordinating with middle school counselors to plan two visit days to SPC next academic year.

COMMENTS FOR REVIEWER

## Goal 5: Consortium Governance

**DESCRIBE YOUR CONSORTIUM'S CONFIGURATION, SYSTEMS, AND OPERATIONS. PUTTING STUDENTS' NEEDS FIRST, WHAT ACTIONS WILL YOU TAKE DURING THE TRANSITION YEAR TO ADDRESS THE 2020 CONSORTIA CRITERIA?**

**BE BOLD, INNOVATIVE, AND FOCUSED ON CONTINUOUS IMPROVEMENT AND PROVIDING EQUITABLE ACCESS.**

**IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE POSTSECONDARY MINNESOTA STATE COLLEGE**
- **MINIMUM OF 6 PROGRAMS OF STUDY**
  - **OF THESE 6 PROGRAMS OF STUDY, A MINIMUM OF 4 CAREER FIELDS MUST BE REPRESENTED**
  - **ALL COMPONENTS OF 3 OF THE 4 POS BY CAREER FIELD MUST BE PROVIDED WITHIN THE CONSORTIUM (IN OTHER WORDS ONLY 1 OF THE 4 POS CAN BE BROKERED.)**
- **GREATER THAN 1000 CTE PARTICIPANTS AT THE SECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

### GOAL 5:

The Saint Paul Consortium consists of Saint Paul Public Schools and Saint Paul College. Saint Paul Schools CTE programming has increased substantially through the last few year, with over 9000 CTE participants, in MDE Approved Programs.

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

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

A new partnership this year prepares Johnson high school students for careers in manufacturing through a grant from 3M to the SPC Mechatronics program. Johnson's engineering instructors attended training at SPC and added units to the current PLTW courses that gave students opportunities to use FESTO Trainers and explore careers in manufacturing.

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

Continuing the Power of You (POY) Program. Power of YOU makes college available tuition-free. The program covers the cost of tuition and fees for two years at Saint Paul College through state and federal grants and private scholarships.

The non Traditional Career Fair provides over 100 students exposure to nontraditional careers on Saint Paul College Campus where students participated in hands on activities with students in the nontraditional College programs.

AHHHHH, I DON'T KNOW WHAT IS HAPPENING WITH THE FONT, SO I AM GOING TO STOP TRYING TO FORMAT THIS SECTION!!! :) :) :)

The Career Pathways Academy (CPA) is an opportunity for students from each Saint Paul high school to enroll in concurrent enrollment at Saint Paul College. Saint Paul College hosts Saint Paul Schools for 10-12 th grade students in 12 courses on their campus. New in FY20, additional courses will be added to the course offerings some through an online format, some offered during out of school time.

Shared positions including PSEO/POY, and PSEO by Contracted Positions.



YCC Academy Programs and Saint Paul College collaborate to offer Travelers EDGE (Empowering Dreams for Graduation and Employment) this program provides a holistic approach to education through partnerships with colleges, universities and community-based programs to increase the pipeline of underrepresented students who complete bachelor's degrees and are prepared for a career at Travelers or within the Insurance and Financial Services industry.

YCC Academy's Steering Committee Membership. College leadership participates in this high-level advisory committee leading the YCC Academy Programs at Como and Humboldt.

YCC Academy of Finance at Como High School SPPS/SPC Business Certificate Programing taking risks, blending multiple forms of early college classes and being recognized by the Advance CTE group this spring as an innovative program.

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

Saint Paul Public Schools and Saint Paul College attend leadership meetings and assist the program in offering certifications and links to college support for students after high school graduation.

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

SPC offers SPPS Culinary teachers a local ProStart training.

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

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

U.S. Department of Education, Juvenile Justice Re-entry grant, working to improve outcomes for youth who have been in the juvenile justice system. Some of the pathway opportunities for these youth will include Saint Paul College instruction taking place on Saturdays where students can earn certifications that will increase their employability and/or enrollment into the Gateway to College High School located at Saint Paul College.

COMMENTS FOR REVIEWER

## Workforce Center Collaboration

ENTER INFORMATION INTO THIS TABLE AS IT APPLIES TO YOUR CONSORTIUM. THIS TABLE DOES NOT SELF-TABULATE. ADD TOTALS FROM POSTSECONDARY TOTAL (LINE 3) AND SECONDARY (LINE 6) AND ENTER THAT FIGURE IN TOTAL (LINE 7). IF THERE IS NO TOTAL OR DOLLAR AMOUNT IN A LINE, ENTER ZERO (0) IN THE CORRESPONDING SPOT.

### WORKFORCE CENTER COLLABORATION

	<b>Total(s)</b>
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	0
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with workforce Centers</b>	8000
<b>Postsecondary Subtotal</b>	8000
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	400
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	11,000
<b>Secondary Subtotal</b>	11,400
<b>TOTAL</b>	19,400

COMMENTS FOR REVIEWER

## Perkins Funded Positions

**THIS SECTION ONLY REQUIRES THAT YOU PROVIDE NAMES AND POSITIONS FOR PERKINS FUNDED POSITIONS. UPLOAD THE POSITION DESCRIPTIONS FOR EACH INDIVIDUAL YOU IDENTIFIED IN THE TABLE. IF YOU HAVE MORE POSITION DESCRIPTIONS THAN ALLOWED IN THE SPACE BELOW, ATTACH THEM TO THE END OF THE APPLICATION.**

**LIST ALL PERKINS PARTIALLY- AND FULLY- FUNDED POSITIONS. INDICATE WHETHER THAT POSITION IS SECONDARY OR POSTSECONDARY AND THE PERCENTAGE OF TIME THAT POSITION IS FUNDED BY PERKINS AND THE AMOUNT FUNDED BY PERKINS.**

### PERKINS FUNDED POSITIONS

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Darren Ginther	Assist Director OCCR	Secondary	441800	.3	38,012
Kathy Kittel	Supervisor CTE	Secondary	320127	1.0	118,182
Anna Morawiecki	Coordinator CTE	Secondary	470185	.5	52,632
Tara Reddinger Adams	Program Assistant CTE	Secondary	NA	.7	39,309
Counselor TBD	CPA Counselor	Secondary	TBD	.5	52,304
TBD	Advisory Council Lead	Secondary	TBD	.25	23,057
TBD	Research Analyst	Postsecondary		0.3	17,539
Katie Pierre	Director of College Partnerships	Postsecondary		0.5	52,146
Gabby Miller	Outreach Coordinator	Postsecondary		.25	19,432
Julia Bartlett	Curriculum and Assessment Coordinator	Postsecondary		0.4	34,897
Mela Shah	Health Pathway Advisor	Postsecondary		0.25	19,945
Nee Na Xiong	Director of Access and Disability Resources	Postsecondary		0.5	32,424
Mark Kjellman	Director of Academic Support Services	Postsecondary		0.5	52,159

### COMMENTS FOR REVIEWER

ATTACH ALL POSITION DESCRIPTIONS AS .PDF DOCUMENTS PRIOR TO SUBMITTING THIS APPLICATION

#### POSITION DESCRIPTION

Job description Assist Director OCCR .3

#### POSITION DESCRIPTION

Job description CTE Supervisor 1.0

#### POSITION DESCRIPTION

Job Description CTE Pathway Coordinator .5

#### POSITION DESCRIPTION

Job description Program Assistant CTE .7

#### POSITION DESCRIPTION

Job description CTE COSA .5

#### POSITION DESCRIPTION

Job description Adv Community .25

#### POSITION DESCRIPTION

Director of Academic Support PD with signature

#### POSITION DESCRIPTION

Curriculum Assessment Coordinator PD Bartlett

POSITION DESCRIPTION

MnSCU Academic Professional 3 Director of College Partnerships 01117246 Pierre

POSITION DESCRIPTION

MnSCU Academic Professional 3 Director of Access Disability Resources 00668140 NX

POSITION DESCRIPTION

MnSCU Academic Professional 2 Outreach Coordinator 01003082 GM

POSITION DESCRIPTION

Research Analyst Intermediate Grants Analyst 01062526AN

## Programs of Study- Career Pathway 1

### Career Pathway 1

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Architecture and Construction

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Construction Pathway

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Construction

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Central Senior High 171000

Highland Park Senior High 171000

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College

#### RECOGNIZED SECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	OSHA 10

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)

- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S):

<b>Academic Award</b>	Carpentry Diploma
<b>TSA</b>	NOCTI
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 2

### Career Pathway 2

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Therapeutic Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Cerified Nursing Assistant Home Health Aid

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

All SPPS High schools Program Code: 070300

Central

Como

Highland

Humboldt

Harding

Washington

Johnson

OWL

Creative Arts

Gordon Parks

LEAP

Agape

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College - Certified Nursing Assistant Home Health Aid

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G.,

EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

RECOGNIZED SECONDARY CREDENTIAL(S)

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	MN Dept of Health NA/HHA

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Nursing Assistant Certificate
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	Nursing Assistant Registry
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER



## Programs of Study- Career Pathway 3

### Career Pathway 3

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Finance

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Accounting

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Business - Accounting

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Como Park Senior High - 140710

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College

#### RECOGNIZED SECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	Precision Exams
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	Microsoft Office

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Accounting Tech Diploma
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 4

### Career Pathway 4

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Admin Support

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Business Careers

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

All SPPS High schools Program Code: 070300

Central

Como

Highland

Humboldt

Harding

Washington

Johnson

OWL

Creative Arts

Gordon Parks

LEAP

Agape

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College - Business

### RECOGNIZED SECONDARY CREDENTIALS

#### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	Certiport Key Applications

RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Office Management Professional
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 5

### Career Pathway 5

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Science, Technology, Engineering, and Mathematics

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Engineering and Technology

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Pre Engineering or Engineering

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Highland Sr. High - 171502

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College, and Regional Articulations including St. Cloud, Mankato and UM

#### RECOGNIZED SECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	PLTW POE
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Engineering Broadfield AS
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 6

### Career Pathway 6

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Arts, Communications, and Information Systems ▼

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Information Technology ▼

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Web and Digital Communications

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Saint Paul College

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Humboldt Secondary School - 171502

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Saint Paul College Web and Digital Design

#### RECOGNIZED SECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

#### RECOGNIZED SECONDARY CREDENTIAL

<b>TSA</b>	Precision Exams Business Web Design
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>				
<b>TSA</b>				
<b>Licensure</b>				
<b>Certification</b>				
<b>Industry Recognized Credential</b>				

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER



## Programs of Study- Career Pathway 7

### Career Pathway 7

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Diagnostic Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Lab Tech

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Harding at CPA - Health Science 070300

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

Medical lab Tech

#### RECOGNIZED SECONDARY CREDENTIALS

ENTER THE RECOGNIZED SECONDARY CREDENTIALS HERE:

- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)**
- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	CNA - HHA

#### RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)**
- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)**

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Medical Lab Tech AAS
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Additional Documentation

**ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT BUDGET, AND CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY. STATEMENTS OF ASSURANCE SHOULD BE COMBINED AND UPLOADED AS ONE SINGLE PDF. THE REMAINING FIELDS ARE AVAILABLE AS NEEDED IF APPLICANTS HAVE ADDITIONAL MATERIAL TO SHARE.**

STATEMENTS OF ASSURANCE:

Saint Paul Consortium Statement of Assurances

SECONDARY SUPPLEMENTAL BUDGET:

FINAL Perkins Secondary Budget Summary spreadsheet - FY20-locked

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Equipment

ADDITIONAL MATERIAL:

Combined Remaining FY20 SPC Perkins PDs

ADDITIONAL MATERIAL:

ADDITIONAL MATERIAL:

## Budget

### Proposed Budget

	<b>Grant Funded</b>	<b>Total Budgeted</b>
<b>Goal 1</b>		
Postsecondary Non-Personnel	\$61,053.43	\$61,053.43
<b>Subtotal</b>	<b>\$61,053.43</b>	<b>\$61,053.43</b>
<b>Goal 3</b>		
Postsecondary Non-Personnel	\$35,000.00	\$35,000.00
<b>Subtotal</b>	<b>\$35,000.00</b>	<b>\$35,000.00</b>
<b>Goal 4</b>		
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
<b>Subtotal</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>
<b>Goal 5</b>		
Postsecondary Admin (5% max)	\$38,235.65	\$38,235.65
Postsecondary Non-Personnel	\$5,000.00	\$5,000.00
<b>Subtotal</b>	<b>\$43,235.65</b>	<b>\$43,235.65</b>
<b>Goal 1</b>		
Postsecondary Personnel (Salary and Benefits)	\$143,959.00	\$143,959.00
<b>Subtotal</b>	<b>\$143,959.00</b>	<b>\$143,959.00</b>
<b>Goal 3</b>		
Postsecondary Personnel (Salary and Benefits)	\$257,706.00	\$257,706.00
<b>Subtotal</b>	<b>\$257,706.00</b>	<b>\$257,706.00</b>
<b>Goal 4</b>		
Postsecondary Personnel (Salary and Benefits)	\$146,293.00	\$146,293.00
<b>Subtotal</b>	<b>\$146,293.00</b>	<b>\$146,293.00</b>
<b>Goal 5</b>		
Postsecondary Personnel (Salary and Benefits)	\$72,466.00	\$72,466.00
<b>Subtotal</b>	<b>\$72,466.00</b>	<b>\$72,466.00</b>
<b>Total Proposed Cost</b>	<b>\$764,713.08</b>	<b>\$764,713.08</b>

### Proposed Budget Narrative

#### Goal 1

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

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

0.3 Research Analyst 0.5 Director of College Partnerships 0.25 Outreach Coordinator 0.4 Director of Curriculum and Assessment 0.25 Pathways Advisor

### **Postsecondary Non-Personnel**

TSA and Other Assessments Program Assessment Plans Nursing Curriculum Redesign Nursing Tutoring SkillsUSA National Competition

## **Goal 3**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

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

0.5 Director of Access and Disability Resources 0.5 Director of Academic Support Services 0.3 Dean of Student Success 0.3 Director of Advising 0.4 Business Pathway Advisor 0.5 Health Pathways 0.5 Accommodations Specialist

### **Postsecondary Non-Personnel**

Tutoring Support for ELL Students Career Connections for SPPS students at SPC- faculty stipends and event support Analysis Software for surveys and market analysis Disability Services accommodation tools Cultural Competence Curriculum Work and Equity Training

## **Goal 4**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

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

.5 Director of POY/Make it Count .5 Health Pathways Advisor 0.5 PSEO/POY recruiter 0.3 Director of One Stop Services

### **Postsecondary Non-Personnel**

Concurrent Enrollment Teacher Development

## **Goal 5**

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. Every element should be created

as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

**Postsecondary Personnel (Salary and Benefits)**

0.3 Dean of Enrollment Mgmt 0.5 Perkins Coordinator

**Postsecondary Admin (5% max)**

Postsecondary Admin

**Postsecondary Non-Personnel**

Consortium Needs Assessment