



FY23-24 St. Paul Consortia Perkins Application

Prepared by Saint Paul Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Sarah Carrico

Submitted on 07/28/2022 8:53 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

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.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY23-24 St. Paul Consortia Perkins Application

Award Requested

\$1,502,492.53

Total Award Budget

\$1,502,492.53

Primary Contact Information

Name

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Phone Number

Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

List the college(s) and all of the secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;

The St. Paul Perkins Consortium contracted with RealTime Talent (RTT) to support the elaboration of Elements 1, 2, 3, 4, and 5 of the Comprehensive Local Needs Assessment (CLNA) for this reporting year, as well as deliver support for stakeholder engagement efforts aimed at employers and industry partners based in the consortium geography. From July 2021 through April 2022, RTT provided analysis of student performance data, labor market information, program size, scope, and quality information, an evaluation of equity of access, CTE educator talent recruitment opportunities, and more.

Brief Summary of Overall Results

The majority of the insights listed in this section are pulled from Elements 2 and 5 of the Comprehensive Local Needs Assessment report developed by RealTime Talent for the St. Paul Perkins Consortium. All citations for data are included in the original report and include sources such as Gartner TalentNeuron, Chmura JobsEQ, Emsi Burning Glass, the MN Department of Employment and Economic Development, the MN Department of Education, and Minnesota State. Additional information on student performance, program alignment, early college opportunities, retention of CTE students between local secondary and postsecondary partners, the local labor market, and more can be found in the full report and have been used to inform the Local Application. The summary included here is not exhaustive, and instead offers a summary of several highlights from the comprehensive report.

Labor Market Alignment

The city of St. Paul is home to approximately 304,547 residents according to American Community Survey 5-year estimates for 2015-2019. The most densely populated zip codes are immediately northeast of downtown, starting in 55106 with the Dayton's Bluff neighborhood and heading northwest. The total population of the entire 7-County MSP Metro is about 3,065,147 per the most recent population estimates. By 2025, the population of the 19 zip codes most closely matching the city of St. Paul will see growth in the 35- to 44-year-old age cohorts, as well as an increase in the number of people 65 and older.^{179F238F^[1]}

St. Paul has a civilian labor force of 166,102 with a participation rate of 70.4% compared to 72.0% across the MSP Metro overall. St. Paul has approximately double the poverty observed across the MSP Metro or Minnesota on average, at 18.9% of the local population living in poverty. The median household income in the region is \$57,876 and the median house value is \$208,000.^{180F239F^[2]} As of 2021Q3, total employment for St. Paul was 184,324 (based on a four-quarter moving average). Over the year ending 2021Q3, employment increased 4.3% in the region. The unemployment rate for the MSP Metro was 3.0% as of September 2021, dropping to 2.5% by December 2021—below pre-pandemic unemployment rates. The regional unemployment rate was lower than the national rate of 3.7%.

One year earlier, in December 2020, the unemployment rate in the MSP Metro was 4.7%.

Of individuals 25 to 64 in St. Paul, 41.5% have a bachelor's degree or higher (up one percentage point from a year prior), which compares with 38.3% statewide. St. Paul has overrepresentation in the educational attainment extremes: specifically, a higher share of its prime working age population with a postgraduate degree, or with no high school diploma at all. In St. Paul, 13.2% of the prime working age population has not attained a high school diploma or GED, compared to 6.1% statewide. Expected growth rates for occupations vary by the education and training required. While all employment in St. Paul is projected to grow 0.5% over the next ten years under the baseline forecast, occupations typically requiring a postgraduate degree are expected to grow 0.8% per year, those requiring a bachelor's, 2-year degree, or certificate are forecast to grow 0.5% per year.

Since the onset of the COVID-19 Pandemic, many businesses have sustained ongoing impacts which have translated into business closures and reduction in workforce. Additionally, some individuals have chosen to exit the workforce entirely to care for family members or support children who are attending school remotely. In St. Paul, employment fell by -3.2% between 2020Q3 and 2021Q3, with average annual employment growth over the past five years averaging out to about -1.4%. About 4.6% of the workforce is currently unemployed in Ramsey County (city-level data is not available for unemployment). Future growth in jobs in St. Paul could be as high as 0.6%, aligning with forecasts at the county level, though lagging behind past forecasts considerably. A pessimistic baseline forecast based on baseline data from the Bureau of Labor Statistics and the MN Department of Employment and Economic Development, assuming the pandemic's effects on the local economy remain relatively consistent with what has been observed to date, puts employment rising by an annual average of 0.5%.

Business, Management, and Administration accounts for the largest share of employment by career field in St. Paul—as well as statewide. These roles are no more concentrated locally than found nationally on average. Human Services (LQ 1.68) and Health Science Technology (1.41) stand out as uniquely concentrated in St. Paul compared to what is observed at a national level. Arts, Communications, and Information Systems careers are second smallest in local employment volume (after the focused list of Agriculture, Food, and Natural Resources careers), but offer the highest average entry-level wages (\$53,100), as well as the highest average annual wages at all experience levels (\$82,300).

Unemployment was high in Business, Management, and Administration careers and Engineering, Manufacturing, and Technology careers overall as of 2021Q3, at 6.0% and 5.7% respectively. This is largely due to high unemployment in the Hospitality and Tourism as well as the Architecture and Construction career pathways—impacted in large part by the COVID-19 pandemic. St. Paul can expect moderate talent shortages in all six career fields.

Compared to overall employment statewide, St. Paul has a higher share of local employment in the Human Services field than seen statewide or across the MSP Metro, particularly in Public Administration and Education. Engineering, Manufacturing, and Technology is less-represented in St. Paul than observed across the Metro and statewide, contrasting with a high concentration of these roles found in the surrounding suburbs of Ramsey County and neighboring Washington County.

By wage, Arts, Communications, and Information Systems offers the highest overall average wages in St. Paul as of 2020 wage estimates, exceeding statewide averages by \$500. Arts, Communications, and Information Systems also offers the highest entry-level average wages in St. Paul—due in large part to high-paying entry-level Information Technology cluster occupations (see next section for cluster detail). Five of the six career fields—all but Health Science Technology—have higher average wages in St. Paul than observed at the statewide level.

Implementation of CTE Programs of Study

Element 3 outlines the St. Paul Consortium's progress toward implementing quality programs of study. This section details the relative strengths regarding the size, scope, and quality of the programs of study offered in the St. Paul Consortium, as well as their alignment to the labor market. In contrast, it also emphasizes the gaps in Career and Technical Education (CTE) programs of study related to size, scope, quality, and labor market alignment. In conclusion, several recommendations for action—emphasized with stakeholder input and guidance—design a path forward for CTE.

Strengths

The St. Paul Consortium offers CTE education opportunities in career pathways that are of interest to students. Across

the 15 high schools, alternative and transition programs, and magnet school within the school district of Saint Paul Public Schools (SPPS), there are 37 CTE programs and 88 unique courses with enrollment (according to the Carl Perkins Submission Report Data, P-File), plus career exploration programming. Among these, six secondary CTE courses in Business, Management and Administration and Health Science Technology offer an opportunity to gain postsecondary credit while still attending high school, through dual or concurrent enrollment programs or early college high school, according to CTE Credit MN—plus PSEO offerings and 86 articulated credit offerings across all six career fields.

The St. Paul Consortium postsecondary partner, Saint Paul College (SPC) offers 133 CTE programs that align to five career fields. Of the 86 articulated credit offerings at SPPS, 50 articulated credit offerings are with Saint Paul College. Saint Paul College has credit transfer agreements with two postsecondary institutions that allow graduates to move from a two-year program at SPC into a four-year program at another institution. An analysis of potential opportunities in the alignment of secondary to postsecondary pathways offerings follows, which also includes how student interest and graduate outcome surveys illustrate alignment or misalignment of offerings with students' career paths and local labor market needs.

A full list of programs offered at the secondary and postsecondary levels, with related insights on local labor market demand, are included in the full report of Element 3 (pages 7-11).

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Identify priorities from your CLNA that will be supported by Perkins funding.

Priorities for SPPS' Perkins funding and career pathway development are being guided from the CLNA results. SPPS will explore program development in the areas of biotechnology, diesel truck technician, and renewable energy. SPPS will continue to develop pathways in medical, education, mechatronics/manufacturing, and construction. This will include more research into student interests, partnerships, professional development opportunities, curriculum writing time for teachers, and possible equipment. The CLNA highlighted gaps within the St. Paul consortium that the Partnership Specialist collaborate with SPC to create aligned programming where articulations and concurrent courses can be included. **SPPS intends to invest in additional services from RealTime Talent to conduct and deliver in-depth data that will help inform CTE programming, including tracking students into careers and aligning jobs of origin and stackable credentials within recommended programs of study.**

The CLNA also drew attention to SPPS' gaps with student achievement in CTE courses and pathways. SPPS plans to braid funds with SPC to help ESL learners and offer support through advanced courses. Curriculum writing time will be used to ensure there is proper scaffolding within CTE courses for students that are ESL and for those who receive special services. This work will be managed by the Career Pathways Supervisor. SPPS will streamline recruitment processes into the Districtwide Career Pathway programs and breakdown barriers to access these opportunities, especially in advanced coursework. The work based learning component of our pathways will include curriculum writing and supplemental time for teachers to support students through their Career Seminar course that helps launch students into a customized work based learning experience geared toward their identified strengths and interests. SPPS will offer career specific field trips for students from all district secondary schools and programs, to explore interests. SPPS will increase experiences and internship opportunities that partner with person of color owned and/or managed employers that reflect the SPPS student population. Perkins funding will help with creating community partnerships, building employer training, transportation, and substitute pay.

Using information from the CLNA, Saint Paul College will be exploring program development in the areas of teacher education pathways, renewable energy, and biotechnology. Drew Duncan, Institutional Research Analyst, whose position is partly funded by Perkins, will provide assistance with this exploration. Additional funding has been earmarked for curriculum development, if the College decides to pursue program development this upcoming year.

Saint Paul College will also be using Perkins funds for faculty professional development in the area of teaching multilingual students. The CLNA identified gaps in graduation credential earnings for students receiving English language services. This aligns with recent feedback from CTE faculty on the challenges of teaching students with

multilingual backgrounds. The goal of this professional development is to equip faculty with an increased understanding of best practices in teaching multilingual students

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

PerkinsVCLNAReportingFramework_Final.docx

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.

S-R POS/POS	Summary of how their inclusion is supported by results in CLNA	Specific actions we will take to support them
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<p>S-R POS: Construction</p>	<p>The Construction Finishing secondary pathway and related Carpentry and Woodworking Postsecondary programs are all in high demand in the local labor force and represent high-skill pathways that require some form of industry or postsecondary credential. (p20 of Element 3)</p>	<p>Perkins will support growing and updating existing construction pathways in the district while also looking for ways to make the construction pathways more equitable and easily accessible for all students. Aligning and updating curriculum, attending PD, and integrating math and literacy standards in construction courses is a priority. In addition, field trips and work based learning opportunities will be funded by Perkins along with support to teachers working on their CTE teaching license. At postsecondary the Trades and Technical Pathways Advisor will be folded into increased training and support to promote enrollment and completion in these programs, especially special populations.</p>
<p>S-R POS: Accounting</p>	<p>Business, Management, and Administration careers are critical to St. Paul's economy, accounting for about 39.3% of all local employment. (p12)</p> <p>Business, Management, and Administration programs are aligned to local needs, but total volumes of students at both secondary and postsecondary levels may not be sufficient to meet demand in these field (p16 of Element 3)</p>	<p>Perkins will continue to support the Academy of Finance at Como Park High School and will look for ways to make the pathway more accessible across the district. Professional development opportunities, industry field trips, curriculum writing for updating post secondary alignment and work based learning experiences will be funded from Perkins. At postsecondary the Business Pathways Advisor will be folded into increased training and support to promote enrollment and completion in these programs, especially special populations.</p>
<p>S-R POS: Administrative Support</p>	<p>Business, Management, and Administration accounts for the largest share of employment by career field in St. Paul —as well as statewide.</p>	<p>Perkins will support this rapidly expanding pathway in SPPS. Professional development to align curriculum, ensure industry relevance, field trips, and supplies will be supported by Perkins.</p>

<p>S-R POS: Engineering and Technology</p>	<p>Considering baseline five-year demand, program alignment, enrollment volumes, and the high-demand, high-wage, high-skill status of each career field, Health Science Technology and Engineering, Manufacturing, and Technology would have the most meaningful opportunities to grow CTE programming at the secondary level. (p16 of Element 3)</p>	<p>Perkins will help support industry standard equipment, supplies and software. SPPS will also recruit the licensing of CTE teachers and grow the programs of studies across the district. PLTW programs need updated equipment and funds for professional development to launch at new sites.</p>
<p>S-R POS: Auto Mechanic</p>	<p>Program to expansion based on employer interest and labor market demand, or growth to offer concurrent enrollment options at the secondary level. (p 21 of Element 3)</p>	<p>Perkins will support all SPPS auto mechanic sites being updated with industry standard equipment. Professional development to work towards the ASE certification, industry field trips, and recruitment days. SPC is exploring program expansion to incorporate hybrid and electrical vehicle training into the curriculum.</p>
<p>S-R POS: Information Support and Services</p>	<p>Health Science and Information Technology cluster programs align particularly well, but given the severe labor market needs for talent in these two career clusters, expansion of secondary CTE programming may be a meaningful path forward. (p 16 of Element 3)</p>	<p>Perkins will support the expansion and work toward aligning and creating more defined programs of study in IT. This includes professional development, curriculum writing, and field trips. CTE teacher recruitment is also important in this area.</p>

<p>S-R POS: Therapeutic Services (CNA)</p>	<p>Over the next five years, many entry-level careers in the Therapeutic Services pathway will need to replace over half of the positions currently filled, including Home Health Aides and Nursing Assistants. (p7)</p> <p>Considering baseline five-year demand, program alignment, enrollment volumes, and the high-demand, high-wage, high-skill status of each career field, Health Science Technology and Engineering, Manufacturing, and Technology would have the most meaningful opportunities to grow CTE programming at the secondary level. (p16 of Element 3)</p>	<p>Perkins will support industry supply and equipment needs within the medical pathway along with curriculum writing. Professional development will be necessary to stay current with any changes made by the state and testing agencies for CNA and update other course curriculum.</p>
<p>Plant Systems</p>	<p>Although Biotechnology is not an official pathway for federal reporting purposes, it is an area with significant opportunities that overlap with the Engineering and Technology pathway. (p15)</p>	<p>SPPS and SPC are looking to grow a program of study in Biotechnology. Curriculum writing, professional development and field trips for existing courses, and equipment will be supported by Perkins, as well as other program development exploration expenses.</p>

<p>Therapeutic Services (Health Science Fundamentals)</p>	<p>Health Science and Information Technology cluster programs align particularly well, but given the severe labor market needs for talent in these two career clusters, expansion of secondary CTE programming may be a meaningful path forward. (p 16 of Element 3)</p>	<p>Perkins will support the exploration and growth of health science fundamental pathways across district sites. Support for teachers to earn their CTE license would be a large boost for the district in these historically difficult to fill positions. Professional development, supplies and equipment are all possibilities based on commitment and earning CTE licenses. At postsecondary the Health Sciences Advisor will be folded into increased training and support to promote enrollment and completion in these programs, especially special populations.</p>
<p>Law Enforcement Services</p>	<p>An opportunity for further consideration based on local labor market demand and employer interest during the Industry Stakeholder Engagement Workshops held on March 29th and March 31st, 2022. There is sufficient labor market demand and potential employer interest in new program development or concurrent enrollment option creation. (p 21 of Element 3)</p>	<p>Perkins would support the exploration of expanding this program of study. In addition, aligning curriculum to post-secondary, professional development, and CTE licensure support will be important to do this.</p>
<p>Diesel/Truck Tech</p>	<p>Unemployment is quite low among Bus/Truck Mechanics, Diesel Engine Specialists, and Mobile Heavy Equipment Mechanics as well, and at least half of the current roles held in Ramsey County among these positions will need to be replaced with new talent within the next five years due to retirements and job changes.</p>	<p>Perkins will support program development and growth of a secondary to postsecondary pathway for Truck Technician, to meet this market demand, including equipment needs.</p>

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Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?

SPC will be working to explore program development in the areas of biotechnology, diesel truck technician, education and renewable energy. SPPS will continue to develop pathways in medical, education, mechatronics/manufacturing, and construction.

Education is a program that SPPS and SPC will explore. It is not included in the SR-POS/POS narrative chart because there is a separate financial resource that will support Education program exploration efforts at the secondary level. Specific actions that SPPS will take to support the Education pathway include:

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Hire an Education Pathway Navigator to build partnerships to increase hands-on experiences and provide support for students interested in exploring education careers

-

Offer Education classes in which students earn college credit through concurrent enrollment

-

Increase opportunities for students to engage in work experiences related to education

-

Conduct student focus groups about student interest in education careers

-

Build Future Educator Clubs at the middle and high school levels

-

What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

Secondary: SPPS will be working with the Office of Specialized Services (Special Education) and Office of Multilingual Learning to ensure alignment and access to opportunities. SPPS will be reviewing the Career Seminar (WBL course) to ensure that it is accessible and build supports for successful completion. This includes collaborating with departments for curriculum writing and recruitment. This will also be done for CTE content teachers along with professional development time to build in proper scaffolding and differentiation. Ensuring that programs of studies have stackable or a lattice of credentials will also be a priority that will help with recruitment.

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium (Perkins Operational Handbook, p 18).

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in

making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

St. Paul S-R-POS-Funding Resubmission 072422.xlsx

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

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

- Career exploration and career development activities

Ramsey County Workforce Solutions (WFS) and the Workforce Innovation Board (WIB), the local federal administrator of WIOA Title 1 programs, works closely with Saint Paul Public Schools (SPPS) and Saint Paul College (SPC) through a number of program specific partnerships. WFS is working closely with SPPS and SPC to increase student and family exposure to careers through access to CareerForce, the state's job-seeker hub, O*net, My Next Move, and other digital platforms, as well as experiences in person such as tours, panels, speakers, etc. This includes a specialized project in which WFS supported SPPS students in career exploration camps in Healthcare and are exploring other industry opportunities. Through American Rescue Plan Act funds, WFS and the City of Saint Paul are investing in additional resources to support school partners through an affiliate network.

Saint Paul College invested in the [Focus 2 Apply](#) (for prospective students) and [Focus 2 Career](#) (for current students) online career and education planning tools. These tools include self-assessments and multiple career and college exploration options. Prospective students are encouraged to start with Focus 2 Apply to identify career interests; current students are referred to Focus 2 Career by Career Services and advisors for assistance with choice of major, career planning, education planning and transfer planning. The SPC Career Services department is also exploring the use of [Trades-Hub](#), a local career exploration tool specifically for Trades and Manufacturing careers. Prospective students can explore occupations through video clips, links to related training at Saint Paul College, scholarships, and jobs.

- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment

Ramsey County Workforce Solutions works closely with Real Time Talent, an employer-led, public-private collaborative focused on aligning Minnesota's workforce, to examine and provide labor market information to job-seekers, students, and those supporting them. WFS has commissioned Real Time Talent to provide reports on a number of industries and youth-specific workforce needs that has been provided to SPPS, SPC and other community partners. The purpose of providing this data is to ensure that students and others have access to make informed decisions about their future career pathways.

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Career guidance and academic counseling

As the provider of WIOA Title 1 Youth Services, and Minnesota Youth Programs, WFS contracts employment guidance counseling and other employment and training services to ten local community-based organizations. These providers work closely with SPPS to identify, enroll and support students who need additional supports to obtain their educational and career goals. Additionally, information about these programs will be provided to all SPPS staff.

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Work-based learning or apprenticeship opportunities

WFS's community vendors work closely with SPPS students to identify and provide work-experiences, internships and other work-based learning opportunities. Additionally, WFS, the City of Saint Paul and SPPS are working closely together to strategize and implement opportunities for SPPS students, and other students in Ramsey County, to earn school credit for paid work experience opportunities both during the school year and in the summer.

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Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

Saint Paul Public Schools work closely with community partners including Right Track, Vocational Rehabilitation Services, and Goodwill Easter Seals to provide students and adult learners meaningful training and employment opportunities. Students also have access to Pre-Employment Transition Services counseling and Job Corp services. Youth Build and Youth Lead are also partner organizations that serve students. Students are connected with Vocational Rehabilitation Services contacts while in high school to ensure a smooth transition. Saint Paul College's Access and Disability Services Office has a relationship with Vocational Rehabilitation Services, working with their team for SPC students that need shared services between the two departments.

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Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

WFS serves youth and adults who require additional supports for successful transition to postsecondary education and/or employment. This includes those who have experienced homelessness, been justice- or foster-system involved, those in English Language Learner programs, those who are pregnant/parenting, and more. These supports include individualized employment guidance counseling, support to obtain secondary diploma, connection to additional occupational training, internship opportunities, support services and more. WFS's contracted vendors specialize in service to these populations and provide customized employment and training supports to meet individuals' needs.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?

Integrating career information and career standards into core content areas is an essential piece of re-designing the high school experience to be more student centered and to better prepare students for in-demand, high-wage careers available to them after graduation. Through this design concept, academic courses and technical courses reinforce the importance and relevance of each other, providing students with ample responses to the question, "When am I ever going to use this?"

CTE teachers in the following programs: Construction, Accounting, Administration Support, Engineering and Technology, Automechanics, Information Technology, Therapeutic Services, Plant Systems, Health Science Fundamentals, Criminal Justice and Education will collaborate with small teams of Core Content teachers in writing curriculum that connects content to high wage and in-demand careers. They will partner with post secondary instructors and professionals to bring the academic and technical skills students need to be successful and ready to apply what they learn. To differentiate and make this curriculum accessible to all students, English Learner (EL) teachers and Special Education teachers will join these teams to help write the curriculum. Once piloted and revised, this new curriculum will be shared with all teachers during professional development sessions to be taught across the district in each content area and grade level for the benefit of all students.

Student interests, strengths, values and experiences will be documented in their Personal Learning Plan (PLP) as they reflect on their learning experience. Xello is a PLP online tool used across K-12 to connect individualized student experiences to coursework, career development activities and postsecondary goals.

Postsecondary will continue to leverage its program review process and program advisory boards to improve the integration of rigorous content aligned with challenging academic standards into CTE programs. The Program Review process provides a systematic process for faculty to gather and analyze both program and assessment of student learning data to guide meaningful improvements to teaching and learning. The results of program review is used to

inform program and institutional planning and budgeting. Faculty conduct a Comprehensive Program Review every three years with annual monitoring reviews during the years in between. The program review process includes integrated support for faculty at all stages of the review cycles.

- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?

Our consortium will support this work with their expertise and knowledge of the current job market and the skills students need to be successful in evolving high wage and in-demand careers. St. Paul consortium will work to provide externship opportunities to teachers to gain additional knowledge and insight on how to integrate academic standards to CTE frameworks/industry standards. For Consortia programs of study with secondary to postsecondary pathways, SPPS and SPC program advisory boards typically include secondary and postsecondary representation, in addition to industry representatives. Integrating academic standards into CTE frameworks and industry standards is frequently a topic of conversation amongst these stakeholders.

- How do your efforts constitute a well-rounded education as defined by ESEA: “courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience” (Section 8101(52) of Perkins Guide, p. 224)?

While integrating academic standards into CTE frameworks/industry standards and continuously receiving feedback from our consortium partners and staying informed on the latest demands in terms of skills and preparedness, students will receive a well-rounded education where they will make connections between what they are learning and how they will apply their knowledge. They will also be introduced to different career options to ignite their interests. Industry partners will continue to be invited to share their personal, professional, and academic backgrounds with students. Students will be able to watch informational videos of professionals in their respective fields and how they have applied their knowledge to the work that they do. Students will have opportunities to visit various employment sites and higher education institutions. They will be able to participate in internships, job shadowing, mock interviews, etc. Access to these opportunities will be available to all students as these experiences will be offered in core classes. These curricula and educational experiences will be inclusive as they will be differentiated to accommodate the needs of all learners

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.

The importance of CTE programming for under-resourced and under-served populations is evident in a look at the demographics of the Saint Paul Public School student body and total CTE enrollment (see page 25 of Element 2). The Saint Paul Public School District is highly diverse, with 36% of the student body being Asian, 25.3% being Black or African American, 14.4% Hispanic/Latinx, and just over 5% identifying as other students of color. Only 19.1% of the Saint Paul Public School student body is White (FY2020); White students comprise only 18.2% of all CTE Concentrators. Black and African American students are the only demographic by race and ethnicity that are overrepresented in CTE programs; but by special population, students from economically disadvantaged families (10.4 percentage points), English learners (4.6 percentage points), individuals preparing for nontraditional fields (3.8 percentage points), and special education students (0.2 percentage points) are all overrepresented in CTE enrollment compared to the overall student body composition. The value of CTE for these special populations makes a stronger imperative for ensuring equal access and equal success in CTE programming, evidenced by favorable accountability indicators by each student group.

Priorities and Strategies for Addressing Disparities and Gaps in CTE Program Performance

The St. Paul Consortium continues to show a desire to improve equity of access and CTE program performance for student subgroups and special populations. As detailed in the Element 5 report, priority disparities to address include:

- **Work-based learning opportunities** for all secondary students;
- 4-year graduation rates of male students, Black students, students identifying with multiple races, and students participating in special education;
- **Secondary post-program placement** in education or employment of male students, Hispanic students, and students participating in special education;
- **Nontraditional secondary program concentration** for all students, with particular focus on of male students,

students participating in special education, Asian students, and students receiving English language services;

- **Postsecondary placement** for all students, with particular focus on male students, Asian students, students receiving English language services; and out of workforce individuals with particular focus on Information Technology, Arts, A/V Technology, and Communications, Finance, Health Science, Human Services, and Architecture and Construction;
- **Postsecondary credential earning** for all students; with particular focus on male students, Black students, students identifying with multiple races, students receiving English language services, and students with disabilities, with particular focus on Information Technology, Arts, A/V Technology, and Communications, Finance, Business, Management, and Administration, Marketing, STEM, and Education and Training programs;
- **Postsecondary nontraditional program enrollment** for female students, White and Asian students, with particular focus on Human Services, Education and Training, Architecture and Construction, Manufacturing, and Transportation, Distribution, and Logistics programs.

Work-Based Learning Focus

The work-based learning target of 28.48% for Saint Paul Public Schools was not met in SY2019-20 (14.58%), with all groups of students except for students participating in special education (who exceeded the target by 13.87 percentage points). By focusing on developing meaningful employment and internship opportunities for secondary CTE students, Saint Paul Public Schools will expand student exposure to career opportunities and workplace environments while also working toward meeting this accountability indicator. SPPS Achieves, St. Paul Public Schools' strategic plan has prioritized the placement of work-based learning teachers to serve all secondary students. More students are participating in the Career Seminar course and SPPS will continue to break down barriers for students that have not been able to access the course in the past. Employer partnerships, internship opportunities, and industry certification attainment will continue to increase as systems come together to prioritize work-based learning in the district.

SPPS is expanding work-based learning and is aligning curriculum throughout the district in career seminar courses. With intentional curriculum alignment, students will be able to reflect and connect their personal learning plans with careers of interest as a way for work-based learning to address gaps. In recent years, work-based learning teachers have expanded to full time in most high schools and the district hired a work-based learning teacher to serve students in smaller schools and/or programs. WBL teachers have aligned scheduling and workshops together to avoid duplicative work, collaborate with each other, and produce more opportunities for students for internships and occupational job training.

Improved Stakeholder Engagement Practices to Address Disparities in CTE Programs

Employers in the two employer engagement sessions held in March 2022 expressed their support for programming that helps students of color and students with economic disadvantages to excel in CTE (see the section on Stakeholder Engagement in Element 3). Employers have interest in diversifying their workforces, and see deeper relationships with both Secondary and Postsecondary CTE as a key opportunity to address that interest. Leveraging the leadership capacity of educators and employers is a key priority area of action if the consortium is to obtain equal access to CTE for all students. Employers also expressed a desire for a streamlined experience to support career exploration across the St. Paul Consortium.

- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Support Services for English Language Learners in Academic and CTE Programs

English language learners consistently lagged targets in many secondary and postsecondary student performance indicators. These populations, with a special focus on Black/African American and American Indian subpopulations,

will be targeted for increased academic and career planning support.

The St. Paul Consortium will continue to improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of all programs. Currently, six programs offered at Saint Paul Public Schools offer the option of obtaining college credit in partnership with Saint Paul College. However, Saint Paul Public Schools does not currently have a clean method for receiving data on how many students ultimately receive college credit through these courses. Tracking of student secondary and postsecondary attainment data is one improvement that Saint Paul Public Schools is targeting.

SPPS's STEPS (Specialized Transition Employment Planning Services) program help students with special education needs develop and build skills that will lead to self-sufficiency. Students in this program take a Career Seminar course that helps them identify goals, focus on resume building, complete job applications, and learn financial literacy skills. Students are placed at work-based learning sites within St. Paul where they receive hands-on experiences. Students are paired with a paraprofessional or a job coach during the process. Students continually practice soft skills that will prepare them for the future.

SPPS CTE Staff are also working with the Office of Specialized Services (Special Education) and Office of Multilingual Learning to ensure alignment and access to opportunities. SPPS will be working on Career Seminar (WBL course) to ensure that it is accessible and build supports for successful completion. This includes collaborating with departments for curriculum writing and recruitment. **Curriculum alignment across the district is new and different. Career Seminar will be supported districtwide.** This will also be done for CTE content teachers along with professional development time to build in proper scaffolding and differentiation. Ensuring that programs of studies have stackable or a lattice of credentials will also be a priority that will help with recruitment.

- Develop new initiatives to better prepare CTE participants for non-traditional fields.

Equal Access for Special Populations, and Preparation for High-Skill, High-Wage, and In-Demand Occupations

Saint Paul Public Schools has meaningful enrollment and CTE concentration of students from special populations, and has the opportunity to improve overall student outcomes against these performance indicators. The district is committed to providing equal access for special populations to CTE courses, programs, and programs of study, and ensuring that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Saint Paul College Nontraditional program enrollment is low in general, and particularly low in Manufacturing, Architecture and Construction, and Human Services. These should be priority areas for active recruitment of students into nontraditional pathways.

SPPS Personal Learning Plan begins in Pre-K and goes through graduation. The four focus areas are Self Awareness, Career Awareness, Post Secondary Education Exploration and Financial Literacy. Within these, SPPS is developing developmentally appropriate lessons that would scaffold into HS Career Pathway planning and universal career curriculum that we can ensure that every student in SPPS has the opportunity to engage in. This early introduction and students making decisions based on their own interest while having exposure to many more careers will help better prepare students for non-traditional fields. Having speakers, field trips, and work-based learning opportunities that are diverse and show non-traditional employees will all be strategies to use to increase CTE participation in non-traditional fields.

Improved Postsecondary Outcomes by Program

Postsecondary programs in Arts, Audio/Video Technology, and Communications, Information Technology, Business, Management, and Administration, Finance, and Education and Training could all improve significantly in postsecondary placement rates (1P1) and earning of a postsecondary credential (2P1). These programs, which align to some of the highest-wage and most in-demand local careers that typically require a postsecondary credential, should be prioritized to ensure student persistence, completion, and post-program placement in further education or a

career.

- Ensure members of special pops will not be discriminated against.

Equal Access for Special Populations, and Preparation for High-Skill, High-Wage, and In-Demand Occupations

Saint Paul Public Schools has meaningful enrollment and CTE concentration of students from special populations, and has the opportunity to improve overall student outcomes against these performance indicators. The district is committed to providing equal access for special populations to CTE courses, programs, and programs of study, and ensuring that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Saint Paul College Nontraditional program enrollment is low in general, and particularly low in Manufacturing, Architecture and Construction, and Human Services. These should be priority areas for active recruitment of students into nontraditional pathways.

Goal Setting

Additional local consortium goals to guide internal process and achievement are recommended around CTE concentration and student diversity as stretch goals to drive growth in participation among diverse student populations. Setting internal goals may facilitate progressive improvement toward larger targets aligned to these accountability indicators.

SPPS CTE staff are also working with the Office of Specialized Services (Special Education) and Office of Multilingual Learning to ensure alignment and access to opportunities. SPPS will be working on Career Seminar (WBL course) to ensure that it is accessible and build supports for successful completion. This includes collaborating with departments for curriculum writing and recruitment. This will also be done for CTE content teachers along with professional development time to build in proper scaffolding and differentiation. Ensuring that programs of studies have stackable or a lattice of credentials will also be a priority that will help with recruitment.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

In 2022-23, SPPS will continue to offer experiential learning opportunities to all students. Students will explore and experience careers through career fairs, field trips, informational/mock interviews, job shadows, mentoring from local businesses, and internships.

SPPS will continue to provide spring internship opportunities to all high school students through a partnership with the City of Saint Paul's Right Track program. These internships are at least 80 hours in length and are in sustainable wage careers that match students' interests and skills. Internships are designed for students to take the CTE class and experience careers tied to that career field.

Additionally, in 2022-23, SPPS, in-partnership with Right Track Saint Paul Center for Youth Employment, will continue to provide opportunities for students to participate in spring and summer internships. Students will access these opportunities through their school CTE classes or the Districtwide Career Pathway Program by completing their Career Seminar Portfolio which includes:

Professional Communication

Xello - About Me (Career Interest Inventory, Personality Style, Learning Style, Skills Lab)

Xello - Six Saved Careers

Xello - Two Career Goals & Plans
Xello - Resume
Job Application
Worker Rights & Responsibilities
Financial Literacy
Interview Skills
Career Seminar Exit Ticket

Saint Paul College has a clinical component to most of its Health Sciences programs, requiring students to receive on the job training in the clinical setting. The carpentry program is centered around work based learning, which class projects focused on meeting a community carpentry need. Many of the other trade programs include field trips to industry partners for exposure to those fields. Some of these programs do not offer internship components as industry would prefer to have the students graduate so they can hire them into their workforce immediately.

-

Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.

We have multiple partnerships with Right Track Youth Employment, Genesys Works and The Brand Lab. Right Track offers internships and first jobs to students enrolled in Saint Paul Public Schools during the Spring and Summer. Genesys Works offers career readiness in the summer and full-year internships during the school year in the area of Information Technology and Computer Programming. The Brand Lab provides business internships in marketing and advertising. All of our internships are connected to high-demand high wage career fields selected according to our local needs assessments.

-

Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.

SPPS recruits employers to provide internships to SPPS students, striving for diverse employers that reflect the student population. SPPS partners with Right Track to provide the employer/intern training and a job coach to follow up with payroll and support during the internship experience.

SPPS works with Right Track to develop employer training to ensure meaningful internship experiences for students and offer job coach supervision during the duration of the experience. Spring Semester internships happen during the school day for our 11th and 12th grade students enrolled in the Districtwide Career Pathway Program. Summer internships and first jobs are available with multiple employers through Right Track for our students ages 14-21.

-

Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

SPPS is offering Industry Certifications and Summer Workshops for all student, districtwide along with the internships. Braiding funds with Greater Twin Cities Way, ESSR, and Ramsey County SPPS has had over 500 students complete over 1000 of the industry certifications below. SPPS is continuing to add more certifications and creating a sustainability plan to continue having students complete certifications tied to their strengths and interests.

Industry Certifications:

Customer Service
IT Fundamentals
Microsoft Office - Word
Microsoft Office - PowerPoint
Microsoft Office - Excel
OSHA - Agriculture

OSHA - Automotive
OSHA - Construction
OSHA - Health Care
OSHA - Manufacturing
OSHA - Public Safety (EMS)
OSHA - General Industry
Automotive Service Excellence (ASE)
National Career Readiness Certificate (NCRC)
First Aid/CPR/AED
Certified Nursing Assistant (CNA)
ParaPro (Developing)

Work-Based Learning (WBL) Opportunities:

Career Seminar Portfolio
Advanced Career Seminar Portfolio (Developing)
WBL - Internship
WBL - Pre-Apprenticeship (Developing)
WBL - Community Service Project (Developing)

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).

A large amount of work and time has been invested to streamline access and promote the opportunity to earn postsecondary credit. SPPS is moving towards an 8 over 2 schedule across all non alternative high schools in 2022-2023. Aligned schedules are a large positive shift that now allows students to use the afternoons to take college courses, participate in internships, earn industry certifications and more or build in time for support. **There will be a full time counselor to recruit and ensure innovative program development with partners in high wage and in demand career areas, streamline and support application processes to post-secondary institutions, and support students for the Districtwide Career Pathways Program for all high school students. Recruitment will include attending outreach events and presenting opportunities to students in a variety of ways, which is new for this role. This position is connected to the Narrative 7: Early College budget line.**

For 2022-23, SPPS has approximately 105 proposed concurrent enrollment courses. All major systems in the state of Minnesota are represented in SPPS CE offerings - Minnesota State, University of Minnesota, Minnesota Private Colleges and Universities, and Minnesota Tribal Colleges. Saint Paul College has approximately 36 proposed concurrent course sections scheduled for 22-23, in partnership with Saint Paul Public Schools as well as Roseville Area High School. Courses range from Digital Media courses to Algebra, Biology, BUbusiness, Chemistry and English Composition. Saint Paul College will continue to offer PSEO by contract for a number of the courses listed under our SPPS partnership.

2022-23 SPPS concurrent enrollment and PSEO by Contract partner colleges include: Bethel University, Century College, Fond du Lac Tribal and Community College, Dakota County Technical College, Inver Hills Community College, Minneapolis College, Minnesota State University - Mankato, University of Minnesota, Saint Paul College, Southwest Minnesota State University, and St. Catherine University.

PSEO by Contract CTE College Course Offerings:

Introduction to Engineering
 Digital Electronics
 Engineering CAD
 Business - Distribution Management
 Business - Transportation Management
 Introduction to the Trades
 Introduction to the Construction Industry
 Introduction to Construction Management
 Automotive Technology

Medical Terminology
Health Informatics
Intro to Healthcare Careers
Introduction to Solar Assessment
Information Technology Career Planning
Interpersonal Communication
Introduction to Criminal Justice
Juvenile Justice
Urban Education

A 3M grant was awarded to Minnesota State (SPC) and SPPS to expand CTE pathways to careers. This will provide more opportunities to earn college credit through PSEO by Contract agreements. These courses have been and will continue to be used to jump start a career pathway (ie. Engineering) and stand up courses in areas that are difficult to find credentialed high school teachers. It also allows SPPS to leverage its large school district and create districtwide opportunities where student enrollment numbers may be low (ie. SPPS can pull from a variety of schools to provide a distribution logistics course.). Courses paid for by 3M are based on 3M's five focus areas - Healthcare, Auto, Construction, Manufacturing, and Energy. All but energy are delivered by Saint Paul College Other courses have been gifted by other post secondary institutions.

St. Paul Public Schools strategic plan, SPPS Achieves, has 6 focus areas. College and Career Paths is a main focus area. Marketing and communication plans are being developed and implemented along with systems that make it easier for students and families to understand and navigate the many opportunities in career pathways from Pre-K through graduation; including early college opportunities. There are three strategies in this initiative that are intertwined.

First, the Personal Learning Plan is a Pre-K through Graduation tool (in Xello) that allows students to document their interests, strengths and values & connect those to coursework, career development activities and career and postsecondary education aspirations. It comes with universal career curriculum for each grade level and scaffolds career vocabulary in lessons and activities.

Second, Career Integration happens when lessons are embedded in a unit that relate to a high wage/in-demand Career Pathway. These lessons will be aligned throughout the district to make learning more relevant and connect all students to career pathways in a variety of ways. The lessons are created by teachers with post-secondary and industry experiences (externships) and relationships. Teachers will end the lessons on Xello to encourage students to make connections with their Personal Learning Plan. Career Integration is for all grade levels and subject areas.

And last, but not least, Career Pathways. The seven largest high schools will offer four SPPS career pathways. SPPS Career Pathways must be in high wage and in-demand areas. They have a series of at least 5 career focused course (not necessarily CTE courses, but these are increasing). Students will declare a pathway at the end of English 9. Other schools and secondary programs will offer career courses, but not on the same scale. Districtwide opportunities will fill in gaps in programming and offer specialized advanced courses, internships and certification opportunities. SPPS believes that with this initiative, more students will successfully complete advanced coursework related to their interests and career pathway, students will persist through post secondary education or training aligned with their career interests and students will increase networking, employability, and problem solving skills toward career readiness.

SPC is the recipient of a \$500,000 Richard M. Schultz Family Foundation for CTE Pathways. This award will be used to fund the expansion of CTE Career Pathway Opportunities. Healthcare and Manufacturing pathways are the initial targeted pathways, identified as high wage, high demand careers and include programs such as CNC Tool Making, Surgical Tech and Welding. Saint Paul College will partner with SPPS and other local high schools. This grant aims to increase the accessibility of in-demand career options to high school students, leading to college success and a family-sustaining career. This two-year project focuses specifically on enhancing English language support for healthcare programs, increasing student scholarships, decreasing student costs, offering experiences to explore various career settings, and becoming a hub for industry experiences.

SPC is using these funds to fund a full-time Early College Pathways Coordinator. This position will coordinate the pathways including programming and student recruitment.

Saint Paul College is also working to expand PSEO access to CTE programs. Previously many of these programs were not marked as PSEO eligible due to the required tools that students must have for the program. Saint Paul

College used federal relief funds to purchase 12 welding kits and supplies and 6 truck technician kits and supplies for PSEO students to use. These tool kits will be property of the PSEO program, not the student, and assigned for PSEO student use each semester. Saint Paul College looks forward to this opportunity to increase accessibility to welding and truck technician for high school students who are able to enroll in these full-time programs.

Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation)

Saint Paul College articulated courses in the Business Pathway at Como Park Academy of Finance. SPPS is looking to renew the Saint Paul College and Dakota County Technical College articulated courses in auto and possibly truck technician in addition to adding a drone articulation with Northland Community and Technical College. St. Paul consortium will continue to utilize ctecreditmn.com as a tool to record articulated coursework. St. Paul consortium will also continue to meet and evaluate articulation course options.

-

CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).

In SPPS, successful completion of one Career and Technical course in a single semester earns credit required for graduation. Because there is 2 credit CTE graduation requirement in SPPS only CTE teachers that are dual licensed can offer credit in other areas. These teachers offer the same course under two different course codes. Students are enrolled in one or the other.

-

Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

SPPS students have the opportunity to earn industry recognized certifications-by-exams such as Microsoft, OSHA, Adobe, CompTIA, ASE, ServSafe, First Aid/CPR/AED, NCRC, Customer Service, and others. Over 1000 certifications have been earned by students. Students can also earn credit-by-exams such as AP, IB, PLTW, CLEP, etc.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Provide the following information in the space below:

-

Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?

The St. Paul Consortium will prioritize recruitment and preparation of diverse educators, and identify new or modified policies, activities, or structures to be developed or implemented.

The St. Paul Consortium will complete an evaluation of their inclusive hiring practices, focusing on how they work to include individuals from groups underrepresented in the teaching profession, and an assessment of to what extent current CTE educators and staff are representative of diverse populations.

SPPS will build a K-16 education pathway of experiential learning, work experiences, and higher level coursework to recruit, prepare and retain effective teachers, especially teachers of color. Through being intentional about building elementary and middle school hands-on experiences, more students will envision themselves as educators. This will increase the demand for education classes in high school.

SPPS will continue to encourage high school students, especially underrepresented students, to explore the teaching profession. SPPS will continue to offer concurrent enrollment education classes in several of its high schools in partnership with post-secondary institutions. Students in the education classes will have opportunities to participate in experiential learning and internships through partnerships with elementary schools and local community-based organizations.

To increase teachers of color, SPPS will continue to offer the SPPS Student Teacher Residency (SUTR) program which is a rigorous full-time classroom apprenticeship alongside graduate coursework. In addition, SPPS will reach out to current education assistants and paraprofessionals to assess which staff would like to pursue teaching as a career. SPPS will work with partner institutions to build systems for current non-licensed staff to earn a teaching license. In SY 2022-23, a recruitment and retention team will be hired by SPPS Human Resources to recruit teachers especially teachers of color and develop systems to retain these teachers.

Saint Paul College Perkins will partner with Human Resources in ongoing efforts to expand recruitment efforts for CTE faculty who meet credentialing requirements. Saint Paul College is also a partner with Anoka Ramsey Community College and Metropolitan State for a new granted funded Faculty of Color Mentorship Program. The Saint Paul College President has committed ongoing funds to this initiative, which provides support and mentorship to faculty of color.

-

Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have

for professional development?

Teachers delivering the curriculum associated with Career and Technical Education must be licensed to teach and knowledgeable in their field. The St. Paul Consortium will provide information on Licensure requirements for CTE educators. [A full list of licensing requirements for all courses can be found in the Appendix.](#)

SPPS will continue to provide focused professional development to its new and existing teachers to develop and retain teachers. New teachers attend new teacher professional development sessions, teacher tenure training, and receive mentoring. SPPS will continue to invest in Tier 1 teachers to develop their portfolio that will lead to becoming fully licensed.

In addition, CTE teachers will have the opportunity to complete teacher externships with industry partners. The CTE partnership specialist will support teachers in finding industry partners who will host teachers for a minimum of eight hours (virtual) to sixteen hours (in-person). Teachers will learn about current industry trends and will be able to bring their experiences to the classroom. CTE teachers will be offered professional development opportunities via conferences and workshops. Every CTE teacher (in the following programs: Construction, Accounting, Administration Support, Engineering and Technology, Auto Mechanics, Information Technology, Therapeutic Services, Plant Systems, Health Science Fundamentals, Criminal Justice and Education) will be offered at least one externship opportunity during the school year and will be selected based on the content they teach and interests. Our department will work closely with each CTE teacher to support them in finding the most relevant experience that will benefit them and their students.

Saint Paul Public School Counselors have a master's degree and a School Counseling MDE License. Licensed School Counselors are uniquely qualified to address all students' academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors help all students: apply academic achievement strategies, manage emotions and apply interpersonal skills, plan for postsecondary options (higher education, military, work force). Counselors take part in a number of professional associations, such as the Minnesota School Counselor Association (MSCA) and the American School Counselor Association (ASCA). These associations provide direction around best practices, offer standards for individual training and educational requirements, provide ongoing professional development, and support counselors as they develop their comprehensive school counseling programs. Counselors will also be offered CTE professional development opportunities via conferences and workshops.

Saint Paul College faculty have access to professional development funds through their union (MSCF). Saint Paul College supports ongoing professional development through mandatory professional development days five days each year.

-

How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

The St. Paul Consortium is committed to diverse and inclusive hiring practices. In the midst of a tight labor market and global pandemic, the St. Paul Consortium has specific methods for attracting qualified candidates to Career and Technical Education positions. Saint Paul Public Schools is the second-leading recruiting employer of CTE educators in the 7-County MSP Metro.

The St. Paul Consortium will document the historic retention rates of CTE educators, disaggregated by race/ethnicity and highlight specific professional development opportunities available to employees.

SPPS will work with the Human Resource department to review and identify qualifications for CTE teachers who come in as Tier 1, Tier 2, or Out of Field to make sure viable candidates are not excluded. There is a new recruiter position within Human Resources that will have CTE training and understand the unique job openings. SPPS is also increasing efforts to recruit CTE teachers from within the district based on previous experience and expertise in a CTE area. CTE

staff will provide support for those that choose to pursue a CTE license. **Funds will be used to support CTE teacher portfolios. Funds will also be used for supplemental hours to compensate teacher(s) for their time to work and support new teachers. To keep up with industry, Perkins will support software licenses including but not limited to Adobe and iCEV.**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- **Male Students** (four-year graduation rates, secondary nontraditional program concentration, work-based learning, postsecondary credential earning rates)
- **Female Students** (work-based learning, postsecondary placement, postsecondary nontraditional program enrollment)
- **Black/African American Students** (four-year graduation rates, secondary nontraditional program concentration, work-based learning, postsecondary credential earning rates)
- **Asian Students** (secondary nontraditional program concentration, work-based learning, postsecondary placement, postsecondary nontraditional program enrollment)
- **White Students** (secondary nontraditional program concentration, work-based learning, postsecondary nontraditional program enrollment)
- **Hispanic/Latinx Students** (secondary nontraditional program concentration, work-based learning, postsecondary placement)
- **Multiple Race Students** (four-year graduation rates, postsecondary credential earning rates)
- **Special Education Students, or Students with Disabilities** (four-year graduation rates, post-program placement, postsecondary placement, postsecondary credential earning rates)
- **English Learners** (four-year graduation rates, secondary nontraditional program concentration, work-based learning, postsecondary placement, postsecondary credential earning rates)
- **Nontraditional CTE Students** (four-year graduation rates, secondary nontraditional program concentration, work-based learning, postsecondary placement)
- **Students with Economically Disadvantaged Families** (four-year graduation rates, secondary nontraditional

program concentration, work-based learning, postsecondary placement, postsecondary credential earning rates)

- **Single Parent Students** (postsecondary placement, postsecondary credential earning rates)
- **Out of Workforce Students** (postsecondary placement, postsecondary credential earning rates)
- Postsecondary placement for all students, with particular focus on male students, Asian students, students receiving English language services; and out of workforce individuals;
- Postsecondary credential earning for all students; with particular focus on male students, Black students, students identifying with multiple races, students receiving English language services, and students with disabilities;
- Postsecondary nontraditional program enrollment for female students, White and Asian students, with particular focus on Human Services, Education and Training, Architecture and Construction, Manufacturing, and Transportation, Distribution, and Logistics programs.
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?

Though the MCAs were not given in 2020-2021, we assume our students will still need support to increase their performance and decrease identified gaps.

We plan to continue to increase academic performance by providing EL and Special Education supports, classroom consultations, and provide PD for both CTE and core subject areas. SPPS will also integrate real life application of content in core courses that will help connect students to school, increase graduation rates and improve all students' performance on the MCA assessments.

SPPS will provide a career related curriculum prek-12 (funding only for high school and middle school career exploration), giving students direction and motivation to continue in high school, improving graduation rates where gaps exist.

Teachers will be supported and provided with PD such as an Orientation to CTE, teacher tenure track courses, mentoring and best practices including culturally relevant, responsive teaching allowing students to show up as authentic selves. They will also be invited to attend MDE sponsored PD provided by MDE Specialists and be introduced to the MN Frameworks for their subject areas.

With work-based learning experiences, SPPS will continue to be intentional about recruiting employers who represent the diversity of SPPS students. SPPS will continue to partner with Right Track to provide training to all employer partners around diversity and inclusion. The WBL team will continue to check in regularly with students to ensure students feel supported in their internship and work experiences.

SPPS will increase engagement with Parent Advisory Groups (PAC). PACs are for families and community members to advise district staff. Most PACs meet monthly throughout the school year, and convene district wide parent meetings and other special events. SPPS Parent Advisory Councils include: American Indian Parent Advisory Council, Districtwide Parent Advisory Council, Gender and Sexually Diverse Parent Advisory Council, Hmong Parent Advisory Council, Karen Parent Advisory Council, Latino Consent Decree Parent Advisory Council, Parents of African American Students Advisory Council, Somali Parent Advisory Council, Special Education Parent Advisory Council.

SPPS CTE Staff are also working with the Office of Specialized Services (Special Education) and Office of Multilingual Learning to ensure alignment and access to opportunities. SPPS will be working on Career Seminar (WBL course) to ensure that it is accessible and build supports for successful completion. This includes collaborating with departments for curriculum writing and recruitment. This will also be done for CTE content teachers along with professional development time to build in proper scaffolding and differentiation. Ensuring that programs of studies have stackable or a lattice of credentials will also be a priority that will help with recruitment.

Saint Paul College will continue to work within their Academic Support model to incorporate best practices in supporting the academic needs of students for whom English is a Second Language. This includes training for peer and professional tutors. The College will work with the Minnesota State Perkins Network to identify training and professional development opportunities for Pathway Advisors in our CTE areas on best practices and strategies to improve, through support, postsecondary completion for special populations.

Saint Paul College will continue leveraging its Equity by Design program to increase equitable outcomes in our classrooms using a data driven approach. In Fall 2022 SPC will welcome its second cohort of faculty into this 9 week course. Over the course of the semester faculty will:

- Reflect on their own culture and how it influences instruction
- Increase their use of data through a unique Equity Dashboard
- Identify the fundamentals of culturally responsive teaching
- Create a plan to apply these new teaching principles to their courses and measure the impact.

Saint Paul College has also enhanced its program review process to include a faculty review and analysis of program and student success data from an equity lens. Faculty are asked to identify gaps and strategies to address them.

-

What financial resources will be leveraged to support these actions?

Secondary: PD- CTE Works, New Teacher Orientation Subs and Conference Fees
Work with LEAP or EL teachers - collaborate with teachers, look at other consortium apps

Increasing CTE Counselor on Special Assignment (COSA) FTE to support students through working with other counselors. COSA would also identify and work with students who are on the brink of dropping out.

SPPS receives Title 1 and other funding that provides different resources for students such as tutoring (during the day and after school) and Learning Leads throughout the district to support classroom teachers. Title 1 also supports teachers with professional development opportunities to improve instruction. Additionally, this financial resource provides Educational Assistants for EL support. Title 1 funds programs that support students in foster care, students experiencing homelessness, and Indian Education. Funds are allocated to support counselors and social workers in the schools.

The Schultz grant awarded to SPC with SPPS as a partner provides support for English language learners taking medical terminology and interpersonal communications.

3M's commitment and partnership with Minnesota State (Saint Paul College) and SPPS is based on trying to close the wealth gap by investing in career pathways. This will provide more opportunities to earn college credit through PSEO by Contract agreements. Multiple measures of acceptance will be used to break down barriers to participate in advanced courses in a student's area of interest.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

At Saint Paul Public Schools, The Perkins Grant funds and project programming operates under the direction of Betty Yang, Perkins Coordinator, Anna Morawiecki, Career Pathways Supervisor; Rebekah Doyle, Grants Management Coordinator; Office of College and Career Readiness Director; **Andrew Collins, Chief of Schools and Learning**; Marie Schrul, Chief Financial Officer; Joe Gothard, Superintendent of Schools; and the Saint Paul Public School Board. At Saint Paul College Perkins work is led directly by the Perkins Coordinator (currently vacant) under the leadership of Sarah Carrico, Associate Vice President of Academic Affairs, and Greg Rathert, Vice President of Academic and Student Affairs.

Stakeholder input is gathered through student focus groups, surveys, program information data by school, program or pathway, CTE Advisory Committees, SPC Program Advisory Boards and affinity groups. Decisions for spending are made based on the data from the CLNA that is then approved by the Perkins Consortia leadership outlined above.. Perkins Coordinator will also consult with MDE and Minnesota State liaisons as needed.

At the secondary level, frequent collaboration with building administration across the high schools help provide a comprehensive pathway program and ensure alignment of pathway programming at each building. Business, Agriculture, Education, Medical, and developing pathways have a stipend to support professional development, equipment requests and curriculum across the district. At the postsecondary level collaboration with the Deans and faculty in Health Sciences, STEM, and Trade and Technical, CTE Pathways Advisors, and Access and Disability Resources is critical to the success of Perkins work.

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

Partnership with Johnson high school students for careers in manufacturing through a grant from 3M to the SPC Mechatronics program. Johnson's engineering instructors attended training at SPC and added units to the current

PLTW courses that gave students opportunities to use FESTO Trainers and explore careers in manufacturing. Festo's Meclab equipment, access to NC3's Train-the-Trainer courses, and the NC3/3M/Festo curriculum accompanied with the equipment are then used in SPPS and feed into SPC.

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

St. Paul Public School's Districtwide Career Pathway Program is an opportunity for students from each Saint Paul high school to enroll in concurrent enrollment through SPPS' main partner, Saint Paul College, and other post secondary institutions. Shared positions show the partnership commitment, including PSEO/POY, and PSEO by Contracted Positions.

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 provide instructors for two Certified Nursing Assistant/Home Health Care at both LEAP and Humboldt Secondary School based upon student enrollment.

At the secondary level funds will be provided for salaries and benefits for 1.0 Perkins Coordinator, .5 CTE Supervisor, .9 Management Assistant, .25 Career Pathways Development Coordinator and 1.0 COSA to oversee the work of Perkins throughout the district. At the secondary level funds will be provided for salaries and benefits for .3 Research Analyst, .5 Director of College Partnerships, .25 Trades and Technical Pathways Advisor, .5 Director of Academic Support, .4 Business Pathway Advisor, .5 Health Pathways Advisor, .5 Accessibility Specialist, .5 PSEO/Admissions Recruiter, 1.0 Perkins Coordinator, .25 Professional Tutor for sciences, and .6 Professional Tutor for Math.

At the postsecondary level 64% of funds are used on personnel, and many of those positions have been partially funded by Perkins for numerous years. In FY23 Saint Paul College Perkins leadership, in partnership with the Vice President of Finance, will create a plan to move some of the positions away from federal funding.

Use of Funds:

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

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors

or occupations.

- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- **Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.**
- **Provide specific budget details on how the Reserve fund will support the innovation.**
- **What are the expected results of this innovation?**
- **How will this innovative strategy be supported after Perkins funds are expended?**

Enter your response here:

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.

SPPS will devote Reserve Funds to develop new programs of study in the areas of biotechnology, diesel truck technician, and renewable energy. SPPS will continue to develop pathways in medical, education, mechatronics/manufacturing, and construction. SPC will devote Reserve Funds to explore and potentially develop new programs of study in education, biotechnology, and renewable energy. Starting with the data from the CLNA, Saint Paul College will further explore program viability in terms of personnel needed, space needed, market saturation levels of key program components (i.e. internships, student teaching), and discussion with peer MinnState institutions with similar programs to determine if the twin cities has the student demand for an additional program (following MinnState System Procedure 3.36.1 Academic Programs Part 2- Unecessary program duplication). If these indicators are favorable the college will continue to move forward with program development and program approval through

Minnesota State.

-

Provide specific budget details on how the Reserve fund will support the innovation.

\$33,968.94 of the SPPS Reserve fund will be expended on the **Partnership Specialist's** salary and benefits. **The intended outcome of the Partnership Specialist's role is to identify community partnerships and build relationships as potential new programs of study are being developed.**

\$33,968.94 of the Reserve fund will be expended on program exploration and possibly development of education, biotechnology and renewable energy. This could include further analysis of data, surveys, and curriculum development costs as these are not programs for which SPC currently have credentialed faculty on staff in related fields.

-

What are the expected results of this innovation?

The anticipated results of this expenditure includes forming new relationships and partnerships that will be leveraged to create successful new programs of study. The industry grade equipment will provide enriching learning experiences for students.

-

How will this innovative strategy be supported after Perkins funds are expended?

The braiding of other funds in the district would support this work after Perkins funds have been expended.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	18,000
Postsecondary Subtotal	18,000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	18,000
Secondary Subtotal	18,500
TOTAL	36,500

Perkins-Funded Positions

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

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

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Andrew Duncan	Research Analyst	Postsecondary		.3	28,738.00
Katie Pierre	Director of College Partnerships	Postsecondary		0.5	50513.00
Dave Mogren	Trades and Technical Pathways Advisor	Postsecondary		.25	20020.00
Mark Kjellman	Director of Academic Support	Postsecondary		0.5	56085
Bushra Rizvi	Business and ELL Pathways Advisor	Postsecondary		0.4	37575.00
Candace Robinson	Health Careers Pathways Advisor	Postsecondary		.5	\$52057.00
Amelia Carlson	Accessibility Specialist	Postsecondary		0.5	32697.00
Judith Ohocukwu	PSEO/Admissions Specialist	Postsecondary		0.5	32570.00
Vacant	Career and Technical Education Specialist (Perkins Coordinator)	Postsecondary		0.5	\$88673
Jennie Wagner	Science Study Center Coordinator	Postsecondary		0.25	\$14,473.00
Fik Ghirmai	Professional Math Tutor	Postsecondary		.6	\$28,000
Betty Yang	Perkins Grant Coordinator	Secondary		1.0	94,947.66
Anna Morawiecki	Career Pathways Supervisor	Secondary	470185	0.5	59,490.81

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

Position Description

MnSCU Academic Professional 2-Perkins Coordinator 01117286 1-4-19 Final.docx

Position Description

Math Fellow PD POY - revised PD.doc

Position Description

MnSCU Academic Professional 2-Pathway Advisor #01013785-CR .pdf

Position Description

MnSCU Academic Professional 2-PSEO Coordinator - 01020203 11-19.pdf

Position Description

MnSCU Academic Professional 2-Pathway Advisor #00667940 BR.pdf

Position Description

MnSCU Academic Supervisor 2-Director of Academic Support REVISED SC 7-11-18.docx

Position Description

Director of College Partnerships PD Updated 9.9.21 Final.docx

Position Description

Perkins Grant Coordinator 1.0FTE.pdf

Position Description

Updated Susan Job description CTE COSA 1.0FTE.pdf

Position Description

CTE Partnership Specialist.docx.pdf

Position Description

Career Pathway Supervisor .5.pdf

Position Description

Management Assistant CTE .9, Pathway Coordinator, Consultant.pdf

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

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

Perkins Executed Statement of Assurances 042722.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

St. Paul Resubmission Budget 072522.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Perkins Assets Local App.xlsx

Improvement Plan

Additional Material

Washington Asset Tags Lab 2740- CTE Computers Washington.pdf

Additional Material:

Consortium-Membership-List.docx

Additional Material:

Science Study Center Coordinator PD.doc

Additional Material:

Accessibility Specialist PD Revised.docx

Additional Material:

MnSCU Academic Professional 2-Pathway Advisor.doc

Additional Material

Research Analyst Grants PD.docx

Additional Material:

SPC Perkins Positions Funded FY20 to FY23.docx

Additional Material:

St Paul Consortium Perkins Funded Positions.xlsx

