



**Saint Paul**  
PUBLIC SCHOOLS

# Envision SPPS: College & Career Paths Workgroup

*Report on findings | September 2021*

## **I. WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS**

1. Co-facilitator, Leah Corey
2. Co-facilitator, Anna Morawiecki
3. Abdirizak Abdi, Principal, Humboldt
4. John Bjoraker, Principal, Farnsworth Aerospace Lower Campus
5. Emily Colton, School Counselor, Battle Creek Elementary
6. Jodi Danielson, Lead High School Counselor, OCCR
7. Soraya Folley, Career Integration TOSA
8. Bre Galuska, Partnership Specialist, OCCR
9. Bee Her, Counselor on Special Assignment, OMLL
10. Becky Schmitz, School Counselor, Washington Technology Magnet
11. Miriam Shuros, Work Based Learning Coordinator, Central High School
12. Michelle Quintana, Assistant Principal, Humboldt

## **II. MEETING DATES AND TIMES**

### Meeting #1- Context Setting

Date: March 31, 2021

Time: 9am-11am

Present: A. Abdi, E. Colton, J. Danielson, S. Folly, B. Galuska, B. Her, B. Schmitz, M. Shuros, M. Quintana, L. Corey, A. Morawiecki

### Meeting #2- Data Analysis

Date: April 29, 2021

Time: 9am-11am

Present: A. Abdi, J. Bjoraker, E. Colton, J. Danielson, S. Folly, B. Galuska, B. Her, B. Schmitz, M. Shuros, M. Quintana, L. Corey, A. Morawiecki

### Meeting #3- Prepare Findings

Date: May 13, 2021

Time: 9am-10:30am

Present: J. Bjoraker, E. Colton, J. Danielson, S. Folly, B. Galuska, M. Shuros, M. Quintana, L. Corey, A. Morawiecki



**III. WORKGROUP PURPOSE STATEMENT**

The purpose of the workgroup is to analyze whether we are working toward accomplishing the vision of objective 4 of the strategic plan based on our current implementation reality.

**IV. ESSENTIAL QUESTION**

What do we need to consider (staffing, materials, facilities) to realize the vision of objective 4 of SPPS Achieves?

**V. FINDINGS**

Summary: Our findings are organized around each of the desired state statements taken from the original design of the initiative. Under each desired state statement, there is a summary of any staffing, materials or facilities considerations. Some of the staffing, materials and facilities considerations are duplicated. At the end of the section, there is a non-duplicated summary of all needs and considerations based on our workgroup findings.

Desired State: Students in all grades engage in activities designed to encourage them to think about their future; these activities increase in focus as students advance in school such that students enter high school with an understanding of their future career interests and possibilities.		
Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>● MN State credentialed teachers to offer concurrent enrollment tied to career pathways and developmental coursework</li> </ul>	<ul style="list-style-type: none"> <li>● Lessons and materials that are accessible to all staff across the district. This can be accomplished using existing tools like Google Drive or Schoology</li> </ul>	<ul style="list-style-type: none"> <li>● Transportation to various career/postsecondary field trips/experiences</li> <li>● Centralized secondary space for shared resources/labs/classrooms/presentation to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways               <ul style="list-style-type: none"> <li>○ Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>○ Student transportation for centralized space</li> </ul> </li> <li>● Experiential spaces in each building               <ul style="list-style-type: none"> <li>○ While it is important to transport students to community-based spaces, instructional time is lost that we need access to these things in students' home buildings as much as possible</li> </ul> </li> </ul>



**Desired State: All students have a personal learning plan that ties their interests, strengths and values to high school course work including career pathways and long term post-secondary plans (college, military, credential/certification and career)**

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ Increase FTEs for counselors. Smaller ratios will ensure every student has consistent personalized counselor support in developing and updating their PLP</li> </ul>	<ul style="list-style-type: none"> <li>■ Stronger plan for differentiated PLPs for EL and Sped, and to scale it up with relevance to students 18-21 in transition programs.</li> <li>■ Physical and electronic communications with families (translated) about Xello, PLPs, Career Pathways, etc.</li> </ul>	N/A

**Desired State: Secondary students design a high school course plan as part of their personal learning plan to engage in early college and career pathway programming opportunities**

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ Increase FTEs for counselors. Smaller ratios will ensure every student has consistent personalized counselor support in developing and updating their PLP</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase district course offerings and supplemental courses available to students so they have access to a wider variety of courses that potentially connect to their interests, strengths and career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>■ Welcoming and prominent placement of Career Pathway Centers in each high school building</li> </ul>

**Desired State: The application of career and workplace skills and concepts is infused into academic instructional practices, with all career paths honored**

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ Collaborative curriculum writing time for CTE teachers and core content teachers to support career integration</li> <li>■ Ensure this is a professional development priority and incorporated into the district's multi-year PD plan</li> <li>■ Partner with SPFE so that they better understand this work</li> </ul>	<ul style="list-style-type: none"> <li>■ N/A</li> </ul>	<ul style="list-style-type: none"> <li>■ Centralized secondary space for shared resources/labs/classrooms/presentation to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways               <ul style="list-style-type: none"> <li>● Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>● Student transportation for centralized space</li> </ul> </li> </ul>

**Desired State: All high schools have career pathway opportunities that allow students to earn college credit and job related experiences that equip them for life after high school.**



Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ MNState credentialed teachers to offer concurrent enrollment tied to career pathways and developmental coursework</li> <li>■ Career Seminar communication plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Equipment, tools, and supplies to support Career Pathways</li> </ul>	<ul style="list-style-type: none"> <li>■ Centralized secondary space for shared resources/labs/classrooms/presentation to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways               <ul style="list-style-type: none"> <li>● Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>● Student transportation for centralized space</li> </ul> </li> </ul>

**Desired State: All secondary schools have an aligned system of career and college supports that includes appropriate staffing and maximizes college access partners so that the school community can identify and address specific student needs.**

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ Create a visual (i.e. structure/flow chart) that depicts how all individuals are connected to career pathways and their specific roles.</li> <li>■ Counseling staff at 18-21 sped transition programs to support students' continuation of PLPs (NOTE - this is staffed for SY22)</li> <li>■ SLT and Principal leadership on prioritizing PLP and Career Pathways work for the buildings and involving all staff</li> <li>■ Advisory/Foundations team to plan career related curriculum that is consistent across high school buildings</li> </ul>	<ul style="list-style-type: none"> <li>■ Advisory/Foundations plan to support the career related curriculum that is consistent across high school buildings</li> <li>■ Identification of SPPS family/student information sessions including translation services, should be designed and delivered to ALL SPPS students and families (Elementary, Middle &amp; High School Cohorts)</li> <li>■ Identification of host platform that allows unlimited participants so everyone is welcome (Live Stream)</li> <li>■ Career Pathway signage at every school (in Communications plan)</li> <li>■ Ensure logos at each school are inclusive or neutral</li> <li>■ Clearly defined process for Tier 4 licensed educators to add a CTE license via portfolio to bring effective educators into CTE and the Career Pathways</li> </ul>	<ul style="list-style-type: none"> <li>■ Centralized secondary space for shared resources/labs/classrooms/presentation to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways               <ul style="list-style-type: none"> <li>● Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>● Student transportation for centralized space</li> </ul> </li> </ul>

**Desired State: SPPS has partnerships with industry to support students and career pathways**

Staffing Needs	Materials Needs	Facilities Needs
N/A	N/A	<ul style="list-style-type: none"> <li>■ Centralized secondary space for shared resources/labs/classrooms/presentation</li> </ul>



		<p>to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways</p> <ul style="list-style-type: none"> <li>• Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>• Student transportation for centralized space</li> </ul>
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Desired State: Xello is implemented throughout grade K-12 programs as a tool to support student planning. Seesaw is implemented in PreK as a tool to support student planning.

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>■ Resources for PLPs for each building (ensuring there is support for Xello for counselor and teachers alike)</li> <li>■ Clearly defined counselor role and teacher roles (including SpEd &amp; EL) in Xello and PLPs</li> </ul>	N/A	N/A



**Comprehensive list of findings; no duplicates**

Staffing Needs	Materials Needs	Facilities Needs
<ul style="list-style-type: none"> <li>● Increase FTEs for counselors. Smaller ratios will ensure every student has consistent personalized counselor support in developing and updating their PLP</li> <li>● MNState credentialed teachers to offer concurrent enrollment tied to career pathways and developmental coursework</li> <li>● Resources for PLPs for each building (ensuring there is support for Xello for counselor and teachers alike)</li> <li>● Clearly defined counselor role and teacher roles (including SpEd &amp; EL) in Xello and PLPs</li> <li>● Outline of how positions are connected to college and career readiness work; clear expectations from district and building leadership reinforcing these roles</li> <li>● Create a visual (i.e. structure/flow chart) that depicts how all individuals are connected to career pathways and their specific roles.</li> <li>● Counseling staff at 18-21 sped transition programs to support students' continuation of PLPs (NOTE - this is staffed for SY22)</li> <li>● SLT and Principal leadership on prioritizing this work for the building</li> <li>● Advisory/Foundations team to plan career related curriculum that is consistent across high school buildings</li> <li>● Collaborative curriculum writing time for CTE teachers and core content teachers to support career integration</li> <li>● Ensure this is a professional development priority and incorporated into the district's multi-year PD plan</li> <li>● Partner with SPFE so that they better understand this work</li> </ul>	<ul style="list-style-type: none"> <li>● Advisory/Foundations plan to support the career related curriculum that is consistent across high school buildings</li> <li>● Lessons and materials that are accessible to all staff across the district. This can be accomplished using existing tools like Google Drive or Schoology</li> <li>● Identification of SPPS family/student information sessions including translation services, should be designed and delivered to ALL SPPS students and families (Elementary, Middle &amp; High School Cohorts)</li> <li>● Identification of host platform that allows unlimited participants so everyone is welcome (Live Stream)</li> <li>● Career Pathway signage at every school (in Communications plan)</li> <li>● Ensure logos at each school are inclusive or neutral</li> <li>● Clearly defined process for Tier 4 licensed educators to add a CTE license via portfolio to bring effective educators into CTE and the Career Pathways</li> <li>● Stronger plan for differentiated PLPs for EL and Sped, and to scale it up with relevance to students 18-21 in transition programs.</li> <li>● Physical and electronic communications with families (translated) about Xello, PLPs, Career Pathways, etc.</li> <li>● Equipment, tools, and supplies to support Career Pathways</li> </ul>	<ul style="list-style-type: none"> <li>● Centralized secondary space for shared resources/labs/classrooms/presentation to utilize teachers' experiences/training/licensure and postsecondary partners in effective and efficient ways               <ul style="list-style-type: none"> <li>○ Includes space for large groups to gather for specific presentations/speaker(s)</li> <li>○ Student transportation for centralized space</li> </ul> </li> <li>● Transportation to various career/postsecondary field trips/experiences</li> <li>● Welcoming and prominent placement of Career Pathway Centers in each high school building</li> <li>● Experiential spaces in each building               <ul style="list-style-type: none"> <li>○ While it is important to transport students to community-based spaces, instructional time is lost. Access to these things in students' home buildings is needed as much as possible.</li> </ul> </li> </ul>



**VI. LIST OF DATA SOURCES**

Data and documents consulted include:

- Implementation & action plans
- Logic Model
- Graduation rates

All sources can be found in our [meeting materials](#).