



Grant Details

01590 - FY17 Perkins IV Application

02001 - FY17 Great River Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Great River Consortium Perkins Application
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Applicant Organization: Great River Consortium
Grantee Contact: Norma Konschak
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Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Albany	01 public school district	745
Annandale	01 public school district	876
Becker	01 public school district	726
Big Lake	01 public school district	727
Buffalo	01 public school district	877
Delano	01 public school district	879
Foley	01 public school district	51
Holdingford	01 public school district	738
Howard Lake-Waverly-Winsted	01 public school district	2687
Kimball	01 public school district	739
Maple Lake	01 public school district	881
Melrose	01 public school district	740
Milaca	01 public school district	912
Monticello	01 public school district	882
Ogilvie	01 public school district	333
Paynesville	01 public school district	741
Rockford	01 public school district	883
ROCORI	01 public school district	750
Royalton	01 public school district	485
Sartell-St. Stephen	01 public school district	748
Sauk Rapids - Rice	01 public school district	47
St. Michael-Albertville	01 public school district	885
Wright Technical Center	51 vocational center	966
St. Cloud Technical & Community College		
St. Cloud Area School District	01 public school district	742

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

Our plan includes the development of POS in pathways available through the MnSCU system. It also includes implementation of TSA where appropriate for both secondary and post-secondary.

The development of POS helps us recognize: a) where our strongest CTE programs are in Great River Consortium, b) what capacity we have to build on our strengths, and c) that there is value in directing students to the CTE course that are available even if it is not considered a rigorous POS and that correct academic courses can also help with their transition to post-secondary.

Work cooperatively with local workforce centers, DEED, and local businesses to structure programs of high wage, high skill, high demand.

The consortium will benefit as a whole through continued discussion about POS and their usage in giving students a better sense of direction.

Wright Technical Center (WTC) added a Youth Apprenticeship program in 2015 and plans to offer a program called CEO, Creating Entrepreneurial Opportunities in 2016 to help meet the manufacturing needs of our area.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]
(5,000 word limit)

We analyze performance data as a Governing Board, share and discuss the data with college and secondary administration. Through this discussion we develop and adjust our strategies for the coming year. All CTE activities supported by Perkins funds are designed and delivered with the goal of meeting locally negotiated levels of performance; those that did not make FY16 targets will be addressed in the Improvement Plan(s).

The postsecondary measures are reviewed each year and shared with academic deans to determine appropriate action to improve performance. There has been a concentrated effort at SCTCC to improve retention and completion for all students. As demonstrated in the FY15 performance, we exceeded our negotiated target for Credentials, Certificates and Degrees. A deeper look into the data revealed that the college needs to find interventions to prevent student attrition, as 29% of the report year cohort was lost.

Postsecondary Perkins funds are expended to support students in CTE programs and to assist in their persistence; SCTCC utilizes "peer mentors" to provide a peer student connection for incoming students. Peer mentors assist in the early registration and advising days where students initially enroll at SCTCC.

Perkins funds will be used to fund faculty & staff professional development opportunities to identify and support students who may be at risk of stopping- or dropping-out. The academic advising center is working in conjunction with faculty advisors to establish and execute interventions for students who are in peril of being placed on academic warning due to GPA and/or course completion which can lead to suspension if students are not appropriately counseled.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)]
(5,000 word limit)

GRPC has an Administrative Advisory Board that includes high school administration. Various college personnel are involved in workforce discussions, planning and presentation at local/regional/state/national levels. Those involved share data, studies, demographic and immigrant urgency, and recommendations with many facets of the partnership including secondary teachers and administration. SCTCC is continuously informed of the changing workforce needs and shares that information with secondary.

The consortium realizes that attracting enrollment in CTE offerings both secondary and post-secondary is cyclical, thus we discuss information and opportunities with regional entities such as the Initiative Foundation, Workforce Center, Chamber of Commerce, Central Minnesota Manufacturers Association and Centers of Excellence and local industry partners.

All secondary CTE programs supported by Perkins have been approved by MDE to assure adequate size, scope and quality.

Discovery Academy (concurrent enrollment) offers high school depth in curriculum at college rigor, guided by shared advisory boards. National skill assessment standards are used in the DA course offerings (i.e. AYES, PLTW, EMSR).

Where appropriate CTE course/programs are supported by joint advisory committees.

TSA are implemented in appropriate secondary and post-secondary programs.

The curriculum in articulated courses are reviewed and aligned annually. This process includes annual review of articulation agreements, POS and TSA to expand the level of understanding and expectations throughout all professional levels of the consortium.

Articulation with universities to enhance the ladder opportunities for students is continuously in progress and shared.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)]
(5,000 word limit)

Consortium-wide experiences and opportunities expose students, teachers, and faculty to greater understanding of all aspects of the industry.

CTE instructors identify appropriate speakers, job site visits, field trips and tours for students.

Mentoring, internships, job shadowing, youth apprenticeships, and entrepreneurial experiences are available throughout the consortium. Additionally, Student Organizations and Work Based Learning provide instruction on "all aspects" of industry."

Advisory committees review curriculum, programs and facilities bringing "real world" problems/issues to the secondary level.

Students enrolled in several Perkins-eligible programs at SCTCC, complete "on the job" experiences prior to completing their degrees. These experiences include health career clinicals and internships in other program areas: business, manufacturing, transportation, and energy. Students in construction related programs work as a team on a house project building a new home; in FY2016 the students worked on tiny house projects, this project is slated to continue in FY17.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

GRPC encourages and supports professional development at the secondary and post-secondary level. Appropriate opportunities are shared with CTE personnel and the value of ideas are brought forward. We have accountability measures in place for secondary and post-secondary.

We encourage all CTE instructors in our Rigorous Programs of Study (Facilities and Mobile Equipment Maintenance and Manufacturing) to attend industry in-services and trainings.

All professional development activities include effective networking among teachers, counselors, administrators and other related professionals.

Articulation meetings/concurrent enrollment provides professional development options including curriculum and teaching methods discussions.

Professional development is also supported in collaboration with regional and statewide consortia members and MDE and MnSCU.

Consortium coordinators are currently working with non-CTE instructional staff (secondary) in various disciplines to become CTE certified.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Recruiting teachers and faculty to fill CTE vacancies at the secondary level is a challenge for our Consortium.

We provide support and advice to building administrators on filling secondary CTE teacher vacancies. Advisory committee members and professional networks used to broaden the pool of candidates for CTE teacher openings.

Consortium leadership is active in state wide teacher licensing discussions and networking with other CTE administrators around the state to fill CTE vacancies. Alternate teaching licensing is utilized in areas where there are not qualified CTE teachers or a license does not exist.

Faculty credentialing at the post-secondary level is discussed at articulation meetings; this is an informative exchange that can highlight the additional requirements for post-secondary CTE faculty with consideration of industry and program accreditation standards. Faculty credentialing is a critical element to maintaining and expanding concurrent enrollment opportunities in CTE.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

Formative and summative assessments are used in CTE programs.

SCTCC adheres to the requirements of national skill standard and the accrediting bodies of all programs.

All SCTCC programs have developed comprehensive course/program outcomes that are designated in assessment matrixes.

Student organization competitions are an indication of learning and skill development for secondary and post-secondary students, student and faculty participation is supported.

Secondary programs participate in the annual MDE data collection and analysis process.

Industry-recognized certifications earned by secondary students include: OSHA, First Aid CPR, ServSafe, and Nursing Assistant.

Consortium leadership will continue to attend state-led information and training sessions and attend national conferences associated with career pathways and CTE leadership development.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

Great River identifies Facility and Mobile Maintenance (transportation) as our Rigorous Program of Study. We started the process by meeting as a governing board to choose our rigorous programs. We have invested additional money in our 2015 and 2016 grant for program improvement in our selected areas and will continue funding in FY17.

As an effort to continue expand, grow and maintain high quality RPOS, we will integrate the principles of the Youth Apprenticeship model to develop programming to expose students to all facets of industry.

We will utilize the following method to assess viability of additional RPOS: 1) evaluate the curriculum depth among secondary and post-secondary program, 2) secure support of secondary and post-secondary administration, 3) bring together the secondary and post-secondary instructors, 4) present the Rigorous Program of Study Components and the

review process, 5) instructors will discuss the RPOS Components with advisory board members, 6) present RPOS to high school counselors, 7) implement the RPOS deemed viable.

The POS development process has helped provide an additional point of conversation between education and industry. It has also increased industry awareness and frustration regarding the barriers facing education in offering the courses and exploration desired by industry. It has opened opportunities of discussion with Guidance Counselors to better understand technical education and the alignment of academic courses.

During FY2017, GRPC will continue to work on the implementation of an additional RPOS in the Manufacturing Career Path. Manufacturing is a dominant industry in the region and employers have indicated a strong need for well-prepared workers. The initial phase will include identification of information sources: DEED Labor Market and Demographic data, regional employer input and curriculum review at both the secondary and post-secondary level. Since the Manufacturing Career Pathway encompasses so many occupational areas the GRPC Governing Board identified it as a good candidate to expand the RPOS inventory.

Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

1. GRPC (Great River Perkins Consortium) has 1228 total programs of study with 71 unique pathways completed and approved under our local system. GRPC uses the Rigorous POS Framework for improvement planning.
2. GRPC will continue to implement TSA's in appropriate classrooms for secondary and in college programs with state approved assessments. We will use the TSA data as a basis for program improvement at both levels.
3. Our current Rigorous POS is Automotive Technology and we will employ the ROPS evaluation process for adding Manufacturing in FY17.
4. SCTCC intends to deploy the DACUM process to evaluate curriculum alignment to current job expectations for select occupations. The process will be a collaborative effort among educators (secondary & post-secondary), employers, and high-performing incumbent workers.
5. Develop and implement opportunities for Special Population students. Specifically, GRPC supports Summer Career Academies that serve 50 students who are ELL or have an IEP. There are four academies: Business, Entrepreneurship, Administration and Marketing (BEAM); Health Care Service (HCSA); Digital Media (DMA) and Science, Technology, Engineering and Math (STEM). **Please see Goal 3.**

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R5 Professional Development , R10 Collaboration, P2 Counseling
Strategies	
<ol style="list-style-type: none"> 1. Annual meeting with Counselors with focus on CTE, student transfer and work-based learning. 2. Appropriate CTE staff will attend professional development activities germane to their program area. 3. Expansion of the post-secondary/secondary faculty trainings to CTE areas. (modeled after the previous training in Auto Service) 4. Post-secondary funding will be provided to CTE faculty to participate in professional development activities, including but not limited to classroom instructional techniques, classroom management, faculty internships, and industry related training. 	
Outcomes	
Professional development opportunities are available to all CTE teachers/faculty	
Measures	
Secondary and Post-secondary staff attend, document, and share the outcomes of their experience with appropriate audiences.	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$38,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$3,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$41,000.00
Total	\$49,000.00
Goal 1 Objectives 2	
Use of Funds*	R1 Academic Integration , P6 Mentoring/Support Services

Strategies

1. Development course/programs assessment models in all career and technical programs
2. Academics in CTE workshops will be provided to interested CTE/Academic
3. SCTCC will focus strategies to assist CTE students to complete Certificates, Diplomas and Degrees
4. SCTCC will support the completion and retention initiatives to improve program completion measures utilizing advising staff, faculty advisors and peer mentors to engage students.

Outcomes

All CTE students will show improvement in academic and technical skills. Improvement in measures 2P1, 3P1, 1S1 and 1S2

Measures

Post-secondary will continue assessment planning for targeted college programs.

Secondary student as will meet proposed state targets Notable improvement in post-secondary performance measures. Secondary workshop participation

Reallocation Explanation

Post-Secondary Required Activities	\$5,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,500.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$11,500.00

Goal 1 Objectives 3

Use of Funds* R1 Academic Integration , R2 Programs of Study

Strategies

1. Provide appropriate early college opportunities to secondary students through Discovery Academy (concurrent enrollment).
2. Adhere to college-ready standards for students participating in Discovery Academy, share expectations with secondary partners through communication and faculty mentors.
3. GRPC institutions will continue to articulate entry level CTE courses as recognized through faculty meetings and curriculum review with specific attention to course content.
4. Participate/support articulation website (CTEcreditMN.org) architecture and functionality that serves 15 consortium partners to catalog articulation agreements and credits earned by students.

Outcomes

Opportunities for early college are available to all participating secondary school districts

Measures

Continue longitudinal reporting. Create baseline data Materials will be made available to all partners

Reallocation Explanation

Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,000.00

Goal 1 Objectives 4

Use of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P10 Student Transition

Strategies

1. Teachers/faculty will review and discuss POS and TSA during consortium curriculum/articulation meetings and secondary Annual program reviews

2. Area industry leaders will offer feedback to POS during Advisory Board meetings annually
3. CTEcreditMN.com is used as information sharing and distribution tool for articulation
4. SCTCC will continue to refine components of the completion and retention initiatives to improve program completion measures. Components may include further distribution of completion information, professional development for faculty and advisors, awareness campaigns for students, and other activities.

Outcomes

1. Students, Parents, Teachers/faculty, counselors and administration are involved and informed in the development of Programs of Study.
2. Secondary and post-secondary instructors will review, improve and approve articulation agreements in 5 Career Fields: Business, Management & Administration; Arts, Communications & Information Systems; Engineering, Manufacturing & Technology; Health Science Technology; and Human Services.
3. GRPC students will have opportunities to earn college credit.

Measures

Meeting schedules and minutes Articulation agreements. Data entry completion in POS templates.
 Anecdotal comments and evaluation.
 Articulated College Credit information and resources will be available and shared by all CTEcreditmn.com partners.

Reallocation Explanation

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$7,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$22,000.00

Goal 1 Objectives 5

Use of Funds* R2 Programs of Study, R6 Assessment

Strategies

1. We will identify and implement secondary and postsecondary technical skill assessments in state approved POS. TSA's in place in appropriate pathways. Secondary: Therapeutic Services, Welding, Early Childhood, Auto , Marketing (Merchandising), Pro-Start and Construction. Post-secondary: Accounting, Network Administration, Dental Assisting, Dental Hygiene, Surgical Technician, Nursing (Mobility), Practical Nursing, Cardiovascular Technology, Paramedicine, Diagnostic Sonography, Auto Body, Auto Tech, Medium Heavy Truck, Sales and Management, Admin Supports, Energy Technical Specialist, Carpentry, Electrical Construction, Plumbing, Water Environment Technology, Health Information Technology, Machine Tool Technology, Welding/fabrication, Instrumentation Process Control, Culinary, Child and Adult Care & Education/Paraprofessional Ed.
2. Secondary and Post-secondary will use the results of TSA for program improvement.
3. Purchase testing support materials

Outcomes

Valid and reliable TSA's will be purchased.
 State proposed targets will be met.

Measures

The TSA's are given and scores are documented Students will be assessed in appropriate areas.

Reallocation Explanation

Post-Secondary Required Activities	\$6,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,500.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,000.00
Total	\$22,500.00

Goal 1 Objectives 6

Use of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
<ol style="list-style-type: none"> 1. Secondary Districts will purchase equipment, technology, and instructional supplies to enhance their programs of study 2. MCIS is purchased for ISD's using the secondary reserve allocation to address the rural needs of our consortium. 3. Post-secondary Basic & Reserve grant funds will be used to acquire CTE program equipment that meets industry standards with emphasis on technologically current equipment. 4. SCTCC will facilitate to use of the DACUM process for select CTE programs & occupation evaluation. Target 3-4 evaluated during FY17 5. FY2017 GRPC will declare a rigorous program of study in the manufacturing career cluster. 	
Outcomes	
<ol style="list-style-type: none"> 1. Programs of Study (POS) are developed to assist student in course/career planning 2. Improved CTE Programs through new equipment and technology that support POS. 3. Students have an understanding of Careers and POS available. 4. Students see the benefits of high school graduation and post-secondary education 5. RPOS packet will be compiled for the Manufacturing Career Cluster 	
Measures	
<p>Document quantitative and qualitative data for continuous improvement.</p> <p>Maintain required secondary database of approved equipment.</p> <p>Improvement on 2S1 Data.</p> <p>Material investment in state of the art equipment for post-secondary CTE programs.</p> <p>Completed DACUM evaluation for 3-4 CTE programs/occupations.</p> <p>Completed RPOS packet for Manufacturing will be submitted to State CTE.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$20,491.92
Post-Secondary Permissible Activities	\$16,840.04
Post-Secondary Reserve	\$29,277.13
Post-Secondary Admin Cost	\$4,007.18
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$70,616.27
Secondary Required Activities	\$56,900.00
Secondary Permissible Activities	\$45,054.92
Secondary Reserve	\$26,350.67
Secondary Admin Cost	\$10,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$138,305.59
Total	\$208,921.86

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

1. GRPC (Great River Perkins Consortium) will provide support for teachers and student organizations to encourage growth and participation.
2. GRPC will support opportunities for teachers and students to interact and tour industries of interest.
3. GRPC will continue to include secondary schools in college advisory committee meetings to promote improved alignment and understanding.
4. GRPC will continue to partner with Workforce Center, Chamber of Commerce, CMMA, and 360 Center of Excellence and other appropriate agencies as opportunities arise.
5. GRPC will continue to support worked based learning programs and the WTC Youth Apprenticeship program. For FY2017 expected enrollment of 50 students.
6. GRPC will provide support to WTC's Creating Entrepreneurial Opportunities program. For FY2017 expected enrollment of 50 students.
7. GRPC will continue to support the brokering of service among schools and other post-secondary institutions. Especially in the area of agriculture. Relationships with Ridgewater College, Pine Technical College and Central Lakes College will be sustained.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P3 Work-Based Experiences
Strategies	
<ol style="list-style-type: none"> 1. CTE faculty & staff will collaborate with local business/industry 2. CTE faculty & staff will plan and support educational exploration and work based learning opportunities. 3. SCTCC will host and fund instructional positions for Summer Career Academies. 4. WTC will provide a Youth Apprenticeship program. (New RPOS area) 5. Wright Technical Center will provide a program called CEO, Creating Entrepreneurial Opportunities. 	
Outcomes	
<ol style="list-style-type: none"> 1. Participants have a better understanding of educational/career options. 2. Participants see the benefits of high school graduation and post-secondary education. 3. Summer Career Academy participants will explore education and career options in 4 broad career areas: STEM, Business, Health Care and Digital Media Students have the opportunity to learn from local business. 4. Real-world, real-life work experiences for students 5. Increased support of CTE programs from local businesses 6. Increased enrollment in CTE programs 	
Measures	
Work based learning opportunities are developed for CTE students.	
SCTCC and other partnership colleges will see increased college or other certificate model enrollment and completion to increase the numbers and improve the skills of the available workforce.	
Document student membership and involvement	
Document business participation	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 2	
Use of Funds*	R6 Assessment , R10 Collaboration, P1 Advisory Committees
Strategies	
<ol style="list-style-type: none"> 1. Maintain program review processes for Secondary CTE programs. 2. SCTCC has fully implemented the MnSCU Policy and Procedure 3.30 College Advisory Program Committees. 3. Advisory Committees are engaged in many aspects of CTE programs including curriculum review. 4. Secondary and Post-secondary coordinators participate on SBTEC/Workforce Center committees: Youth Council & MOU/FIRST Team 5. Partner with Workforce Centers to impact work readiness and provide work-based learning opportunities 6. Post-secondary will align (as appropriate) initiatives to complement the work of other agencies under the provisions of WIOA, specifically associated with manufacturing and healthcare sectors. 7. Joint task group will utilize DACUM process for curriculum and job skill alignment. 	
Outcomes	
<ol style="list-style-type: none"> 1. All secondary CTE programs will update program approval information anytime there is staff, curriculum, and/or course change. 2. College programs will complete the Program Review process or demonstrate continued program accreditation. 3. All CTE programs at SCTCC and secondary districts will meet with advisory committee at least twice during the academic year. 4. DACUM profiles for 3-4 occupations will be completed. 	
Measures	
SCTCC programs will maintain and attain program accreditation/certification from appropriate agencies. Secondary and SCTCC programs will use feedback from advisory committee to implement program and/or curriculum changes.	

All secondary CTE programs have updated program approval on file with MDE.

Reallocation Explanation

Post-Secondary Required Activities	\$1,700.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,700.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$9,700.00

Goal 2 Objectives 3

Use of Funds* R3 All Aspects of an Industry, R5 Professional Development , P1 Advisory Committees, P5 Student Organizations

Strategies

1. Secondary and Post-secondary will collaborate with industry to assist in CTE program growth and development. (Advisory Boards and Student Organizations)
2. Plan and support high school CTE students with campus/industry exploration opportunities
3. Provide support for students and supervising staff to participate in local, state, regional, or national student organizations and CTE activities
4. Provide support for school and community members to attend and participate in local and/or joint advisory group meetings on a consortium wide basis. Advisory groups will discuss wage, demand and work readiness issues with program advisories/industry partners
5. Provide support for students and/or instructors to visit businesses, industrial sites and post-secondary CTE programs

Outcomes

CTE Programs will incorporate all Aspects of the Industry in their programs.

Strengthen CTE programs

Measures

CTE programs will develop and maintain advisory committees, document membership and participation

CTE programs will support student organizations, Document members and participation

Reallocation Explanation

Post-Secondary Required Activities	\$10,047.45
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$1,087.37
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,134.82
Secondary Required Activities	\$18,500.00
Secondary Permissible Activities	\$37,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$56,500.00
Total	\$72,634.82

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

1. Develop and implement opportunities for Special Population students.
2. Focus resources on serving special population students in CTE programs that lead to family sustaining wages.
3. Improve completion and success rates of special population students.
4. Improve SCTCC tutoring processes to increase retention and completion in non-traditional and other populations.

Our Consortium is committed to ensuring that students from special populations have equal access and success in our CTE programs!

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
4a. We will follow all processes and procedures relative to discrimination	
Outcomes	
4. No discrimination will be tolerated	
Measures	
4. In adherence to MDE/MnSC policy all complaints are investigated immediately and brought to resolution	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology, R10 Collaboration
Strategies	
<ol style="list-style-type: none"> 1. We will provide a training session for new district staff who work with the "P File" 2. SCTCC will provide focused academic support for CTE students (tutors & accommodates) 3. SCTCC will use Star Fish Early Alert system to provide timely interventions for at risk students. 	
Outcomes	
<ol style="list-style-type: none"> 1. Districts will complete "P file" data reports and use accurate data to make program improvement decisions. 2. Students will experience increased retention, completion, and academic success. 	
Measures	
Accurate and timely data	
SCTCC will increase retention and completion rates	
Reallocation Explanation	
Post-Secondary Required Activities	\$38,620.46
Post-Secondary Permissible Activities	\$41,489.20
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$84,115.14
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$84,115.14
Goal 3 Objectives 3	
Use of Funds*	R8 Size/Scope/Quality, R9 Special Populations
Strategies	
1. Provide students opportunities to explore non-traditional careers through summer camps, career fairs, field trips and classroom actives	
Outcomes	
Students will have a better understanding of non-traditional career opportunities Increase awareness of local CTE programs	
Measures	
Improvement on 6S1 and 6S2 percents	
Improvement on 5P1 and 5P2	
Increased enrollment in both traditional and nontraditional CTE programs	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 3 Objectives 4

Use of Funds*	R9 Special Populations, P3 Work-Based Experiences
Strategies	
Provide students from special populations supported opportunities to explore careers.	
Outcomes	
Students from special populations will have increased opportunities for college and career planing and development.	
Measures	
Special pop students will successfully complete a work-based learning opportunity.	
Students see the benefits of high school graduation and post secondary education	
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 3 Objectives 5

Use of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling
Strategies	
We will provide a summer career academy for high school students	
Outcomes	
Students will have a better understanding of CTE program choices in our consortium.	
Measures	
A minimum of 25 students on IEP's and 25 ELL will successfully complete a summer career academy in a field of interest to them	
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$9,000.00
Post-Secondary Total	\$9,000.00
Secondary Required Activities	\$17,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$17,500.00
Total	\$26,500.00

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions**Goal 4 Narrative:**

Great River has a long history of working with neighboring consortia.

1. SCTCC will continue collaboration with multiple agencies to provide exposure and early credit options to students in CTE Programs of Study
2. SCTCC will continue to explore and improve transition models. SCTCC is initiating advising and intervention tactics to assure students complete CTE programs.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	P10 Student Transition
Strategies	
1. Continue interaction with Workforce Center executive group for workforce coordination and NCRC evaluation of our students	
2. Collaboration with 360 Center of Excellence- in promoting on-line CTE learning options	

3. Contribute to regional efforts under WIOA to strengthen education/employment in healthcare and manufacturing sectors.

Outcomes	
Improved transition of adult learners into education and workforce (including military veterans, underemployed, and unemployed adults)	
Measures	
Reports on opportunities are available upon request All initiatives increase the available workforce with skills appropriate to current industry needs.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$9,846.30
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$9,846.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$9,846.30

Goal 4 Objectives 2

Use of Funds*	R1 Academic Integration
Strategies	
1a. Promote shared resources – as possible (materials and personnel) 1b. Partner with secondary to guide students to SCTCC Reading Boot Camp program to prepare for placement test.	
Outcomes	
1a. CTE students will improve their college-ready skills.	
Measures	
Less remediation will be required for students transitioning from secondary to post-secondary. Serves minimum of 100 students per year	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 3

Use of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
3. Provide staffing and website to help school districts with brokering activities	
Outcomes	
Students and Staff will have knowledge of and access to opportunities both within and outside the consortium.	
Measures	
Maintain CTE Enrollment Increase usage of articulated credit	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 4 Objectives 4	
Use of Funds*	P10 Student Transition
Strategies	
1. SCTCC will utilize Peer Academic Mentors for incoming students. The expectations of this program is that it will provide new CTE students information and planning resources related to academic and CTE education preparation; expectations for success, and graduation. This initiative will promote early peer connections among students and provide a network for incoming students to access as they begin their educational endeavor.	
2. SCTCC faculty and staff will utilize the Starfish early alert system to identify students who may be having academic or attendance difficulties.	
3. SCTCC will add a position of Retention Specialist to focus on initiatives designed to assist students in their program completion.	
Outcomes	
Improved student retention and completion for students entering CTE programs	
Measures	
Improved Fall to Fall retention, and completions rates for student pursuing CTE program awards.	
Reallocation Explanation	
Post-Secondary Required Activities	\$39,385.21
Post-Secondary Permissible Activities	\$13,800.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$56,336.79
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$56,336.79

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Great River Consortium has a strong and viable leadership structure of a five member governing board that meets monthly to plan, develop, coordinate, and problem solve all aspects of the grant. Three members of the governing board each serve as Secondary Perkins Coordinator for multiple school districts to assure that the smaller schools have a voice at the table. The districts number 2, 7 and 13 for these coordinators.

The GRPC Secondary Perkins Coordinators work with their respective school districts to monitor and evaluate locate district needs; assist districts with the expansion and improvement of CTE programs. Perkins coordinators serve as the primary resource for districts with respect to Perkins processes for fiscal and s programs of study planning.

We also have a committed Advisory Board of high school administration who meet annually for reporting and feedback.

The group is working extremely well and we will be continuing this process in FY17.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R8 Size/Scope/Quality, R10 Collaboration
Strategies	
1. Continue to use post-secondary data sources to evaluate student transition, retention, and success	
2. Continue to collect and use MDE data	
Outcomes	
Data is used to evaluate student success and continuous improvement planning	
Measures	
Data reports and planning strategies	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.58

Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$416.67
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,416.67
Total	\$10,816.25

Goal 5 Objectives 2

Use of Funds* R8 Size/Scope/Quality, R10 Collaboration

Strategies

1. Use our communication plan and process to ensure clear communication among consortia membership.
2. Expand network of participants to promote CTE activities

Outcomes

Members are aware of consortia policies and practices.

Members are aware of consortium CTE activities

Measures

Policies and procedures are distributed to all partners. Increased numbers of CTE participants

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.59
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.59
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$22,500.00
Total	\$26,899.59

Goal 5 Objectives 3

Use of Funds* R8 Size/Scope/Quality, R10 Collaboration

Strategies

Continue regularly scheduled meetings with Steering and Advisory Boards.

Outcomes

GRPC member institutions are informed and engaged.

Measures

Accurate information is maintained and disseminated to member institutions, MDE, and MnSCU.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.58
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,500.00
Total	\$14,899.58

Goal 5 Objectives 4

Use of Funds* R10 Collaboration

Strategies

The GRPC Perkins Coordinators will provide consortium wide coordination and collaboration with grant partners to administer our grant and achieve grant outcomes.

Outcomes	
Accurate reports are submitted according to State timelines	
Measures	
Expenditures match grant objectives and UFARS reports.	
Grant objectives are met.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$200.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$889.92
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,489.50
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$13,489.50

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$16,176.74
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$17,586.54

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$55,491.92	\$23,840.04	\$29,277.13	\$0.00	\$0.00	\$112,616.27	\$125,900.00	\$45,054.92	\$26,350.67	\$0.00	\$0.00	\$211,305.59	\$323,921.86

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$11,747.45	\$10,000.00	\$0.00	\$0.00	\$0.00	\$22,834.82	\$21,500.00	\$37,000.00	\$0.00	\$0.00	\$0.00	\$59,500.00	\$82,334.82

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal													

3 Total	\$38,620.46	\$41,489.20	\$9,000.00	\$0.00	\$0.00	\$93,115.14	\$26,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,500.00	\$119,615.14
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Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$39,385.21	\$23,646.30	\$0.00	\$0.00	\$0.00	\$66,183.09	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$67,183.09

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$17,598.33	\$200.00	\$0.00	\$0.00	\$0.00	\$18,688.25	\$46,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,416.67	\$66,104.92

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$162,843.37	\$99,175.54	\$38,277.13	\$0.00	\$0.00	\$313,437.57	\$220,400.00	\$82,054.92	\$26,350.67	\$0.00	\$0.00	\$345,722.26	\$659,159.83

Secondary Budget Details

Description	File Name	File Size
GRPC FY2017 Secondary Budget Sheet	FY2017 Secondary-Budget-Supplemental-Sheet.xlsx	71 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$6,000.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
1P1-	
SCTCC will evaluate each of the TSAs included in the measure and review that the TSA is an appropriate match to the program content and outcomes.	
Resources Needed*	TSA Result reports and CTE faculty time.
Timeline*	FY2017
Person(s) Responsible*	CTE Faculty
How will progress be documented?*	Selection of substitute TSA or curricular changes identified from TSA evidence.
Sub-populations or groups where gap exists:*	n/a
Describe any contextual factors that might contribute to this gap:*	It has been determined that the TSA associated with the Marketing program (14.29% pass rate) is a mismatch between the program content outcomes and the assessment tool. There appears to be an anomaly in the Accounting TSA as the rate is significantly lower than previous years; will monitor patter in future.
Further Information	
CTE Faculty receive the results of their individual TSAs; it is expected that the faculty are reviewing the composite and individual student scores to determine if there is a pattern of poor performance on specific topics. This observation should inform the faculty member of curricular areas that may need some revision.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
3P1-	
We will investigate to determine the root cause of not meeting this performance measure. Increase student, faculty, staff, and institutional awareness of this measure and employ strategies to improve future performance. Engage students, faculty and staff in efforts to improve performance. We will request technical assistance for the State CTE staff to assist in the investigation of the performance measure.	
Resources Needed*	Access to correct data set to drill-down from measure to program to individual students. Personnel to work with students. Personnel to create and provide training. Non-personnel funds for materials and meeting resources. Personnel to manage campaign messaging and activities. Non-personnel budget for materials. Continued investment in Starfish user license
Timeline*	FY2017 and Beyond
Person(s) Responsible*	CTE Faculty, Communications department, Academic and Student Affairs Administration, Staff and faculty advisors, Accommodations Specialist, Counselor for Students with Disabilities
How will progress be documented?*	Monitoring of student success data (EPM11 & ISRS). Intervention development and training for faculty and staff. A log of all activities related to this strategy will be maintained noting the date, time, student participation and CTE programs represented. Agendas from training opportunities and the posting of materials for easy access and reference. Campaign materials; dates of campaign. Count of graduation applications completed by CTE students. Use and frequency reports from the Starfish system.
Sub-populations or groups where gap exists:*	n/a
Describe any contextual factors that might contribute to this gap:*	Due to the conjoined nature of measures 2P1 and 3P1, SCTCC had realized a significant performance improvement and had met the target for 2P1. We have identified a third element that contributes to the performance on both measures and that is student attrition. we need to manage the attrition rate in CTE programs to remain below 23% to impact both 2P1 and 3P1.
Further Information	
Academic and Student affairs administration and staff are involved in the process to improve student retention and completion. In addition to the Perkins performance measures that are the subject of this improvement plan; SCTCC uses the MnSCU Strategic Framework Performance measures for student retention and completion to inform strategies and actions.	
Improvement Plan Supporting Documents (optional, not required)	

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
5P1- SCTCC has previously surveyed students and staff to determine if there are any gaps in service to nontraditional students, to date, no gaps were readily identifiable. SCTCC will utilize the student level data to identify students in the 2016 & 2017 Reporting cohort who are remain enrolled in their programs of study; these students will be contacted by advisors and other staff to assure students have the necessary resources to continue to participate in CTE. Further review of SCTCC's data will be used to identify patterns of student program selection, completion, stop-out and/or dropout. Although the performance target was not met, there was an improvement in performance from the prior reporting year (13.44%). This may be attributed to the efforts of early engagement with students through advising and early warning systems.	
Resources Needed*	Continued investment in Starfish user license. Personnel to create and provided training. Non-personnel funds for materials and meeting resources Personnel to manage campaign messaging and activities, non-personnel funds for materials
Timeline*	FY17
Person(s) Responsible*	CTE Faculty, Academic Advisors, Communications department, Academic and Student Affairs Administration and staff.
How will progress be documented?*	Use and frequency reports from Starfish system. Campaign materials, dates of campaign, Count of graduation application completed by CTE students.
Sub-populations or groups where gap exists:*	Further data analysis is needed to identify sub-groups, if any.
Describe any contextual factors that might contribute to this gap:*	NA
Further Information	
Academic and Student affairs administration and staff are involved in the process to improve student retention and completion. In addition to the Perkins performance measures that are the subject of this improvement plan; SCTCC uses the MnSCU Strategic Framework Performance measures for student retention and completion to inform strategies and actions.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Improvement Plan 3P1.docx

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	86.30
Actual Performance:	79.83
General strategies planned to improve performance:	
SCTCC will evaluate each of the TSAs included in the measure and review that the TSA is an appropriate match to the program content and outcomes. Program faculty will assess the alignment of the TSA to program curriculum objectives. Possible outcomes include, selection of another TSA or curricular changes identified from the TSA evidence. Comments or context for actual performance (optional): It has been determined that the TSA associated with the Marketing program (14.29% pass rate) is a mismatch between the program content outcomes and the assessment tool. There appears to be an anomaly in the Accounting TSA as the rate is significantly lower than previous years; will monitor pattern in future.	
Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	32.02
Actual Performance:	28.10
General strategies planned to improve performance:	
We will investigate to determine the root cause of not meeting this performance measure. Increase student, faculty, staff, and institutional awareness of this measure and employ strategies to improve future performance. Engage students, faculty and staff in efforts to improve performance. We will request technical assistance for the State CTE staff to assist in the investigation of the performance measure. Comments or context for actual performance (optional): Due to the conjoined nature of measures 2P1 and 3P1. SCTCC had realized a significant performance improvement and had met the target for 2P1. We have	

Due to the conjunct nature of measures 2P1 and 2P2, SCTCC has realized a significant performance improvement and has met the target for 2P1. We have identified a third element that contributes to the performance on both measures and that is student attrition. We need to manage the attrition rate in CTE programs to remain below 23% to impact both 2P1 and 3P1.

Improvement Report 3

Indicator Not Met:	5P2 – Nontraditional completion
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Negotiated Performance:	15.60
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Actual Performance:	14.54
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General strategies planned to improve performance:

SCTCC has previously surveyed students and staff to determine if there are any gaps in service to nontraditional students, to date, no gaps were readily identifiable. SCTCC will utilize the student level data to identify students in the 2016 & 2017 Reporting cohort who are remain enrolled in their programs of study; these students will be contacted by advisors and other staff to assure students have the necessary resources to continue to participate in CTE. Further review of SCTCC's data will be used to identify patterns of student program selection, completion, stop-out and/or dropout.

Comments or context for actual performance (optional):

Although the performance target was not met, there was an improvement in performance from the prior reporting year (13.44%). This may be attributed to the efforts of early engagement with students through advising and early warning systems.

Rigorous Program of Study**Rigorous Program of Study 1**

State-Approved Rigorous Program of Study*	Facility and Mobile Equipment Maintenance
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RPOS submitted with 10 components	GreatRiver_BuffaloHS_Facility and Mobile Equipment Maintenance _ MN Programs of Study _ ISEEK.pdf
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Programs of Study**Programs of Study 1**

Career Fields	Business, Management, & Administration
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Career Clusters	Finance
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Career Pathways	Accounting
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In which CTE Program?	Accounting AAS
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At which High School? College?	St Cloud Technical & Community College
---------------------------------------	--

State-Approved Secondary Assessments	
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State-Approved Postsecondary Assessments	NOCTI Accounting Advanced Assessment
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In which course (use course code) or at what time in the program?	end of program prep for final exam
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Programs of Study 2

Career Fields	Arts, Communication & Information Systems
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Career Clusters	Information Technology
------------------------	------------------------

Career Pathways	Network Systems
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In which CTE Program?	Network Systems
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At which High School? College?	St Cloud Technical & Community College
---------------------------------------	--

State-Approved Secondary Assessments	
---	--

State-Approved Postsecondary Assessments	MTA Windows Server Administration Fundamentals Exam
---	---

In which course (use course code) or at what time in the program?	end of program
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Programs of Study 3

Career Fields	Health Science Technology
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Career Clusters	Health Science
------------------------	----------------

Career Pathways	Therapeutics Services
------------------------	-----------------------

In which CTE Program?	Dental Assisting
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At which High School? College?	St Cloud Technical & Community College
---------------------------------------	--

State-Approved Secondary Assessments	
---	--

State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
---	--

In which course (use course code) or at what time in the program?	end of program
--	----------------

Programs of Study 4

Career Fields	Health Science Technology
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Career Clusters	Health Science
------------------------	----------------

Career Pathways	Therapeutics Services
------------------------	-----------------------

In which CTE Program?	Dental Hygiene
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At which High School? College?	St Cloud Technical & Community College
---------------------------------------	--

State-Approved Secondary Assessments	
---	--

State-Approved Postsecondary Assessments	Minnesota Board of Dentistry, Dental Hygiene License Exam
In which course (use course code) or at what time in the program?	end of program
Programs of Study 5	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Surgical Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Certified Surgical Assistant (CSA) Exam, National Surgical Assistant Association (NSAA)
In which course (use course code) or at what time in the program?	end of program
Programs of Study 6	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing Mobility
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	end of program
Programs of Study 7	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Practical Nursing
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - State License Exam
In which course (use course code) or at what time in the program?	end of program
Programs of Study 8	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Cardiovascular Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Cardiovascular Credentialing International (CCI)—Registered Cardiovascular Invasive Specialist Examination (RCIS)
In which course (use course code) or at what time in the program?	end of program
Programs of Study 9	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Paramedicine
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	NREMT Practical and CBT exams - end of program
Programs of Study 10	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Diagnostic Sonography
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Registry for Diagnostic Medical Sonography (ARDMS)—Registered Diagnostic Medical Sonographer Examination (RDMS)
In which course (use course code) or at what time in the program?	

what time in the program?	end of program
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Programs of Study 11

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Early Childhood Family Education
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
In which course (use course code) or at what time in the program?	end of program

Programs of Study 12

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Body
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Collision Repair and Refinish Certification Test
In which course (use course code) or at what time in the program?	end of program

Programs of Study 13

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Technician
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Automobile Service Consultant Certification Test
In which course (use course code) or at what time in the program?	end of program

Programs of Study 14

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Medium Heavy Truck
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Automotive Service Excellence (ASE) - Medium - Heavy Truck Certification Test
In which course (use course code) or at what time in the program?	end of program

Programs of Study 15

Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Early Childhood Career
At which High School? College?	Buffalo
State-Approved Secondary Assessments	NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	090201

Programs of Study 16

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Welding
At which High School? College?	Buffalo
State-Approved Secondary Assessments	NOCTI - Welding
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	172306

Programs of Study 17

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Tech
At which High School? College?	Buffalo
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Automobile - Auto Service Technology
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	170302

Programs of Study 18	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Merchandising
In which CTE Program?	Marketing II
At which High School? College?	Sauk Rapid
State-Approved Secondary Assessments	Marketing & Business Administration (MBA) Research & Curriculum Center Marketing Management
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	040800

Programs of Study 19	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Pro Start
At which High School? College?	Sauk Rapids
State-Approved Secondary Assessments	Food Safety Administration - Prostart
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	090301

Programs of Study 20	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Science Careers
At which High School? College?	Buffalo
State-Approved Secondary Assessments	NOCTI - Therapeutic Services
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	070300

Programs of Study 21	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Administrative Supports
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	end of program

Programs of Study 22	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Careers
At which High School? College?	Buffalo
State-Approved Secondary Assessments	NOCTI - Carpentry
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	17100

Programs of Study 23	
Career Fields	Engineering, Manufacturing & Technology

Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Energy Specialist
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program-Edison Elec Institute: POSS & MASS

Programs of Study 24	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Carpentry
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	NCCER exam end of program

Programs of Study 25	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Instrumentation Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program-Edison Elec Institute: POSS & MASS

Programs of Study 26	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Production
In which CTE Program?	Machine Tool Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - CNC Milling & Turning Technology
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 27	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Production
In which CTE Program?	Welding Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SENSE - Welding
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 28	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	Culinary Arts
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Culinary Arts - Level I - Prep Cook
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 29	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Merchandising

In which CTE Program?	Sales and Management AAS
At which High School? College?	St Cloud Technical and Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Assessment of Skills and Knowledge (A*S*K) Business Fundamental Marketing Concepts Certification Exam from A*S*K Business or from NOCTI
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 30

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Electrical Construction Tech
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Skills USA - Electrical Construction
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 31

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Plumbing
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Plumbing
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 32

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Water Environment Technology
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Department of Health (MDH)/ Minnesota Pollution Control Agency - Class D Wastewater Operator Exam
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 33

Career Fields	Human Services
Career Clusters	Education and Training
Career Pathways	Teaching/Training
In which CTE Program?	Paraprofessional Educator
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Basic
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 34

Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Programming and Software Development
In which CTE Program?	Computer Programmer
At which High School? College?	St Cloud Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Certiport - Microsoft Technology Associate (MTA) Windows Development Fundamentals
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 35

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Health Information Technology
At which High School? College?	St Cloud Technical & Community College

State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Health Informatics Management Association (AHIMA) - AHIMA Certification - Registered Health Informatics Technician (RHIT)
In which course (use course code) or at what time in the program?	End of Program

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$24,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 66.0%

Coordinator Budget:* \$78,052.07

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Norma Kanschak	Dir. Academic Accountability	000000	\$78,052.07	01065562 Director of Academic Accountability.docx
John Bjork	CLA-Accomodations Specialist	000000	\$37,120.46	01100154 Bjork CLA2 March 2015.doc
Kerby Plante	Director, Center for Academic Success	000000	\$26,161.60	01100147 Plante CAS Director.doc
Jill Jochum	Accounting Officer	000000	\$6,157.42	01017237 Jochum revised 121112.doc
Rebecca Thelen	Administrative Assistant		\$19,428.81	01015090 Thelen - OASI Advising_Partnerships 10_2015.doc
Melissa Lindsey	Director of Academic Pathways		\$31,693.20	01103957 Assistant Academic Dean.doc
TBD	CTE Enrollment Specialis	000000	\$33,075.00	01116319 CTE Enrollment Specialist.doc
Jayne Greeney Schill	District Coordinator	346345	\$5,000.00	GRPC Secondary Coordinator_2016.doc
Dene Byers	District Coordinator	227360	\$4,000.00	GRPC Secondary Coordinator_2016.doc
John Rasmussen	District Coordinator	288343	\$12,000.00	GRPC Secondary Coordinator_2016.doc
Lisa Stine	Secondary Finance Support		\$15,590.54	Secondary Financial Support.docx
Raymond Przekurat	District Coordinator/Secondary Fiscal Host Admin.	473147	\$13,000.00	GRPC Secondary Coordinator_2016.doc
Jean Pederson	Career Counselor		\$10,000.00	WTC Career Counselor.docx
			\$291,279.10	