



Grant Details

01590 - FY17 Perkins IV Application

02023 - FY17 Runestone Consortium Perkins Application

Perkins IV Consortium

Grant Title:	FY17 Runestone Consortium Perkins Application		
Grant Number:	01626		
Grant Status:	Underway		
Comments:			
Applicant Organization:	Runestone Consortium		
Grantee Contact:	Carrie Hanson		
Award Year:	2016		
Program Area:	Perkins IV Consortium		
Amounts:			
Contract Dates:	Contract Sent	Contract Received	Contract Executed
Project Dates:	08/08/2016 <small>Proposal Date</small>	07/01/2016 <small>Project Start</small>	06/30/2017 <small>Project End</small>
Grant Administrator:	Debra Wilcox-Hsu		

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Alexandria Technical & Community College		
Alexandria Public School District	01 public school district	206
Brandon-Evansville Public School District	01 public school district	2908
Minnewaska Public School District	01 public school district	2149
Osakis Public School District	01 public school district	213
Parkers Prairie Public School District	01 public school district	547
Sauk Centre Public School District	01 public school district	743
Runestone Regional Learning Center	61 cooperative education district	6014

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)

Primary initiatives in our grant include: a Freshmen Career Expo, a 9th/10th grade Sneak-a-Peek, Start Smart college orientation for juniors and seniors with IEP's, and Connections to College Completions (C3) for special populations of college students. These initiatives support all CTE programming within our consortium through student support of special populations and exposure to local career opportunities and information on the educational CTE programs that can get them into those career areas.

Partner high schools continue to work towards consortium-wide career exploration opportunities for each grade level, 9th through 11th. Each school district will use these opportunities as part of their local plans of providing career and college readiness within their districts

Secondary students with IEP's, who may be worried about whether they are candidates for college, learn during Start Smart that there are services to help them be successful in college coursework. Postsecondary students from special populations within all CTE programs are provided educational and financial support to help keep them in college and complete their CTE programs through the C3 initiative. We are always looking for other grant opportunities to assist in offering other career related events for students from our member districts. For the FY16 year the college was able to offer it's first National Fluid Power Challenge. This was made possible by a start up grant through National Fluid Power Association and a generous donation from one of Mechatronics program's industry partners. This challenge included a workshop day for 8th graders to come and learn about fluid power. Five weeks later they returned for the competition day and put what they had learned at the workshop and then back at their schools up to the challenge with other school districts. We had a total of 11 middle schools with 17 teams (4 students—boys and girls) for our first year. We hope to expand this event to 20 teams for FY17.

Although the level of Perkins funding received by our consortium does not fully support the initiation of new programs at the present time, it does aid in providing support to existing high skill/high wage programs. This support may come through on-campus events and/or training for secondary faculty, programs of study design and implementation, equipment purchases, and software upgrades. It is vital that CTE graduates are trained on the most up-to-date equipment and software. This training allows them to hit the ground running when they enter the

workforce and is of great value to business and industry. We are fortunate to live in a community that recognizes the opportunities that ATCC brings to the business and industry in workforce development. It is that strong support that helps maintain CTE programs at both the secondary and postsecondary level.

Manufacturing careers are in strong demand in our region. Wages are well above average and job placement is great. Alexandria Area Public Schools, which is the largest district in our consortium, developed and received state approval in two POS within the manufacturing cluster in FY14. The FY17 academic year will be the third year of instruction using the Alexandria Learning Academies model, which includes manufacturing CTE coursework through one of the career academies. In FY16, Dist 206's two RPOS in Manufacturing were reviewed and revisions made. The goal of FY17 will be to review and revise all others POS currently on the MNPOS website, making them more valuable to all stakeholders involved.

In addition to the primary initiatives listed above, Perkins funding helps to support our college testing and assessment center that handles Accuplacer Testing, Strong Interest Inventory, MBTI, Work Keys, NOCTI, Industry Certification, etc. Through collaboration of secondary and postsecondary Perkins funding, the costs associated with technical skills assessments for both secondary and postsecondary will be covered.

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)

The CTE initiatives supported by Perkins funding are implemented and maintained with the goal of meeting targets or making satisfactory progress towards meeting local negotiated performance targets. When data is received at the secondary level, performance is reviewed by the consortium at administrative levels to decide on where improvements could be achieved through evaluation and implementation of best practices.

On the postsecondary side, ATCC has been a strong leader in the area of accountability. While we didn't meet our negotiated FY15 target in the data for technical skills attainment, we also know that the data received on the state end is incomplete. ATCC uses a variety of state approved methods in addition to NOCTI to determine technical skill attainment, including state and federal licensure exams, Skills USA assessments, and Workforce Ready. However, the postsecondary coordinator will look at the TSA data that the state does receive and work with the college faculty within program areas where performances scores were low and work on a improvement plan to bring up TSA performance scores.

While secondary finally achieved improvement in the data and met negotiated targets for non trad, this continues to be a struggle at the postsecondary level. Our examination of the data shows that the low participation and completion of non-tradition in CTE is in the male population. Our consortium continues to look into best practices where there has been success in increasing the number of males non-trad programs, while at the same time striving to keep the number of females in non-trad at the strong percentages they are at now.

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)

Local secondary district school boards have approved and have on file the standards set up for the CTE programs in their districts. Secondary Perkins coordinator works with the school districts to assist instructors in review of their CTE curriculum, using the RPOS frameworks to access where they are at and what improvements need to be made. All secondary CTE faculty are encouraged to serve on a curriculum advisory committee at the college level, and to participate in various industry skill trainings offered so they can increase their awareness and implement, where possible, curriculum changes to better align their courses with the college and industry standards.

ATCC's General Learning Outcomes are incorporated into all CTE program curriculum and approved by internal and external stakeholders. Stakeholders include program advisory boards made up of business and industry representatives, academic division and program members, a college-wide advisory board, the Curriculum Committee, and the Academic Affairs and Standards Council. Approved general learning outcomes include:

- Core Literacy Skills - demonstrate students' ability to learn and perform in future education or work.
- Occupational and Career Skills - demonstrate the specific career and technical competencies required for work readiness.
- Information and Technology Use Skills - demonstrate the ability of students to function effectively using multiple modes of computer and other digital technology for information access, communication, and work.
- Community Participation - demonstrates student accomplishment in working effectively with others and managing their personal responsibility for success.

Degree seeking students demonstrate college-level accomplishment of General Learning Outcomes. Level of mastery of these outcomes is validated in the process of sampling using Work Keys. Students are tested, benchmarked, and measured against national industry and educational standards, annually. Using these General Learning Outcomes is a basis for all new and existing programming and curriculum.

In addition to the process for including and measuring industry approved General Learning Outcomes in all postsecondary CTE programs, these programs are approved and monitored by internal and external stakeholders including: the Academic Affairs and Standards Council at Alexandria Technical and Community College, external business and industry advisory committees and the associated program approval department at MnSCU. The formal application requires workforce data demonstrating a need for employees in that career field along with employment data including average wages that can be expected. There are a number of popular programs that have been shown to be of great interest to the public that ATCC has opted out of offering primarily because of oversaturation and low wages. If students are going to have difficulty getting jobs and/or not earn a living wage, ATCC will not offer that program.

ATCC conducts annual program reviews based on a variety of data obtained from various sources. Enrollment, retention, graduation, job placement rates, and overall student program satisfaction are some of the data points compared to the prior five years for each program. Data is gathered using external survey instruments including the Noel Levitz Student Satisfaction Inventory, Noel Levitz Priorities Survey for Online Learners, Community College Survey of Student Engagement and an internal formative feedback survey. Data analysis provides the basis for program evaluation, improvement and planning.

Postsecondary faculty credentialing standards are followed closely when hiring CTE faculty which includes not only educational requirements but specific recent industry experience. MnSCU faculty credentialing standards are also followed when approving secondary faculty for teaching CTE college courses through concurrent enrollment partnership agreements with ATCC. Secondary faculty teaching college courses for dual credit are supported by a college faculty mentor credentialled in the appropriate discipline area, who monitors that the rigor of the secondary courses is equivalent to the course that is taught at the postsecondary level.

One key task of secondary and postsecondary CTE advisory committees is to evaluate curriculum annually to keep it up-to-date with current industry standards (biannually for secondary CTE programs) and evolving trends. Quality of CTE program and curriculum is additionally measured by a variety of assessment outcomes.

Up-to-date postsecondary student training is made possible in part through the efforts of the college foundation through its financial support of student scholarships and regional business and industry partnership in-kind equipment giving and program support.

Program advisory committees review curriculum for specific industry standards and expectations for ethical behavior and appearance and workplace safety including the handling of hazardous materials or substances.

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)

Secondary and postsecondary students and secondary CTE faculty are provided with a strong experience in, and understanding of, all aspects of the industry through participation in various field trips, industry internships, work-based learning programs, annual consortium-wide Grade 9 Expo, ATCC Manufacturing Tour Days, ATCC Sneak a Peek, Engineering & Manufacturing Summer Camp, and manufacturing faculty workshops.

Enhanced learning and assessment opportunities are provided through participation and local, state and national competitions in Skills USA, Deca, Business Professionals of America, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association, and other related activities at the local, state and national levels. Additionally students are provided opportunities for leadership and civic service in these student organizations.

Business and Industry representatives are routinely invited into the college as guest speakers as our students and faculty are routinely invited to business and industries for tours and field trips, job shadows and internship opportunities.

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)

ATCC, with support from Perkins funding and industry, provides several training opportunities for high school CTE teachers:

1. Marine, Motorcycle and Powersports Technician faculty provide a small engines training for high school teachers atleast once a year. This program integrates challenging academic standards identified by college faculty with input from industry partners and advisory committees, providing curriculum and ten motors per school for each secondary faculty member attending the college sponsored training. These motors were donated by business and industry. Secondary faculty may use this training towards industry certifications where available.
2. Machine Tool faculty has in previous years provided a 3-5-day training for high school faculty to come in and work on the upcoming year's curriculum and get up-to-date with industry standards and equipment. This coming grant year they will be providing a more in-depth 4 day training for high school faculty.
3. Welding faculty have provided a 1 or 2 day training over the past couple of years. This coming grant year they will be providing a more in-depth 4 day training for high school faculty.
4. Carpentry, Mechanical Drafting, Mechatronics all provide a similar training, but over one or two days.

Postsecondary faculty stay current by participation in a Summer Industry Refresher, which provide opportunities to work directly in their industries and get updated with new industry trends and standards.

MnSCU Professional Development plans are required of all CTE faculty under MnSCU Policy 3.32. Faculty are required to develop three-year professional development plans which are reviewed and approved by college administration annually. [Sec.135 (c)(8)]. Many of the CTE faculty work in their technical professions to keep up-to-date on business and industry over the summer months. With limited internal funding for travel and external seminars and workshops, ATCC conducts two internal faculty/staff workshop opportunities annually. Historically outside speakers have been brought in to address issues of diversity, goal setting and other professional development topics. Annual software training is also offered when updates have been made.

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)

All member districts of the Runestone Perkins Consortium and ATCC are required to have an Affirmative Action Plan on file to improve recruitment and retention of underrepresented groups. Alexandria Technical College is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women and persons with disabilities in the workforce. (Alexandria Technical & Community College policy 1.3.1)

All postsecondary job postings are first made available through the MnSCU HR site to existing MnSCU employees. After job openings have been posted internally for a specific period of time according to the various labor contracts, then the position is opened up to the public. From there, hiring teams are formed from within the college including industry representatives. It is difficult in many CTE areas to recruit faculty from business and industry because limits in our labor contract salaries make it difficult to compete with the salaries that are earned in business an industry. If they currently have a comparable benefit package, recruiting is even harder. The lure of working nine months a year, however, does appeal to some. MnSCU acknowledges these difficulties and has revised its salary scale for some high-paid industry areas, especially in the recruitment of nursing educators.

ATCC's CTE faculty are heavily involved in business and industry, and many serve on local, regional and national boards and committees. This involvement provides connections that can open the door for industry professionals to make a career change on a permanent level or for those considering a part-time teaching position. It is commonplace for postsecondary faculty to keep in touch with past students who are working in the industry and pass on job opportunities for teaching. Open faculty positions are posted on a variety of trade websites as well.

Perkins funding is used to support secondary professional development of teachers and counselors who are involved in integrated career and technical programs. Because of limited Perkins funding, college funds are typically used to support postsecondary professional development of teachers, faculty, and counselors who are involved in career and technical education programs.

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)

The Runestone consortium utilizes CTE data obtained annually from the MDE, and MnSCU. Additional assessment data used for developing growth and improvement strategies for both secondary and postsecondary include:

- Graduation rates for CTE programs
- Retention rates for CTE programs
- Placement rates for CTE programs
- Results of Work Keys assessment
- Industry certifications obtained
- State and national licensure pass rates as compared to state and national peer groups as well past institutional data.
- State and nation-wide results of Skills USA, DEX, National Kitchen & Bath Association, Business Professionals of America, Advertising Federation student competitions, FCCLA, and FFA competitions will confirm enhanced learning

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)

While all ten elements of rigorous programs of study are reviewed, the following are used to evaluate our consortium's efforts:

1. Partnerships
2. Professional Development
3. College & Career Readiness
4. Credit Transfer Agreements
5. Teaching & Learning Strategies

However, our consortium will continue to attempt to use these ten supporting elements as we work on high quality, comprehensive programs of study that better prepare students for readiness and success in postsecondary education and the workforce.

Identification of programs of study to be developed will depend in part on existing transitional opportunities for students and will help in evaluation of appropriate areas to be considered for future development both in the design and rigor of curriculum.

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

Goal 1 Narrative:

POS development, implementation and assessment is ongoing. Key factors for choosing POS in each high school are the availability and existence of programming currently in place at both the high school and collegiate level or projected to be developed in the future, along with previous or projected High SWD information for the West Central Region. Early college credits opportunities through Concurrent, PSEO, Online College in the High School and Articulated College Credit agreements will be aligned with existing and new POS. Working groups for POS will consist of college faculty, high school faculty, Perkins secondary coordinators from around the state, high school counselors, and administration with input from business & industry. The consortium will provide events, activities and professional development opportunities to meet the requirements of All Aspects of Industry within POS and improving academic and technical skills of CTE learners.

The consortium will use post-secondary Perkins funding to pay for the technical skills assessments at both the secondary and post-secondary level. Assessments to be used by both secondary and postsecondary are NOCTI, CAP, SkillsUSA and Precision Exams. The consortium will continue to utilize Work Keys as one of the assessments for technical skill attainment of current CTE students and adult learners through recommendation of the local Workforce Center.

Inclusion of adult learners will be met through services and pathways provided at the postsecondary level and through partnership with local workforce centers. Customized training, a non-Perkins funded department, provides a variety of learning opportunities for credit and non-credit training and certifications for adult learners.

Even though Alexandria's Perkins dollars has not specifically funded the OCHS program, it does fund the Secondary Perkins Coordinator's salary and that person sits on the Steering Committee for OCHS and handles all the individual billing processes to the school districts. So some of her time goes to OCHS.

As the Online College in the High School program has grown in enrollment, we have now been able to also grow our online CTE course offerings. As CTE is limited or non-existent within the secondary setting (especially in the smaller districts) CTE courses available to qualified sophomores, juniors and seniors through the OCHS program may be the only exposure many high school students have to CTE. Without this exposure, many students will opt to attend only four-year universities or avoid college all together.

The OCHS Steering Committee which is made up of Perkins secondary and postsecondary coordinators from Alexandria, Northwest Technical College and Northland Community and Technical College has had a goal of helping school counselors, parents, and students understand CTE and how specific courses may be beneficial and applicable for students who are exploring various career pathways.

The OCHS website, www.OnlineCollegeInTheHighSchool.org has been redesigned to include advising tools relating to career exploration. A tab has been added on the home page entitled "Career Pathways" that leads the user to the career wheel and to various tools documenting suggested courses for students who might be exploring various pathways. There are also links to ISEEK, Transferology, and the MnSCU CTE website.

The link below provides information from the website intended for college counselors, students and parents on the following college transfer pathways: Agribusiness, Communications, Information Support, Programming and Software Development, Business Management & Marketing, Design, Process & Development, Manufacturing, Diagnostic Services, Dietetic Technician, Healthcare Support, Nursing, Therapeutic Services, Early Childhood Education and Criminal Justice. There is also a PDF at the bottom of the page providing an overview of Career and College Pathways.

https://distanceminnesota.org/app/answers/ochs-detail/a_id/4721

As MnSCU moves through the approval of the proposed transfer pathways, the information on these links will be updated.

Our goal has been to provide students the opportunity to begin working towards various technical degrees while still in high school. CTE course offering have been expanded so that students who begin taking OCHS courses as sophomores can complete the first year of an Early Childhood Education or a Criminal Justice technical degree before they graduate from high school while never leaving their school building! This is a great plus for students who do not have transportation to attend as a PSEO student and it is also a great plus for the school districts to keep these high achievers under their school roof.

Under the "Student Center" tab on the website, www.OnlineCollegeInTheHighSchool.org students have access to a variety of resources, including a free online Career Workshop and the GPS Lifeplan for secondary students.

Under the "About Us" tab on the OCHS website www.OnlineCollegeInTheHighSchool.org you will find a link to the most recent Student Success Report which provides grades and GPA breakdown in the various courses offered for the 1,465 student registrations for FY 16 which is quite impressive.

In our goal to grow the OCHS program to more districts within Minnesota, members of the Steering Committee recently presented at the Minnesota Counselors Conference at Maddens resort in May. The focus of that presentation was OCHS as a supplement or alternative to their concurrent enrollment offerings. Since the Higher Learning Commission's enforcement of high school faculty credentialing for concurrent enrollment courses, many districts will eventually be left with few college options for their students. OCHS provides an economical alternative to those districts facing that problem. The PowerPoint presentation is attached as an exhibit for your reference

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R2 Programs of Study, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
Fund the purchase of instructional supplies, materials, equipment, and professional development opportunities for programming involved in the POS process or implementation stage.	
Outcomes	
Involvement of secondary and post secondary faculty, administrators, counselors in POS process and implementation.	
Measures	
Number of high schools with state/or consortium approved POS for 2016-2017 school year.	
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	\$12,276.87
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,276.87
Total	\$12,276.87
Goal 1 Objectives 2	
Use of Funds*	R5 Professional Development , R1 Academic Integration
Strategies	
Provide and/or fund faculty activities that increase expectations of academic achievement of secondary CTE students in reading & mathematics.	
Outcomes	
Maintain or improve the reading and mathematics skills of secondary CTE learners to meet the state negotiated targets.	
Measures	
Consortium meets or exceeds the negotiated targets for reading and mathematics indicators.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
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	\$1,000.00
Secondary Required Activities	\$1,000.00
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	\$1,000.00
Total	\$2,000.00
Goal 1 Objectives 3	
Use of Funds*	R2 Programs of Study, R5 Professional Development
Strategies	
Provide funding for POS working groups to develop, review, update and implement Programs of Study or Rigorous POS. Emphasis on pathways that align with the high-skill, high-wage or high-demand careers of consortium's region.	

Outcomes

Consortium will continue to developed, reviewed, update and implement Programs of Study so that there is one represented within each Career Field.

Measures

Number of programs of study that are current and in use on the MN POS website.

Reallocation Explanation

Post-Secondary Required Activities	\$2,582.00
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	\$2,582.00
Secondary Required Activities	\$1,090.00
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	\$1,090.00
Total	\$3,672.00

Goal 1 Objectives 4

Use of Funds* R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation

Strategies

Support CTE programming involved in Articulated College Credit(ACC) or concurrent college credit. Support continuation of early college credit opportunities for high schools through Online College in the High School or other PSEO.

Outcomes

High school students have opportunities and access to early college credits.

Measures

- 1)Number of existing or new Articulated College Credit Agreements FY17.
- 2)Number of OCHS courses offered to high schools FY17.
- 3)Number of credits awarded through ACC agreements, concurrent credits, PSEO or OCHS FY17.

Reallocation Explanation

Post-Secondary Required Activities	\$44,780.00
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	\$44,780.00
Secondary Required Activities	\$4,582.00
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	\$4,582.00
Total	\$49,362.00

Goal 1 Objectives 5

Use of Funds* R6 Assessment

Strategies

Utilize Work Keys, NOCTI, Skills USA and other state approved technical skills assessments to measure technical skill attainment of students in CTE programs.

Outcomes

Students in a Program of Study show technical skills attainment.

Measures

Consortium meets or exceed negotiated target for technical skills attainment in state approved programs of study.

Reallocation Explanation

Post-Secondary Required Activities	\$1,000.00
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	\$1,000.00

Secondary Required Activities	\$1,000.00
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	\$1,000.00
Total	\$2,000.00

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

Goal 2 Narrative:

Students are provided with a strong experience in, and understanding of, all aspects of the industry through guest speakers from industry, participation in industry internships, work based learning programs, consortium-wide Grade 9 Expo, ATCC Manufacturing Tour Days, ATCC Sneak a Peek, and Engineering & Manufacturing Summer College. Additional enhanced learning opportunities are provided through participation in Skills USA, Business Professionals of America, Deca, Advertising Federation Competition, National Kitchen and Bath Association Competition, FFA & FCCLA competitions, field trips and leadership in student organizations. These student organizations also provide opportunities for civic involvement in the community.

Postsecondary program advisory committee members typically include local and regional business and industry members who typically are also employers of graduates, secondary CTE teachers, past graduates and current students. These relationships encourages in-kind gifting of equipment through the College Foundation to enhance learning. Strategies are ongoing in strengthening consortium partnerships with employers, community partners and other education partners to assist with enhancing/improving our CTE programs, building our programs of study and providing transition for adult learners. An ongoing effort to blend secondary and postsecondary advisory committees in CTE programs where feasible is continuing. Although not funded with Perkins dollars, partnerships with the Workforce Center, ABE, and Customized Training's involvement with industry continues to support transitions for both high school and adult learners.

A manufacturing apprenticeship program providing unskilled adult learners the opportunity to advance their technical skills and upward mobility in business and industry while earning an academic degree is in its third year of implementation.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	P10 Student Transition
Strategies	
Host Spring Transfer Fair, bringing in university presence to 2-year campus and provide student information on transfer options and opportunities.	
Outcomes	
Awareness to adult learners of transfer agreements from 2-year to 4-year colleges.	
Measures	
1)Number of participating 4 year colleges at ATCC's Spring Transfer Fair.	
2)Number of ATCC transfer students to 4-year colleges.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$100.00
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	\$100.00
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	\$100.00
Goal 2 Objectives 2	
Use of Funds*	P10 Student Transition, R6 Assessment
Strategies	
Maintain college Testing Center to provide industry certification testing for students, area businesses, individuals, and organizations.	
Outcomes	
Transition into workforce provided to adult learners.	
Measures	
Number of certification tests administered by the Testing Center.	

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
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	\$1,000.00

Goal 2 Objectives 3	
Use of Funds*	P10 Student Transition
Strategies	
Provide access to transition information with respect to current and potential POS and Transfer Pathways.	
Outcomes	
Secondary and adult learners have better awareness of career resource tools for transition information.	
Measures	
MCIS usage at secondary and college level; attendance at various trainings/workshops on Tranferology, EDReady and Transfer Pathways.	

Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$1,165.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,165.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$6,555.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,555.00
Total	\$8,720.00

Goal 2 Objectives 4	
Use of Funds*	R10 Collaboration
Strategies	
Support collaboration of CTE faculty and partners in business and industry with the expectation of improvement in CTE programming.	
Outcomes	
CTE Program Advisory Committees more involved in continuous program improvement.	
Measures	
1)Number/percentage of CTE programs who held required program advisory committee meetings FY17.	
2)Number of business/industry represented on each program advisory committee; or of whom secondary CTE was member on PS advisory committee with business/industry representation.	

Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
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	\$2,000.00
Secondary Required Activities	\$1,000.00
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	\$1,000.00

Total	\$3,000.00
Goal 2 Objectives 5	
Use of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Support/fund collaborative opportunities that provide students and secondary faculty/counselors with an understanding of All Aspects of Industry and an awareness of regional High Skill, High Demand and High Wage careers.	
Outcomes	
Exposure and awareness to grades 7-16 of All Aspects of Industry and regional High Skill, High Demand and High Wage careers.	
Measures	
Number of students/faculty/counselors participating in and evaluation of learned outcomes from career-college related initiatives.	
Reallocation Explanation	
Post-Secondary Required Activities	\$11,296.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$11,144.19
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,440.19
Secondary Required Activities	\$3,582.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$9,137.69
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,719.69
Total	\$35,159.88

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Consortium high schools and partner college continue to provide equal access opportunities for special populations, and assure compliance with the Vocational Education Guidelines for eliminating discrimination and denial of services based on status through the Statement of Assurances & Certifications. Following identification of special population students at the college, contact is made to explain available services and encourage participation. Services are available through convenient hours and available personnel.

Alexandria Technical & Community College continues to use Perkins funding to assist in the provision of services to Students of Color, Students with Disabilities, Academically Disadvantaged, Economically Disadvantaged, Displaced Homemakers, Single Parents, and Nontraditional students. ATCC has opened a multicultural center to provide programs and events to encourage integration of all populations. The college continues to be involved in the Inclusion Network (IA) community initiative.

Preparation and enrollment into programs nontraditional by gender are promoted through activities and services such as Start Smart, Grade 9 Expo, Sneak a Peek, Manufacturing Tour Days, Engineering & Manufacturing Camp, Online College in the High School, Ladies Night Out, etc. Although not funded with Perkins dollars, workforce center partnerships and, customized training involvement with the community and industry partners provide awareness of high skill, high wage or high demand occupations in the region.

With the addition of the Transfer Advising Center at ATCC, there will be a specific office for students to obtain academic advising and information on transfer and transfer pathways. Few students enter our college without some college credit so this addition will be a welcome service for students. Taking unnecessary courses is a costly mistake for students and extends the time period to graduate which keeps them from entering the workforce sooner.

School districts that participate in OCHS have the added benefit of being able to access EdReady free of charge for all the students in their district. The NROC's project, EDREADY is a tool used to check readiness and prepare for college level math. Students are assessed and receive a personalized study plan on areas they need to work on. Online modules are provided to help them master those shortcomings. Students who commit the time to work through the modules have shown substantial improvement in test scores to the point that they may be able to avoid remedial courses once in college and improve their ACT and Accuplacer math scores. This option is ideal for students who would otherwise be placed into developmental courses once they enter college. Using the EdReady tool will help students identify shortcomings in math that will help them better prepare to take the ACT or Accuplacer test in preparing to enter college. The program does require a time commitment which varies by students. We encourage the math faculty in participating school districts to use this tool in their classrooms.

The latest initiative from The NROC Project, Developmental English is designed to help high school students to meet college entrance requirements and avoid the necessity of remedial coursework. The course integrates and compresses the standard developmental English curriculum— reading comprehension, writing, vocabulary building, grammar, punctuation and usage skills—and allows learners to accelerate into college-credit courses, saving them money and time. This sequence enables learners to make predictions about their reading and writing test scores as well.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
Develop a support plan through Connections to College Completion (C3), involving case management, monthly newsletters, lunch 'n learn support group, and administer training related stipends—making it accessible to students classified as Single Parents, Displaced Homemakers or Single Pregnant Women. The amount budgeted under this objective for actual stipends is \$500 and will be moved to a different funding source after the FY17 grant year. The remaining amount shown here is for administration of this program.	

Outcomes	
Students classified as Single Parents, Displaced Homemakers or Single Pregnant Women are able to succeed in programs that lead to occupations that provide self-sufficiency.	
Measures	
1)Track students' retention rate in programs of study.	
2)The retention rate will be the same as the general college.	
Reallocation Explanation	
Post-Secondary Required Activities	\$7,625.00
Post-Secondary Permissible Activities	\$500.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$8,125.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$8,125.00

Goal 3 Objectives 2	
Use of Funds*	R9 Special Populations
Strategies	
Provide/fund Start Smart initiative--a college orientation that provides information regarding transition from secondary to post-secondary education to high school students with disabilities.	
Outcomes	
Equal access for transitions provided to special populations.	
Measures	
1)Number of students and parents serviced.	
2)Evaluation from participates on effectiveness of Start Smart.	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,582.00
Post-Secondary Permissible Activities	\$139.67
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,721.67
Secondary Required Activities	\$4,582.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$500.00
Secondary Total	\$5,082.00
Total	\$9,803.67

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

Goal 4 Narrative:

Flexibility in scheduling and formats are provided to secondary students through Concurrent, PSEO, Online College in the High School and Articulated College Credit agreements. Online options for Postsecondary students continue to grow. Aligning early college credit opportunities with programs of study assist in smooth transitions from high school to college and provide valuable experiences. Where there is no alignment of a POS with partner college, brokering with a neighboring college is the next step. The consortium investigates collaborative opportunities or brokering of services in order to provide coursework to students in various formats, as well as opportunities for enhanced learning.

The college's Director of Student Success is a first point of contact for students when referred by faculty to proactively address issues of attendance or poor performance, make referrals to support services for tutoring when applicable, make referrals to counselors when applicable, and handle initial classroom discipline issues when requested by faculty. The director of student success also acts as a student advocate when necessary. The main purpose of this position is early intervention addressing student issues before students' actions put their education in jeopardy. This position is no longer funded through Perkins but is an integral part of improving overall retention as students transition into college.

Customized training, a non-Perkins funded department, also provides services for credit and non-credit training and certifications aiding in the transition of adult learners into the workplace. The director of the Veterans' Center acts as an advocate for military veterans helping them to determine their military educational benefits and complete required documentation to access those benefits. The veterans' center provides a place that military veterans can gather and offer support of one another. The Veterans' Center, nor the position of Director of the Customized Training, are funded with Perkins dollars.

With the addition of the Transfer Advising Center at ATCC, there will be a specific office for students to obtain academic advising and information on transfer and transfer pathways. Few students enter our college without some college credit so this addition will be a welcome service for students. Taking unnecessary courses is a costly mistake for students and extends the time period to graduate which keeps them from entering the workforce sooner.

School districts that participate in OCHS have the added benefit of being able to access EdReady free of charge for all the students in their district. The NROC's project, EDREADY is a tool used to check readiness and prepare for college level math. Students are assessed and receive a personalized study plan on areas they need to work on. Online modules are provided to help them master those shortcomings. Students who commit the time to work through the modules have shown substantial improvement in test scores to the point that they may be able to avoid remedial courses once in college and improve their ACT and Accuplacer math scores. This option is ideal for students who would otherwise be placed into developmental courses once they enter college. Using the EdReady tool will help students identify shortcomings in math that will help them better prepare to take the ACT or Accuplacer test in preparing to enter college. The program does require a time commitment which varies by students. We encourage the math faculty in participating school districts to use this tool in their classrooms.

The latest initiative from The NROC Project, Developmental English is designed to help high school students to meet college entrance requirements and avoid the necessity of remedial coursework. The course integrates and compresses the standard developmental English curriculum— reading comprehension, writing, vocabulary building, grammar, punctuation and usage skills—and allows learners to accelerate into college-credit courses, saving them money and time. This sequence enables learners to make predictions about their reading and writing test scores as well.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	P2 Counseling
Strategies	
College/Career Readiness trainings/workshops offered, and are part of informational meetings held for partner high school counselors and high school principals with college faculty and business & industry input.	
Outcomes	
Secondary partners have access to career and college readiness information for implementation in their local district plans.	
Measures	
All partner high schools surveyed best practices regarding their local district career and college readiness plans.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
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	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$3,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$4,000.00
Goal 4 Objectives 2	
Use of Funds*	R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Continue to grow PSEO program to provide eligible high school students an opportunity to earn both secondary and post-secondary credit for college courses.	
Outcomes	
Students have flexibility in scheduling and formats provided through PSEO program (on campus, online, concurrent).	
Measures	
1)Number of students participating in the various PSEO program (on campus, online, concurrent) FY16.	
2)Number of credits awarded students FY16.	
Reallocation Explanation	
Post-Secondary Required Activities	\$44,780.00
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	\$44,780.00
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	\$44,780.00
Goal 4 Objectives 3	
Use of Funds*	R10 Collaboration
Strategies	
Host annual advisory committee meeting with 4 year colleges following Transfer Fair in spring.	
Outcomes	
Connecting ATCC students to 4-year colleges to improve and ensure smooth transitions.	
Measures	
1)Number of 4 year colleges participating in transfer meeting.	
2)Number of ATCC transfer students to 4 year colleges.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$100.00

Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$100.00
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	\$100.00

Goal 4 Objectives 4

Use of Funds*	R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
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Strategies

Post-secondary and secondary coordinators will serve on Online College in the High School steering committee and will identify and market college courses provided through OCHS that align with POS.

Outcomes

Students are provided access to early college credits through Online College in the High School.

Measures

1)Number of secondary students who successfully complete a course offered through OCHS FY16.

2)Number of credits awarded through OCHS FY16.

Reallocation Explanation

Post-Secondary Required Activities	\$4,019.00
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	\$4,019.00
Secondary Required Activities	\$1,582.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,582.00
Total	\$5,601.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions**Goal 5 Narrative:**

The consortium continues to put emphasis on the key issues of CTE Programs of Study and accountability for student success. Senior leadership of the consortium meets in person a minimum of two times annually to address the changing role of academic collaboration between member institutions. The Perkins funds will be leveraged to pursue additional funding for program development and shared delivery of courses that will build sustainable career pathways for students while supporting the financial operations of participating students. Long term factors for sustainability include:

- Leadership: Direct involvement of senior leadership from participating organizations
- Resources: Leverage of Perkins funds with external resources-local business and outside grants; including collaboration with Workforce Centers
- Participation: Specific financial incentives based on student participation in CTE courses—not on school size
- Collaboration: Continued and expanded use of course placement assessment to prepare students for college courses prior to graduation from high school
- Recruitment: Focus on targeted students identified as potential CTE success, as opposed to broad based student awareness campaigns
- Accountability: Tracking and sharing of individual course and student success data
- Operational Standards: Standardization and faculty training for selected coursework that leads to specific skill targets –linked to college credit curriculum
- Technology: Interactive delivery methods and student support will be linked with data systems for efficiencies and improvement.

The secondary coordinator will facilitate strategic board initiatives and report to the Associate Dean responsible for Perkins funds.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R10 Collaboration
Strategies	
Consortium partners will take part in assessing consortium systems and operations.	
Outcomes	
All stakeholders find value in consortium partnership.	

Measures	
FY17 Runestone Perkins APR will reflect that consortium structure has been sustained and fiscal rules have been followed.	
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Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,288.00
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	\$2,288.00
Secondary Required Activities	\$2,291.00
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	\$2,291.00
Total	\$4,579.00

Goal 5 Objectives 2	
Use of Funds*	R10 Collaboration
Strategies	
Consortium-wide review of collaborative activities, initiatives and data, documenting successes to continue and to strategize for continuous program improvement	
Outcomes	
Consortium partners will share responsibility for collaboration and accountability for success	
Measures	
Consortium will show success in meeting negotiated targets, or at the least show improvements from past year's data.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,288.00
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	\$2,288.00
Secondary Required Activities	\$2,291.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$2,300.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,591.00
Total	\$6,879.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$2,500.00

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	\$49,362.00	\$0.00	\$0.00	\$0.00	\$0.00	\$49,362.00	\$7,672.00	\$12,276.87	\$0.00	\$0.00	\$0.00	\$19,948.87	\$69,310.87

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	\$14,296.00	\$100.00	\$13,309.19	\$0.00	\$0.00	\$27,705.19	\$4,582.00	\$6,555.00	\$9,137.69	\$0.00	\$0.00	\$20,274.69	\$47,979.88

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	\$12,207.00	\$639.67	\$0.00	\$0.00	\$0.00	\$12,846.67	\$4,582.00	\$0.00	\$500.00	\$0.00	\$0.00	\$5,082.00	\$17,928.67

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	\$49,799.00	\$100.00	\$0.00	\$0.00	\$0.00	\$49,899.00	\$1,582.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$4,582.00	\$54,481.00

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	\$4,576.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,576.00	\$4,582.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,882.00	\$11,458.00

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	\$130,240.00	\$839.67	\$13,309.19	\$0.00	\$0.00	\$144,388.86	\$23,000.00	\$21,831.87	\$9,637.69	\$0.00	\$0.00	\$56,769.56	\$201,158.42

Secondary Budget Details

Description	File Name	File Size
Runestone Secondary Budget FY17 Perkins	FY2017Runestone Secondary-Budget.xlsx	67 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$10,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$10,000.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
Although ATCC's student retention and transfer are among the highest in the state for two-year colleges, we are always looking for ways to improve. On the technical college side of programming faculty are in charge of advising, and looking at the data you will see it is very effective. However students who were unsure of a career and who wanted to transfer didn't have a set office to go to get advice. This is where ATCC was lacking. We are in the process of opening a Transfer Advising Center on campus. This transfer advising center will be available during the summer orientation for our fall freshmen in June of 2016. We have had advisors and transfer specialists on campus for many years but never in one office before. The addition of the transfer advising center will complement our counseling and testing center services and do a better job in helping students with advising and transfer issues and questions and should have positive effects on our retention and transfer data.	
Resources Needed*	Technical assistance
Timeline*	FY17 grant year
Person(s) Responsible*	Judi Anderson Transfer Advising Center
How will progress be documented?*	Transfer and retention data
Sub-populations or groups where gap exists:*	Need to look at the data more indepth
Describe any contextual factors that might contribute to this gap:*	Need to look at the data more indepth
Further Information	
Stakeholders in this area are students, transfer advising center personnel, faculty and administration. Data in this area will be reviewed and determination made regarding where the gaps are at and what contextual factors may be causing the college to drop below the negotiated target. Best practices how to proceed will then be discussed and decided on.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
ATCC continues to offer career counseling paired with offering interest assessments and personality profiling to help students choose a career that is right for them both for walk-in students looking for answers as well as through a degree planning course. We have found through our non-trad data that the decline is more with males than females (as we are seeing in our member high schools). As we continue to converse with other consortia that have met their goals, we will review their strategies to see which are feasible to implement on our campus. We will continue to take part in state provided webinars and breakout sessions at various state meetings that will assist us in finding new ways to recruit students to non-trad programs and careers.	
Resources Needed*	Technical Assistance
Timeline*	FY17 grant year
Person(s) Responsible*	Judi Anderson
How will progress be documented?*	Follow non-trad data and effectiveness of non-trad initiatives.
Sub-populations or groups where gap exists:*	Males
Describe any contextual factors that might contribute to this gap:*	Non-traditional careers (other than health care) for males in our region are not in the high wage bracket and so this may be a discouraging factor.
Further Information	
Stakeholders include non-traditional students, counselors, principals, superintendents and CTE faculty on both secondary & postsecondary levels.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
Non-trad completion and participation continues to be a challenge at ATCC primarily for men. This trend is appearing to start in our partner high schools and continuing through postsecondary education. We discussed in 5P1 the availability of career counseling paired with offering interest assessments and personality profiling to help students choose a career that is right for them. If they start out in the right career, they are more likely to graduate. Successful students are completers. Retention strategies of ALL students is a priority at ATCC, which positively affects completion for the non-trad population.	
Current practices for non-trad completion are as follows:	
<ol style="list-style-type: none"> 1. Counseling 2. Director of Student Success 3. Providing support through the C3 Initiative (described in Goad 3) 4. Monthly newsletters 5. Lunch 'n learn support groups 6. Referrals 	

7. Creation of Transfer Advising Center	
Resources Needed*	Time
Timeline*	Ongoing
Person(s) Responsible*	Julie Trosvig & Eric Karlstad
How will progress be documented?*	Graduation data
Sub-populations or groups where gap exists:*	Males
Describe any contextual factors that might contribute to this gap:*	Non-traditional careers (other than health care) for males in our region are not in the high wage bracket and so this may be a discouraging factor.
Further Information	
Stakeholders include non-traditional students, counselors, principals, superintendents and CTE faculty on both secondary & postsecondary levels.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

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:	80.00
Actual Performance:	75.15
General strategies planned to improve performance:	
While we didn't meet our negotiated target for FY15 data, we did score 93.93% of our negotiated target. We are working with the programs where performance was not where it should be and to improve students knowledge and skills in the areas where they didn't perform well on the assessments.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	12.71
Actual Performance:	11.22
General strategies planned to improve performance:	
Although ATCC's student retention and transfer are among the highest in the state for two-year colleges, we are always looking for ways to improve. On the technical college side of programming, faculty are in charge of advising and looking at the data, you will see it is very effective. However students who were unsure of a career and who wanted to transfer didn't have a set office to go to get advice. This is where ATCC was lacking. We are in the process of opening a Transfer Advising Center on campus. This transfer advising center will be available during the summer orientation for our fall freshmen in June of 2016. We have had advisors and transfer specialists on campus for many years but never in one office before. The addition of the transfer advising center will complement our counseling and testing center services and do a better job in helping students with advising and transfer issues and questions and should have positive effects on our retention and transfer data.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	13.13
Actual Performance:	11.19
General strategies planned to improve performance:	
ATCC continues to offer career counseling paired with offering interest assessments and personality profiling to help students choose a career that is right for them both for walk-in students looking for answers as well as through a degree planning course. We have found through our non-trad data that the decline is more with males than females (as we are seeing in our member high schools). As we continue to converse with other consortia that have met their goals, we will review their strategies to see which are feasible to implement on our campus. We will continue to take part in state provided webinars and breakout sessions at various state meetings that will assist us in finding new ways to recruit students to non-trad programs and careers.	
Comments or context for actual performance (optional):	

Improvement Report 4	
Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	11.58
Actual Performance:	9.29

General strategies planned to improve performance:

Non-trad completion and participation continues to be a challenge at ATCC primarily for men. This trend is appearing to start in our partner high schools and continuing through postsecondary education. We discussed in 5P1 the availability of career counseling paired with offering interest assessments and personality profiling to help students choose a career that is right for them. If they start out in the right career, they are more likely to graduate. Successful students are completers. Retention strategies of ALL students is a priority at ATCC, which positively affects completion for the non-trad population.

Current practices for non-trad completion are as follows:

1. Counseling
2. Director of Student Success
3. Providing support through the C3 Initiative (described in Goad 3)
4. Monthly newsletters
5. Lunch 'n learn support groups
6. Referrals
7. Creation of Transfer Advising Center

Comments or context for actual performance (optional):

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Production
RPOS submitted with 10 components	Runestone_JeffersonHS_Manufacturing Production Process Development _ MN Programs of Study _ ISEEK.pdf

Rigorous Program of Study 2	
State-Approved Rigorous Program of Study*	Production
RPOS submitted with 10 components	Runestone_JeffersonHS_Production _ MN Programs of Study _ ISEEK.pdf

Programs of Study

Programs of Study 1	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Accounting
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Alexandria Dist. 206; Alexandria Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Accounting -Advanced
In which course (use course code) or at what time in the program?	140710 16 (end of spring semester)

Programs of Study 2	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	General Management
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Alexandria Dist. 206; Alexandria 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 spring semester

Programs of Study 3	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Construction
In which CTE Program?	Construction Careers
At which High School? College?	Sauk Centre Dist. 743; Alexandria Technical & Community College
State-Approved Secondary Assessments	Precision Exams - Carpentry
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - Carpentry
In which course (use course code) or at what time in the program?	End of program

Programs of Study 4	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	

Career Pathways	Design/Pre-construction
In which CTE Program?	Construction Careers
At which High School? College?	Sauk Centre Dist. 743; Alexandria Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - Architectural Drafting
In which course (use course code) or at what time in the program?	17100 37

Programs of Study 5	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Operations Management
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Alexandria Dist. 206; Alexandria Technical & Community College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Assisting
In which course (use course code) or at what time in the program?	End of spring semester

Programs of Study 6	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Production
In which CTE Program?	Industrial Technology
At which High School? College?	Alexandria Area High School; Alexandria Technical & Community College
State-Approved Secondary Assessments	Project Lead the Way (PLTW) - Computer Integrated Manufacturing (CIM) End of Course Assessment
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 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Industrial Technology
At which High School? College?	Alexandria Area High School; Alexandria Technical & Community College
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - Mechatronics
In which course (use course code) or at what time in the program?	End of program

Programs of Study 8	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Administrative Support
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Alexandria Dist. 206; Alexandria 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 spring semester

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:* 35.0%

Coordinator Budget:* \$22,910.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 15.0%

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Mary Lenz	Director of K-12 Initiatives		\$66,676.00	Mary Lenz_September2013.docx
Cindy Maudal	PSEO Assistant		\$30,509.00	CindyMaudalApril2016.docx
Carrie Hanson	Career and Technical Education Specialist		\$65,461.00	CarrieHansonAug2014.jobdescrip.pdf
			\$162,646.00	