



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02394 - FY18 Runestone Consortium

Perkins IV Consortium

Grant Title: FY18 Runestone Consortium
Grant Number: 02083
Grant Status: Underway
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Applicant Organization: Runestone Consortium
Grantee Contact: Carrie Hanson
Award Year: 2017
Program Area: Perkins IV Consortium
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Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
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Contract Number: 02083
Award Year: 2017

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017

06/30/2018

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Alexandria Technical and Community College		
Alexandria Area School District	01 public school district	206
Brandon-Evansville Public School District	01 public school district	2908
Minnewaska Area 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 Part Two

Comprehensive Professional Development

Q5) 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)]

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

1. Machine Tool faculty provides a four 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. In June 2017, a more in-depth training was offered and 3 credits were awarded to secondary faculty who completed the work.
2. Welding faculty have provided a 1 or 2 day training over the past couple of years. Surveys collected from secondary faculty who have participated emphasize the need to have at least two days of training faculty.
3. The college faculty continues to look at other offerings to provide, depending on the need of secondary faculty: Mechanical Drafting, Mechatronics, Powersports and Small Engines, possibly Diesel Mechanics.

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.

Minnesota State 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)]

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 Minnesota State HR site to existing Minnesota 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 and 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. Minnesota State 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.

The Runestone consortium utilizes CTE data obtained annually from the MDE, and Minnesota State. 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
- Industry certifications obtained
- State and national licensure pass rates as compared to state and national peer groups as well past institutional data.
- State and nationwide 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

Most of the college's technical programs utilize a TSA, either Skills USA, Industry or licensure certification, or NOCTI to annual assess program learning outcomes. These results are reviewed by faculty, advisory boards, and is part of annual program review. Changes are made to curriculum, grading standards are changed, or in some cases, instructional staff have been changed as a method to improve results.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

In FY18, the secondary and postsecondary coordinator will be working closely with all member districts and college to review our RPOS against the RPOS frameworks to identify where changes and improvements can/should be made. The current RPOS in our consortium is in the manufacturing pathway, as that is a high demand career in our region. When identifying this RPOS, the availability of courses within each member high school, as well as alignment of coursework to the college was one of the main components looked at. The strengths in our current RPOS are:

1. **Partnerships** between industry with both secondary and postsecondary is strong in our region.
2. **Professional development** is provided to high school faculty by college faculty within the manufacturing programs.
3. **Credit Transfer Agreements:** Crosswalk of credit transfer for PLTW courses, as well as articulation agreements with high schools and several of the college's manufacturing programs.
4. **Technical Skills Assessment** for our RPOS in manufacturing are PLTW and SkillsUSA.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortium have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135 (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

Programs of Study are an area that the consortium will be focusing on in the FY18 grant year. While there are two state-approved Rigorous Programs of Study within the Manufacturing Pathway, as well as six other state-approved POS, it is realized that much work needs to be done to review and assess implementation. The Perkins coordinator for both secondary and postsecondary will be providing the leadership in bringing the necessary stakeholders to the table to get the job done. Secondary and postsecondary faculty, along with counselors, business/industry representation and administration will be invited to serve on a POS team that will update and better align what we have in place at the current time. A look at early college credits opportunities through Concurrent, PSEO, Online College in the High School and Articulated College Credit agreements will be reviewed and where alignment is possible within the consortium POS.

In past years, the key factors for choosing POS in each high school were 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. The consortium has utilized DEED, LMI, DEB, TalentNeuron, and graduate employment data to evaluate POS that are high-skill, high wage and high demand occupations. We have utilized the data as part of our strategic enrollment planning process at the college.

The consortium supports events, activities and professional development opportunities that highlight All Aspects of Industry or strategies for improving academic and technical skills of CTE learners. Some of these include:

1. The Region 7 BPA Competition is hosted on the Alexandria Technical & Community College Campus, and college faculty and staff participate as judges and proctors for the almost 300 high school BPA students who participate.

2. The Alexandria Area High School DECA and ATCC's Collegiate DECA students come together for a local competition at the college campus.
3. Grade 9 Expo is open to all consortium member school districts. Student interaction with business and industry is provided through breakout sessions and a business and industry booth expo.
4. National Fluid Power Action Challenge for eighth graders (with industry tour for middle school advisors).
5. Summer Manufacturing & Engineering Camp for 8th graders.
6. Summer trainings for high school faculty and taught by college faculty.
7. Manufacturing and Transportation Tour Days at the college and industry.
8. Perkins funding is used to pay for the technical skills assessments at both the secondary and postsecondary level. Assessments to be used for POS are NOCTI, SkillsUSA, PLTW and Precision Exams.

Inclusion of adult learners will be met through services and pathways provided at the postsecondary level and through partnership with local workforce centers. A variety of learning opportunities for credit and noncredit training and certifications for adult learners are provided through the college's Customized Training Center.

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 within the secondary setting (especially in the smaller districts) courses available to qualified sophomores, juniors and seniors through the OCHS program may be the only exposure some high school students have to CTE. The OCHS website, www.OnlineCollegeInTheHighSchool.org has been redesigned to include advising tools relating to career exploration.:

- "Career Pathways" tab 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 Minnesota State CTE website.
- "Student Center" tab give students access to a variety of resources, including a free online Career Workshop and the GPS Lifeplan for secondary students.

Under the "About Us" tab viewers can find a link to the most recent Student Success Report which provides grades and GPA breakdown in the various courses offered. Fall 2016 there were 772 (duplicated count) students enrolled with a completion rate of 97% and success rate (grade of A,B, or C) at 93%.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses 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, and counselors in the POS process and implementation.	
Measures	
Number of high schools with state or consortium approved POS and that are current on the MN POS website during the 2017-2018 school year.	
Reallocation Explanation	Additional amount to funds upgrades in equipment and technology, or to provide professional training to secondary CTE faculty.
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$2,915.00
Secondary Permissible Activities	\$12,386.74
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$2,262.93
Secondary Reallocation Reserve	\$352.81
Secondary Total	\$17,917.48
Total	\$18,917.48

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R5 Professional Development
Strategies	
Provide and/or fund faculty activities that increase expectation of academic achievement of secondary CTE students in reading & mathematics.	
Outcomes	
Improve the reading and mathematics skills of secondary CTE learners to meet the state negotiated targets.	
Measures	
Consortium meet the state negotiated targets.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,816.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,816.00
Secondary Required Activities	\$1,817.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,817.00
Total	\$3,633.00

Goal 1 Objectives 3	
Required/Permissible Uses 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 school school through Online College in the High School and other PSEO options.	
Outcomes	
High school students have opportunities and access to early college credit.	
Measures	
1. Number of existing or new articulated college credit agreements FY18	
2. Number of OCHS courses offered at high schools FY18	
3. Number of credits awarded through articulation agreements, concurrent credits, OCHS and other PSEO options FY18	
Reallocation Explanation	
Post-Secondary Required Activities	\$47,722.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$47,722.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$48,722.00

Goal 1 Objectives 4	
Required/Permissible Uses of Funds*	R6 Assessment
Strategies	
Utilize NOCTI, SkillsUSA, Precision Exams and other state approved technical skills assessment to measure technical skill attainment of students in CTE programs.	
Outcomes	
Concentrators in a Program of Study will show technical skill attainment.	
Measures	
Consortium meets or exceeds state negotiated target for technical skills attainment in state approved programs of study.	
Reallocation Explanation	
To provide additional funding for technical skill assessments at the post secondary level.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$1,000.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$3,000.00

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

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, Grade 9 Expo, ATCC Manufacturing & Transportation Tour Days, ATCC Sneak a Peek, NFPA Fluid Power Action Challenge, and Summer Manufacturing & Engineering Camp. 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. Some of the CTE programs at ATCC require an internship as part of meeting graduation requirements for the program.

Postsecondary program advisory committee members include local and regional business and industry members (who typically are also employers of graduates), secondary CTE faculty, past graduates and current students. The advisory committees are responsible for evaluation of the curriculum, recommend budgetary needs for equipment, and review the results from the technical skills assessment. The program advisory committees are also utilized to provide input on current and future demand for graduates. Strategies are ongoing in strengthening consortium partnerships with employers, community partners and other education partners to assist with enhancing/improving our CTE programs, programs of study and providing transition for adult learners. These relationships encourage in-kind gifting of equipment through the College Foundation to enhance learning. An ongoing effort to blend secondary and postsecondary advisory committees in CTE programs where feasible is continuing.

ATCC partners with the Workforce Center and Adult Basic Ed to support transitions for both high school and adult learners. The Workforce Center sends learners to the college and financially supports their enrollment through the rural MN SEP process. Adult Basic Ed is located on the ATCC campus and collaborate with the college in providing skill development for adult learner by providing instruction and support to the learners. ABE teaches a developmental mathematics course and a TEAS preparation course to prepare adult learners for nursing careers.

ATCC is part of a pilot to increase credit for prior learning to assist adult learners. Providing credit for prior experience is a method to encourage adult learners to enroll in CTE programs.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	P10 Student Transition
Strategies	
Provide access to transition information with respect to current and potential POS and Transfer Pathways.	
Outcomes	
Secondary students, counselors, parents, faculty 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 Transferology, EDReady and Transfer Pathways.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$250.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,250.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$7,290.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,290.00
Total	\$10,540.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R10 Collaboration
Strategies	
Support collaboration of CTE faculty and partners in business and industry with the expectation of improvement of 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 FY18.	
2. Number of business/industry represented on each program advisory committee, or of who secondary CTE was member on post secondary advisory committee with business/industry representation.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$250.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,250.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$3,250.00
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality
Strategies	
Support collaborative opportunities that provide students and secondary faculty and counselors with an understanding of All Aspects of Industry and an awareness of regional High Skill/High Demand/High Wage careers.	
Outcomes	
Exposure and awareness to grades 7-16 of All Aspects of Industry and regional High Skill/High Demand/High Wage careers.	
Measures	
Number of students/faculty/counselors participating in and evaluation of learned outcomes from career-college related initiatives.	
Reallocation Explanation*	Collaboration of summer manufacturing and engineering camp for 8th and 9th graders in June 2018.
Post-Secondary Required Activities	\$11,132.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$12,966.53
Post-Secondary Reallocation Basic	\$2,357.25

Post-Secondary Reallocation Reserve	\$859.64
Post-Secondary Total	\$27,315.42
Secondary Required Activities	\$2,817.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$9,751.63
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,568.63
Total	\$39,884.05

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

Consortium high schools and 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. Support services provides accommodations for students who have identified learning and other disabilities that require accommodations.

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, and Economically Disadvantaged, Displaced Homemakers, Single Parents, and Nontraditional students. ATCC has opened a multicultural center to coordinate 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, Manufacturing & Engineering Camp, Online College in the High School, Ladies Night Out, etc. Workforce Center partnerships and Customized Training Center's involvement with the community and industry partners provide awareness of high skill, high wage or high demand occupations in the region.

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. While not funded by Perkins dollars, this position is an integral part of improving overall retention as students' transition into college.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R9 Special Populations
Strategies	
Fund administrative support for Connections to College Completion (C3) which involves case management, monthly newsletter, lunch n' learn sessions for students who self-identify as Single Parents, Displaced Homemakers, or Single Pregnant Women.	
Outcomes	
Students who self-identified as Single Parents, Displaced Homemakers, or Single Pregnant Women are able to succeed in programs that lead to occupations that provide self-efficiency.	
Measures	
1. Track students' retention rate in programs of study	
2. Retention rate of SP/DH/SPW will be comparable to general college retention rate.	
Reallocation Explanation	
Post-Secondary Required Activities	\$7,994.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$7,994.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,994.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R9 Special Populations

Strategies	
Provide support for 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 fro transitions provided to special populations.	
Measures	
1. Number of students and counselors/parents served.	
2. Evaluation from participates on effectiveness of Start Smart sessions.	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,817.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,817.00
Secondary Required Activities	\$4,817.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,817.00
Total	\$9,634.00

Goal 4 Narrative

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

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

Flexibility in scheduling and formats are provided to secondary students through concurrent, PSEO, Online College in the High School and Articulated College Credit agreements. 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 the 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.

School districts that participate in Online College in the High School 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, MCA 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, MCA 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.

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. While not funded by Perkins dollars, this position is an integral part of improving overall retention as students transition into college.

The Transfer Advising Center at Alexandria Technical and Community College was implemented in FY17. Here students can obtain academic advising and information on transfer and transfer pathways. Few students enter our college without some college credit so this addition has been 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.

The college offers the added benefit of both a Customized Training and a Veteran's Center. Customized Training provides services for credit and noncredit 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.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	P2 Counseling
Strategies	
College/Career Readiness trainings/workshops offered, as well as part of informational meetings held for counselors and principals of consortium partner high schools.	
Outcomes	
Secondary partners have access to career and college readiness and are continuing to implement in their local district plans.	
Measures	
All partner high school surveyed best practices regarding their local district career and college readiness plans.	

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

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Continue to grow PSEO programs to provide eligible high school students an opportunity to earn early college credit while earning high school credit.	
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 formats (on campus, online, concurrent) FY18.	
2. Number of credits awarded students FY18.	

Reallocation Explanation	
Post-Secondary Required Activities	\$46,722.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$46,722.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$46,722.00

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
Coordinator for secondary and post-secondary Perkins consortium will serve on the Online College in the High School steering committee to assist with identifying and marketing 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 completed a course offered through OCHS FY18.	
2. Number of credits awarded through OCHS FY18.	

Reallocation Explanation	
Post-Secondary Required Activities	\$4,381.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,381.00
Secondary Required Activities	\$3,817.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,817.00
Total	\$8,198.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

* Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

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 Dean of Academic Affairs and Student Affairs responsible for Perkins funds.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R10 Collaboration
Strategies	
Consortium partners will take part in assessin consortium systems and operations.	
Outcomes	
All stakeholders find value in consortium partnering.	
Measures	
FY18 Runestone Perkins APR will reflect that consortium structure has been substained and fiscal rules have been followed.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,377.14
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,377.14
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$3,377.14

Goal 5 Objectives 2	
Required/Permissive Uses 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 state negotiated targets, or show improvements from past year's data.	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$2,817.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$2,300.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,117.00
Total	\$7,117.00

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)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$51,538.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$52,538.00	\$6,732.00	\$12,386.74	\$0.00	\$0.00	\$2,262.93	\$352.81	\$21,734.48	\$74,272.48

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$15,132.00	\$0.00	\$0.00	\$13,466.53	\$2,357.25	\$859.64	\$31,815.42	\$4,817.00	\$7,290.00	\$0.00	\$9,751.63	\$0.00	\$0.00	\$21,858.63	\$53,674.05

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$12,811.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,811.00	\$4,817.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,817.00	\$17,628.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$51,103.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,103.00	\$3,817.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,817.00	\$56,920.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$3,377.14	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,377.14	\$4,817.00	\$0.00	\$2,300.00	\$0.00	\$0.00	\$0.00	\$7,117.00	\$10,494.14

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$133,961.14	\$1,000.00	\$0.00	\$13,466.53	\$2,357.25	\$1,859.64	\$152,644.56	\$25,000.00	\$20,676.74	\$2,300.00	\$9,751.63	\$2,262.93	\$352.81	\$60,344.11	\$212,988.67

Secondary Supplemental Budget Sheet

Description	File Name	File Size
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Runestone FY18 Secondary Carl Perkins Budget	Runestone_budget-summary-spreadsheet-fy18-for-secondary.xlsx	53 KB
Runestone FY18 Secondary Carl Perkins Budget	Runestone_budget-summary-spreadsheet-fy18-for-secondary.xlsx	53 KB
Runestone FY18 Secondary Budget	Runestone_budget-summary-spreadsheet-fy18-for-secondary.xlsx	53 KB

From: Hanson, Carrie L Sent: Monday, June 26, 2017 9:39 AM To: michelle.kamenov@state.mn.us Cc: Thao, Yingfah Subject: CORRECTED Secondary Perkins Spreadsheet from Runestone
Importance: High Good morning! When I was checking this attachment to send to the secondary fiscal agent, I see I had some incorrect info. On the Basic Grant (478), I switched the 303 and 304 amounts by accident. I have corrected them now. I also forgot to put in the consortium information at the very top of both 478 and 475. Please use this corrected copy instead of the one that was uploaded to the online grant site. Thanks! Carrie Hanson Career and Technical Education Specialist Secondary & PS Carl D. Perkins Coordinator Alexandria Technical and Community College 1601 Jefferson Street Alexandria, MN 56308 320-762-4943 (Direct line) 320-762-4603 (Fax) carrieh@alextech.edu

	Runestone_budget-summary-spreadsheet-fy18-for-secondary.xlsx	53 KB
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Secondary Budget Reallocation

Description	File Name	File Size
Secondary Reallocaton Budget	Runestone_budget-summary-spreadsheet-fy18-for-secondary.xlsx	53 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

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:* \$24,085.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 65.0%

Coordinator Budget:* \$44,728.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Carrie Hanson	Secondary and Post Secondary Perkins Coordinator		\$68,813.00	wg_CarrieHansonAugust2016.docx
Mary Lenz	Director of K-12 Initiatives		\$69,454.00	wg_MaryLenzMay2017.docx
Cindy Maudal	PSEO Assistant		\$31,984.00	wg_CindyMaudalApril2017.docx
			\$170,251.00	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S1 – Academic Attainment in Reading/ Language Arts
Action Steps to improve the performance	
In looking at the current data as well as the data for FY14 and FY15, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.	
Resources Needed	Assistance from MDE
Timeline	FY18 grant year
Person(s) Responsible	Carrie Hanson
How will progress be documented?	Meeting notes and Pfile data reports
Sub-populations or groups where gap exists:	Unknown
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	
Stakeholders involved will be member district principals and/or superintendents, counselors, CTE faculty and the secondary Perkins coordinator.	
The process and sources of data are to be determined by fall 2017.	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	1S2 – Academic Attainment in Math
Action Steps to improve the performance	
In looking at the current data as well as the data for FY14 and FY15, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.	
Resources Needed	Assistance from MDE
Timeline	FY18 grant year
Person(s) Responsible	Carrie Hanson
How will progress be documented?	Meeting notes and Pfile data reports
Sub-populations or groups where gap exists:	Unknown
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	
Stakeholders involved will be member district principals and/or superintendents, counselors, CTE faculty and the secondary Perkins coordinator.	
The process and sources of data are to be determined by fall 2017.	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	

In a quick look through the data for FY16, it was noticed that the school district that did implement three different TSAs shows very few students having taken it. The secondary Perkins coordinator has a copy on file of each of the three TSAs. One was in Precision Exams Accounting and then there were two PLTW assessments given. The secondary Perkins coordinator did send the information over to the district's MARSS contact, but questions why then the TSA data doesn't reflect the number of students who actually took the three assessments? While some may not have been CTE concentrators, it couldn't have been that many.

PLTW Introduction to Engineering and Design (IED)

21 students took the assessment--6 scored Basic; 9 scored Proficient; 6 scored Advanced

PLTW Computer Integrated Manufacturing (CIM)

19 students took the assessment--5 scored Basic; 10 scored Proficient; 4 scored Advanced

Precision Exam Accounting II (212)

28 students took the assessment--10 met the seven skill standards

Resources Needed	The Secondary Coordinator will be working with MDE to set up some type of training session with member districts' MARSS personnel to make sure TSA data is being entered correctly into the Pfile prior to submission.
Timeline	FY18 grant year
Person(s) Responsible	Carrie Hanson
How will progress be documented?	Meeting notes and Pfile data
Sub-populations or groups where gap exists:	Carrie Hanson will be working with Kari Ann Ediger to cross check data at the local consortium level with what is being reported in the Pfile to state.
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	Stakeholders involved will be member district principals and/or superintendents, counselors, CTE faculty and the secondary Perkins coordinator. The process and sources of data are to be determined by fall 2017.

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	The college's Transfer Advising Center just completed it's first year of implementation. The college has had advisors and transfer specialists on campus for many years, but never in one office before. It is hoped that with the addition of this center, along with our counseling and testing center, a better job can be done in helping students with advising and transfer issues and questions. It may take a couple of years, however, before we see just how effective. The outcome hoped for is increasing the performance in student retention and transfer, and that state negotiated targets are met.
Resources Needed	Technical assistance
Timeline	FY18 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 take a more indepth look at all data
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	Stakeholders involved will be Transfer and Advising Center staff, college counselor, and college administration. The process and sources of data are to be determined by fall 2017.

Improvement Plan Action Steps 5

Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	While the college did not meet the state negotiated target in this area, the actual performance is up slightly from FY15. The college will continue to offer career counseling sessions and interest assessments and personality profiling to help students choose a career that is right for them. We will continue look for those best practices other consortium have found successful with increasing students in non-trad programs. We will also 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. 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 (as described in Goal 3) 4. Monthly newsletters 5. Lunch n' Learn sessions 6. Referrals
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:	Need to take a more indepth look at all data
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	Stakeholders involved will be PS Perkins coordinator, college counselor, Director of Student Success, and college administration. The process and sources of data are to be determined by fall 2017.

Improvement Plan Action Steps 6

Indicator Number (i.e. 1S1 or 2P1)*	6S2 – Nontraditional completion
Action Steps to improve the performance	After meeting targets in FY15, our consortium showed a decline in nontraditional completion. In past years the consortium data has shown that females in non-trad courses was strong, but there was a lack of non-trad courses for males. FY16 data now shows a decline of female concentrators in non-trad. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.
Resources Needed	Assistance from MDE
Timeline	FY18 grant year
Person(s) Responsible	Carrie Hanson
How will progress be documented?	Meeting notes and Pfile data
Sub-populations or groups where gap exists:	Need to take a more indepth look at all data
Describe any contextual factors that might contribute to this gap:	Unknown
Further Information	

Stakeholders involved will be member district principals and/or superintendents, counselors, CTE faculty and the secondary Perkins coordinator.

The process and sources of data are to be determined by fall 2017.

Related Improvement Plan documents

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: *	71.92
General strategies planned to improve performance:	
While we didn't meet our state negotiated target, students who took an assessment in which Minnesota State has access to the data, performance came in at 90%. The college will be looking more closely at the programs where performance is not as strong as it should be and will also re-evaluate the TSA administered. The data Minnesota State does receive is not a true reflection of the performance of our post-secondary students overall.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	66.40
Actual Performance: *	54.76
General strategies planned to improve performance:	
In looking at the current data as well as the data for FY14 and FY15, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	53.54
Actual Performance: *	42.56
General strategies planned to improve performance:	
In looking at the current data as well as the data for FY14 and FY15, it shows performance has declined each year. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.	
Comments or context for actual performance (optional):	

Improvement Report 4	
Indicator Not Met: *	2S1 – Technical Skill Attainment
Negotiated Performance: *	61.23
Actual Performance: *	42.86
General strategies planned to improve performance:	
In a quick look through the data for FY16, it was noticed that the school district that did implement three different TSAs shows very few students having taken it. The secondary Perkins coordinator has a copy on file of each of the three TSAs. One was in Precision Exams Accounting and then there were two PLTW assessments given. The secondary Perkins coordinator did send the information over to the district's MARSS contact, but questions why then the TSA data doesn't reflect the number of students who actually took the three assessments? While some may not have been CTE concentrators, it couldn't have been that many. The Secondary Coordinator will be working with MDE to set up some type of training session with member districts' MARSS personnel to make sure TSA data is being entered correctly into the Pfile prior to submission.	
PLTW Introduction to Engineering and Design (IED)	
21 students took the assessment--6 scored Basic; 9 scored Proficient; 6 scored Advanced	
PLTW Computer Integrated Manufacturing (CIM)	
19 students took the assessment--5 scored Basic; 10 scored Proficient; 4 scored Advanced	
Precision Exam Accounting II (212)	
28 students took the assessment--10 met the seven skill standards	
s	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met: *	3P1 – Student retention or transfer
Negotiated Performance: *	12.71
Actual Performance: *	10.65
General strategies planned to improve performance:	
The college's Transfer Advising Center just completed it's first year of implementation. The college has had advisors and transfer specialists on campus for many years, but never in one office before. It is hoped that with the addition of this center, along with our counseling and testing center, a better job can be done in helping students with advising and transfer issues and questions. It may take a couple of years, however, before we see just how effective. The outcome hoped for is increasing the performance in student retention and transfer, and that state negotiated targets are met.	
Comments or context for actual performance (optional):	

Improvement Report 6	
Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	89.80
Actual Performance: *	87.30
General strategies planned to improve performance:	

While the college did not meet the state negotiated target in this area, student placement came in at 97.20% of the target. We will be looking into the data reported to Minnesota State to see where the this slight decline from FY15 to FY16 data is. Whether it is in within one college program, or more than one.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	12.00
Actual Performance: *	11.52

General strategies planned to improve performance:

While the college did not meet the state negotiated target in this area, the actual performance is up slightly from both FY15 and FY14. The college will continue to offer career counseling sessions and interest assessments and personality profiling to help students choose a career that is right for them. We will continue look for those best practices other consortium have found successful with increasing students in non-trad programs.

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	11.58
Actual Performance: *	10.29

General strategies planned to improve performance:

While the college did not meet the state negotiated target in this area, the actual performance is up slightly from FY15. The college will continue to offer career counseling sessions and interest assessments and personality profiling to help students choose a career that is right for them. We will continue look for those best practices other consortium have found successful with increasing students in non-trad programs. We will also 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 9

Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	34.97
Actual Performance: *	33.54

General strategies planned to improve performance:

While our consortium did not meet the state negotiated target in this area, we did come in pretty close (95.91%). The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.

Comments or context for actual performance (optional):

Improvement Report 10

Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	27.61
Actual Performance: *	23.16

General strategies planned to improve performance:

After meeting targets in FY15, our consortium showed a decline in nontraditional completion. In past years the consortium data has shown that females in non-trad courses was strong, but there was a lack of non-trad courses for males. FY16 data now shows a decline of female concentrators in non-trad. The consortium will be working with Kari Ann Ediger from MDE to look more closely at our data, to understand sub groups and then determine where improvements can be made, making it possible to bring performance up and meet negotiated targets.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
District 206 Alexandria Statement of Assurance FY18	CPStatement of AssurancesFY18_Dist206Alex.pdf	224 KB
District 213 Osakis Statement of Assurance FY18	CPStatement of AssurancesFY18_Dist213Osakis.pdf	80 KB
Alexandria Technical & Community College Statement of Assurance FY18	CPStatementofAssuranceFY18_ATCC.pdf	736 KB
District 2149 Minnewaska Statement of Assurance FY18	CPStatementofAssuranceFY18_Dist2149Minnewaska.pdf	84 KB
District 2908 Brandon-Evansville Statement of Assurance FY18	CPStatementofAssuranceFY18_Dist2908B_E.pdf	206 KB
District 547 Parkers Prairie Statement of Assurance FY18	CPStatementofAssuranceFY18_Dist547_ParkersPrairie.pdf	1.0 MB
Dist 6014 Runestone Area Ed District Statement of Assurance FY18	CPStatementofAssuranceFY18_Dist6014RAED.pdf	764 KB
District 743 Sauk Centre Statement of Assurance FY18	CPStatementofAssuranceFY18_Dist743 Sauk Centre.pdf	113 KB

Attachments

Description	File Name	File Size
FY18.POSTSA_Runestone	FY18.POSTSA.Review.Runestone.docx	26 KB

