



## **Runestone Consortium**

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

**Submitted by Carrie Hanson**

**Submitted on 05/27/2022 4:21 PM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohrn@minnstate.edu

Fund Activity Categories

Education

Departments

Subjects

Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

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

### Award Information

Award Period

07/01/2022 - 06/30/2023

### Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

## Technical Assistance Session

Technical Assistance Session

No

## Eligibility Information

Additional Eligibility Information

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

## Additional Information

Additional Information URL

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

Additional Information URL Description

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

## **Project Information**

### **Application Information**

Application Name

Runestone Consortium

Award Requested

\$270,641.92

Total Award Budget

\$270,641.92

### **Primary Contact Information**

Name

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## Project Description

### Consortium Membership List

Consortium Membership List

Consortium Membership

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

### CLNA Results

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

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

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

Enter response to CLNA here:

As a consortium coordinator who works on both the secondary and post-secondary side, the CLNA can seem overwhelming. Working on it as a regional group we are able to discuss our last round of the CLNA and look at each area of the needs assessment and figure out what information, feedback, or data was needed as we put together surveys. Lake Superior consortium coordinators joined our group this time around and I find it helpful to get different perspectives on this whole process and what we want to learn from it.

One major issue that came to light once again during this assessment process was the lack of understanding or misinformation surrounding either Career and Technical Education, Perkins funding, or both, throughout our whole region. As consortia leaders, we continue to work on this area, and with our shared website our goal is not only to share resources, but to talk the same language when discussing Career and Technical Education and Perkins.

#### Element #1: Student Performance on Required Performance Indicators

**Secondary:** As a consortium, our secondary CTE students met or exceeded the performance indicators in all the performance levels. A deeper look into the data, however, shows there is a gap in performance for males, students of color, economically disadvantaged, students with disabilities, English learners and Homeless. This was not the case in all the performance indicator areas, but in several.

**Post-secondary:** Alexandria Technical and Community College students did not quite meet the performance indicators for postsecondary placement and postsecondary credentials (both were 99% of established performance level), but they did in the nontraditional program enrollment. A further look into the data shows gaps in postsecondary placement for males, student of color, and out of workforce individuals. Earning postsecondary credentials shows gaps in performance for females, student of color, individuals with economically disadvantaged families, single parents and out of work individuals. For non-trad program enrollment, the gaps were with males, student of color, individuals from disadvantaged families, out of workforce individuals and English learners.

#### Element #2: Program Size, Scope, and Quality to meet the needs of all Students

**Secondary:** We saw a drop in CTE participants when looking at the FY21 data. What is doesn't tell us is whether any of this is reflective of issues brought on by the covid pandemic or if we are capturing all the data as accurately as we can. ***Work based learning (in some district) and internship opportunities are a strength within a number of these programs, but is lacking in others. Our districts have active CTE student organizations (FFA, FCCLA, DECA, and BPA). There are a few articulation agreements in place, and some have concurrent enrollment. From the last time we did the CLNA to this time, there has been some improvement towards looking at the in-demand occupations within our region and trying to build stronger programs of study within each CTE program area, and having all students take the more exploratory CTE courses in middle school. Stronger partnerships with business and industry has improved since the first CLNA implemented.***

***CTE licensure is still an issue with some of our current teachers, as well as new teachers hired. We also have some programs that are not approved as CTE due to that same licensure issue, and so the data on those students is not captured. This is true in the area of Health Occupations and aligning it to the need within our region. While there are courses being taught at various levels in some of the districts, it is not within the realm of CTE licensure. Online College in the High School provides an avenue to have access to CTE courses, but then it is not captured in the secondary data—only the postsecondary. This is also true for***

**CTE courses through PSEO.** *Our consortium is going to bring teachers from one or two high schools to meet with postsecondary faculty and work on implementing a Health Occupations POS within CTE.*

**Another area of focus is the updating of learning spaces and supplementing equipment where we can, and support of professional development for our CTE teachers.** *Improvement in these areas will help address quality of programming. The outcome to achieve would be increased CTE participants and concentrators.*

**Postsecondary:** Advisory committees assist the college program with enrollment, student placement, finances or other concerns that may impact the program in the future. Recommendations from the committee are then delivered to the college administrators for any recommended actions. Any program closure or new program additions must be discussed with the advisory committee before the college can close or open a program. Member of the advisory committee assist the program to provide both leadership and financial support of the associated CTE programs with donated equipment and scholarship dollars.

### **Element #3: Progress towards Implementation of CTE Programs of Study**

**Secondary:** From the last time we did the CLNA to this time, there has been some improvement towards looking at the in-demand occupations within our region and trying to build stronger programs of study within each CTE program area, and having all students take the more exploratory CTE courses in middle school. Stronger partnerships with business and industry has improved since the first CLNA implemented.

**Postsecondary:** Alexandria Technical and Community College has strong partnerships with the area businesses, industries and workforce groups. Current programs of study continue to be revised and strengthened as needed, and new ones designed based on what the college is hearing through these partnerships regarding the needs in the region.

Secondary students who do not have many CTE offerings at their school are able to access CTE courses through Online College in the High School, or through traditional PSEO.

### **Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups**

**Secondary:** Living in a rural area of Minnesota and the current CTE teacher shortage are two of the barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants. When new teachers are hired, they do not always have any of the licensures listed on Table C. Our consortium has been working on this area, but then we have teachers leave and new ones hired. It is a struggle, but we will continue to keep this as one of our priorities. Another area of helping to retain these teachers is providing support for professional development opportunities that teachers feel are valuable of their time away from their classrooms, or that are offered in June.

**Postsecondary:** The college is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce.

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. Minnesota State has revised its salary scale for some high paid industry areas, especially in the recruitment of nursing educators.

### **Element #5: Progress towards equal access to CTE programs for all students**

**Secondary:** CLNA feedback from counselors did show that information on CTE courses and access to those courses is made available to all students. Student feedback ranked scheduling as the biggest barrier. Either CTE courses they were interested in were scheduled at a time that didn't fit their schedule, or were in conflict with other classes they wanted to take. From the feedback from both CTE teachers and administrators, it was agreed that scheduling is a barrier, but not an easy one to fix

**Post-Secondary:** The college is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. It also has a number of college funded initiatives in place for student success and completion.

The main priorities (but not the complete list) from our CLNA feedback to be supported by Perkins funding are:

- Quality professional development
- Continued support of career exploration and career development for students

- Supplemental equipment needs for POS
- Support for teachers needing to obtain CTE licensure or WBL endorsement
- Support of development of short and/or accelerated prep courses for returning adults
- Pilot project with regards to integrate academic standards into CTE frameworks/industry standards.

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

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

Upload your completed CLNA Framework

Runestone\_Perkins-V-CLNA-Reporting-Framework\_March2022.docx

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



## Narrative 2: Programs of Study

### Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

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

Our consortium looked at the CLNA feedback on what CTE program areas students hope to take, as well as a survey of needs submitted by each CTE teacher. We also looked at the MN Employment and Economic Development County Profiles showing Occupations in Demand for each of the counties in our consortium. All our current Program of Study (POS) listed on the State Recognized and Funding Priorities spreadsheet are represented in the Occupations in Demand for each of our counties.

Our priority 1 level POS are in Manufacturing (Production; Mftg Production, Process Development) and Construction. As we continue to improve and expand on the learning within these POS, that means equipment needs that usually cost more than what other POS need in the way of supplemental equipment. Some of our Reserve funds also be used for expanding our Manufacturing—Production POS.

Our priority 2 level POS are the ones we worked on in the past two years—Informational Technology and AFNR. The AFNR is the one POS we did broker with Central Lakes College. To be able to expand these POS to other districts or to continue to improve what is already being done in the current districts listed, our consortium will support with equipment needs that are supplemental.

The college will be supporting equipment needs for programs in the Manufacturing and Informational Technology program areas. We will be also be supporting our Healthcare Occupations, but Reserve funds will used for that.

Our priority 3 level POS are Education/Training, Finance, Business Management and Administration, and Marketing. These POS do not always require supplemental equipment, but more of these teachers have asked for support with professional development.

Our new POS that will be worked on this year will be in Health Occupations. We will be using some of our Reserve funds for the work on this.

While we did work to develop and implement our Information Systems and Agribusiness Systems POS, we are still working towards some type of POS within the Health Science Technology. Health Occupations are in-demand in our region and so this will be one of our main focus areas for the FY23 grant year.

Through our CLNA surveys it was learned that each school highlights Career and Technical Education classes a little differently, but whatever the method, it is shared with all students. The issue from the students' perspective has to be more with conflicts in CTE courses being scheduled at the same time as other courses they want/need to take.

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

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

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

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

Revised\_Runestone Consortium--State-Recognized and Funding Priorities--Spring 2022.xlsx

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

### WIOA Narrative

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

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

Enter response below.

#### **Career exploration and career development activities.**

Collaboration on career exploration activities has always been a strong area in our consortium. In the past few years we have chosen to either revamp a few of our activities/events, or just start fresh with something new. Most of these highlight the high-skill, high-wage, or in-demand industry sectors in our area. Students are surveyed whenever these collaborated activities/events take place so we can know if there are areas where they feel we should improve.

The Career Force Center takes part in the Career Expo event that is held each year at the Alexandria Area High School. The Career Force Center will refer students to the college who have a program or interest area in mind and may need support or assistance with the college enrollment process. They also refer students for career counseling and/or college counseling when undecided.

The college furnishes the Career Force Center with updated materials each year and ensure they know about new programs, new offerings, etc. The college admission reps also provide presentations or meet with specific groups, as requested.

**Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment.** One of the agenda items at fall meetings for both counselors' and principals' will be the Review of the 2021 Regional Profile for West Central Minnesota. Tom Leuthner from Pine to Prairie Consortium has shared his one-page helpful hints document for the DEED website. ***This will be one of the agenda items that will be presented to our counselors and possibly giving them some time during the meeting to go through the handout and/or explore the DEED website themselves.*** A presentation will also be made to our consortium CTE faculty and Special Education teachers on ways to implement this for students to use. Both of these resources will be uploaded to our Northwest Regional Perkins website: <https://mnperkinsnw.com>

#### **Career guidance and academic counseling.**

Up to four consortium counselor meetings are held each year and agenda items are set based on suggestions on what the counselors are wishing to have more information on, as well as any updates at the college, careers in-demand and Perkins V initiatives. There is a time to discuss issues regarding academic counseling and share best practices in this area. While it was a goal to have the Career Force Center host one of our consortium counselors' meetings this past year, we did not due to a slow comeback to face to face meetings this past fall. This will be a goal for our FY23 grant.

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

Our consortium has strong partnerships with business and industry in our region. Even our smaller districts benefit from having several industries located in their community. These business and industries take an active part in various

activities/events, providing students with the knowledge of current demands and trends in the labor market, education requirements needed to get into the field, and general overall understanding of all aspects of industry. These same businesses and industries are the classroom presenters, mentors, work-based learning sites, and are members of the advisory committees at both secondary and postsecondary.

The Career Force Center programs and services are available for all of college students, free of charge, and can assist with job search, resume and cover letter writing, interview skills, etc. Students are referred on an individual basis when applicable. The college counselor will also refer students who may qualify for eligibility-based programs such as Vocational Rehabilitation, Supportive Employment, etc.

The local Career Force Center works with the college's Customized training to provide dislocated workers retraining programs.

The college also has a partnership with the Adult Basic Education and they are housed on the college campus.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

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

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

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

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

Enter your response here:

While our consortium has met or exceeded the performance indicators for both math and reading in the FY21 data, we know there is room for improvement so all CTE students can continue to meet these performance indicators. Feedback from CTE teachers showed that the majority felt collaborating with other educational partners and/or resources for assistance in CTE classes with individual students was most effective in improving academic and technical skills of students.

For the FY23 grant year, our consortium will bring together a pilot group of CTE, core academic and postsecondary instructors together for a work session to go over course syllabi and look for way to integrate academic standards into CTE frameworks/industry standards. We will work first with one CTE program area in FY23, then assess what worked and didn't work before going forward with several other CTE program areas in FY24.

Our consortium will also identify integrated math and technical skills to be highlighted in the various camps offered to students and trainings offered to CTE teachers.

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

## Narrative 5: Special Populations

### Special Populations Narrative

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

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

Enter response below:

Through our CLNA surveys, the feedback from both teachers and counselors was that information on CTE courses is made available to all students, as well as access to those courses. The issue from the students' perspective (and they stated this in their feedback) has more to do with conflicts in CTE courses being scheduled at the same time as other courses they want/need to take. The Area Learning Center within our consortium does not offer any CTE courses, but does have a careers seminar and work-based learning class. We will dedicate funds for MCIS for this school as they use this in their careers seminar course.

Our consortium offers camps such as **Hands on Manufacturing Camp, National Fluid Power Association Action Challenge, Cyber Security Camp** (and new this summer) **Scrubs Camp** to provide an opportunity for all interested students to have exposure to some high-skill, high-wage and in-demand occupations, whether it is a non-trad field for them or not. Students take part in hand on activities to give them a snapshot experience of what it would be like if they were to go into these career fields. Recommended high school courses and educational requirements are a part of these events, giving students an idea of what they need to do to better prepare for these types of careers. We have in the past used the non-trad section of Dream It! Do It! website to discuss how this is a non-trad career for some. In FY23 we will look at what other resources are available and would be a good fit to what we are already covering in these camp opportunities.

Business and industry take an active part in some of these activities, providing students will the knowledge of current demands and trends in the labor marker, education requirements needed to get into the field, and general overall understanding of all aspects of industry.

The Runestone Consortium continues 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 (45 CFR, Part 80) through the **Statement of Assurances & Certifications**. District superintendents also sign off on all CTE approved programs stating **Minnesota Rule 3505.2550 Minimum Standards for Instruction Program Approval Subp 8. Support Services**.

Goals and priorities of the college are a part of the Strategic Enrollment Management Plan:

Strategic Plan--As a member of the Minnesota State Colleges and Universities, everything we do is focused on three critical priorities:

1. The success of our students
2. Our commitment to Diversity, Equity, and Inclusion
3. The programmatic and financial sustainability of our campus.

Priorities—the purpose and priorities of our strategic enrollment management plan is to ensure they align with the goals of the Strategic Plan

Additional strategic materials to be aligned with Strategic Enrollment Management:

1. Alexandria Technical and Community College (ATCC) Framework 2020-2024
2. MinnState Affinity Group Framework
3. MinnState Equity 2030 Strategic Dimensions
4. Guided Pathways/Student Life Cycle
5. ATCC Academic Master and Diversity and Inclusion Plan
6. ATCC Spring 2020 Marketing Plan

The college is committed to and supports aggressive affirmative action steps and programs intended to remedy the historical underrepresentation of persons of color, women, persons with disabilities and veterans in the workforce. (Alexandria Technical & Community College policy 1.3.1)

Supports in place for student success and completion of special pops:

- Director of Student Success--***this position develops procedures and processes to improve student retention and success rates as part of the initiative to eliminate the educational equity gaps identifies at ATCC.***
- EDI Student Success Coordinator--***this position exists to support the access, persistence, retention and success of all students from historically underrepresented and marginalized populations by promoting a more inclusive campus culture through trainings and other initiatives.***
- Veteran's Center
- Intercultural Center
- Transfer and Advising Center
- Student Support Services
- Lunch and Learn sessions
- Inclusion Network
- Workforce Development Scholarships
- Customized Training Center for incumbent workers

College funded positions with a position goal to recruit more students of color:

- Director of Equity, Diversity, & Inclusion
- Enrollment Specialist/Student Success Coach--***this position is a primary liaison between the Latino/Latinx community and ATCC's academic and non-academic business functions and resources. In the success coaching capacity, this position provides first level support that successfully guides Latino/Latinx student through academic and non-academic challenges.***

NEW education partnership:

- United States Naval Community College for active military—adult learners and non-trad

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

Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)



## Narrative 6: Work-based Learning

### Work-based Learning Narrative

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

Provide the following information in the space below:

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

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

Enter your response here:

While internships and mentorship opportunities are a strength within the Runestone Consortium, as well as having active CTE student organizations (FFA, FCCLA, DECA, and BPA), the data shows that we are not where we should be when it comes to work-based learning opportunities for our students. We currently have work-based learning offered as Diversified Occupations within our AFNR programs, and then a couple CTE teachers within our Business/Computers programs. While we have one Trades teacher who has a work-based learning endorsement and has offered this within his program, he is retiring at the end of FY22. We did begin the process in FY21 to have three of our CTE teachers obtained their work-based learning endorsement. For FY22 we will take a look at all our member districts as we go through our program approval process and see which schools are still missing this component within their CTE programs. **Where the school district would be willing to add in WBL to CTE programming, we will focus support of professional development for CTE teacher(s) who will be implementing this component into their program area.** We will also be checking course codes so we are capturing the data for work-based learning accurately. We will be using Reserve funds as we support our CTE teachers and continue our work towards expansion of work-based learning opportunities.

Alexandria Technical and Technical Community College students enrolled in CTE programming are also active in collegiate student organizations. They always show strong participation in competitions at the local, state, and national level in Skills USA, DECA, Advertising Federation, Behind the Mask welding competition, National Kitchen and Bath Association. ATCC students are provided opportunities for leadership and civic service within these student organizations.

Business and Industry representatives are routinely invited into the college as guest speakers. Postsecondary students and faculty are also invited to business and industries for tours and field trips, job shadows and internship opportunities. Some of the business & industry partnerships are:

1. 3M
2. Ziegler-CAT
3. Artic Cat, Polaris
4. Douglas Machines



5. Aagard
6. FORCE America
7. Alomere Hospital
8. Knute Nelson

Reserve funds will be used for work-based learning at the secondary level.

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

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 7: Early College

### Early College Narrative

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

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

Enter your response here:

Secondary students are provided opportunity to gain postsecondary credit through concurrent enrollment within CTE, but it is very limited. One concurrent course is the college's ITEC 1430 Intro to Computers course. This course easily aligns with the computer course(s) that some secondary schools teach within their business programs. The college has had concurrent enrollment agreements with college accounting, but that is not as easy to maintain due to the credential requirements. Another concurrent course is the NSGA Nursing Assistant/Home Health Aide. This course is a collaboration between the college and the two high schools involved. It is taught at the high school campus with college nursing faculty.

For those secondary CTE courses that do not qualify for concurrent, the college has worked with high schools to set up articulation for college credit agreements. We are working as a consortium to update our entire articulation process so that everything goes through the <https://ctecreditmn.com> website.

Project Lead the Way courses are also recognized for full credit if students have gone through the process of obtaining transcripted credit. If not, they can still receive partial credit.

Some of our secondary have implemented certifications within their CTE courses. Some that have been used are: CASE, OSHA10 and ServSafe.

Secondary CTE students who have an interest in a career pathway that their school district is not able to provide, or has limited courses within that program, can look at the CTE courses options through Online College in the High School. The steering committee works closely with the participating districts to provide courses these districts wish to offer to their students. Under the Online College in the High School model, students stay at their home district campus and time, space and technology are provided to them to take the courses.

PSEO is another way for students to access CTE coursework. Students have enrolled in one or two technical courses, while a few others have enrolled in a technical program full-time. This is where our Director of K-12 Initiatives comes in. She works closely with PSEO students to make sure that they are being successful in their coursework and those students who are full-time are also taking the courses that meet requirements for high school graduation.

Partially paid positions under this narrative area are for the Director of K-12 Initiatives (35%). She oversees PSEO, concurrent, and OCHS students taking courses with ATCC.

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your response here:

Living in a rural area of Minnesota and the current CTE teacher shortage are two of the barriers towards improving recruitment and retention on the secondary side. When there are openings for a vacancy within a CTE program, there are sometimes very few applicants, if any. We are currently looking at several Trades & Industry teacher positions and one FCS teacher that will need to be filled for the FY23 school year. When new teachers are hired, they do not always have any of the licensures listed on Table C. Our consortium has been working on this area, but then we have teachers leave and new ones hired. We are slowly working to have all our current teachers obtain the correct licensure. It is sometimes a struggle, but we will continue to keep this as one of our grant priorities. While three of our Trades & Industry teachers have been working towards CTE licensure, we will use Reserve funds to support some of the new hires this coming year if they need to also obtain CTE licensure.

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.

From the feedback of our CLNA surveys, continued professional development where teachers could improve their skills within the program areas they are teaching was a need and a want. Some districts seem to do a good job providing time away for this, other districts did not. The faculty at the college also feel the need for more professional development, but time was an issue for them. For postsecondary faculty, being able to connect and network with secondary CTE teachers through a shared professional development has been positive on both sides. Secondary CTE teachers feel they learned so much more being trained by the postsecondary faculty. Those same teachers continue to reach out to our CTE faculty even after the training—for advise on equipment purchases, to being a guest speaker in their classes, to serving on an advisory committee, or even recommending to their current students to check out some of the programs at the college. The importance of these connections between CTE college faculty and high school teachers is further backed up by feedback from current college students. When asked who was most impactful when deciding on college program, high school teachers ranked second.

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

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

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

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

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

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

Enter your response here:

As a consortium, our secondary CTE students met or exceeded the performance indicators in all the performance levels. A deeper look into the data, however, shows there is a gap in performance for males, students of color, economically disadvantaged, students with disabilities, English learners and Homeless. This was not the case in all the performance indicator areas, but in several.

With the initiative described in Narrative 4 regarding the work on integrate academic standards into CTE frameworks/industry standards, and then with the work on expanding work-based learning opportunities, the outcome goal would be to see less of a gap in these subgroups. We may not see this for a couple years, but to see even a slight increase in performance for each of these subgroups will affirm we are going in the right direction.

Alexandria Technical and Community College students did not quite meet the performance indicators for postsecondary placement and postsecondary credentials (both were 99% of established performance level), but they did in the nontraditional program enrollment. A further look into the data shows gaps in postsecondary placement for males, student of color, and out of workforce individuals. Earning postsecondary credentials shows gaps in performance for females, student of color, individuals with economically disadvantaged families, single parents and out of work individuals. For non-trad program enrollment, the gaps were with males, student of color, individuals from disadvantaged families, out of workforce individuals and English learners.

The college will be developing short and/or accelerated prep courses. Many adult/returning students have pre-requisite education and skills, but have taken time away from pursuing higher education resulting in difficulty succeeding in subsequent math, science and English language coursework (not being able to demonstrate adequate skills in academic reading and writing). Short, but intensive, "Just in Time" refreshers in mathematics, sciences, and English would be developed to reduce the need for remedial coursework. A streamlined academic plan encourages greater participation and reduces the likelihood of failure and high withdrawal rates.

The college will be braiding Perkins V funds with funding from another grant source. Together this funding will allow for a greater range of prep courses to be developed, especially focusing on English Language Learners who have more unique support needs.

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

Provide the following information in the space below:

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

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

Enter your response here:

The Runestone Consortium consists of Alexandria Technical and Community College, 6 secondary schools, and 1 Area Learning Center. The Perkins leadership team consists of:

- Carrie Hanson, Career and Technical Education Specialist, Alexandria Technical and Community College-- Serves as the Perkins Consortium Coordinator for both secondary and postsecondary
- Tamara Amott, Dean of Educational Services, Alexandria Technical and Community College--Postsecondary Perkins Administrator

The Perkins leadership team is responsible for the majority of the functions of the Perkins grant, administrative, operations, programmatic. The leadership team meets regularly throughout the year to jointly plan and fulfill the grant requirements. The leadership team meets with the Perkins V advisory group twice a year at minimum and is comprised of CTE professionals from both secondary and postsecondary.

- Scott Berger, Vice President, ATCC
- Merilee Retzliff, Dean of Nursing and Health, ATCC
- Steve Richards Dean of Technology and Business, ATCC
- Sean Johns, Dean of L.E. and Manufacturing and Transportation, ATCC
- CTE professional from each of the member districts

Secondary/Postsecondary Coordinator meets on a regular basis throughout the year with school district administrators, and reports to the Runestone Area Education Board as requested. She works closely with the CFO at both the secondary and postsecondary level regarding budget questions. Process for equipment and other fiscal decisions is made through collaboration of Perkins leadership working with CTE faculty, administration and the Perkins V advisory group, as well as alignment of all fiscal expenditures within the Perkins grant plan.

Our consortium's number one priority is to continue on the path for improving the quality of our current Programs of Study (making for a stronger pathway from secondary to postsecondary), as well as our Program Advisory Committees (on the secondary side), and to increase WBL in the secondary. Another priority is the college's education partnership with USNCC (United State Naval Community College). Our consortium was hoping to work on how we can develop an approved CTE program within the Healthcare Pathway (partnering with what is already being delivered at Alexandria Area High School), but this was not attainable in FY22, so we are moving it as a focus for FY23.

While our number of CTE participants dropped in FY21, we are looking for those to increase in FY22 data. Our consortium continues to work on making sure all those who teach within the CTE area are appropriately licensed. We are also working to grow the WBL opportunities within our consortium.

Priorities for FY23 were result of CLNA findings, as well as feedback on direction and needs from both the secondary and postsecondary CTE/Perkins Advisory Committee for our consortium.

These priorities are supported by a collaborative branding of funds—college, districts, and Perkins V.

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

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designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



## Narrative 11: Reserve Funds

### Reserve Funds Narrative

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

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

Please provide the following:

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

Enter your response here:

The two areas our consortium will be using Reserve funding towards are as follows:

#### **CTE teacher/faculty recruitment, retention**

Our consortium will be supporting new T& I teacher hires with regards to licensure through LCSC Alternative Teacher Prep program, and/or support for WBL endorsement for those teachers who are interested in offering this component in their program. The expectation would be that with appropriately licensed CTE teachers we can work to improve and expand CTE programs as well as provide more WBL opportunities. The outcome would be to increase the number of CTE participants interested in CTE programming and careers.

This category includes a portion of the Secondary/Postsecondary Coordinator's salary to collaborate with CTE faculty at college on trainings to offer to secondary teachers. The expectation is that these trainings would help CTE teachers improve their knowledge and skills needed in teaching their CTE courses, and to provide networking support to those same teachers. Quality professional development and partnership with our college CTE faculty was one area teachers would like to see continue.

#### **Development of new Programs of Study**

Our consortium will provide support for collaboration on the development of a POS in Health Occupations and equipment for expansion of Manufacturing programs to make a stronger pathway from secondary to postsecondary.

We will also provide support for equipment for new Ophthalmics Medical Tech program and any expansion of other Health Occupations programs.

This area would include a portion of the Secondary/Postsecondary Coordinator's salary to work with CTE faculty on both secondary and postsecondary to assist with work on a POS within Health Occupations

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

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	500.00
<b>Postsecondary Subtotal</b>	500.00
<b>(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers</b>	500.00
<b>Secondary Subtotal</b>	500.00
<b>TOTAL</b>	1000.00

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Perkins-Funded Positions

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

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

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Carrie Hanson	Career and Technical Education Specialist	Secondary		34%	31,845.00
Carrie Hanson	Career and Technical Education Specialist	Postsecondary		51%	50,087.00
Mary Lenz	Director of K-12 Initiatives	Postsecondary		35%	39,386.00

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

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

Position Description

Career and Technical Ed Specialist Position Description 2020-02-27.pdf

Position Description

MaryLenzApril2019.docx

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

## Position Description

## Additional Documentation

**These required documents must be uploaded with your application:**

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

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

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

FY23Statement of Assurance\_\_Runestone.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Revisions\_ Runestone\_Combined-Secondary-Postsecondary-BudgetFY23.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Runestone FY20\_FY22\_PerkinsEquipmentInventory.xlsx

Improvement Plan

Additional Material

Runestone Consortium-Membership-List.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

