
TITLE III—ADULT LEARNERS:
SERVICE, SUCCESS & GROWTH

Request for Modifications
Fall 2017

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We are aware that we have significant carryover funds from Year One of our Title III grant, Adult Learners: Service, Success & Growth. Although we have exceeded four of our six performance indicator targets in Year One, there are modifications that can be made to further strengthen and build upon our work. Based on the recommendations made by our external evaluation firm (JCCI) as a result of the Year 1 evaluation, and in an effort to effectively and efficiently move forward with implementation projects, we are proposing several modifications. These modifications include restructuring of reporting (see Appendix A Organizational Chart), the addition of personnel, and budget line reallocations. We understand that we need to ramp up our efforts and work to aggressively implement all activities outlined in Year One and Year Two of the CDP. Considering the unique challenges of the two-campus model we operate under, we feel that expanding and restructuring our human capital will ensure rapid movement towards accomplishing our objectives on both campuses.

PERSONNEL MODIFICATIONS (see Appendix B Job Descriptions and Appendix C Budget):

- 1) Restructure reporting lines so that Project Director reports directly to President Tim Wynes.
This restructure will enable the director to function with more authority and implement directives given by the president on both campuses.
- 2) Expand the current 0.5 PT Administrative Support role to a 1.0 FT Project Coordinator role **(DCTC)**
This position will be responsible for providing direct support for implementation of all activities and leadership on all aspects of coordination of the grant at DCTC.
- 3) Add an additional 1.0 FT Project Coordinator role **(IHCC)**
This position will be responsible for providing direct support for implementation of all activities and leadership on all aspects of coordination of the grant at IHCC.
- 4) Add a 0.5 Center for Experiential Learning (CEL) Graduate Assistant position (DCTC/IHCC)
 - a. This position will enable staff to hold more face-to-face meetings, including upfront career counseling to adult learners and veterans. This position will aid in further development of online career resources for adult learners. This position will aid in the development of an internship infrastructure.

ADDITIONAL MODIFICATIONS (see Appendix C Budget and Appendix D Variance):

There have been numerous changes within the Minnesota State system and with vendors, both which have impacted our ability to purchase and implement a graduation planning tool. At the time the research was conducted for the grant, Hobson's Agile Grad was a feasible tool that would both work with our SIS and provide a tool for advising students on academic plans. Due to changes beyond our control, we have narrowed our options down to the Starfish graduation planning tool (Agile Grad is no longer available). This tool is part of a package and is not sold as a stand-alone product. The tool is more expensive than projected at the time of grant submission. At the same time, the Minnesota State system has also purchased the online training tool, Lynda.com, which we had initially budgeted for in the original CDP. We would propose that the budget line for Lynda.com in Year 2-5 be reallocated to support the purchase and implementation of the Starfish graduation planning tool.