

Montgomery County Community College Prior Learning Assessment & Entrepreneurship Grant Evaluation Final Report

Report to:
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September 29, 2016

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To attribute this work, use: Andrew Hayman.

To cite this work, use:

Hayman, A. (2016). *Montgomery County Community College Prior Learning Assessment & Entrepreneurship Evaluation Final Report*. Montgomery County Community College.

EXECUTIVE SUMMARY

In March 2013, Montgomery County Community College (MC3) contracted with Hezel Associates to conduct a third-party evaluation of Trade Adjustment Assistance Community College Career Training (TAACCCT) Round 2 grant activities for the 2012-2016 grant cycle. The TAACCCT grant provided funding to community colleges to expand or create new programs, intended to help to re-educate Trade Adjustment Assistance (TAA) individuals in two years or less, providing them with the skills and credentials necessary for high-wage jobs. The MC3 grant award provided funding to the college to complete two main objectives:

1. Develop a robust statewide structure for promotion and implementation of Prior Learning Assessments (PLA)
2. Create an Entrepreneurship and Business Principles program that stacks directly into TAACCCT 1 programs

Implementation of the grant program was successful, with the PLA Workgroup finalizing standards and launching the PLA website early in Year 3, and completing and offering the Entrepreneurship & Business (E&B) course in Year 2. Hezel Associates was contracted by MC3 at the beginning of the grant to provide formative feedback as well as a summative evaluation report to MC3 and the USDOL at the conclusion of the four-year grant. The evaluation addressed both implementation and impact of grant funded strategies.

This report highlights evaluation methods and findings from all four project years. The following are conclusions generated over the course of the grant period, and are discussed in more detail within the report.

- The grant was well managed by the Project Team, and exemplified strong communication and leadership.
- Participant targets were exceeded.
- The PLA Workgroup was highly successful in standardizing PLA across colleges with diverse needs and cultures.
- The College Credit (CC) Fast Track platform is an effective tool for advisors, assessors, and students, and was the result of strong partnership between the PLA Workgroup and Academy One.
- CC Fast Track is being used by students in several partner colleges, and is a useful touchpoint for PLA and advising.
- The use and promotion of CC Fast Track is dependent on contextual factors at each school, such as whether or not they had a strong pre-existing PLA strategy.
- The Be the Boss (BTB) course and website provide accessible and useful content for students to develop entrepreneurial skills, as the E&B Workgroup intended.

Based on these findings, Hezel Associates offers the following recommendations to MC3 and the project team for moving forward (more details are provided within the report):

- Continue use of CC Fast Track for schools that are willing
- Invest resources in promoting and managing CC Fast Track
- Conduct annual PLA summits or conferences to share best practices
- Create additional BTB course modules specific to relevant needs or industries

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INTRODUCTION

In September of 2012, MC3 received a Round 2 U.S. Department of Labor (USDOL) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. Working in collaboration with 13 community colleges in Pennsylvania, MC3 set out to create a unified, statewide set of standards for Prior Learning Assessment (PLA). This new set of standards for PLA will reduce the completion time for Round 1 TAACCCT participants, in addition to the unemployed, under employed, and veterans within the community college population. The grant also provides MC3 with the resources to create a stackable Entrepreneurship & Business (E&B) massive open online course (MOOC) as part of a certificate program.

Hezel Associates was contracted by MC3 to provide formative feedback as well as a summative evaluation report to MC3 and the USDOL at the conclusion of the four-year grant. Hezel Associates is pleased to share this final report for the summative evaluation of MC3's progress for TAACCCT Round 2 grant activities. This evaluation will address both implementation and impact of grant funded strategies. The following research questions guided evaluation activities. A complete list of research questions and sub-questions for the evaluation can be found in Appendix A.

1. Implementation

- 1.1. How did the governance and organizational structure affect the overall design and implementation of the PLA standards and Entrepreneurship and Business Principle Training certificate?
- 1.2. To what extent did the program implement development methods that were both innovative and effective?
- 1.3. To what extent did the program deliver the PLA and certificate program with quality and as defined by the timeline?

2. Program Design

- 2.1. To what extent do the PLA and certificate program help to address the specific industry needs?
- 2.2. To what degree do the PLA and certificate program help prepare TAA-eligible workers and others for high-wage, high-skill employment or re-employment in growth industry sectors?
- 2.3. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of (a) program design, (b) curriculum development, (c) recruitment, (d) training, (e) placement, (f) program management, (g) leveraging of resources, and (h) commitment to program sustainability?

3. Outcomes

- 3.1. To what extent did the program increase the attainment of certifications, certificates, diplomas, and other industry recognized credentials?
- 3.2. To what degree did the PLA improve learning outcomes and retention rates for TAA-eligible workers and other adults?

The following findings and conclusions are based on data collected and analyzed during the four years of the evaluation.

METHODS

Hezel Associates used a mixed methods approach to evaluate MC3's grant performance, combining qualitative and quantitative data. Data analyzed and summarized in this report include interviews with workgroup members and students, a review of organizational documentation, and a quantitative analysis of extant student program participation data provided by MC3.

Year 4 data collection and analysis activities included interviews with PLA and E&B workgroup members, an assessment of progress against the projected work plan timeline, and a review of student extant data. Specific Year 4 data collection activities are described below. Data collection instruments are included as appendices.

Instrumentation and Data Collection

Data collection activities were ongoing throughout the duration of the grant. Hezel Associates deployed various instruments in order to assess program implementation and impact. Instruments used in Years 2 and 3 are briefly summarized in the following section, since they have been previously reported. Year 4 data collection methods are described in more detail.

Document Review

A document review framework was developed by Hezel Associates using the work plan that was designed by MC3. The framework is a checklist that allowed researchers to assess MC3's ability to meet planned milestones within the predetermined timeline defined by MC3. MC3's work plan was divided into two main strategies: Strategy 1—develop a robust statewide structure for promotion and implementation of Prior Learning Assessments, and Strategy 2—create an Entrepreneurship and Business Principles program that stacks directly into TAACCCT I programs. Strategy 1 consists of 4 sub-strategies and 13 milestones; Strategy 2 consists of 2 sub-strategies, and 5 milestones. The framework is included in Appendix B.

Documents were provided by the MC3 Grant Manager via email to Hezel Associates researchers. A total of 12 documents detailing the progress made by the PLA Workgroup in Year 4 were collected. Documents included updates to the president, quarterly reports, summary reports, plans for sustainability, and participant outcome data.

Staff Interviews

A semi-structured interview protocol was developed by Hezel Associates. The protocol contained 11 questions. The open-ended questions were designed to obtain feedback from respondents regarding their perceptions of the effectiveness of the workgroup, how the PLA standards were designed, and how the website impacted students and the future of the CC fast track website. Questions for E&B workgroup members were focused on the quality of the course modules they produced, the process of development, and the future use of the program. The instrument is included in Appendix B.

In Year 4, a list of 18 PLA and E&B course workgroup participants was provided by the Grant Manager. Recruiting emails were sent to all potential respondents, inviting them to participate in a 30-minute interview. Ten people responded via email to the invitation, resulting in 10 telephone interviews conducted by Hezel Associates researchers over the course of three weeks during the summer of 2016. Interviews were recorded with the permission of the participant and transcribed later for analysis.

Student Interviews

A semi-structured interview protocol was developed by Hezel Associates. The protocol contained seven questions. The open-ended questions were designed to obtain feedback from respondents regarding their perceptions of the PLA process, how the website functioned, and their satisfaction with advising. The instrument is included in Appendix B.

Interviews were conducted with students who experienced the new PLA process or completed the online E&B course. A complete list of 23 students was provided by the Grant Manager. Recruiting emails were sent to all potential respondents included on the list, inviting them to participate in a 20-minute interview. Two people responded via email to the invitation. The remaining students were called by phone, resulting in five total interviews conducted by Hezel Associates researchers over the course of November and December of 2015. Interviews were recorded with the permission of the participant and transcribed later for analysis.

Student Questionnaire

In Year 4, Hezel Associates researchers developed online questionnaires aimed at students who used College Credit Fast Track (CC Fast Track). The 15-item instrument was intended to gather data on students' academic and demographic profile, and employment outcomes. Student contact information was provided to Hezel Associates by the Project Director. Hezel Associates distributed the questionnaire to students who had participated in the E-portfolio process. Four students completed the questionnaire. Informed consent language was included in the email.

Student Outcomes Extant Data

Student participant data, such as demographics (e.g., age, gender, race), special status (e.g., veteran, TAA-eligible), and program performance (e.g., credits received, completion), were made available to Hezel Associates researchers. These data were uploaded into a secure online system by each college. Hezel Associates were provided student data from 10 campuses. The data was organized by variables of interest, but some data is missing from the data file, including start and end dates, retention data, whether the program was credit or not, and whether the student stacked/received PLA. Data regarding participant employment and wages were not provided as MC3 was unable to secure individual-level wage data.

Data Analysis

Analysis of data pertaining to the evaluation of grant activities consisted of a variety of qualitative and quantitative methods, as detailed in the following section. Data from each source were analyzed separately, and then compared for consistent and conflicting findings. Only analysis methods for Year 4 are discussed here.

Document Review

Documents collected by Hezel Associates were analyzed by comparing them to the project work plan. Each document was examined and its alignment with a strategy and/or an activity was noted. After a review of all documents, judgements were made for each strategy and activity, regarding whether documentary evidence indicated it was met and if so, completed in the time period stated in the SUNY TEAM work plan. Some of the provided documentation was dated, which indicated when grant-related events occurred and included information that defined progress made towards the milestones laid out in the work plan (Appendix C).

Staff & Student Interviews

Researchers used a preordinate scheme to guide the qualitative analysis from both sets of interviews. Through this approach, lengthy discussions were parsed into bits of content, which were fitted to the conceptual framework established by the questions of interest. Each excerpted bit was tested against not only the construct of interest, but also against the accumulating narrative content associated with it, applying a condensed constant comparative method to isolate each construct and clarify how it was labeled or coded (Dey, 1993). Researchers then identified logical linkages among the named constructs. These patterns became themes that explained semantic relationships among grant activities and outcomes for participants.

Student Questionnaire

Frequencies were calculated for items related to student perceptions of the PLA process.

Student Outcomes Extant Data

Hezel Associates researchers analyzed extant data from ten colleges. Analysis consisted of frequencies of outcome measures (completion and retention) by college, credit vs. non-credit programs, and demographics. Data was also reported in aggregate. Researchers cross-tabulated the number of completed certificates and credentials, retention rates, and withdrawal rates with variables including college, TAA eligibility, credit, gender, and ethnicity. Due to missing information, data may or may not reflect accurate information.

FINDINGS

Findings related to implementation, PLA outcomes, entrepreneurship outcomes, employment outcomes, and program impact on colleges covering the entire 4-year grant period are described below.

Program Implementation

The first three years of the evaluation focused largely on implementation, including the organizational structure and management of the consortium and the accomplishments and challenges of implementing the grant as described in the project narrative and work plan. The following section outlines implementation of grant activities as originally designed, followed by a detailed description of the project as it was implemented.

Intended Implementation

The overarching goal of the grant was to develop a standardized system of PLA for Pennsylvania community colleges in order to provide alternative avenues for student completion, while increasing retention and reducing time to completion. The Project Team intended to address the following items: develop uniform standards and processes for PLA, including standard elements in any portfolio, adopt national competencies and define regional competencies, identify ways to best serve veterans, maximize opportunities for students to earn credit, build a network of faculty assessors and ensure they are trained to standards, establish a student fee schedule and payment structure for assessors, and create higher visibility for PLA with prospective students.

A secondary goal was to develop an Entrepreneurship and Business (E&B) certificate that could be stacked to each of the TAACCCT 1 target sectors and create a website with resources for entrepreneurs, including information on business development, entrepreneurship education tools, and online resources for business plan development and counseling. The Project Team proposed to disseminate the open source curriculum to community college partners in the state.

Both PLA and E&B aimed to utilize online resources to reach students. The PLA team was to develop a website focused on the following components: orientation to PLA; student assessment to determine if they are eligible for PLA and the best method to receive PLA credit; tutorial on how to develop a standard portfolio for evaluation; and interactive trainings for career coaches, advisors, and faculty assessors. The E&B team was to deliver an online, open-source course that could be used by any of the partner colleges to create a stackable course certificate.

Implementation Summary

Implementation of the grant program was very close to what was intended, with minimal deviations, as described in the following paragraphs.

Overall Management. The grant management team from MC3 consisted of the Project Director; the Principal Investigator; a grant administrator; the PLA Workgroup, enabled to develop statewide PLA standards; The E&B Workgroup, tasked with developing the stackable E&B certificate; Academy One (consultant); the evaluator (consultant); and other team leads as necessary. The management team did a commendable job administering such a unique TAACCCT grant. They were successful at building on the momentum created by TAACCCT 1.

Because of the distinctive nature of the grant, MC3 received USDOL approval in the early stages of the grant to broaden their scope for “unique participants,” ensuring they had reasonable goals.

Participant data were continually collected, meeting reporting requirements to the USDOL; MC3 has submitted quarterly and annual reports consistently throughout the grant period. Hezel Associates, the third party evaluator, has provided the Project Team with annual evaluation reports. The Project Director communicated with evaluators continuously during the course of the grant.

The Project Team at MC3 was tasked with facilitating the PLA Workgroup sessions to develop statewide standards with the participation of representatives from 14 colleges. Members of the PLA Workgroup were very complimentary of the MC3 grant team management in terms of communication. Also, members from most partner schools felt supported by their institution to devote the amount of time needed to participate in the PLA Workgroup. The PLA Workgroup met in-person and electronically. In-person meetings were difficult for group members to attend, because of the location and travel time involved. Meetings conducted electronically allowed representatives to participate in grant discussions, in addition to their other job duties. Workgroup members also communicated informally via phone conferences. Email was used to share documents with the Project Director. The E&B Workgroup was internal to MC3, with meetings generally held in-person and files shared among workgroup members via email.

Overall, the management of the grant administrative responsibilities was effective. PLA and E&B Workgroup members acknowledged the strong leadership from MC3, driven by the Project Director and the Vice President of Student Affairs. MC3 was particularly skilled at keeping communications open and Workgroup members informed. MC3’s ability to communicate effectively was crucial, as partner schools interact infrequently outside of phone conferences and meetings.

Strategy 1: Prior Learning Assessment.

The overarching goal of the PLA Workgroup was to develop a robust statewide structure for promotion and implementation of PLA (Strategy 1). In order to realize the four sub-strategies listed below, a PLA Workgroup, consisting of representatives from the 14 participating Pennsylvania community colleges would meet periodically to develop statewide PLA protocols.

- Sub-Strategy 1: Create a statewide PLA plan to create common standards
- Sub-Strategy 2: Develop a functional PLA website available to TAA-eligible students
- Strategy 3: Validate new and existing curriculum with industry and industry associations at the local, state, and national levels
- Sub-Strategy 3: PLA training for assessors and advisors to work with TAA-eligible and TAA-like students
- Sub-Strategy 4: Create a statewide, standard process to award credits through an online portfolio

Table 1 denotes the institutions who had representatives participating in the PLA Workgroup tasked with establishing statewide PLA standards and the development of the PLA website.

Together, representatives from the PLA Workgroup attempted to meet the milestones for the sub-strategies denoted in the work plan.

Table 1. PLA Workgroup Participating Institutions

Institutions	
Montgomery County Community College (MC3)	Lehigh Carbon Community College (LCCC)
Butler County Community College (BC3)	Pennsylvania Highlands Community College (PHCC)
Community College of Beaver County (CCBC)	Reading Area Community College (RACC)
Bucks County Community College (BCCC)	Harrisburg Area Community College (HACC)
Community College of Allegheny County (CCAC)	Luzerne County Community College (LC3)
Delaware County Community College (DC3)	Northampton Community College (NCC)
Community College of Philadelphia (CCP)	Westmoreland County Community College (WC3)

Sub-Strategy 1 focused on creating a statewide PLA plan for creating common standards. Staff from the 14 community colleges began meeting regularly on March 4, 2013 (Sub-Strategy 1, Milestone 1). The PLA Workgroup was composed of a diverse group of educational professionals holding various positions within their respective institutions. Workgroup members represented urban and rural colleges of varying size and, together, became a forum for discussion of best practices to assess prior learning; which could be shared to create standardized policy across the Pennsylvania community college system. Through the Workgroup discussions, participating members became aware of the disparity of offerings between colleges across the state. PLA Workgroup members viewed the grant as a collaborative effort and the creation of subgroups provided additional opportunities for representatives to engage in substantive decision making.

Although there is no specific documentation to demonstrate that colleges have aligned their PLA process to a statewide standardized system (Sub-Strategy 1, Milestone 3), content of discussions of the PLA Workgroup were presented to the college presidents (Sub-Strategy 1, Milestone 2). For example, the PLA Workgroup made a recommendation for a uniform price for a PLA portfolio review. The PLA Workgroup was successful in developing the standards, but the responsibility of implementing them was at the discretion of the individual community colleges. Most of the community colleges were already assessing PLA prior to the grant, so specific recommendations of the PLA Workgroup would need to be integrated into pre-existing protocols that differ at each institution. Additionally, the PLA Workgroup faced challenges reaching consensus because approval policies and procedures for each institution vary and Pennsylvania community colleges are not part of any official governing system.

MC3 staff provided evidence from workshops that were held to inform students about career transition and advancement with PLA. The workshops were dated as early as November 2014, which is after the anticipated end date of June 2013. Given prior delays in previous years of the project, this gap was expected. A quarterly report from June 2016 noted that the project has served 759 participants, with 363 completing the PLA process, exceeding the grant goal of 260. These outcomes demonstrate MC3 staff’s efforts at meeting the deliverable for Sub-Strategy 1.

Some Workgroup members possessed greater decision-making responsibilities at their institutions; others, such as student advisors, had more familiarity with the PLA process due to their role. Advisors’ limited decision-making authority at their institutions slowed down the group’s decision-making process, although they helped make the final product stronger. To

hasten the decision-making process, the Project Director organized subgroups to discuss specific issues before bringing them to the larger group. This strategy proved to be effective as the PLA Workgroup met most of the milestones in the work plan. While the overall structure of the PLA group remained constant during the grant, individual college representatives changed. When it was time for a decision to be made, high-level decision makers, such as the community college presidents, vice presidents, and chief academic officers, were brought in to give approval. These individuals were regularly informed of grant activities and progress, but were not present for every meeting. The use of telephone and video conferencing provided an efficient communication method that allowed all the colleges to participate in Workgroup meetings even though partner colleges are located in different regions of the state. PLA Workgroup members identified barriers to their success that included time, limited resources, and lack of authority to make high-level decisions.

Sub-Strategy 2 consisted of four milestones, that were all completed during the grant period. The PLA Workgroup was entrusted to develop a functional PLA website available to TAA-eligible students. The PLA Workgroup spent time discussing the structure of the PLA website and its functions in Years 1 and 2 (Sub-Strategy 2, Milestone 1). Although processes for PLA already existed at most community colleges in Pennsylvania, grant funds were used to improve these processes by making them more consistent. This task included the development of a website to synthesize common elements of PLA across the state. Academy One was hired as a consultant to assist the Workgroup in creating a quality product (Sub-Strategy 2, Milestone 2). Academy One's agile programming process helped facilitate the conversation, evidenced by the high praise they received from the PLA Workgroup members. When issues occurred, representatives from Academy One were responsive to troubleshoot and resolve any problems.

Increasing PLA awareness was a large part of project implementation, and a goal of the deliverable for Sub-Strategy 2. In Year 2 of the grant, a marketing strategy was developed to promote opportunities for students to receive PLA. A comprehensive outreach plan, offering general guidance on outreach approaches and templates for physical materials, was established in early 2015. Each school developed their own marketing materials to recruit students. These included flyers, brochures, and posters that provided a link to the PLA website on individual college websites. MC3 hired an external marketing firm to develop a statewide online marketing campaign and print materials for the partnering colleges to use for advertising to TAA-eligible students and others interested in PLA (Sub-Strategy 2, Milestone 4).

Some colleges collaborated with their local workforce agencies to reach potential students. Several of the community colleges connected with their local workforce agencies to increase awareness of PLA among dislocated workers, unemployed adults, and the underemployed. Five students were interviewed who had been through the PLA process at MC3. Most were unemployed, but had extensive previous experience, and were happy to learn that PLA could help them complete their program earlier than planned. Student respondents learned about the PLA process from going to campus and speaking with someone about their desire to take courses. Of the five students interviewed, three were veterans, all of which were satisfied with the PLA process, and the amount of credits they were awarded for their military experience.

The website was piloted in January 2015 (Sub-Strategy 2, Milestone 3). Staff began marketing this new site shortly thereafter. Colleges updated their application materials, catalogues, and websites to include information or links to CC Fast Track. Organic search results were also used to market the website, so if a student typed “getting back to work,” CC fast Track may appear as an option. Outreach to local organizations, libraries, career links, and other resources were made in order to inform the community. PLA Workgroup members hope that investments will be made to sustain the website. For now, it is a workable tool for students to gain knowledge about PLA and satisfies the Deliverable for Sub-Strategy 2.

Sub-Strategy 3 consisted of three milestones aimed at providing training for advisors and assessors of PLA. Efforts of the PLA Workgroup to align their PLA procedures was critical to the success of the grant. A more streamlined PLA process would make students better aware of PLA as a viable option to earn degree credit more quickly.

PLA training for assessors and advisors was developed and training sessions took place from October 2014 until December 2014 (Sub-Strategy 3, Milestones 1 & 2). There is still variance between colleges regarding the assignment of responsibilities for assessing materials submitted for PLA credit. In most cases, the assessors of portfolios are content experts in the courses for which students are seeking PLA credit. Depending on the type of PLA a student is attempting to obtain, an assessor will be assigned from the admissions or registrar’s office, while in other cases it will be a faculty member. Training for assessors and advisors is also embedded in the CC Fast Track website itself satisfying Sub-Strategy 3, Milestone 3.

Sub-Strategy 4 consisted of three milestones which were completed by the project team. The Project Team achieved Sub-Strategy 4, Milestones 1, 2, and 3, through the consistent meetings of the PLA Workgroup. Standardizing how to award PLA credits for portfolios across the state was a large task, as individual colleges had pre-existing processes in place. Although standards for an online portfolio were agreed upon by the PLA Workgroup, the transfer of PLA credits across institutions remains at the discretion of the individual colleges.

The Project Team was successful in launching the CC Fast Track website for students to submit portfolios for review, satisfying the deliverable for Sub-Strategy 4. After being piloted, CC Fast Track was officially launched in February 2015, accompanied by a marketing campaign to increase awareness. Once the CC Fast Track website had launched, additional changes were considered to further improve its quality. MC3 staff and partner colleges sought to enhance and modify both systems to ensure flexibility, expandability, and maintainability. Partnering colleges documented modifications and additions that were thought to be valuable in Phase II PLA portal and website updates. As of June 2016, all deliverables and supporting documentation had been uploaded onto Skills Commons for future distribution. Further, at least 114 students submitted portfolios through Community College Fast Track. Additionally, there are 407 active inquiries from students statewide, seeking information on PLA options, all of which satisfy milestones outlined in Sub-Strategy 2.

PLA Workgroup members were satisfied with the outputs from the development process and most believe the E-portfolio process is an easier way for staff to track and manage portfolio submissions for students and faculty at community colleges. CC Fast Track allows students,

advisors, and faculty to know what the student needs to submit and who is assessing the portfolio, and allows access to payment history and all electronic communications regarding a petition. The entire process is transparent, including the required \$129 fee for assessing credits. Students who begin the petition process receive advising; subsequently, they may be referred to another PLA option better suited for them. According to PLA Workgroup members, students are satisfied with the transparency of the E-portfolio process, because they have an electronic record of what they have done, rather than turning in paper portfolios.

The PLA website serves as a touchpoint for students and colleges. Students who submit a petition are referred for advising to see if their experience aligns with PLA requirements at the school. After a student petitions, an advisor assigns the portfolio request to one of our faculty members who will assess the merits of the portfolio and make recommendations of whether to award or deny college credit. The titles and positions of the assessors vary at each school, such as an academic dean or a senior faculty member. Advisors would direct students to the most appropriate PLA option based on their experience. According to data from CC Fast Track, 54 students who petitioned for the E-portfolio were referred to another option for PLA (i.e., CLEP exam), signifying its importance as a touchpoint for students who do not complete the E-portfolio process.

PLA Workgroup members, who had used the CC Fast Track website to enroll students, noted that contextual factors contribute to the usage of CC Fast Track. For example, colleges with long-tenured faculty are less-inclined to learn a new online portfolio system. Also, the E-portfolio process was adapted better by schools that did not have a robust, pre-existing process for PLA. According to Workgroup members, student petitions for PLA through CC Fast Track peaked in 2015, when the option was being actively marketed, but has since declined. Another challenge is internal is push back from some faculty at participating colleges, who may think that students' previous experiences cannot replace time spent in the classroom.

Although the E-portfolio option is available to all schools who participated in the grant, the courses where E-portfolios are acceptable forms of PLA are purely at the discretion of the individual school. Certain schools have been more adaptable to the CC Fast Track system than others because of their pre-existing PLA structures. Institutions with more ingrained PLA processes are less inclined to promote and utilize the CC Fast Track system and have a difficult time making the cultural shift away from a previous portfolio system. Other colleges use the E-portfolio as a complement to their pre-existing portfolio process. It is the responsibility of each school to utilize the CC Fast Track as well as other agreed upon PLA standards at their campus (Sub-Strategy 4, Milestone 3). Colleges which previously gave no credit for portfolios are expanding their PLA opportunities using the E-portfolio system. Consequently, each campus varies in terms of the number of students that are applying for credits.

Overall, MC3 project staff were able to accomplish all four of the sub-strategies of Strategy 1 by the end of Year 4. Although milestones were met, most were accomplished later than the initial timeline. These delays in PLA implementation were expected due to factors, such as difficulty achieving consensus on decision making and a lack of resources.

Entrepreneurship and Business.

Strategy 2 focused on creating an Entrepreneurship & Business Principles program that stacks directly into TAACCCT 1 programs and consisted of two sub-strategies and five milestones. Although achieved about a year after the timeline, MC3 staff were able to complete the two sub-strategies of Strategy 2 in Year 3. The sub-strategies are listed below.

- Sub-Strategy 1: Create a two-course Entrepreneurship and Business Principles program of study that stacks directly into TAACCCT I programs
- Sub-Strategy 2: Create a micro-site for students interested in working, or starting a business, in a TAACCCT I related industry

Sub-Strategy 1 was completed in Year 3 by the E&B Workgroup, which consisted of staff and faculty from MC3, and a contractor hired to develop the final product. MC3 successfully leveraged the school's internal expertise, while reviewing other TAACCCT sources, to help identify important business principles to incorporate in the curriculum (Sub-Strategy 1, Milestones 1 and 2). Much of the curriculum was leveraged from pre-existing, open-source material. Because MC3 already had an existing E&B certificate program, TAACCCT Round 2 grant funds were used to design a Massive Open Online Course (MOOC) E&B certificate that stacks with TAACCCT Round 1 programs (Sub-Strategy 1, Milestone 4).

The E&B Workgroup was a combination of internal team members from MC3, and a consultant helping to develop the online platform. Members from MC3 focused on strategy, architecture design, content, and validation. The consultant provided the technical expertise to build it modularly, ensuring it was self-paced, open access, could recognize completion, and generate a credential.

The Be the Boss (BTB) certificate is a MOOC and available for use by all Pennsylvania community colleges, as well as by any individual student, free of charge (Sub-Strategy 2, Milestone 3). The BTB course was not designed to address specific industry needs, but is stackable into the pre-existing E&B certificate program at MC3. The final product consists of 5 interactive modules and 175 total chapters within the modules. It provides students with tools to start their own business, or improve their general understandings about business practices. Course content includes entrepreneurial and business principals, general finance, general accounting, general marketing, and general entrepreneurial skills that are applicable in any space. The course modules help a student to understand what starting a business looks like, providing them with a perspective similar to their employers. Curricular assessments are built into the online course to quantify students' understanding of the course content. For example, when students complete 1 of the 21 mini-modules, they receive a rapid assessment of their responses for each quiz or knowledge check. The course adds another dimension of knowledge for students applying for jobs.

The E&B workgroup members are satisfied with the BTB course, believing that it communicates in a way that can "reach broad audiences," supporting the expectation that the MOOC format will remove barriers to educational experience. The course provides supplemental knowledge about general business concepts and general entrepreneurial concepts that can make students more efficient and effective workers for their organizations. According to the E&B Workgroup, enrollment in the course is increasing, and students of the TAACCCT Round 1 grant were

encouraged to complete the modules. The E&B workgroup also presented the courses to Service Corps of Retired Executives (SCORE), and it was well received.

Sub-Strategy 2 was completed in Year 3 when staff provided evidence to show that the microsite for the program was launched in December 2014. The microsite includes free educational resources including modules on “How to Start a Business” and about “A Case Study in Energy”, a direct link to one of the TAACCCT 1 related industries. The modules were designed to be useful for students’ diverse academic interests. The BTB course modules are applicable to advanced manufacturing, healthcare, and energy fields. Also, students can earn credit for the BTB course and the business plan developed as the course capstone. The quarterly report from March 2015 notes that staff began to market the course to students in Year 3. Interested students have the ability to speak with entrepreneurship coordinators to determine if the course fits their needs. Because the BTB certificate is offered in an open online format, MC3 will not be providing participants with direct support services, but rather provide references to organizations supported by the small business administration that can be contacted for assistance. Each community college is expected to provide their own resources to support any of their students who plan to pursue the certificate.

In Year 4, marketing initiatives were engaged with the assistance of Taylor Brand Group marketing firm. As part of these efforts, the BTB website was only recently re-branded as “BeTheBoss.org.” The unofficial launch date for this new platform was January 2016. In addition, a second quarter report notes that monthly meetings were held at the college, the Welfare-to-Work program, and other local events to increase student familiarity with course content and student enrollment. As of June 2016, the “Start You Own Business” course had 396 students, though most had not filed TAACCCT2 paperwork.

Overall, MC3 project staff were able to accomplish both sub-strategies of Strategy 2 by the end of Year 3. The BTB certificate course is a great success for MC3 and the curriculum is already being replicated by other community colleges in the state.

Student Outcomes

Attainment of certificates and degrees for students who participated in PLA activities during the grant period were assessed. Completion was defined as someone who received a degree or certification during the grant period. Retention was defined as a participant still enrolled in their program when the data was finalized. The data was collected by the Project Team and provided to Hezel Associates for analysis. Two types of students were considered participants in the program:

- Students who received some form of PLA during the grant period including CLEP, assessments of military transcripts, portfolios, or another form of PLA.
- Students who stacked an existing certificate into the next level credentialed program without repeating materials they took earlier.

All of the non-credit students included in the analysis utilized stacking. Stacking allows adult learners to transition seamlessly from one credential to another as work and personal goals change. In some cases, students will transition from non-credit to credit, at which time all non-

credit certificates are evaluated and applied towards a major or subject area. Students who stacked the E&B certificate are included as well, but could not be identified due to the way data was tracked.

Because the CC Fast Track system was not implemented until early 2015, few students who completed the E-portfolio process are included in the data. Evaluators collected some aggregate data from the CC Fast Track website during Year 4 and that information is reported in addition to the unique participant data. It is important to note that the data provided to evaluators from the Project Team did not include the type of PLA each student received (i.e., portfolio, CLEP exam) received. Therefore, the following tables consist of non-credit stacking students and students who received credits for PLA. All students from colleges other than MC3 were non-credit students with the exception of two participants. All students from MC3 were enrolled in credit programs according to the data provided by the Project Team. The data used for this report was collected by the Project Team during the grant and provided to evaluators during Year 4.

Prior Learning Assessment Outcomes

One of the primary goals for student outcomes is the attainment of academic certificates, industry certifications, and degrees. Data used to calculate descriptive statistics reported in this section are based on the data available to Hezel Associates and may not represent the most up-to-date data from each college.

Completion Outcomes: All Programs

The percentage of students who completed the TAACCCT 2 program from each college was explored. Across all 10 colleges, 64.9% of participants completed their program of study (n = 356), which is much higher than 21%, the national average (National Center for Education Statistics, 2014). Of those who did not complete the program, 73.5% were retained in their program of study (n = 98). The completion rate does not directly reflect completion and withdrawal. Completion rates were also explored by college. Percentages were calculated based on the total number of students attaining a certificate or degree, divided by the total number of participants at each college. The percentage of students who attained a degree or certification were similar by college, except for MC3 (Figure 1); however MC3 consisted of mostly credit programs and students are most likely seeking two-year degrees. Some students are still enrolled in the program and could not have earned the certificate at the time this analysis was completed.

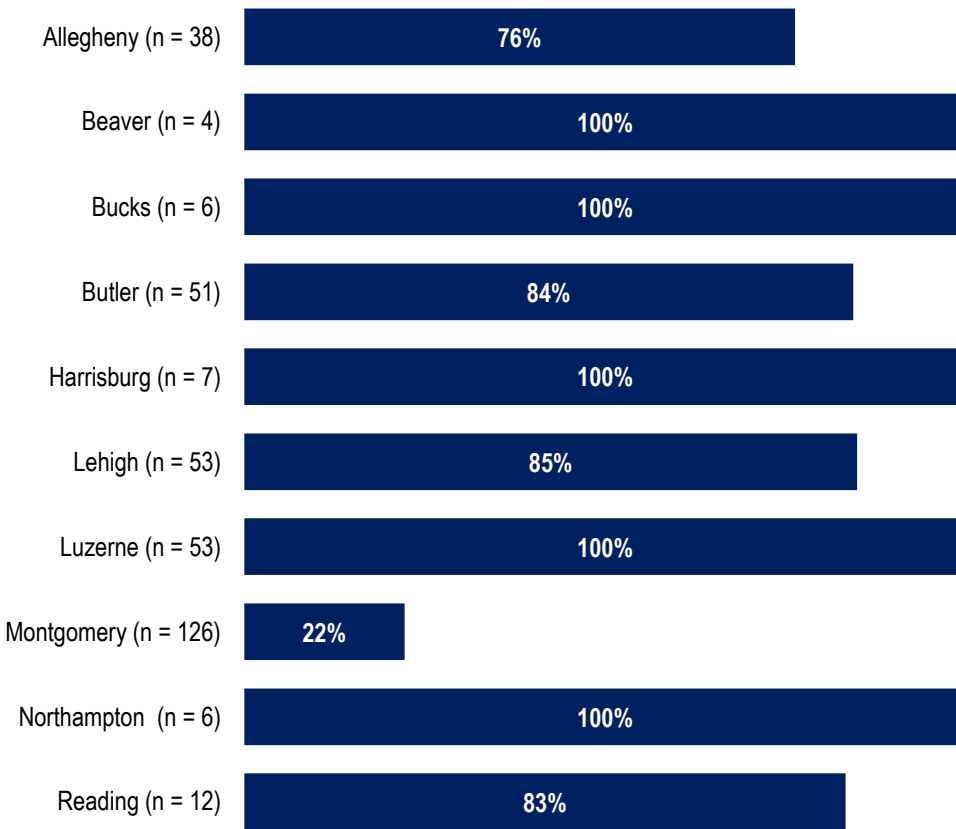


Figure 1. Percentage of Participants Who Completed by College

Figure 2 presents the percentage of students who completed the TAACCCT 2 program across colleges for credit, and those who completed the program without obtaining credit. Completion rates from non-credit programs were much higher than for credit because students in credit programs may still be enrolled as they seek a two-year degree. Conversely, the non-credit programs are generally short-term certificates. All credit students, with the exception of two, were enrolled at MC3. Non-stacked students from MC3 (n = 76) were awarded a total of 561 PLA credits, avergaing about 7.38 credits per student.



Figure 2. Percentage of Participants Who Completed by Credit Type

Completion and Retention Outcomes: Credit Programs

Completion, retention, and withdrawal rates were further examined for credit programs only (MC3 and NCC). The dataset did not provide information on withdrawal, so it was assumed that if a participant did not complete and was not indicated as retained, they withdrew from the program. Figure 3 represents completion rates for all credit students at MC3 and Northampton, for populations of interest (i.e., TAA-eligible, incumbent workers, and veterans). Retention rates only reflect credit students at Montgomery because Northampton did not have data regarding retention. Overall TAA-eligible workers appear to have the highest completion and lowest withdrawal rates, while veterans have the lowest completion and highest withdrawal rates. This difference should again be examined with caution; as low completion rates are a reflection of high retention rates.

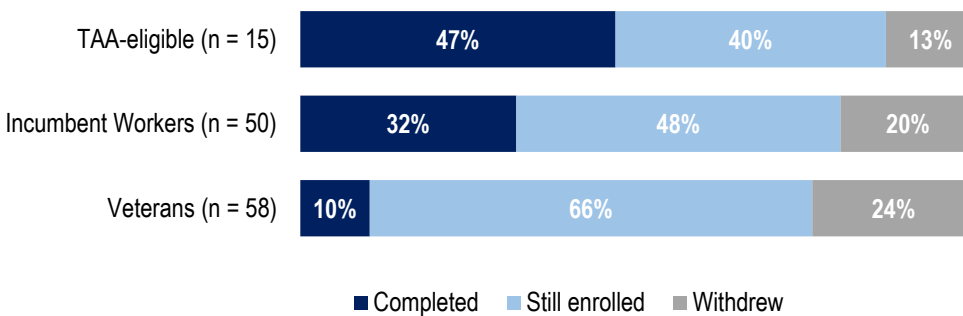


Figure 3. Percentage of Credit Participants Who Completed, Were Retained, and Withdrew

Figure 4 presents percentages of completion and retention for credit students who stacked and those who did not stack into another program. The majority of the credit students attended MC3; only two credit students attended another school. More than half of students who stacked completed their program. Further, students who stacked credits were more likely to complete than students who were not; however, this may not accurately reflect true completion rates, as most not stacked students are still enrolled in their program. Because retention data was not reported for most programs, retention rates of stacked and not stacked students only reflect values at MC3. Twenty students from MC3 stacked non-credit programs into credit programs. Students who stacked credentials could not be compared with students who received PLA because they were not enrolled in the same programs.

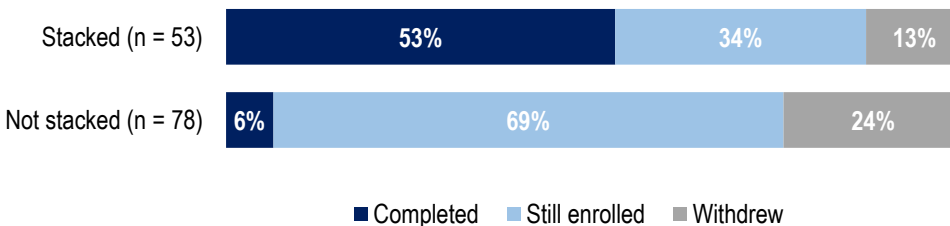


Figure 4. Percentage of Participants Who Completed and Were Retained by PLA Type

Demographics

Demographics of students enrolled in credit and non-credit programs are presented below by college. Tables 2 presents the average age of students who completed their program by what college they attended. The mean age of completers across programs was 38.73 (n = 129; SD = 12.07), and all ages were similar across programs, with Butler having the youngest students and Harrisburg having the oldest students. Please note no age data were available for Allegheny, Beaver, Bucks, Luzerne, and Reading, and thus were not reported.

Table 2. Age of Completers by College

	Butler (n = 43)	Harrisburg (n = 7)	Lehigh (n = 45)	Montgomery (n = 28)	Northampton (n = 6)
M	34.88	48.57	39.67	40.86	37.83
SD	11.90	14.73	10.31	13.16	10.53

Completion rates by college and gender are presented in Figure 5. Across programs, males made up 78.3% and females made up 21.7% of the population (n = 360). Completion rates were high for most programs for both males and females, but again lower for Montgomery because most students are still retained in their credit programs and have not yet completed.

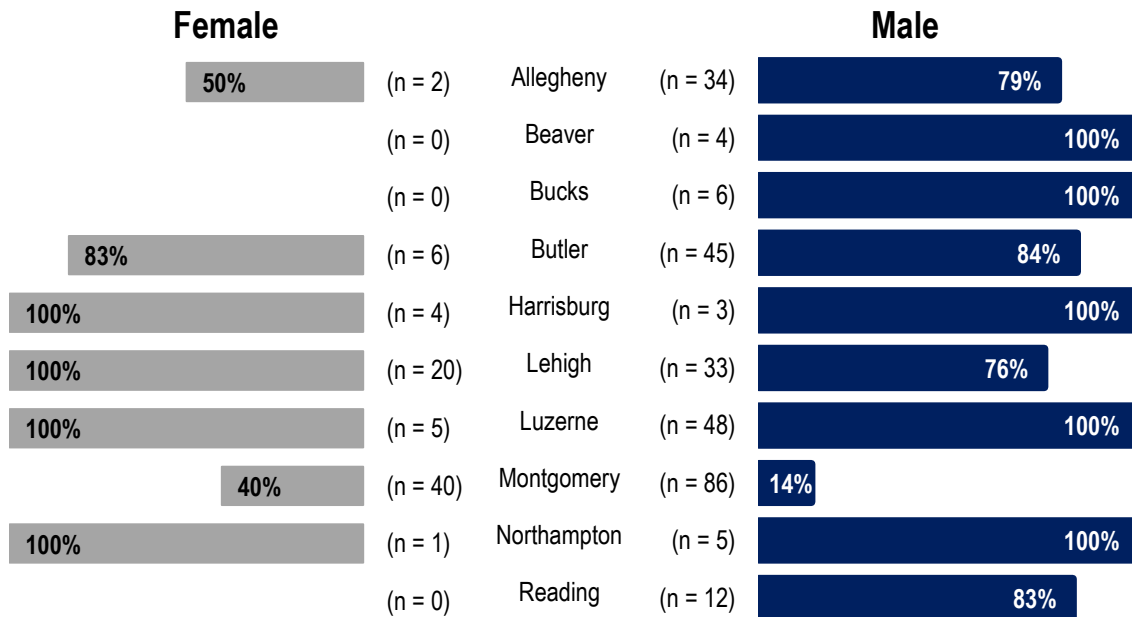


Figure 5. Percentage of Males and Females Who Completed by College

Completion rates are reported in Table 3 by ethnicity for all schools except Allegheny or Beaver, due to insufficient data. Completion rates appear to be similar for most ethnicities with the exception of Hispanic individuals, who have a higher completion rate, and individuals reporting more than one race, who have a lower completion rate.

Table 3. Percentage of Participants Who Completed by Ethnicity

	African American	American Indian/ Native Alaskan	Asian	Hispanic	White	More than one race
n	37	0	11	25	218	13
%	64.9	-	54.5	88.9	62.4	38.5

Entrepreneurship

The BTB program is a MOOC that is non-credit. Therefore, detailed student data is not available like it is for other programs. This data was provided by the Project Team in September of 2016 from a report produced by BTB website that tracks users of the course modules. The following details enrollment and number of completions for the BTB certificate by course module. Because many people have varied experiences with operating a business, they do not need to complete the entire course and can complete at their own pace. Students take into account their own prior learning and choose the modules in the course that met their needs.

Table 4 lists the number of students who completed every chapter in one of the five course modules. The number of students to attempt at least one module is 396. Eleven students completed all 5 modules and the final assessment. The number may seem low, but the BTB course is very detailed, with modules consisting of 275 individual chapters. Also, the courses do not have to be completed consecutively.

Table 4. BTB Course Modules Completed and Enrolled

Module	Completed All Chapters	% of Completers Who Attempted One Module
Attempted 1 module but still enrolled	396	-
Completed 1 module	90	22.7
Completed 2 module	24	6.0
Completed 3 module	20	5.0
Completed 4 module	18	4.5
Completed 5 module	17	4.3
Completed all modules	11	2.8

Employment Outcomes

The following figure reports on overall employment outcomes of all schools using data provided by the Project Team to evaluators. The data were last updated at the conclusion of grant Year 3. The low percentages may be largely due to missing data rather than actual low rates of employment, employment retention, and wage increases. The actual numbers are probably higher.

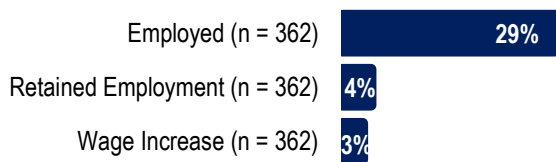


Figure 6. Percentage of Students Becoming Employed, Being Retained in Employment, and Who Received a Wage Increase

E&B Workgroup members were confident that the BTB course would teach students to assess whether or not starting their own business is appropriate for them. The course is not only for future entrepreneurs, but also can make students better employees and potentially increase future earnings.

A questionnaire was administered to students who petitioned for credit through CC Fast Track. The questionnaire was sent to all students but only four responded. All four of the respondents are employed. Two are employed in their field of study while the other two are employed in another field. Two students responded that their employment options stayed the same after their program, while one responded that they were unsure if their employment options had changed, and the other student chose “not applicable.” When asked if their wages had changed, one student selected “wages decreased” and the other three selected “not applicable.”

CC Fast Track E-Portfolio

The CC Fast Track Website was a major component of grant activities, satisfying the deliverable for Sub-Strategy 4, which entailed the PLA Workgroup creating a standard process to award credits through an online portfolio. Another positive aspect of the CC Fast track system is that it provides usage data to the Project Team as needed. Table 5 displays a summary of E-portfolio activity since the web portal became active. Two-hundred and seventy-three petitions are currently under review to determine if a student’s prior experience is suited for an E-portfolio. As of June 29, 2016, 652 students have submitted a petition, thus 12% of the students who submitted a petition have completed an E-portfolio.

Table 5. CC Fast Track Statistics

Status	Number of Students
Active petitions	405
Requests under review	273
E-portfolio in progress	17
Alternative options	54
Rejected petitions	17

Table 6 denotes the number of all completers, number of veteran (priority of service) completers, and the amount of credits awarded by school, using the E-portfolio process. To date, 78 students have completed the entire E-portfolio process and 54 have been referred to alternative options such as a CLEP exam. A completion of an E-portfolio simply means a student received credit for prior learning, but does not indicate whether a student completed a degree program. MC3 has

seen the highest number of students complete the E-portfolio process to date (19), representing 24% of total cases. Ten of the fourteen schools participating in the grant have awarded credits to students, with MC3, CCAC, and LC3 awarding the most credits (63 or greater). Twenty-three veterans utilized the E-portfolio system to attain credit, representing 23% of completions. At the individual student level, most receiving credits were awarded only three; however, one student earned fifteen. The total amount of credits awarded through CC Fast Track across the ten colleges is 342.

Table 6. CC Fast Track Statistics by School

College	E-portfolios Completed	Priority of Service Completed	Total Credits Awarded
All Schools	78	23	342
Montgomery County CC	19	0	75
Butler County CC	2	2	12
CC of Beaver County	1	0	3
Bucks County CC	7	6	30
CC of Allegheny County	12	1	63
Pennsylvania Highlands CC	8	0	42
Harrisburg Area CC	5	2	15
Westmoreland County CC	11	1	36
Northampton CC	1	0	3
Luzerne County CC	12	11	63

Figure 7 represents the number of petitions submitted from January 2015 through August 2016, displayed quarterly (n = 652). For both years, the most submissions seem to occur in the first quarter of the year, and steadily decline as the year progresses. Students may be more apt to submit a petition if they are trying to graduate in the Spring. Also, the initial marketing push for CC Fast Track began in the first quarter of 2015, possibly contributing to the overall decline of petitions in 2016. Note that two additional individuals submitted petitions, but they were not included in the analysis because their petitions were submitted prior to the specified date range.

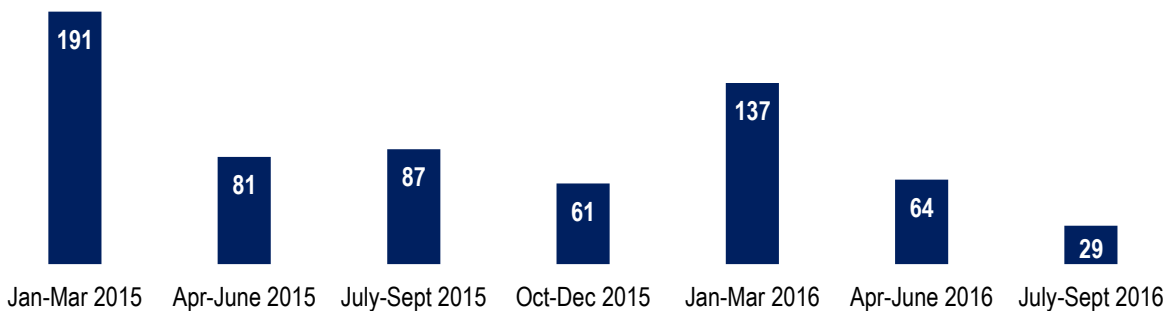


Figure 7. Petitions Submitted by Quarter 2015-2016

Impact on Consortium Colleges

Implementation of the grant has positively impacted the consortium colleges as well as their students. Colleges that never before had a standardized portfolio process to award credits for PLA now have the capacity to reach more students. Some PLA Workgroup members believe it has the potential to modernize the process, while others are satisfied with their existing systems. The E-portfolio option is a unique feature of PLA that did not exist prior to the grant. Most partner colleges incorporated CC Fast Track into their PLA methods, recognizing the website capabilities; others believe it is innovative and groundbreaking, capable of improving efficiencies. Some PLA Workgroup members hope for further investment in marketing and website improvements. The BTB curriculum was shared with colleges across the state and the stackable certificate has potential to be expanded to other schools.

The consortium itself had an important impact on partner institutions, as it has fostered continued relationships between PLA Workgroup members across institutions. Collaboration between community colleges is rare in Pennsylvania according to interviews with consortium members. Through this grant project, workgroup members were able to learn about the PLA methods utilized at other colleges. The subgroups formed across colleges and, in some cases, the members cited these relationships as collaborative, helpful, and beneficial, both personally and professionally.

CONCLUSIONS

MC3 successfully met expectations for all strategies and activities outlined in their work plan, and completed anticipated deliverables. These included the creation of statewide standards for assessing PLA, deployment of the CC Fast Track website and E-portfolio portal, launching of the Be the Boss website and online stackable certificate program, establishment of new relationships across institutions, and reporting of grant activities. While not all tasks were completed within the initially proposed time frames, they were finalized within the grant period. Delays were due to typical lag times in staff hiring, as well as in time for internal approvals.

In terms of specific findings from the evaluation of the 4-year grant project, Hezel Associates has concluded the following:

- **The grant was managed well by the Project Team.** The Project Director and supporting staff facilitated the PLA and E&B Workgroups efficiently. Workgroup members acknowledged the strong leadership from MC3, responsible for keeping communications open and Workgroup members informed. Statewide efforts such as this are not common, requiring leadership and adaptability, which the Project Team displayed during the course of the grant. In addition to the facilitation of Workgroups, the Project Team completed reporting and budgeting responsibilities successfully.
- **MC3 met targets for its participant goals.** A quarterly report from June 2016 noted that the project has served 759 participants, of which 363 completed the PLA process, exceeding the grant goal of 260. Moreover, the average number of credits awarded to TAACCCT1 participants stacking into a TAACCCT2 program at MC3 is 7.1. These accomplishments demonstrate MC3 staff efforts at meeting the deliverables. Enrollments and completions at the end of the grant period were likely higher than reported here; however, these data were not updated at the time of reporting.
- **Standardizing PLA required overcoming differences of partner colleges.** The contrasts between partner colleges in terms of enrollment, course offerings, location, pre-existing processes, and capacity are substantial. The PLA Workgroup did an exceptional job of synthesizing the information to produce a workable product. The Project Team deserves credit for managing the entire process, including the logistics of meetings with partners from around the state. The PLA Workgroup was effective at sharing best practices across partner colleges, resulting in new networks that did not previously exist. Although differences exist amongst the colleges, the Workgroup searched for commonalities in order to produce quality deliverables for the grant.
- **Along with Academy One, the PLA Workgroup developed a great platform.** CC Fast Track is an innovative tool that provides another avenue for students to learn about PLA or submit a portfolio. Advisors, assessors, and students can track and manage portfolio submissions easily, as the electronic record continuously documents the entire process. This added transparency is positive for students and colleges. Academy One was a tremendous partner according to Workgroup members; their representatives were

responsive and quick to address any issues encountered during the development process. The website connects to the portal where students complete E-portfolios and contains college-level data that can assist students in their decision to pursue PLA or transfer credits. Overall, the website is impressive. Not surprisingly, most Workgroup members hope that further investments are made to sustain or build on to the existing platform.

- **CC Fast Track is a useful touchpoint for students to receive PLA and advising.** Since CC Fast Track was officially launched in February 2015, 78 students have completed the E-portfolio process at ten different schools. A total of 652 students have submitted petitions, but not all students who petition submit E-portfolios. When a student is ready to move forward, the portfolio request is assigned to faculty members in the program of interest, who will assess the merits of the portfolio. Advisors may also tell a student to come visit the school in-person or refer them to other PLA options. To date, 54 students who petitioned were referred for alternative options. Described as “seamless” by one workgroup member, this process opens up doors for students who are trying to further their education. Even if portfolios are not completed, students receive advice that may help them further their careers.
- **The use and promotion of CC Fast Track is dependent on contextual factors at each school.** Although participating colleges can use the E-Portfolio portal, it is the responsibility of each school to promote and utilize the tool. Some colleges with preferred, pre-existing PLA strategies in place are more hesitant to shift over to the new system and do not refer many students to the CC Fast Track. Other colleges use the website as well as their pre-existing systems simultaneously; however, colleges which previously gave no credit for portfolios are expanding their PLA opportunities using the E-portfolio system.
- **The BTB course and website achieve what the E&B Workgroup intended.** The E&B Workgroup set out to develop a tool to “cultivate entrepreneurial spirit.” Students can complete the modular online course at their own pace. This flexible format provides knowledge that students otherwise would have to read in a text book, making the content more accessible for students that are used to technology. Course content includes business principals, general finance, general accounting, general marketing, and general entrepreneurial skills, which are applicable in any field. As of June 2016, the “Start Your Own Business” course had 90 students complete at least one course module and feedback from them has been positive, according to Workgroup members. The course is being marketed at MC3 and the Workgroup members presented the course to SCORE, where it was well received.

RECOMMENDATIONS

Although funding for the NSC project has ended and the formal consortium structure will no longer exist, Hezel Associates offers the following recommendations for individuals interested in maintaining aspects of the collaboration or for future research.

- **Continue use of CC Fast Track for schools that are willing.** The PLA Workgroup developed a statewide solution, framework, and process that allows adult learners with work experience to become better educated about prior learning assessment or build a portfolio. CC Fast Track is an innovative technology that possesses more capacity. As with many educational institutions facing budget difficulties and resource constraints, colleges must find ways to do more to continue to serve our students, but with fewer resources. CC Fast Track is an online tool that allows documents to be electronically stored so students can be tracked through the PLA process. Long-term, CC Fast Track can create efficiency gains for schools that use it. The PLA Workgroup members who use the platform would like to see it continue, as it makes tracking students easier and is a transparent process. As technology improves, society will continue to shift to electronic and automated systems and schools that can manage portfolios through a website like CC Fast Track will save time. Additionally, the only student data collected through the portal currently are veteran status, age, program, and portfolio status information. Working with Academy One, the type of data collected could be expanded to allow for further research into E-portfolio trends at individual or multiple colleges.
- **Colleges should invest resources in promoting and managing CC Fast Track.** It would be to a college's advantage to keep CC Fast Track current in the public arena. This requires updating the website with new information and courses, training new assessors, and marketing to new students. Since the initial marketing push in 2015, inquiries into CC Fast Track has decreased. PLA Workgroup members believe that marketing is the key to sustaining the program. Colleges should continue to evaluate their programs to determine if more of them are suitable for PLA and explore the possibility of using CC Fast Track for other forms of PLA as well.
- **Conduct annual PLA summits or conferences.** The PLA Workgroup consisted of member representatives from 14 institutions who were able to share best practices that can be used at other schools. Workgroup members developed networks with other colleges that should be nurtured, especially for schools who continue to use the platform. An annual meeting will allow PLA standards to stay at the forefront as the need for it increases. PLA Workgroup members would like to see some type of regular communication regarding PLA continue.
- **Create additional BTB course modules specific to relevant needs or industries.** Because legal forms of business are well established, there is little need to revise the standard course curriculum. Instead, the existing modules can be supplemented with additional resources that become available, such as updated material for veterans or

women-owned businesses. E&B Workgroup members could add additional modules that are specific to industries for which MC3 currently provides training. Workgroup members should continue to disseminate the course modules so other colleges could adopt the stacking framework.

LIMITATIONS

Due to missing data, the evaluation was unable to address some of the outcomes questions. Longitudinal data was not provided; therefore, we were unable to address question 3.2, as to whether there was an *increase* in certificates and diplomas. We were only able to report frequency data. In addition, no data were provided on withdrawal, only completion and retention. Therefore, withdrawal was assumed if a student had not completed and was not retained; however, this assumption could be incorrect. Because ending dates were not provided for many programs, we could not be sure whether missing end dates meant retention/withdrawal or just missing information. Only MC3 and Northampton had credit programs in round 1 and provided retention data, thus all reporting on retention only represents those two schools and not the program as a whole. Further, we cannot be sure whether missing data meant they did not endorse a variable or whether it was truly missing data.

Question 3.3 addressing outcomes of PLA was also limited due to missing information. Many of the schools did not provide data on awarded PLA credits.

We were also unable to accurately address questions 3.4 and 3.5, as minimal employment and wage data were provided. Most colleges provided no information and thus, we were unable to identify factors that contribute to employment outcomes and whether the program improved employment outcomes. Additionally, analysis with a comparison group was not possible, as most institutions do not collect social security numbers or student ID numbers of non-TAACCT participants and non-credit students, which is a necessary identifier for state wage records and student data.

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APPENDIX A: RESEARCH QUESTIONS

1. Implementation Study
 - 1.1. How did the governance and organizational structure affect the overall design and implementation of the PLA standards and Entrepreneurship and Business Principle Training certificate?
 - 1.1.1. What was the program administrative structure?
 - 1.2. To what extent did the program implement development methods that were both innovative and effective?
 - 1.2.1. How was the particular curriculum selected, used, or created?
 - 1.2.2. How were programs and program design improved or expanded using grant funds?
 - 1.2.3. What delivery methods were offered?
 - 1.2.4. Did grantees conduct an in-depth assessment of participants' abilities, skills, and interests to select participants into the grant program?
 - 1.2.4.2. What assessment tools were used?
 - 1.2.4.3. Who conducted the assessment?
 - 1.2.4.4. How were assessment results used?
 - 1.2.4.5. Were assessment results useful in determining the appropriate program and course sequence for participants?
 - 1.3. To what extent did the program deliver the PLA and certificate program with quality and as defined by the timeline?
2. Program Design Study
 - 2.1. To what extent do the PLA and certificate program help to address the specific industry needs?
 - 2.2. To what degree do the PLA and certificate program help prepare TAA-eligible workers and others for high-wage, high-skill employment or re-employment in growth industry sectors?
 - 2.2.1. What support services and other services were offered?
 - 2.2.2. Was career guidance provided?
 - 2.2.2.2. What methods were used?
 - 2.3. What contributions did each of the partners (employers, workforce systems, other training providers and educators, philanthropic organizations, and others as applicable) make in terms of (a) program design, (b) curriculum development, (c) recruitment, (d) training, (e) placement, (f) program management, (g) leveraging of resources, and (h) commitment to program sustainability?
 - 2.3.1. What factors contributed to partners' involvement or lack of involvement in the program?
 - 2.3.2. Which contributions from partners were most critical to the success of the grant program?
 - 2.3.3. Which contributions from partners had less of an impact?
3. Outcomes Study
 - 3.1. To what extent did the program increase the attainment of certifications, certificates, diplomas, and other industry recognized credentials?
 - 3.2. To what degree did the PLA improve learning outcomes and retention rates for TAA-eligible workers and other adults?

- 3.3. To what extent did the program improve employment outcomes?
- 3.4. What are the factors that contribute to education and employment outcomes?
 - 3.4.1. Factors the PLA program project is immediately trying to impact?
 - 3.4.2. Factors the program is not expected to impact?
- 3.5. How do each of those factors bear on those outcomes individually and in concert with others?

APPENDIX B: INSTRUMENTS

Document Review Framework

Round 2 TAACCCT Grant Document Review Framework

Format	Qualitative research to assess fidelity with which program activities were implemented and compliance with the timeline.
Timeline	Data collection and analysis will be conducted in annually in October.
Process	<p>Documents will be collected through the Grant Manager, Denise Collins. Documentation will be provided to Hezel Associates via email.</p> <p>The activities in the work plan will guide the identification of documentation to use as evidence.</p> <p>Once documents have been collected and sorted, content in each document will be examined and entered in the following matrix aligned with the appropriate milestones. Hezel Associates will list each document and what MC3 has done to justify completing that milestone under Notes. The date that that dimension was completed will be listed under Actual Date. Progress for meeting the listed milestones will be marked Met, Not Met, and In Progress.</p>
Instructions	Provide documentation supporting milestones, activities, and deliverables listed in the following matrix. Include any evidence of program implementation and compliance with the work plan timeline. Complete the Record of Submitted Documents on the first page of the Document Review Framework. All document names and a description of each document should be included in the table on the first page.

Strategy 1: Develop a robust statewide structure for promotion and implementation of Prior Learning Assessments						
Activities	Implementer(s)	Projected Date	Actual Date	Milestones	Progress	Notes
Sub-Strategy 1: Create a statewide PLA plan to create common standards	PLA Workgroup	10/1/2012 to 6/1/2013		Engage 14 community colleges in identifying best practice in PLA		
	Project Investigator			Present recommendations for statewide acceptance of standards to College Presidents		
	Project Manager			Implement Standards		
Sub-Strategy 2: Develop a functional PLA website available to TAA-eligible students	PLA Workgroup	10/1/2012 to 9/1/2015		Design structure of PLA website and its functions		
	Information Technology Partner			Hire a firm to build and deploy the PLA website		
	Project Manager			Roll out to TAA-eligible students		
Sub-Strategy 3: PLA training for assessors and advisors to work with TAA-eligible and TAA-like students	PLA Workgroup	8/1/2013 to 6/1/2014		Develop a training tool for advisors or other personnel working with TAA-eligible students on how to best use PLA		
	Project Manager			Develop a training tool for faculty assessors to review student portfolios for credit		
	Project Manager			Roll out training as a component of the website		
Sub-Strategy 4: Create a statewide, standard process to award credits through an online portfolio	PLA Workgroup	10/1/2012 to 2/1/2014		Engage 14 community colleges in a discussion of how to award credit for PLA		
	Principal Investigator			Engage partners in a discussion that credit awarded through PLA can be transferred to other institutions		
	Project Manager			Implement recommended standards		

Strategy 2: Create a Entrepreneurship and Business Principles program that stacks directly into TAACCCT I programs						
Activities	Implementer(s)	Projected Date	Date Accomplished	Milestones	Progress	Notes
Sub-Strategy 1: Create a two-course Entrepreneurship and Business Principles program of study that stacks directly into TAACCCT I programs	Subject Matter Experts Dean of Business and Entrepreneurial Initiatives Project Manager	10/1/12 to 12/31/13		Conduct analysis of TAACCCT curricula		
				Conduct analysis of workplace hiring trends and importance of understanding business principals in the hiring process		
				Develop curriculum and provide curriculum to partner institutions		
				Stack to existing TAACCCT I programs to strengthen employability		
Sub-Strategy 2: Create a micro-site for students interested in working, or starting a business, in a TAACCCT I related industry	Project Manager Subject Matter Experts	10/1/12 to 12/31/13		Identify resources for business creation or expansion in one of the TAACCCT I industries		

Student Interview

MC3 TAACCCT 2 Grant Year 3 Evaluation Student Interview Protocol

Format	Qualitative research to collect opinions will span a range of issues regarding: <ul style="list-style-type: none">• PLA program and process• Coaching/mentoring that accompanies involvement in PLA• Satisfaction with earned PLA credits• Entrepreneurship and Business Course
Targets	Respondents will be individuals who have submitted and received PLA credit, or participated in the Entrepreneurship and Business course at a community college in Pennsylvania.
Timeline	Interviews will take approximately 20 minutes and will be conducted in September.

Initial Recruiting Email to Montgomery County Community College Students

Hello,

Montgomery County Community College (MC3) has selected Hezel Associates, a research firm in Syracuse, NY, to conduct the independent evaluation of the TAACCCT Round 2 grant.

As a part of our responsibilities, we will be conducting phone interviews with students who have gone through the process of applying for Prior Learning Assessment (PLA) credit, or participated in the Entrepreneurship & Business course, to better understand the grant funded initiative. You have been selected as a potential participant due to your involvement. The purpose of our study is to provide formative feedback to MC3 in an effort to improve the services that you have received.

The telephone interview will require approximately 20 minutes during [9/14-9/25], and between 9am – 5pm. If you are available and interested in participating, please provide the three dates and times that best fit your schedule and we will do our best to accommodate you.

Please note the attachment to this email. The assent form is attached to provide more information about the evaluation. The Hezel Associates Project Leader is Andrew Hayman. If you have any questions for him, he can be reached by email at Andrew@hezel.com.

Thank you for your participation,

[SIGNATURE OF SENDER]

Pre-Interview Confirmation (via email)

Thank you for agreeing to participate in the MC3 TAACCCT 2 grant evaluation and providing your availability for a half hour interview.

Your interview is scheduled for:
[INSERT DATE / TIME]

We will call you at **[INSERT PHONE #]**.

If your availability has changed, please notify me as soon as possible to re-schedule.

Thank you,
[SIGNATURE OF SENDER]

24 Hour Reminder (via email, day before interview)

Thank you for agreeing to participate in the MC3 TAACCCT 2 grant evaluation. Your interview is scheduled for **[INSERT DATE/TIME]**. We will call you at **[INSERT PHONE #]**.

We expect the interview to last about 30 minutes. If your availability has changed, please notify me as soon as possible to re-schedule.

Thank you,
[SIGNATURE OF SENDER]

Introduction

Hello, this is _____ from Hezel Associates. Is now still a convenient time for our conversation?

Thank you for your time today in helping us give feedback to Montgomery County Community College about the TAACCCT 2 grant. We should be done in approximately 30 minutes. Before we begin the interview, I want to make sure we have provided you appropriate information about the evaluation, give you a chance to ask questions, and that we have your consent to participate. We provided an assent form as an attachment when scheduling your interview.

Do you have any questions for me about the study?

Do I have your verbal consent to participate in this interview?

We would like to record this interview strictly to support my note taking. Do I have your permission to record our conversation?

Involvement in PLA

I'd like to start with your experience with Prior Learning Assessment or certificate opportunities at [community college].

1. Why did you decide to attend [community college]? (*Probe: TAA-eligible or veteran, employment status, career change, first time in higher ed.?*)
2. How did you initially learn about the opportunity to get credit or start with a specialized credential/certificate because of your previous academics, or work experience? (*Probe: Website, instructor, mentor, Career Transitions workshop*)

Expectations and realities of the PLA process

Now I'd like to discuss your experience.

3. What did you know about PLA, or having the ability to start in a specialized credential/certificate prior to attending [community college]? (*Probe: methods to get credit, how to submit*)
4. Once you decided to apply for credit, what was the process you went through? (*Probe: methods, necessary documentation, time it took for credit determination*)

Student's advising experience

The next few questions will focus on your experience with this initiative.

5. Can you tell me a little bit about your academic advisor? (*Probe: role, frequency of interaction*)
6. How has this relationship impacted your experience at [community college]?

7. Is there any help you wish they could or would have provided but didn't? (*Probe: connecting with additional services, resume building, job placement*)

8. Overall, how do you think your involvement in this initiative will have impacted your experience at [community college]? (*Probe: duration at college, cost of attending, likelihood to improve job situation*)

Staff Interview Protocol

MC3 TAACCCT Grant Year 4 Evaluation Staff Interview Protocol

Format	<p>Qualitative research to collect opinions, and will span a broad range of issues regarding:</p> <ul style="list-style-type: none">• Program design• PLA Workgroup effectiveness• PLA website usage• Business and Entrepreneurship curriculum• Sustainability <p>Semi-structured interview protocol outlines pre-determined questions, and allows the interview to probe and pursue unplanned tangents as conversations warrant.</p> <p>Respondents will be recruited via email.</p>
Targets	<p>Respondents will be consortium members involved in program development and implementation.</p>
Evaluation Questions	<p>Interview questions will address the following evaluation questions:</p> <ol style="list-style-type: none">1. Implementation Questions 1.1, 1.2, 1.32. Program Design Questions 2.1, 2.2
Timeline	<p>Interviews will take approximately 20 to 30 minutes and will be conducted by telephone in July 2016.</p>

Initial Recruiting Email

Montgomery County Community College (MC3) has selected Hezel Associates, a research firm in Syracuse, NY, to conduct the independent evaluation of the TAACCCT Round 2 grant awarded to MC3.

As a part of our responsibilities, we will be conducting phone interviews with representatives of partner community colleges. You have been selected as a potential participant due to your involvement in grant activities, specifically regarding the sustainability of the PLA portfolio process or the entrepreneurship course. The purpose of our evaluation is to provide feedback to MC3 and to help improve grant-funded activities.

Telephone interviews will require 30 minutes. We are scheduling interviews between July 13 and July 29. Please respond to this email with your available times and dates to participate in an interview during this timeframe. We will send you a confirmation email with our scheduled interview time.

This evaluation is being coordinated with Denise Collins, TAACCCT Project Director, at Montgomery County Community College. If you have any questions about the evaluation or interview process, she is available by email at DCollins@mc3.edu. You are also welcome to contact me if you need specific information regarding details of the evaluation study.

Thank you in advance for your support.

Sincerely,

[SIGNATURE OF SENDER]

Pre-Interview Confirmation (via email), with Informed Consent Attachment

Thank you for agreeing to participate in the Montgomery County Community College TAACCCT grant evaluation process.

Your interview has been scheduled for:

[INSERT DATE / TIME]

We will call you at [INSERT PHONE #] and expect the interview will last 30 minutes.

Your individual responses will be kept confidential and aggregated for the report. No personally identifying information will be reported, and we will make every effort to protect your identity when we present our findings. Please review the Informed Consent document attached to this email prior to the interview.

If you have any questions about the evaluation or your participation feel free to contact me, Denise Collins at DCollins@mc3.edu, or you may email Solutions IRB (our external review board charged with ensuring we treat evaluation study participants ethically) at participants@solutionsirb.com.

Thank you for your participation,

[SIGNATURE OF SENDER]

Interview Instructions

ITEMS IN ITALICS SHOULD NOT BE READ TO INTERVIEWEE

Phone Interview Introduction

Hello, this is _____ from Hezel Associates. I'm calling about the interview we have scheduled to discuss your involvement with the TAACCCT Round 2 project led by Montgomery County Community College.

Is now still a convenient time to talk?

As a reminder, your responses will be kept confidential and aggregated for the report. No personally identifying information will be reported, and we make every effort to protect your identity when we present our findings. You can stop the interview at any time and skip any questions you are not comfortable answering. You can also choose to withdraw your responses.

Have you read the informed consent document that was emailed to you?

IF NOT, GO OVER THE MAJOR SECTIONS WITH THEM, ESPECIALLY BENEFITS AND RISKS.

Do you have any questions about the consent form or the study?

Do you agree to participate in the interview?

I would like to record our interview to support my note-taking, and the recording will not be used for any other purpose. May I have your permission to record our conversation?

IF PARTICIPANT DECLINES RECORDING, RESEARCHER WILL TAKE NOTES.

Questions

- 1) Please clarify which committee you are involved in, Business and Entrepreneurship (B&E) or Prior Learning Assessment (PLA)?
- 2) Thinking specifically about *[B&E or PLA]* programs of the TAACCCT grant, how has impacted your college?^{1,2} (*Probe: new/updated curriculum, student support*)
- 3) **B&E only:** Are you currently enrolling students in *B&E* courses?^{1,3}
- 4) **PLA only:** Are students using the CC Fast Track process at your school?^{1,3} (*Probe: why or why not*)
- 5) **PLA only:** What is your opinion of CC Fast Track now that it has been operational for more than a year?^{1,2}
- 6) How are students made aware of *[B&E or PLA]*?^{2,3} (*Probe: recruitment strategies, marketing strategy*)
- 7) **PLA only:** Has the advising process worked as designed by the PLA committee?^{2,2} (*Probe: what kind of counseling do they receive*)
- 8) What kinds of feedback do you receive from those who have enrolled or completed *[B&E or PLA]*, if any?^{1,2}
- 9) **B&E only:** What is your overall opinion of B&E program?^{1,2}
- 10) Would you like to see the *[B&E or PLA]* process continue after the DOL grant is over?
(*Probe: processes, relationships, sustainability, supports*)

Thank you, that's it for my questions,

- 11) Is there anything else you'd like to say about the *[B&E or PLA]* or the TAACCCT Round 2 project in general?

CC Fast Track Questionnaire

MC3 TAACCCT Round 2

Email to potential respondents

Subject: Prior Learning Assessment Questionnaire

Hello,

Since you are a current or former student who participated in Prior Learning Assessment (PLA) at Montgomery County Community College, I'd like to invite you to complete a brief questionnaire. The purpose of this questionnaire is to help us understand the PLA process at MC3. Your feedback is important and will potentially help improve the PLA process.

Please answer the following questions as honestly as possible. The online form should take about 10 minutes to complete. After you have reviewed the Informed Consent information below, you may click this link to begin:

<Questionnaire link>

Thank you for your participation!

Informed Consent

Montgomery County Community College contracted Hezel Associates, a third-party evaluator, to assess the performance of their Prior Learning Assessment (PLA) process. As a former student at MC3 your feedback will be helpful to improve the PLA process for future students.

Completing this questionnaire is not anticipated to pose any risk to you. Your participation in this questionnaire is strictly voluntary and you may withdraw your participation in this questionnaire at any time without penalty.

All information collected will be used for research purposes only. Because this questionnaire is anonymous, there will be no connection to you specifically in the results or in future publication of the results. If you have any questions, contact the Project Director, Denise Collins, at dcollins@mc3.edu.

Additionally, if you have any concerns about your treatment as a participant in this study, please contact Hezel Associates' external institutional review board (IRB), Solutions IRB, at participants@solutionsirb.com or 1.855.226.4472.

By clicking the questionnaire link above, you are verifying that you have read the explanation of the study, and that you agree to participate. You also understand that your participation in this study is strictly voluntary.

Andrew Hayman

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MC3 Participant Questionnaire

Thank you for participating in this survey! Hezel Associates is looking for feedback on the Prior Learning Assessment (PLA) process at your college. Your feedback will potentially help improve PLA for future students.

This survey will take approximately 10-15 minutes. Be assured that your individual responses are confidential and will be reported only as part of group feedback.

1. Are you 18 years of age or older?

- Yes
- No [*Go to Termination Page*]

[*Required question*]

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2. Which best describes your work experience before you began your program of study?

- I did not have any prior work experience.
- I had experience in a field similar to my program.
- I had experience in an unrelated field.

3. **Before enrolling in your program of study, what was the highest level of education you completed?**

- Completed some high school
- High school diploma or equivalent
- Some college
- Earned a one-year (or less) certificate
- Associate's (2-year) degree
- Bachelor's (4-year) degree
- Master's degree
- Doctoral degree
- Other _____

PLA

4. Did you receive credit for prior learning while enrolled in your program of study?

- Yes, I received credits for prior learning through CC Fast Track portfolio.
- No, I did not attempt to receive academic credit for prior learning.
- No, I my portfolio was not approved for prior leaning credits by the college.

[Required question]

[If “Yes” Go to Q5, “no attempt” Go to Q10, “no not approved” go to Q6]

5. How many credits did you receive for prior learning? Please enter the number.

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6. Please indicate your level of agreement or disagreement with the following items regarding credits for prior education education/work experience:

	Strongly disagree	Disagree	Some-what disagree	Neither agree nor disagree	Some-what agree	Agree	Strongly agree	Not appli-cable
MC3's process of reviewing my previous education/work experience was easy to understand.								
MC3's process of reviewing my previous education/work experience was efficient.								
My prior education/work experience was assessed in a fair manner.								
I believe I was awarded the appropriate amount of credits for my prior experience.								
I believe the prior learning assessment will save me time and money.								

7. What best describes your educational outcome after going through the prior learning assessment process...

- I completed a program of study at the college (earned a credential, certificate, or associate's degree)? *[Go to Q9]*
- I withdrew from a program of study without completing a credential, certificate, or associate's degree? *[Go to Q8]*
- I am still enrolled in the program of study I attempted to receive credits/received credits for prior learning. *[Go to Q9]*
- I am enrolled in a program of study at MC3 different from the one I attempted to receive credits/received credits for prior learning. *[Go to Q9]*
- Other _____ *[Go to Q10]*

8. Why did you withdraw from your program of study? Mark all that apply.

- Completed what I intended to
- Conflict with work schedule
- Decided program was not what I wanted
- Difficulty with program requirements
- Family or other external obligations
- Financial difficulties
- Found a job
- Medical issues
- Program was different than expected
- Transferred to another college
- Transferred to another program at the college
- Prefer not to answer
- Other _____

9. How satisfied are you with the Prior Learning Assessment process at MC3?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

Employment

10. Are you currently employed in your field of study?

- Yes
- No, I am employed in another field

- No, I am not employed
- Not applicable

11. How would you describe the changes, if any, to your employment options (e.g., number of jobs you qualified for) from before your enrollment to after you left MC3?

- My employment options stayed the same.
- I had more options for employment than before.
- I had less options for employment than before.
- Unsure.
- I was demoted.
- Not applicable.

12. How would you describe the changes, if any, to your wages from before your enrollment to after you left your program of study at MC3?

- My wages increased.
- My wages stayed about the same.
- My wages decreased.
- Not applicable.

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13. What is your gender?

- Male
- Female
- Prefer not to answer

14. Which of the following best describes you?

- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- White
- Prefer not to answer
- Other _____

15. Do any of the following apply to you?

	Yes	No	Unsure	Prefer not to answer
Pell Grant recipient				
Student with a disability				

Trade Adjustment Assistance (TAA)-eligible				
Veteran or Spouse eligible for Priority of Service				

16. Did you use any of the following TAA Benefits? Mark all that apply.

- Assistance with health care insurance coverage.
- Career Counseling
- Extended income support
- Job Search and relocation allowances
- TAA-funded training
- Wage insurance benefits
- Unsure
- None of these

17. What is your age? Numeric responses only.

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Completion Page

Thank you for completing the questionnaire!

Termination Page

Unfortunately, your responses do not meet the criteria for this questionnaire. Thank you for participating!

APPENDIX C: MC3 GRANT ACTIVITIES WORK PLAN

Strategy 1: Develop a robust statewide structure for promotion and implementation of Prior Learning Assessments							
Activities	Implementer(s)	Costs		Time		Milestones	Deliverables
Sub-Strategy 1: Create a statewide PLA plan to create common standards	PLA Workgroup	Strategy Total:	\$0	Start Date:	10/1/2012	1) Engage fourteen community colleges in identifying best practices in PLA; 2) Present recommendations for statewide acceptance of standards to College Presidents; 3) Implement standards	Creation of statewide, accepted standards in informing students of PLA credit, and processing PLA credit applications to increase completion rates
	Principal Investigator	Equipment:		End Date:	6/1/2013		
	Project Manager	Year 1:					
		Year 2:					
Sub-Strategy 2: Develop a functional PLA website available to TAA-eligible students	PLA Workgroup	Strategy Total:	\$1,534,230	Start Date:	10/1/2012	1) Design the structure of the PLA website and its functions; 2) Hire a firm to build and deploy the PLA website; 3) Pilot the website; 4) Roll out to TAA students	Creation of a dedicated PLA website to inform students of the process, train advisors and assessors, and help students generate potential credit through guided creation of a portfolio
	Information Technology Partner	Equipment:	\$0	End Date:	9/1/2015		
	Principal Investigator	Year 1:	\$934,224				
	Project Manager	Year 2:	\$427,003				
		Year 3:	\$173,003				
Sub-Strategy 3: PLA training for assessors and advisors to work with TAA-eligible and TAA-like students	PLA Workgroup	Strategy Total:	\$0	Start Date:	8/1/2013	1) Develop a training tool for advisors or other personnel working with TAA students on how to best use PLA; 2) Develop a training tool for faculty assessors to review student portfolios for credit; 3) Roll out training as a component of the website	Interactive training courses available to advisors how to guide students through the PLA process; Interactive training and testing of assessors to review student portfolios
	Principal Investigator	Equipment:		End Date:	6/1/2014		
	Project Manager	Year 1:					
		Year 2:					
Sub-Strategy 4: Create a statewide, standard process to award credits through an online portfolio	PLA Workgroup	Strategy Total:	\$0	Start Date:	10/1/2012	1) Engage fourteen community colleges in a discussion of how to award credit for PLA; 2) Engage partners in a discussion that credit awarded through PLA can be transferred to other institutions; 3) Implement recommended standards	Creation of statewide, accepted standards in awarding PLA credit to students to increase completion time and completion rates
	Principal Investigator	Equipment:	\$0	End Date:	2/1/2014		
	Project Manager	Year 1:					
		Year 2:					
		Year 3:					

Strategy 2: Create a Entrepreneurship and Business Principles program that stacks directly into TAACCCT I programs							
Activities	Implementer(s)	Costs		Time		Milestones	Deliverables
Sub-Strategy 1: Create a two-course Entrepreneurship and Business Principles program of study that stacks directly into TAACCCT I programs	Project Manager	Strategy Total:	\$200,000	Start Date:	10/1/2012	1) Conduct analysis of TAACCCT curriculums; 2) Conduct analysis of workplace hiring trends and importance of understanding business principals in the hiring process; 3) Develop curriculum and provide curriculum to partner institutions; 4) Stack to existing TAACCCT I programs to strengthen employability	Develop a two-course credential to include a General Introductory Course designed for people who have no experience in business to make them more attractive to employers and to improve opportunities for advancement and to include a Specialized Contextualization course in one of the three TAACCCT I industries, to help become more employable in these industries or work as an independent contractor
	Subject Matter Experts	Equipment:	\$0	End Date:	12/31/2013		
	Dean of Business and Entrepreneurial Initiatives	Year 1:	\$175,000				
		Year 2:	\$25,000				
		Year 3:	\$0				
Sub-Strategy 2: Create a micro-site for students interested in working, or starting a business, in a TAACCCT I related industry	Project Manager	Strategy Total:		Start Date:	10/1/2012	1) Identify resources for business creation or expansion in one of the TAACCCT I industries	A Microsite to contain resources on business development, education tools, business plan development, and counseling with dedicated content available for business opportunities related to advanced manufacturing, energy and healthcare technology
	Subject Matter Experts	Equipment:		End Date:	12/31/2013		
	MC3	Year 1:					
		Year 2:					
		Year 3:					