



**CENTRAL GEORGIA
HEALTHCARE WORKFORCE ALLIANCE**

Policies and Procedures Handbook

Version 1.1

Forward

This is the handbook for the Central Georgia Healthcare Workforce Alliance (CGHWA) Department of Labor Trade Adjustment Assistance and Community College Training (TAACCT) Grant Program. The policies contained herein describe and govern the program's design and governance, program and grant management systems, financial management systems, service product and delivery systems and performance accountability systems. CGHWA developed these policies and procedures using appropriate federal regulations, Department of Labor grant requirements, the Department of Labor Core Monitoring Guide and emplaced laws, regulations, policies and procedures promulgated by the Central Georgia Technical College and healthcare community business & industry partners.

Central Georgia Technical College (CGTC), governed under the State Board of the Technical College System of Georgia (TCSG), established the *Central Georgia Healthcare Workforce Alliance*, an employer-driven effort to match over 3,300 TAA-eligible and incumbent workers since 2001 and a current veteran population over 46,000 with quickly obtained certificates and degrees – including opportunities for stacking and latticing credentials – with high demand, high wage jobs in the healthcare sector. Given recent and projected growth in the healthcare industry, this project has the potential to make a significant, positive impact for workers and employers alike, while benefiting the community at-large through a strengthened regional healthcare infrastructure. CGHWA will *1) accelerate progress for low-skilled workers; 2) improve retention and achievement rates and/or reduce time to completion; 3) Build Programs and Career Pathways; and 4) Strengthen Online and Technology Enabled Learning* for TAA workers, WIA recipients, veterans, single parents, rural county residents and other special populations who are all healthcare program participants. To achieve these goals, CGHWA will deploy four (4) program strategies (offer the ability to obtain instruction **Any Time, Any Place and on Any Path**, unlimited review of all class sessions availed via **Recorded Lecturers**, enhanced **Face to Face & 24/7 Online Tutorial Services**, and strengthened **Job Placement and Employment options** via area business and industry partnerships) for TAA workers, WIA recipients, veterans, unemployed/underemployed and other healthcare students, providing critical supports, expanded training and enhanced technology options to accelerate progress through certificate and degree programs that result in high-wage, stable jobs in the healthcare industry in Georgia. For further information about the program, please contact CGHWA Project Manager Demetrius Smith at 478-757-2538.

This product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

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Design and Governance

The following sections describe CGTC efforts to ensure its programs provide tools and products that support business growth and economic development and services that prepare workers to take advantage of job opportunities in high-growth and high-demand occupations within an integrated service delivery system that addresses the needs of both employers and job seekers. In designing grant programs, CGTC leadership identified workforce needs in high-growth, economically-critical industry of healthcare and formulated the BlendFlex strategy to provide services to ensure the preparation required of workers to succeed in those healthcare occupations. The CGTC also developed an understanding of the workforce challenges that must be addressed to ensure a prepared and competitive workforce.

1.1 Strategic Planning

CGTC will utilize a strategic approach in designing its grant programming to meet business and industry needs for a prepared and competitive workforce and becoming a demand-driven organization. CGTC will leverage existing relationships and developed new relationships with local healthcare employers to develop a strategic vision based on their needs. CGTC will engage local workforce development agencies to collaborate and develop the support needed to deliver such programs.

1.11 Business Leadership

Central Georgia Technical College (CGTC) will develop its strategy for creating a demand-driven workforce system based on input from business leadership at both the state and local level. Georgia Governor Nathan Deal's State Workforce Investment Board initiatives were used as the foundation for the CGTC strategy. CGTC maintains a strong partnership with the Macon-Bibb County Workforce Investment Board and the Middle Georgia Workforce Investment Board (WIAs/WIBs) and One-Stop Systems. Numerous local business and industry partners will provide support for the initiative during the planning phase and subsequently during the implementation of the grant. Additional partners will be solicited to commit to long-term support of the CGTC strategy by participating on the CGHWA Advisory Board.

To maintain employer engagement, CGHWA will establish an Advisory Board to continue to build its network of employers and other stakeholders. The CGHWA will engage stakeholders in skill and competency confirmation, curriculum development and pre-employment experiences. CGHWA will solicit employers and other stakeholders who offer program/ curriculum development advice, internships, placement assistance, scholarships, and jobs.

1.12 Strategic Vision

CGHWA will address a growing disconnect between the skills of available workers and the regional demand for employees with skills for healthcare jobs. Targeting trade-impacted workers as well as the region's large population of veterans, CGHWA will focus on the middle Georgia region where many adults have difficulty obtaining high wage positions due to limited educational foundation. The project will reach approximately 900 workers and provide industry recognized credentials from certificates to diplomas to associate degrees through customized career pathways based on healthcare student interests and needs.

1.13 Partnerships

Prior to grant development, CGTC forged partnerships with regional workforce boards. CGTC has a strong relationship with its workforce investment board and a history of serving as a partner in meeting workforce development needs. CGHWA will leverage these partnerships with local workforce boards for activities related to recruiting, employment, and follow up.

1.14 High-growth Industries

CGHWA will target high growth, healthcare industries that a) build on existing strength of the Central Georgia Technical College; b) clearly demonstrate strong labor market demand; c) advance students' existing skill sets; and d) have commitments from regional employers to hire qualified graduates. In the May 2012 CGTC Office of Institutional Effectiveness survey, industry partners indicated over 400 healthcare jobs were "open" within the region, with all healthcare employer partners indicating they are highly likely to hire at least 1,600 healthcare workers collectively (either the addition of new positions to meet demand or in response to job turnover) within the next three years.

1.2 Service Design

The CGHWA service delivery system will be designed to accomplish the strategic objectives related to providing training for in-demand occupations in healthcare. The following sections will detail how CGHWA will leverage its resources to achieve its goals, connects students with prospective employers, assesses the value its programming provides to employers and explores ways to increase that value.

1.21 Resources

The CGHWA will utilize CGTC resources, including personnel and facilities, to provide the business customer with input on the training provided to students and to connect the business customer with graduates prepared for the workforce.

The most valuable resource available is the College faculty, which bring in-field expertise to each program. Program faculty hold credentials in the teaching discipline and demonstrated competencies in the teaching discipline (e.g., professional licensure, certification and/or work related experience). Faculty members maintain strong relationships with employers in the community through Advisory Committees, which provides representatives from business and industry with the opportunity to make recommendations upon review of curriculum, program objectives, student learning outcomes, and program goals.

Through the Career Services Office, the College will provide business customers with a means of connecting with graduates prepared for the workforce. Employers will be able to post current full and part time job announcements on the Career Services Job Database, which are shared with current students and graduates. In order to connect employers directly with students and graduates, employers will be invited to participate in regular Career Fairs and Hiring Events. Hiring Events are especially important to the business customer, because it allows for an industry partner to utilize CGTC resources and facilities to publicize job opportunities, screen applications, and interview qualified candidates. Furthermore, the Career Services Office will provide a "Business & Industry Partners' Office," which will be open to employers for conducting interviews and interacting with students on the CGTC campus. This

office will avail business and industry partners' access to a computer, local telephone and other business equipment during their scheduled visits to the campus to recruit and interview students. The Career Services Office will continue to provide business and industry partners with several outlets to engage and interact with our students, which is a win for both the students and partners.

1.22 Career Services

Career Services staff interact with employers by serving as a liaison for internships, apprenticeships, and co-op programs, meeting with employers and coordinating tours for our students to business and industry partners facilities as well as providing tours for employers of our facilities and training environment. Workshops and seminars will continue to be developed based on feedback received from business and industry partners as it relates to skills that they feel students need to enhance to be more marketable. The Career Services Office will then work with employers to provide appropriate workshops to students. CGHWA Advisory Board members will provide "soft skills" seminars.

CGTC also has a good working relationship with area Department of Labor offices, workforce development agencies and employer partners. CGTC recruiters frequently visit labor offices and workforce development agencies to provide updated promotional information about education opportunities provided by the college. These visitations are reciprocated by the business and industry partners, who visit the College and information about opportunities at their respective businesses. This collaborative relationship will continue to provide an open environment where business and industry partners may provide guidance and feedback on the necessary requirements and opportunities that are available to our students.

1.23 Assessment of Program Value

CGTC strives to provide the most possible value to its industry partners.

CGTC places great value on providing effective services to business and industry. This is demonstrated in the CGTC Strategic Plan, which includes an Employer Satisfaction measure, copied below. In Academic Year 2014, 100% of employers surveyed were satisfied with CGTC graduates' job preparation. A sample completed Employer Survey is enclosed.

CS3. Employer Satisfaction: 90% of employers of CGTC graduates expressing an opinion will indicate satisfaction with job preparation.

Industry and the business community believe the College provides well-trained graduates who are capable of stepping into the workforce and being productive employees. The healthcare business and industry community has agreed to be very supportive of the BlendFlex initiative. Career Services will continue to serve as the liaison between the employers, the students and graduates, and the faculty, to effectively match employers' needs with the students' and graduates' goal of gainful employment. Career Services will provide workshops and one-on-one coaching for all aspects of the job search process – assistance with resumes, cover letter, interview preparation, mock interviews and job leads.

The Business and Industry Partner's Office is an example of improved access for our employers and students. Dialogue and reciprocal visits to our campus by employers and employer sites by our students

will undoubtedly increase. Business and industry partners have expressed a willingness to speak openly and publicize the BlendFlex initiative with the students and employees that come in contact with on regularly basis. Due to the strong commitment and support from business and industry partners, CGHWA will be able to use their feedback to institute meaningful change in our programming initiatives to further increase the BlendFlex programs' value.

As a result of demand-driven service delivery, there will be an increase in employers and outside agencies providing volunteer workshops and increased job listings. Access to health sciences core courses via the BlendFlex model will undoubtedly lead to increased performance in general and over time will lead to a successful attainment of the goals outlined in the grant.

1.24 Impact of Leverage Resources

CGHWA is relatively unique in that it is an enhanced technology infused concept unlike any other in the state of Georgia. As mentioned above, it will leverage the expertise of the Technology Department, collaborative partnerships with business and industry partners and 11 campus locations to provide the BlendFlex program to many rural students, who traditional were unable to receive instruction due to class time and location barriers. Each campuses will continue to maintain relationships with local workforce boards and businesses and regularly solicits advice on how to expand the network. Those networks interact to provide continuous coverage across 11 counties, with a student population of over 14,000 students, with credit instruction offered at ten locations and a service area total population of just over 500,000 (larger than the state of Delaware), thus offering an ideal opportunity for regional impact and results.

1.3 Program Integration

CGTC leadership supports integrating the program into the larger workforce system in such a way that business and job seeker needs are met without unnecessary duplication of services. CGHWA administrative functions will be centralized at CGTC. In addition, CGHWA, via CGTC Special Populations Offices, will identify non-academic resources for its participants in their communities if the services cannot be provided in-house.

1.31 CGHWA Vision

The Georgia Department of Economic Development's Workforce Division, previously known as the Governor's Office of Workforce Development, was created in August 2006 to administer the Workforce Investment Act (WIA) funds under the leadership of the State Workforce Investment Board (SWIB), and ultimately to improve the quality of job training and marketability of Georgia's workforce for the economic growth of the state.

In April 2014, Governor Deal announced that the Governor's Office of Workforce Development would be repositioned under the umbrella of the Georgia Department of Economic Development (GDEcD) as the new Workforce Division. This streamlined structure is intended to ensure that the state's workforce development efforts are aligned with the economic realities of the marketplace and what businesses need to succeed in Georgia. <http://www.georgia.org/competitive-advantages/workforce-division/>

As GDEcD works to bring new investment opportunities to our state and to support existing industry, a critical component of this mission is meeting the workforce needs of Georgia companies. The Workforce

Division added a workforce development team to Georgia's economic development assets, providing additional resources to new and existing companies in Georgia.

While the Workforce Division's primary responsibility is managing the Workforce Investment Act (WIA) under the leadership of the State Workforce Investment Board – the office is also focused on the broader mission of ensuring that education and training in Georgia is geared toward in-demand jobs. Central Georgia Technical College (CGTC), governed under the State Board of the Technical College System of Georgia (TCSG), proposed the establishment of the Central Georgia Healthcare Workforce Alliance, an employer-driven effort to match over 3,300 TAA-eligible and incumbent workers since 2001 and a current veteran population over 46,000 with quickly obtained certificates and degrees – including opportunities for stacking and latticing credentials – with high demand, high wage jobs in the healthcare sector. Given recent and projected growth in the healthcare industry, this project has the potential to make a significant, positive impact for workers and employers alike, while benefiting the community at-large through a strengthened regional healthcare infrastructure.

The CGHWA will focus on creating and expanding the online learning program capacity to ensure TAA-eligible workers, veterans, and other adult learners, including those in rural communities, can participate and obtain the certificates and credentials necessary to work in the high-demand healthcare sector, anytime, from anywhere and on any device. Given employer demand across the healthcare sector, all CGTC health programs will be available through the proposed project.

The CGHWA Advisory Board will seek representation from healthcare providers in the middle Georgia region and other members representing the public workforce development agencies, Department of Labor and Department of Defense. There are also several MOUs from area business and industry partners supporting the CGHWA workforce development initiative. The CGHWA will also be an active member of the Middle Georgia Employers Committee, which is comprised of employers and economic development agencies from throughout the middle Georgia region. The Middle Georgia Employer Committee has established and maintains a working relationship between the employer community and the Georgia Department of Labor (GDOL). The committee provides input and guidance in the development of policy and legislation by the Department of Labor as it impacts Georgia employers and employees. They promote GDOL services among the employment community and identify and recommend ways to meet local and state employment-related needs.

1.32 Administrative Services Fiscal Accountability

Central Georgia Technical College (CGTC), a unit of the Technical College System of Georgia (TCSG) has a sound financial base and demonstrates that it has the financial stability to support its institutional mission and the scope of its program and services. The College has a history of strong state financial support, varied funding sources, and balanced budgets. Administration of financial resources is governed by the State Board of the TCSG and managed by the College President and the Vice President for Administrative Financial Services.

The Vice President of Administrative Financial Services develops annual projected revenue budgets from the projected enrollment and revenue streams in compliance with the State of Georgia Accounting Procedures. Revenue streams include local, state, and federal funds. The College has in place policies and procedures for the management of its revenue streams. The College is mandated by the State of Georgia under the TCSG to use the statewide accounting system PeopleSoft. The PeopleSoft system provides comparable information for all accounting transactions. The System provides monitoring reports and periodic budget summaries which are analyzed by the Administrative Financial Services staff.

The President, Vice Presidents, and Local Board Members are made aware of the College's budget activity on a monthly basis through reports prepared by the Vice President of Administrative Financial Services.

The College has in place a Federal Grants Management procedure which outlines how federal grants will be managed appropriately to meet all State of Georgia Accounting policies and procedures. The TAACCCT grant budget and activities will be managed by the Office of Institutional Effectiveness along with the office of Administrative Financial Services to ensure that all budgeted items are approved under the grant as expected by the grantor. The College will also have in place a CGHWA Steering Committee which meets regularly to discuss integration of grant activities into day to day operations.

Program and Grant Management Systems

2.1 Administrative Controls

The following policies provide for administrative controls sufficient to ensure grant integrity [29 CFR 97.40; 29 CFR Part 95].

2.11 Policy Development

Central Georgia Technical College has policies and procedures for core management functions and program operations. Many policies and procedures implemented at CGTC are established by the Technical College System of Georgia (TCSG), of which CGTC is a unit. Policies and procedures are accessible by all College employees via the CGTC Intranet. A few key policies and procedures are described below.

Recruiting and Hiring: State Board policy III.B. Recruiting and Hiring is the over-arching published policy on the process of recruitment and hiring. The TCSG Procedure for Recruiting and Hiring provides broad guidance on advertising vacant positions, screening, and interviewing applicants, checking references, and making offers of employment. The College conducts recruitment activities according to Equal Employment Opportunity and Affirmative Action laws as well as other applicable laws as indicated in its publicized Statement of Equal Opportunity.

Personnel Performance Evaluation: CGTC has a process in place which includes an annual evaluation of all personnel by the appropriate supervisor. Each personnel is evaluated in accordance with the TCSG Policy III.G. Performance Management and the associated procedure, III.G.1. Performance Evaluation and Salary Compensation, using the Performance Evaluation Instrument, which provides a process for self-evaluation and supervisory evaluation.

Budget Procedures: CGTC has a process for managing the budget of federal grants in accordance with the CGTC Federal Grant Management Budget Procedures. Guidance for budget activities including purchasing, budget flow, and reconciliation is provided, along with a Budget Procedure Flowchart.

Development and Approval of Policy and Procedure: The primary responsibility for proposing College level policies rests with the College President; however, policies may be proposed by any member of the Board, by a faculty or staff with the approval of the President as indicated in the Central Georgia Technical College Development and Approval of Policies and Procedures at the College Level.

2.12 Monitoring

Central Georgia Technical College, through the Central Georgia Healthcare Workforce Alliance, will work closely with the External Evaluator to implement the Detailed Evaluation Plan. The Detailed Evaluation Plan was developed specifically to monitor the TAACCCT grant Statement of Work (SOW) against performance objectives and compliance with uniform administrative requirements. To ensure timely implementation of the Detailed Evaluation Plan, an Evaluation Tasks Timeline was developed which identifies the tasks, required products, and responsible parties. See the attached Detailed Evaluation Plan and Evaluation Tasks Timeline.

Furthermore, CGTC maintains compliance with all Federal uniform administrative requirements applicable to institutions of higher education. These regulations are consulted regularly to guide daily grant management and the appropriate regulations are carefully reviewed prior to the submission of grant modifications. In order to facilitate access to the most current version of the uniform administrative requirements, the TAACCCT Administrative Requirements Table was developed. It includes weblinks for direct access to the appropriate part of the Electronic Code of Federal Regulations. See the attached TAACCCT Administrative Requirements Table.

Central Georgia Technical College is the only recipient of the TAACCCT grant; therefore, subrecipient monitoring is not applicable.

2.13 Program Enhancement Documentation

Central Georgia Technical College maintains written documentation for all grants. All grant documentation is maintained on the shared drive for Institutional Effectiveness in folders sorted by grant title. See enclosed screenshot of the Grants folder.

Documentation for the TAACCCT grant is maintained by the TAACCCT Grant Project Manager. The Project Director maintains copies of all grant related documents including award documentation, modifications, quarterly and annual reports, correspondence, meeting minutes, monitoring reports, findings, corrective actions, and resolutions.

2.14 Public Access to Records

CGTC is a unit of the Technical College System of Georgia (TCSG). The TCSG Policy II.C.8. Records Management and Georgia Records Management Act O.C.G.A. 50-18-92 establish policies concerning non-resident aliens, employment, financial aid, education, campus security, and non-discrimination in federally subsidized programs. The TCSG Policy V.J., Student Records and the TCSG associated Procedure

on Student Records establish policies and procedures governing the collection, maintenance, security, integrity, and disposal of student records. Referenced policies and procedures are enclosed.

The CGTC Employee Handbook outlines how official and non-official personnel records are maintained. The official personnel file for a CGTC employee is housed by the Human Resources Department. See enclosed excerpt from the CGTC Employee Handbook.

The College publishes information for students regarding student records, FERPA, directory information disclosure, and third party access to records in the College Catalog. See enclosed excerpt from the College Catalog.

The College fully complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended and with the TCSG and College policies. Annual mandatory professional development training sessions, including an online FERPA and Student Records module (enclosed), are available to College employees via the CGTC intranet. After logging in and completing the slideshow session, the employee is automatically recorded as having completed the session. Participation can be tracked and verified in this manner. See enclosed sample of completed training. The FERPA slideshow was composed by the Professional Development Director and reviewed and approved by the College's Executive Vice President and the Vice President for Student Affairs. It is reviewed annually by the Executive Director of Admissions and the Registrar.

The official records of students are maintained primarily in electronic format within the BANNER student records management system. Some student records also exist in paper format. The College is currently implementing a paper-reduction project in the admissions and registrar functions utilizing digital imaging technology. Toward this end, local student record documentation is imaged and stored on a restricted access imaging server. Access is restricted primarily by first requiring password access for users. Secondly, the required client-side software for accessing the imaged records is installed only on the computers being used by need-to-know personnel. The imaging server is backed up on a weekly basis. Three weeks of backup files are housed in an off campus bank safe deposit box. These documents include an application for admission, Asset/Compass/SAT/ACT test scores, college transcripts, high school transcript or diploma, GED transcript or certificate. Hard copies of documents not reproducible by CGTC (i.e., prior college and high school transcripts) are kept in student files located in the vaults in the campuses' Student Affairs areas.

Paper student records for currently enrolled students and students who have attended within the past five years are maintained alphabetically in approved file containers in a secure fire safe vault environment. Access to the vault is restricted to admissions personnel, the registrar, and the registrar's employees. Under no circumstances are unauthorized persons allowed physical access to student records.

TAACCCT Participant files will be maintained in hard copy form. These files will be located in the Office of Institutional Effectiveness and secured in locked cabinets. Under no circumstances are unauthorized persons allowed physical access to student records.

Student records maintained in the BANNER automated student management system are afforded the same degree of security and limited access as hard copy files. The College's practices protect the security, confidentiality, and integrity of its student records. The College's Information Technology department is responsible for security measures, both physical and electronic, as well as backup procedures to ensure data availability and integrity.

The data servers that house student data on campus are located in a physically secured location with restricted access; only members of the Information Technology Department have a key to the data center. The servers that house the student data are electronically secured by not allowing connections from the public network to the database servers. In our private network only faculty and staff computers have direct access to the database servers. User accounts to the database servers are limited to the users that must have access. Accounts are restricted based on the role the user plays at the college; accounts are not granted access to any data or system resources that are not needed. Indirect access to the student data is handled by user interaction with applications that are housed on different physical servers. Users must have accounts to log in to these application servers and interact with any student data. These application servers are housed in the same secured data center as the database servers. Accounts on these application servers are also based on the needs of the individual user. No users have access to any data that they do not need to perform their role at the College. Accounts can only be created or modified on the student records system by the BANNER Administrator, who also serves as the College's Assistant Vice President for Knowledge Management. Accounts are deleted, disabled, or updated when there is a change in an employee's status.

The integrity of the student data is ensured by both restricting access to the systems as well as updating software regularly. All computers on campus are regularly updated with the latest security patches for their operating systems and software. The servers that house the student data have application level updates performed several times each year. These updates include security updates as well as functional and business logic updates (financial aid changes, accounts receivable process updates, etc.). Before any updates are done on the student data systems, complete system backups are performed and verified so that in the event of an issue, recovery is possible.

Student records are backed up in several different ways and on different schedules. The database is backed up every weeknight on tape and on hard disk. There are fifteen backup tapes that are kept in rotation. At any point there are two weeks of backup tapes stored in a safe deposit box at a local bank. The third week's tapes are moved to the data center and overwritten with new backup data. The backup that is saved to a local disk is overwritten nightly. Additionally, the College transmits a weekly over-the-wire backup to a TCSG site hosted in Atlanta. The data is transmitted over a Virtual Private Network connection between College's database server and the remote backup server. Finally, student data is collected daily by the TCSG Data Warehouse, which is physically located in Waycross, Georgia. When system updates are performed, full system backups are performed before the update is started and another full system backup is performed after the system is updated but before it is released for use. The combination of these backup procedures ensures that the full system as well as constantly changing student data can be restored in case of a catastrophic event, system failure, or user error.

The College has established a Disaster Recovery Plan and a Business Continuity Plan, which addresses steps to be taken to recover and restore access to student records after an emergency, catastrophe, or disaster.

2.2 Personnel

The Technical College System of Georgia and its constituent Technical Colleges (i.e. CGTC) do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all educational programs and activities including admissions policies, scholarship and loan programs, athletic and other Department and Technical College-administered programs. It also encompasses the employment of personnel and contracting for goods and services.

The System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

2.21 Personnel Policy

Central Georgia Technical College (CGTC) has policies and procedures for core management functions and program operations. Many policies and procedures implemented at CGTC are established by the State Board of the Technical College System of Georgia (TCSG), of which CGTC is a unit. The Board provides overall policies for the management of public post-secondary technical and adult education to ensure that the needs of the citizenry, business, and industry are met to the highest possible degree. Policies and procedures are accessible by all College employees via the CGTC Intranet. See the enclosed screenshot of the CGTC Procedures and Plans table.

The policies and procedures administered by TCSG provide guidance to staff in their day to day activities; ensure compliance with applicable federal and state laws, and support and fulfill the operation and mission of TCSG and its technical colleges. A few key policies and procedures are described below.

Recruiting and Hiring: State Board policy III.B. Recruiting and Hiring is the over-arching published policy on the process of recruitment and hiring. The TCSG Procedure for Recruiting and Hiring provides broad guidance on advertising vacant positions, screening and interviewing applicants, checking references, and making offers of employment. The College conducts recruitment activities according to Equal Employment Opportunity and Affirmative Action laws as well as other applicable laws as indicated in its publicized Statement of Equal Opportunity.

As referenced in the Procedure for Recruiting and Hiring, all vacant positions are posted at CGTC. Vacancies are filled by selecting the best-qualified applicant on the basis of merit. As a designee of the Commissioner of TCSG, the President of CGTC has authorization to transfer employees within his unit when deemed beneficial to the productivity of the College in accordance with TCSG Policy III.B. Recruiting and Hiring.

Statement of Equal Opportunity: TCSG State Board policy I.B. The College recruits for vacant positions in accordance with the Statement of Equal Opportunity which states that the College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law), as well as all other applicable laws,

rules, and regulations. The College is committed to promoting a diverse workforce that is representative of the people of the community and to providing maximum opportunity for internal mobility within the organization. As an affirmative action employer, the College takes active steps to ensure that women, racial minorities, persons with disabilities, disabled veterans, and veterans of the Vietnam Era are well represented in our workforce.

Procedures for hiring personnel do not pose an impediment to meeting grant implementation schedules. In accordance with TCSG Policy III.B. Recruiting and Hiring, after approval by the President of the College, positions are posted on the College's employment website for a minimum of five (5) days.

2.22 Organizational Chart and Job Descriptions

The staffing structure for the Central Georgia Healthcare Workforce Alliance will be sufficient to perform administrative functions and implement the Statement of Work. The CGHWA organization chart will show the grant-funded positions, their immediate supervisor, and the Vice President of the Unit. Job responsibilities and performance standards will be listed in each of the personnel files along with their job descriptions.

2.23 Job Descriptions

The individuals that will be employed in the CGHWA staff positions will possess the qualifications indicated on each job description. A copy of the job description, resume/vita and other supporting documentation will be compiled in each employees file that will be housed in the CGTC Human Resources Office.

2.3 Civil Rights

As referenced in CGTC's Procedures and Plans table, the College has developed policies and procedures in accordance with applicable laws and regulations that demonstrate the College's commitment to the principles of the laws and regulations. As governed by the State Board of the TCSG, the College does not discriminate on the basis of race, color, creed, genetic information, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). CGTC's nondiscrimination policy encompasses the operation of all college-administered programs, federally and financed programs, educational programs and activities involving admissions, scholarships and loans, student life and athletics. It also applies to the recruitment and employment of personnel and the contracting for goods and services.

2.31 Equal Opportunity

The TCSG Statement of Equal Opportunity policy I.B. states that all work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outline under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veteran's Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG policy, federal or state statutes.

CGTC ensures that recruitment materials and presentations are appropriate and accurately represent the practices and policies of the College. In addition, the Assistant Vice President for Marketing and Public Relations evaluates all print and electronic marketing material as described in the College's Integrated Marketing and Communications Procedures Manual. CGTC's practices and policies are accurately represented in the College's Catalog. The catalog is published on the College's website and made available to students and the general public.

CGTC follows TCSG's State Board Unlawful Harassment and Discrimination policies and procedures. These policies are accessible via CGTC's Intranet and reference the unlawful harassment and discrimination of both students and staff. As part of its new hire orientation process, the College requires signature acknowledgement stating employees have read and understand TCSG's Commissioners Statement prohibiting unlawful harassment. A sample signed acknowledgment is enclosed.

As referenced in Procedure: V.A.I. Unlawful Harassment and Discrimination of Students and Policy III. Human Resources A.I., it is the policy of TCSG that all students and staff at CGTC be provided an environment free of unlawful harassment (including sexual harassment and sexual violence), discrimination, and retaliation. CGTC follows TCSG's unlawful harassment complaint procedure which includes reporting and management action, investigations, corrective actions, and reviews and dispositions.

The College monitors its compliance with Equal Opportunity laws through federal/state law updates, quarterly Human Resource Peer Group meetings, and Human Resource Peer Group email communications.

The College physically posts the federal *Equal Opportunity is the Law* notice at all main campuses and satellite locations in areas susceptible to college employees and applicants. These notices mirror 29 CRF 37.30 in regards to equality of employment. CGTC's online employment link, as well as recruitment flyers reflect that CGTC is an Equal Opportunity Employer.

2.32 Discrimination Complaint Process

CGTC has printed notices of the College's Equal Opportunity Officer prominently posted around all campuses, satellite locations, and on the College's website. The notices, formatted in English – the main language of the population served by the College, include the contact information for CGTC's compliance officer.

Central Georgia Technical College follows TCSG's State Board Unlawful Harassment and Discrimination policies and procedures. These policies are accessible via CGTC's Intranet and reference the unlawful harassment and discrimination of both students and staff.

As referenced in Procedure: V.A.I. Unlawful Harassment and Discrimination of Students and Policy III. Human Resources A.I., it is the policy of TCSG that all students and staff at CGTC be provided an environment free of unlawful harassment (including sexual harassment and sexual violence), discrimination, and retaliation. CGTC follows TCSG's unlawful harassment complaint procedure which

includes reporting and management action, investigations, corrective actions, and reviews and dispositions.

CGTC's online employment link contains the statement informing all job applicants that the College is an Equal Opportunity Employer and is also reflected on all job ads and participant recruitment flyers.

2.33 Facilities Accessibility

CGTC has implemented steps to our facilities in regards to disabled individuals. The College has accommodations to include, but not limited to, automatic doors, lever handles, elevators, handicapped parking and accessibility ramps.

The College also provides reasonable and disability-specific interventions/accommodations to assist students and staff members who have self-identified as having an ADA (Americans with Disability Act, 1990) qualifying disability or impairment and have presented the necessary documentation of the particular disability.

2.4 Sustainability

2.41 Sustainability Resources

The College has adequate resources to support project activities past the TAACCCT grant period. TAACCCT funds were primarily used for the initial investment in equipment, technology supplies, and support infrastructure to launch the BlendFlex strategy. Additional funds were used for start-up curriculum development stipends. Participating faculty were on-staff prior to the grant period and are expected to be retained in the future.

2.42 Participant Support

Following the grant period, the equipment and developed curriculum will continue to be taught through a variety of instructional modalities so that there is continued training and service to participants. The College plans to implement the BlendFlex strategy more broadly in other Program areas and General Education courses after the grant period. The College is applying for additional grants to support equipment upgrades where necessary and further expand the BlendFlex strategy to Adult Education and Continuing education programs. Tuition, as well as employers' participation in ongoing quality improvement efforts, will support sustainability.

The BlendFlex strategy, implemented through the TAACCCT grant, will provide a new way of delivering course material, but will not establish any new courses or academic programs. Therefore, all students enrolled in participating health programs will continue in their curriculum pathway to graduation and will continue to receive advisement and support services provided by the College's student navigators and success coaches.

As evidence of our continued commitment to academic planning and student success, CGTC has selected student advising and program planning as its next Quality Enhancement Plan (QEP) topic. The College is currently working on developing a five-year implementation plan to provide these support services to all students similar to those being utilized for TAACCCT grant participants.

2.5 Match Requirements

The TAACCCT grant program contains no match requirement. Leveraged resources, as identified in the grant budget narrative will be reported quarterly. The tracking and reporting of these resources will be submitted to the DOLETA on the quarterly report.

2.6 Equipment

The Technical College System of Georgia (TCSG), which oversees the state's technical colleges, provides a set of procedures that are developed, approved and reviewed by the TCSG Executive Committee, Executive Director of Legal Services, to the technical college presidents and the TCSG Commissioner.

In accordance with Georgia law (O.C.G.A. § 50-5-50 et seq.), all purchases made by the Department or its Technical Colleges shall conform to all purchasing laws and all purchasing rules or procedures established by the Department and/or the Department of Administrative Services.

The Department has unlimited delegated authority from the Department of Administrative Services to directly purchase goods and services and a delegated authority up to \$1 million to conduct Request for Proposals.

The State Board must approve any purchase valued at \$125,000 or more.

If a proposed purchase exceeds \$100,000 and is for non-exempt goods and services related to technology, as that term is defined at O.C.G.A. § 50-25-1 then such purchases shall be approved by the Agency CIO who will notify the Georgia Technology Authority as required.

CGTC follows all TCSG policies and procedures as part of the Technical College System of Georgia (TCSG).

Team Georgia Marketplace is a statewide enterprise procurement system for the state of Georgia. The program is composed of a suite of PeopleSoft software integrated with an electronic catalog solution tailored to fit state agency needs. All CGTC purchases are processed and managed through this system.

The TCSG Central Office and all Technical Colleges maintain accurate inventory records on the statewide computer system for all property items costing \$1,000 or more and having a life expectancy of at least three years, with the exception of computer software.

The Central Office and all Technical Colleges shall have the option to maintain inventory records for all property items costing less than \$1,000. Such inventory shall be separately maintained.

Surplus property shall be disposed of in accordance with state law O.C.G.A. §50-5-140 et seq.

When the equipment arrives at the institution, it is received by the Asset Management Specialists who verify packing slips against requisitions for verification of receipt of equipment. If the equipment cost of the items is greater than \$1,000, then the item is assigned and tagged with an inventory number. All federal equipment purchases are tagged with a green inventory tag.

The Technology Division also maintains an inventory of equipment purchased through ETA funds for this grant electronically on a shared inventory drive as well as in a physical notebook kept in the Director of Educational Technology's office. This inventory is itemized by inventory item showing the item's make, model, serial number, federal ID number, invoice number, and location by campus and room number. A copy of the invoice is also available in electronic form as well as the physical inventory location.

2.7 Procurement

In accordance with Georgia law (O.C.G.A. § 50-5-50 et seq.), all purchases made by the Department or its Technical Colleges shall conform to all purchasing laws and all purchasing rules or procedures established by the Department and/or the Department of Administrative Services.

To ensure full and open competition, CGTC will purchase all TAACCCT equipment using the State of Georgia's state wide contracts (SWC) which is managed by the Georgia Department of Administrative Services. Statewide Contracts are established by State Purchasing for the benefit of government entities throughout Georgia. By leveraging state purchasing power and marketplace competition, SWCs offer a variety of equipment at excellent discounts and with improved warranties as these products have gone through a bidding process at State Purchasing Division (SPD) of the state of Georgia.

2.8 Audit and Audit Resolution

Central Georgia Technical College is audited at each fiscal year-end in accordance with the Single Audit Act requirements implemented through the OMB Circular A-133. The Georgia Department of Audits and Accounts conducts the annual audit, which is conducted in accordance with generally accepted governmental auditing standards.

These annual audits include tests of compliance with applicable federal laws and regulations and review of internal controls used in administering federal financial assistance programs. The organization-wide audit is performed annually, at the end of the fiscal year which is June 30.

2.9 Reporting Systems

2.91 Quarterly and Annual Reporting

CGTC will submit all federally-required reports electronically, to include monthly financials, quarterly and annual reports, QFSR and SF-269 via the www.doleta.gov website, within designated timeframes and that are consistent with data in the Management Information System. The Project Manager and Signatory will work in tandem to ensure that if additional information or supporting documentation is requested, the submission of the required items are done in a timely and effective manner.

2.92 Periodic Management Reports

Central Georgia Technical College will provide progress reports to the Central Georgia Healthcare Workforce Alliance Steering Committee and Advisory Board. These reports will document progress on student success in the program and recruitment of participants from the targeted groups.

2.93 Performance Data Validation

CGTC's Institutional Effectiveness Division will be responsible for validating all data prior to its submission to any non-CGTC related entity. The Director of Institutional Effectiveness will utilize a checks and balances method to validate data in the Management Information System. Source data will come from the CGTC student information system, Banner. Written procedures for standardized documentation of student data elements in the student information system, Banner, are outlined in the Data Elements Manual and sections relevant to data element collection in support of the TAACCCT grant are highlighted. Staff and faculty at CGTC follow these standardized guidelines when entering and updating student information in Banner. Specific reports have been identified for each of the items in the MIS. Participant files include documentation of eligibility in the form of reports generated from data in the student information system. The TAACCCT Grant Target Group Definitions, which includes the name of the official report where the data elements are identified and the form where the data reside in the CGTC student information system, Banner will be utilized for validity. After source data is entered into the MIS, a summary report is generated for each participant file. The Individual-Level Summary Report – Round 3 TAACCCT Data Elements for Participants will be utilized to validate source data. The summary report is checked against the source data reports from Banner to ensure accurate input of source data.

Financial Management Systems

The following policies govern financial management functions required for successfully operating CGHWA's grant program and provide safeguards to protect grant assets. These policies focus specifically on the financial management systems that relate to budgets, cash management, cost allocation, allowable costs, internal controls, and financial reporting.

3.1 Budget Controls

CGTC will work from an approved budget which will be reconciled regularly in accordance with the process outlined by the Federal Grant Management Budget Procedures. Actual costs will be reviewed monthly against budgeted costs utilizing a budget comparison report and an internally generated Excel spreadsheet of expenses. Currently, CGTC only draws down funds once the liability has been paid.

3.2 Cash Management

CGTC draws down cash on a monthly basis. Once expenses have hit the general ledger, the funds are drawn on a reimbursement basis in compliance with State of Georgia Accounting Policy and Procedure Structure and the internal CGTC Federal Grant Management Procedures. According to which, are standards for expenditure-driven grants. Based on grant fund availability, revenue for expenditure-driven grants should be recorded when qualifying expenditures/expenses have been incurred and any additional grant requirement(s) have been met (e.g. matching, maintenance of a required level of effort, etc.). Under

the State's budget basis of accounting expenditure driven grant revenue is recorded based not only on expenditures/expense but also recorded based on encumbrances.

CGTC's TAACCCT Grant does not include sub-recipients.

3.3 Program Income

Central Georgia Technical College understands the definition of program income, as defined in 29 CFR 95.2 (copied below). CGTC is not earning any program income through TAACCCT grant activities.

(bb) *Program income* means gross income earned by the recipient that is directly generated by a supported activity or earned as a result of the award (see exclusions in §95.24(e) and (h)). Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federally-funded projects, the sale of commodities or items fabricated under an award, license fees and royalties on patents and copyrights, and interest on loans made with award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal awarding agency regulations or the terms and conditions of the award, program income does not include the receipt of principal on loans, rebates, credits, discounts, etc., or interest earned on any of them.

3.4 Cost Allocation

3.41 Timesheets

Central Georgia Technical College has in place processes for Federal Grants Management which has a series of checks and balances to ensure that personnel and activities are carried out in accordance with the grantor expectations. Employees of the College are either exempt or non-exempt and are recorded in the College's electronic time sheet system. There are two types of personnel that complete time sheets: 1) non-exempt and 2) hourly. Non-exempt personnel are paid as salaried employees and hourly personnel are paid for actual hours worked as displayed in the appropriate time sheet. Through the electronic time sheet system, direct supervisors and administrative staff manage time and effort of non-exempt and hourly employees which delineates duties if an individual works under multiple funding sources. The College also requires each employee of grant sponsored programs to complete semi-annual certifications as a part of its reconciliation process as described in the Federal Grants Management Procedure document.

3.42 Administrative Costs

CGTC puts its best effort forward to not use mixed cost objectives when building budgets for grant sponsored programs. Personnel are paid either 100% by the grant for tasks solely as they apply to the grant or a lesser percentage towards the grant with remaining percentage applied to another fund source such as local or state funds for the same cost objective. For example, a faculty member paid by TAACCCT has the principle role or cost objective as an instructor; the faculty member could be 50% TAACCCT funded and 50% locally funded under the same cost objective and this is verified through the College's monthly reconciliation processes. During each month, the Project Manager and the Director for Institutional Effectiveness will periodically review budget line items with responsible persons at the College and with the Steering Committee and Central Georgia Healthcare Workforce Alliance members.

3.43 Indirect Costs

Central Georgia Technical College will not associate any indirect costs with the TAACCCT grant. Only direct costs that can be identified specifically which are allowable, in accordance with the cost principles, will be allocated to the program. Direct costs are those that can be identified specifically with the TAACCCT grant.

3.5 Allowable Costs

Central Georgia Technical College has a copy of the OMB cost principles circular applicable to institutions of higher education, 2 CFR, Part 220, which was relocated from Circular A-21. CGTC is aware of which costs are allowable, allowable with conditions, or unallowable based on guidance in 2 CFR, Part 220. CGTC will maintain access to the most current versions of all OMB circulars by utilizing electronic access to all uniform administrative requirements.

3.6 Internal Controls

Central Georgia Technical College has adequate safeguards for all grant property and ensures that it is used solely for authorized purposes. When the equipment arrives at the institution, it is received by the Asset Management Specialists who verify packing slips against requisitions for verification of receipt of equipment. All federal equipment purchases are tagged with a green inventory tag. The Technology Division maintains an inventory of equipment purchased through funds for this grant electronically on a shared inventory drive as well as in a physical notebook kept in the Director of Educational Technology's office. This inventory is itemized by inventory item showing the item's make, model, serial number, federal ID number, invoice number, and location by campus and room number. A copy of the invoice is also available in electronic form as well as the physical inventory location.

CGTC has mechanisms in place to prevent unauthorized purchases and disbursements of grant funds. In accordance with Georgia law (O.C.G.A. § 50-5-50 et seq.), all purchases made by the Department or its Technical Colleges shall conform to all purchasing laws and all purchasing rules or procedures established by the Department and/or the Department of Administrative Services. Additionally, CGTC follows guidelines outlined in the Federal Grant Management Budget Procedures to ensure purchases are authorized based on the statement of work and appropriate OMB Circular. CGTC will draw down cash on a monthly basis. Once expenses have hit the general ledger, the funds are drawn on a reimbursement basis.

CGTC safeguards its cash and other assets so no one person controls the order, receipt, payment, and reconciliation of an asset. The Accounting Office of CGTC has internal controls in place to insure that cash and assets of the organization are safeguarded. Duties within the office are segregated and are reviewed by our external auditors each year. The audit will be performed each fiscal year, which ends on June 30.

3.7 Financial Reporting

Central Georgia Technical College maintains its books on an accrual basis of accounting. We will utilize the PeopleSoft Financials System for the accounting of all of our financial information. Within PeopleSoft, we will have separate funding sources and projects for each individual grant. The TAACCCT Grant will be accounted for under the funding source 19014 and project 19014001.

Central Georgia Technical College has no subrecipients.

Service/Product Delivery

CGHWA will use the policies in the following sections to ensure effectiveness in delivering the services specified in the grant's statement of work to participants and employers.

4.1 Operating Systems

CGHWA's intent is to serve employers, TAA-eligible workers, WIOA eligible, underemployed, unemployed, veterans, rural county residents, displaced homemakers and single parents who are pursuing higher education in the healthcare arena in the middle Georgia region. The following policies outline the procedures CGTC uses to accomplish this goal.

4.11 Grant Services

Central Georgia Technical College will provide the full range of services stipulated in the grant agreement. An excerpt from the Work Plan describing the proposed project is copied below.

Through the proposed project, Central Georgia Healthcare Workforce Alliance, CGTC will develop a collaborative, blended learning, technology-driven approach to creating healthcare career pathways – with multiple opportunities for entry and exit –that will allow TAA-eligible, veteran, and other “at risk” populations to gain the education and credentials required for employment in high-demand healthcare careers

Services stipulated in the grant:

- a collaborative, blended learning, technology-driven approach
- multiple opportunities for entry and exit
- student support services

CGTC will implement a collaborative, blended learning, technology-driven approach to expand its healthcare training delivery by implementing the BlendFlex model. The BlendFlex Model will utilize distance learning technology to provide collaborative instructor involvement and feedback techniques. Students enrolled in BlendFlex courses will have the opportunity to sit for instruction anytime, anywhere on any mobile device in concert with the traditional classroom setting. Students are will be provided the flexibility of coming to class on campus when convenient for their schedule, to simply log into the course room remotely via Cisco Telepresence when attending class at a remote site, or the ability to log in from home or work. All class sessions will be recorded using lecture capture and accessible to students for review of course content at any time. CGTC current projections include a total of 18 courses necessary for healthcare credentials available in the BlendFlex format by year 3 of the grant period.

CGTC will utilize stacked and latticed credentials to provide multiple opportunities for entry into and exit from healthcare programs. Students may earn three different types of industry-recognized credentials: a technical certificate of credit (TCC), diploma, and an associate degree. Students will be able to enroll in the associate degree or diploma major and earn a TCC simultaneously. Alternatively, students will be able to enroll in a TCC and upon completion, utilize credits earned in the TCC toward a diploma or degree credential. Through articulation agreements with Board of Regents colleges in Georgia, students earning an associate degree can apply credits toward a Bachelor of Science or Bachelor of Applied Science degree.

The grant agreement stipulates the use of student support services to improve retention and completion rates for the target populations. Program participants will be provided the following types of support services: advising, academic, career, and special populations support. The table below describes how each type of support service will be implemented, as well as the purpose of each service toward improving retention and completion rates.

TAACCCT Grant Student Support Services

Support Service	Implementation	Purpose
Advising Support	The Health Sciences Success Coach reviewing students' educational backgrounds, goals, and support resources.	Proper advisement helps students select courses appropriate for accomplishing educational and employment goals.
Academic Support	Tutoring services, including both face-to-face traditional tutoring in the Academic Success Center and online 24/7 tutoring through Smarthinking	Successful completion of courses allows students to remain on track for term-to-term retention and on-time program completion.
Career Support	Career counseling, job search assistance, and occupational information services through the Career Services Office	Effective career planning helps students choose the right program of study and develop adequate preparation for employment in the desired occupation.
Special Populations Support	Classroom accommodations, Student Resource guides, and relevant workshops are provided by the Special Populations Directors	Connecting students with appropriate College and community resources helps enhance the educational experience and foster academic success.

4.12 Grant Products

The TAACCCT grant agreement describes the services provided by CGTC through the Central Georgia Healthcare Workforce Alliance as “a collaborative, blended learning, technology-driven approach to creating healthcare career pathways.” CGTC was approved to pay stipends for the service of redesigning course content and materials into the blended learning format, contingent on the receipt of grant products. The approval included \$21,303 over the life of the grant for stipends for the service of redesigning course content and materials into the blended learning format. Grant products received will include a master course shell appropriate for the blended learning format, a master course syllabus specific to the blended learning format, and reusable course materials suitable to the blended learning format.

4.13 Participant Recruitment

Central Georgia Technical College will implement multiple avenues for recruiting program participants and utilizes data collected in a standardized format to screen participants for target group eligibility based on criteria identified in the grant.

Promotional materials will be developed for recruiting program participants include both comprehensive webpage for the Central Georgia Healthcare Workforce Alliance and informative flyers. The webpage will include a general overview of the program, as well as specific information targeted to each of the following groups: students, faculty and staff, and Business and Industry representatives. Eligibility requirements for participation will be clearly listed in order to assist with screening. The promotional flyers will offer a snapshot of the program details and directs interested parties to the appropriate person for additional information. The CGHWA Project Manager will use these materials to conduct training sessions with frontline faculty and staff, including program faculty, Health Sciences Success Coach, recruiters, advisors, Admissions staff, and Career Services staff.

Prior to the launch of the pilot BlendFlex class, a TAACCCT Recruitment Plan will be developed to focus efforts on enrolling targeted populations. Health Program Advisors will meet with students who were currently enrolled in Health programs to determine interest and eligibility of current students who could be transitioned to grant program classes. Each term during the registration period, new and returning healthcare students will be advised by Program faculty about the opportunities, courses, and services that are available through the BlendFlex strategy. Interested students will also be able to consult with the Health Sciences Success Coach for additional information about becoming a program participant. Students enrolled in academic programs outside of Health Sciences who express an interest in changing majors will be provided information about the BlendFlex strategy.

College recruiters will provide information and promotional materials about the BlendFlex strategy to potentially eligible students who express interest in Health programs. Recruiters will share the information to prospective program participants through one-on-one and group interactions at community events, CGTC campus events, high school recruiting events, campus tours, and regular appointments at the service area Department of Labor offices. Promotional materials will also be placed in strategic locations on CGTC campuses and centers, within service area communities, and within Department of Labor offices.

One example of a proposed recruiting event, the CGHWA Project Manager will provide a BlendFlex recruitment presentation at all High School Senior Day programs. Over 500 local high school seniors visited the Warner Robins, Macon and Milledgeville campuses to learn about educational opportunities at CGTC annually. The CGHWA Project Manager will share a promotional video about the BlendFlex strategy, along with information about the CGHWA webpage for additional information and eligibility requirements.

Participant screening begins during the recruitment process. Eligibility information will be reviewed with potential participants and any missing information will be updated in the student information system, Banner. The location and format of data in the Banner system is standardized, ensuring consistency across the College for all credit students.

The Central Georgia Healthcare Workforce Alliance Steering Committee will regularly review the effectiveness of recruitment and screening strategies and makes suggestions for improvement.

The recruitment tools and materials will undergo a revision annually. Proposed recruitment tools and materials include a postcard-size reference guide for faculty and staff to have as a ready reference at their desks when advising students and eye-catching table tents for placement in centralized high traffic areas such as cafeterias, vending areas and student centers. CGTC Recruiters will target specific groups interested in healthcare careers, such as high school Health Occupation classes. Program representatives will meet with Human Resource representatives from health care employers in the region to provide information about how the BlendFlex strategy can assist their current employees, including those who are interested in obtaining further training in a healthcare field.

4.14 Subrecipients and Contracts

Central Georgia Technical College was a single recipient of Trade Adjustment Assistance Community College and Career Training grant TC-25144-13-60-A-13. The grantee has no subrecipients.

CGTC has two contracts, which are in place and fully operational.

1) External Evaluator Services – The Center for Applied Research (CFAR), Central Piedmont Community College.

CGTC has worked closely with the External Evaluator, CFAR, to implement the Evaluation Plan as submitted in the grant proposal. The Evaluation Plan was developed specifically to monitor the TAACCCT grant Statement of Work against performance. To ensure timely implementation of the Detailed Evaluation Plan, an Evaluation Tasks Timeline was developed which identifies the tasks, required products, and responsible parties. Enclosed are copies of the Detailed Evaluation Plan and Evaluation Tasks Timeline. As documentation of External Evaluator services being fully operational, a sample of agendas showing on-campus visits and the Year One Overview report are provided.

2) Online Tutoring Services – Smarthinking

In order to ensure online students have access to tutoring which is comparable to that available to on-campus students, the College was approved to expand existing online tutoring services. The online academic support (tutoring) through Smarthinking is available 24 hours a day, 7 days a week, enabling students to get the help they need when they need it. TAACCCT funds have increased online tutoring support from 500 hours to nearly 1,700 hours.

4.2 Participant Files

CGTC will maintain hard-copy files on each participant that include the required DOL reporting data and, where reasonable and necessary, source documentation for such information. The student file checklist identifies basic file requirements. The file checklist contains detailed information related to participant files, including source documentation requirements. CGTC will collect such documentation from all participants and maintain it in their files.

4.21 Eligibility Documentation

Central Georgia Technical College will serve the target populations identified in the Statement of Work (SOW) with appropriate and effective services. Populations specifically identified in the SOW include TAA-eligible, WIA-eligible, veterans, unemployed or underemployed workers, limited education populations, special populations' adult learners, and adult learners living in rural communities. Each target group is clearly defined in the document titled TAACCCT Grant Target Group Definitions, which also includes the name of the official report where the data elements are identified and the form where the data reside in the CGTC student information system, Banner. Written procedures for standardized documentation of student data elements in the student information system, Banner, are outlined in the Data Elements Manual and sections relevant to data element collection in support of the TAACCCT grant are highlighted. Staff and faculty at CGTC follow these guidelines when entering and updating student information in Banner. Data from Banner will be used to make eligibility determinations for participation in the program.

CGTC staff and faculty will be trained on program eligibility requirements by the Central Georgia Healthcare Workforce Alliance (CGHWA) Project Manager in the form of in person training, printed materials, and electronic resources on the CGHWA webpage. Multiple in-person training sessions will be conducted with staff and faculty, including new student advisors in the CARE Center, faculty advisors for returning students, the Health Sciences Success Coach, Financial Aid staff, Student Navigators, Career Services staff.

Participant files will include documentation of eligibility in the form of reports generated from data in the student information system. When participants are members of multiple target populations their files will include documentation of each category. Each participant file will include a summary report of the data elements collected in support of eligibility determination.

4.22 Individual Educational Career Success Plans

Central Georgia Technical College utilizes an electronic system for documentation of students' goals and progress toward achieving those goals called FacFusion Academic History. The FacFusion Academic History report serves as the Individual Service Plan for program participants. All students at the College choose an academic major leading to employment as a long term goal. Then, students work with their assigned advisor, who serves as the case manager, each term to develop short term goals based on the student's prior performance. The Individual Service Plan (FacFusion Academic History report) includes information relevant to helping students develop a strategy for overcoming barriers such as test scores, highest education level completed, academic standing and progress toward credential attainment. The information for the Individual Service Plan (FacFusion Academic History report) is tracked in Banner, thus any changes are immediately displayed in the Individual Service Plan. Based on student needs and performance, the case manager can direct students to appropriate service options. A printed copy of the Individual Service Plan is maintained in each Participant file.

4.23 Support Services

Supportive services are provided to students as needed to overcome barriers to participation in and completion of the individual service plan. These services include, but are not limited to tutoring, advising, career counseling, and disability accommodations. Students may be referred to supportive services by their case manager or other faculty or staff member at the College. Additionally, students can self-identify as needing supportive services.

All staff and faculty, including those providing supportive services, have access to the Individual Service Plan (FacFusion Academic History report) which includes information relevant to helping students develop a strategy for overcoming barriers such as test scores, highest education level completed, academic standing and progress toward credential attainment. The Individual Service Plan (FacFusion Academic History report) is utilized by College Units providing wrap-around support services to assist program participants with achieving both short term and long term goals. Documentation of wrap-around support services is maintained within each College Unit via sign-in sheets and logs. These documents are collected by the Project Manager and used to identify usage of supportive services by program participants. College Units submitting documentation of wrap-around support services include the Academic Success Center, Health Sciences Success Coach, Office of Career Services, and Special Populations office.

4.24 Training & Employment Goals

Program participants choose an academic major leading to employment as a long term goal in the Individual Service Plan (FacFusion Academic History report). In order to achieve employment, participants are enrolled in the courses specifically needed for attainment of the desired health sciences credential. All health sciences majors are outlined in the College Catalog along with all necessary training requirements. Students will continue to work with their assigned advisor, who serves as the case manager, each term to review their progress and determine the appropriate courses for the upcoming term based on information in the Individual Service Plan.

4.3 High Growth Jobs

4.31 Regional Economic Trends

The Career Services Office at Central Georgia Technical College will continue to provide information to job seekers about high growth occupations and regional economic trends on the Career Services webpage. The Program Outlook page provides valuable information to help individuals make informed decisions about an occupation using on recent wage data, projected job openings, and projected growth in the field based on data from the Bureau of Labor Statistics and Georgia Occupational Wages. Included in the information is a Career/ Occupation Summary Report generated through O-Net OnLine. The Career/ Occupation Summary Report includes the tasks, tools and technology, knowledge, skills, abilities, work activities, work context, education, credentials, and work styles for each occupation. Information is presented in a Summary Report, which highlights key information, and a Details Report, which includes all relevant information.

The College shares information with employers about high growth occupations and regional economic trends through the Central Georgia Health Workforce Alliance (CGHWA) Advisory Board. CGTC utilizes Economic Modeling Specialists Intl (EMSI) to identify high growth occupations and understand regional economic trends. These reports are shared with employers and community partners on the CGHWA Advisory Board. Reports shared include the EMSI Occupation Table, which provides an overview of occupations and anticipated changes in workforce needs over a ten year period within the College's service delivery area. Also, the EMSI Healthcare Industry Report provides detailed information on staffing patterns and job trends.

4.32 Training Strategies

CGTC utilizes Economic Modeling Specialists Intl (EMSI) to identify high growth sectors and high demand jobs. The most recent EMSI Occupation Table provides an overview of occupations and anticipated changes in workforce needs over a ten year period within the College's service delivery area. Projections for healthcare occupations for which CGTC has a program are highlighted (all healthcare programs at CGTC are part of the TAACCCT funded BlendFlex strategy). All of the identified healthcare programs project an increase in openings during the period 2014-2024.

To understand the current economy, CGTC reviews the EMSI Economy Overview report. The Health Care and Social Assistance Industry accounted for the second largest sector of jobs in 2014 in the CGTC service delivery area, just behind Government jobs. Furthermore, the Health Care and Social Assistance Industry provided 9% of the gross regional product in 2012 which tied with the Manufacturing Industry. Both historical data and future projections indicate that the Healthcare Industry is a high growth sector with high demand jobs.

4.33 Career Services

Central Georgia Technical College utilized both historical labor market information and future projections to identify the Healthcare Industry as a having high-growth occupations. The EMSI Occupation Table demonstrates that all healthcare programs at CGTC show an increase in openings during the period 2014-2024.

The Career Services Office at Central Georgia Technical College utilizes data from the Bureau of Labor Statistics, Georgia Occupational Wages, and O-Net OnLine to access detailed information about high-growth occupations, including wage data, projected job openings, and projected growth in the field. This information is consulted when providing career guidance.

Program participants are still enrolled in courses leading to a credential. However, prior year placement information for 2013 graduates of CGTC Healthcare programs documents a history of effective job placement services.

4.4 Integrated Services

CGTC will integrate programs and services into the at-large workforce development system.

- CGTCs will maintain contact with workforce partners and refer participants to those partners for non-academic services.
- CGTC will identify local community-based organizations to offer non-academic support services to participants, engage and develop partnerships with those organizations, and refer participants to them for services.

- CGTC will compile and maintain a list of community based organizations that offer non-academic support services, the services each offers, and contact and admission information for each program.

4.41 Workforce Agency Collaboration

Central Georgia Technical College partners with other workforce agencies to provide integrated services to customers. The Middle Georgia Workforce Investment Board is working with the CGTC Adult Education program to coordinate efforts for unemployed adult learners pursuing a General Education Diploma. The Middle Georgia Regional Commission is collaborating with CGTC to require WIOA students to obtain career counseling at checkpoints during their education through the CGTC Career Services Office.

4.42 Access to Services

Central Georgia Technical College will provide information to current and prospective students about available partner services through the College website and the Special Populations services. Information about the Workforce Investment Act and selection criteria are posted on the College website. The College employs two WIA Coordinators who work closely with the local Workforce Investment Boards to screen students eligible for WIOA assistance and help them obtain available benefits.

Special Populations services works to connect students with College and community resources appropriate to each individual situation. The Special Populations staff prepare resource lists which are shared broadly with CGTC students. The staff also makes individual referrals to community agencies.

4.43 Employer Outreach

The Career Services Office at Central Georgia Technical College is the primary contact for employers. The Career Services Director will be a member of the Central Georgia Healthcare Workforce Alliance (CGHWA) Steering Committee. The Career Services Director has a working relationship with the local Workforce Investment Boards and the Department of Labor representatives. These partners and local employers can post current full and part time job announcements on the Career Services Job Database, which is shared with current students and graduates. The Career Services Office also coordinates with employers to provide Hiring Events. Hiring Events are especially important to the business customer, because it allows for an industry partner to utilize CGTC resources and facilities to publicize job opportunities and interview pre-screened qualified candidates.

4.5 Business Relationships

4.51 Business & Industry Partners Office

The Career Services Office at Central Georgia Technical College will provide a “Business & Industry Partners’ Office,” which will be open to employers and partners for conducting interviews and interacting with students on the CGTC campus. This office will avail business and industry partners access to a

computer, local telephone and other business equipment during their visits to the campus to recruit and interview students.

4.52 Attainment of Business & Industry Needs

Through the Career Services Office, the College will provide business customers with a means of connecting with graduates prepared for the workforce. Employers can post current full and part time job announcements on the Career Services Job Database, which are shared with current students and graduates. In order to connect employers directly with students and graduates, employers are invited to participate in regular Career Fairs and Hiring Events. Hiring Events are especially important to the business customer, because it allows for an industry partner to utilize CGTC resources and facilities to publicize job opportunities, screen applications, and interview qualified candidates. The Career Services Office works to provide business and industry partners with several outlets to engage and interact with our students, which is a win for both the students and partners.

Performance Accountability

The following policies govern the methods CGHWA employs to meet its operating goals, such as planned service level and expenditure targets, and performance outcome goals. In addition, these policies outline the CGHWA's system for managing performance.

5.1 Service Goals

CGHWA will meet service level and expenditure goals.

- CGHWA will follow an implementation plan to ensure that the grant program meets all service goals.
- CGHWAs will work to ensure that actual overall expenditures do not vary from planned overall expenditures by more than 15%.
- CGHWA will provide an official explanation for any variance between actual overall expenditures and planned overall expenditures in excess of 15%.
- CGHWA will work to ensure that actual line item expenditures do not vary from the plan by more than 20%.
- CGHWA will provide an official explanation for any variance between any actual line item expenditure and its associated planned line item expenditure in excess of 15%.

5.11 Implementation Plan

Central Georgia Technical College will utilize the CGHWA Work Plan as the project implementation plan. The Work Plan identifies the major project activities, related deliverables, cost projections, and associated timeframes for completion. The Work Plan activities guide the daily work of grant staff.

5.12 Grant Spending

Grant spending will occur at a rate consistent with the amounts budgeted. A comparison of the most recent approved TAACCCT Budget and expenditures to date will confirm the appropriate spending rate.

5.13 Goals Attainment

CGTC will provide periodic progress reports to document the progress toward meeting the service level identified in the grant agreement. These reports will be disseminated to the Steering Committee and Advisory Board to obtain strategies to increase and enhance service level attainment. The quarterly report will also be used to document the progress. If necessary, the FPO will be utilized to assist with strategies to enhance the service level attainment identified in the grant agreement.

5.14 Completion of Grant Requirements

CGTC will work diligently to meet or exceed performance goals for enrollment and retention. Grant spending will occur at a rate consistent with the amounts budgeted and all grant funds will be utilized by the end of the grant period. All students who have not completed academic requirements at the culmination of the grant period will be availed instruction to complete their programs of study and assistance with obtaining high wage careers in healthcare as a part of the CGHWA sustainability initiatives.

5.2 Performance Outcomes

CGTC will work diligently to meet or exceed performance goals for enrollment and retention. Grant spending will occur at a rate consistent with the amounts budgeted and all grant funds will be utilized by the end of the grant period. All students who have not completed academic requirements at the culmination of the grant period will be availed instruction to complete their programs of study and assistance with obtaining high wage careers in healthcare as a part of the CGHWA sustainability initiatives.

5.4 Performance Data

CGHWA will collect and use performance data for continuous improvement.

- CGHWA will submit financial and programmatic performance data on a regular basis.
- The CGHWA project manager will use the quarterly report to identify opportunities for performance enhancement and areas in need of improvement and communicate such findings to the project Advisory Board, Steering Committee, program staff, and the federal project officer, as appropriate.
- The CGHWA project manager and, as appropriate, the project Steering Committee and Advisory Board will work collaboratively to capitalize on areas of opportunity and address areas of weakness identified through the aforementioned process.

5.41 Data Usage

To assess the quality of TAACCCT-funded BlendFlex courses, relevant and objective performance data will be prepared each term by the office of Institutional Effectiveness and periodically by the External Evaluator. After grades are posted each term, Grade Distribution Detail reports will be generated to

ensure the course success rates in BlendFlex courses are comparable to other delivery formats, as noted in the table Grade Distribution Detail Reports generated by Institutional Effectiveness. Data for the BlendFlex Grade Distribution Report will be obtained from the CGTC internal reporting system, iNet. Two iNet reports will be utilized, iNet Report 150 – Grades per Term and iNet Report 152 – Blended Learning CRNs.

The BlendFlex Grade Distribution Report is disaggregated by course and mode of instruction. Results include the Student Success Rate by Course and the Attrition Rate by Course. The Student Success Rate by Course is calculated by identifying the percentage of course completers who received an A, B, or C grade out of all students who completed the course (A, B, C, D, F grades). The Attrition Rate by Course is calculated by identifying the percentage of students who withdrew from the course (W, WP, or WF grade) out of all students who enrolled in the course. High performance is achieved when the success and attrition rates are comparable between BlendFlex and non-BlendFlex classes.

The BlendFlex Grade Distribution Report will be shared with all parties involved in the TAACCCT grant, including the Central Georgia Healthcare Workforce Alliance (CGHWA) Steering Committee, the CGHWA Advisory Board, the BlendFlex faculty, Academic Affairs leadership, and the Technology Division leadership, in order to make an objective assessment of the quality and effectiveness of the program. Review of the performance results by the CGHWA will identify high performing courses, as well as opportunities for improvement.

Additional qualitative performance reviews will be conducted by the External Evaluator, Central for Applied Research (CFAR). These reviews included evaluation of grant implementation, structured interviews with faculty, focus groups with students, and an Annual Overview report. Results from the External Evaluator will be shared with both the Steering Committee and Advisory Board. The results will be used to identify gaps in communication and process.

5.42 Periodic Review

Student performance in TAACCCT-funded courses will be communicated each term to relevant staff, the Central Georgia Healthcare Workforce Alliance (CGHWA) Steering Committee, and the CGHWA Advisory Board. The Dean of Health Sciences will solicit faculty input on probable causes for performance results and informal midterm feedback on the progress of active courses. The Dean of Health Sciences will report faculty input to the Steering Committee for review and discussion.

5.43 Program Operations Enhancement

Central Georgia Technical College will make adjustments to program operations based on information from the regular performance reviews and feedback from faculty and staff. Once contributing factors are considered, action will be taken to improve program operations.

5.44 Staff Training

CGTC will provide technical assistance and guidance to program staff to enhance the outcomes and success rates of program participants. Technical assistance will be provided to the faculty via the BlendFlex Professional Development Course. Additionally, the Director of Education Technology will periodically visit the faculty and assist them for the first few weeks of the initial semester of teaching in the BlendFlex strategy. Technical difficulties will be addressed in a timely and efficient manner via help desk requests to Technology by faculty and staff. The program participants will be advised to utilize all of the resources at their disposal to be more successful in their courses (i.e. face to face tutoring; 24/7 FREE online tutoring; advisement and counseling with the Student Success Coach or academic advisors). Program participants will be provided with access to technical support to ensure that they are able to utilize their device effectively to attend class via the “anytime, anyplace and on any device” concept.

The technical assistance will be implemented to assist both faculty and staff with having a more successful semester. The technical assistance will be utilized to an increase desire by program participants in our rural areas to request the BlendFlex option. The technical assistance provided to the satellite campuses via additional supplies (i.e. cameras and screens) will increase the ability of our rural students to take courses at their satellite locations. Students who might have traditionally withdrawn from college will be retained due to the flexibility that BlendFlex provides.

5.45 Performance Information & Updates

CGTC will provide performance information in a user-friendly format to stakeholders, including the Steering Committee, the CGHWA Advisory Board, and other community entities to provide updates on TAACCCT grant performance. TAACCCT Grant Fact Sheets will be updated regularly and provided to stakeholders outlining the objectives of the grant and the success of the BlendFlex strategy and student support services. The CGHWA Advisory Board and Steering Committee Members will also receive performance updates after each term. Performance data will be shared in both graphic and table formats as part of presentation explaining the information. The reports will be shared with CGHWA Advisory Board and Steering Committee Members and copies of the TAACCCT Grant Fact sheet, which will be widely shared with the general public through CGTC Board of Director meetings and Middle Georgia Employers Committee meetings.



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