SEELC

SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

GRANT MANUAL

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Federal Goal Statement

"The TAACCCT (Trade Adjustment Assistance Community College Career Training) provides institutions of higher learning funds to expand and improve their ability to deliver education and career training programs that can be completed in 2 years or less, and that result in skills, degrees, and credentials that prepare program participants for employment in high-wage, high– skill occupations and are suited for workers who are eligible for training under the TAA for Workers

Program, chapter 2 of Title II of the Trade Act of 1974."
"The overarching goals are to increase attainment of degrees, certificates, and other industry recognized credentials and better prepare the targeted population, and other beneficiaries for high-wage, high-skill employment via four priority strategies: 1) Accelerate progress for low-skilled and other workers; 2) Improve retention and achievement rates to reduce time to completion; 3) Build programs that meet industry needs, including developing career pathways; 4) Strengthen online and technology-enabled learning."

Consortium Goal Statement

"Six community and state colleges located in the southeastern section of the United States have formed a unique and lasting partnership in order to improve education and training opportunities for TAA-eligible workers, veterans and long-term unemployed adults, but more lastingly, facilitate a permanent change in approach to serving employers, workers and the community at-large. The Southeastern Economic and Education Leadership Consortium (SEELC) seeks to utilize the TAACCCT program as a means of systems change, whereby community colleges in a variety of diverse economic and demographic settings can serve as leaders in integrating regional economic and workforce development to improve the skills and employment of individuals, and in turn, foster a business growth climate that offers more opportunities for all members of the community."

Consortium Mission Statement

"The mission of the Southeastern Economic and Education Leadership Consortium (SEELC) is to implement sustainable educational innovations for the advanced manufacturing sector."

Consortium Vision Statement

"To prepare a skilled workforce."

Strategies and Sub-strategies

Strategy 1: Develop National Standards-Based Career Pathway Opportunities

Strategy 1.1	Develop curriculum and credentials aligned to national industry standards and competencies with support from AWS and NIMS
Strategy 1.2	Align national industry credential development to current TAACCCT projects and develop articulation options
Strategy 1.3	Align national industry credential development to existing and new associate's degrees to foster educational options for participants
Strategy 1.4	Develop articulation agreements between non-credit to credit institutions, such as TN Technology Centers and 2+2 articulation agreements
Strategy 1.5	Establish AWS Accredited Test Facilities (ATF) at each institution
Strategy 1.6	Hire new full-time faculty and adjuncts with experience in industry in order to increase capacity for courses tied to national industry competencies and credentials
Strategy 1.7	Recruit and enroll program participants, conduct WorkKeys assessments and develop work-based learning opportunities

Strategy 2: Develop Ongoing Career Support and Post-Program Assessment of Competencies

Strategy 2.1	Hire Recruitment, Retention & Completion Coaches and Develop Standard Program Intake Procedures
Strategy 2.2	Establish Job Placement and Job Retention Strategies
Strategy 2.3	Install REAL WELD trainers at institutions; conduct EWI training; engage employers in customized training opportunities
Strategy 2.4	Engage in continuous program improvement practices and third-party program evaluation
Strategy 2.5	Collect Participant Data, Prepare DOL Quarterly Reports, Track Outcomes Data

Strategy 3: Develop Regional Collaborative to Address Worker Skill Needs

Strategy 3.1	Create Regional Collaborative council with WIBs, Econ. Dev. Agencies and employers
Strategy 3.2	Identify employer engagement unified strategies between community colleges, WIBs and Econ. Dev. Agencies
Strategy 3.3	Leverage existing and future resources, including discretionary grants, and collaborate on business relocation, recruitment and growth strategies

Taken from Project Work Plan (SOW) with Dates submitted 04/20/2014

Project Work Plan

Strategy 1: Develop National Standards-Based Career Pathway Opportunities					Total Cost: $ 6,792,099 (direct costs)	
	Activities	Colleges Involved	Implementer(s)	Costs	Time & Milestones	Deliverables
Strategy 1.1	Develop curriculum and credentials aligned to national industry standards and competencies with support from AWS and NIMS	PSCC NSSC PBSC PSC VGCC RCC	Program Director Project Managers Design Manager Deans Faculty AWS NIMS EWI	Personnel: $204,450 Travel:10,256 Supplies: $14,050 Contractual: $60,240	Year 1 Q2-Q4, Year 2 (12/1/2014 – 09/30/2015) ✓ Baseline current credentials and gaps ✓ Prioritize early credentials needing to be implemented ✓ Engage AWS and NIMS and implement partnership agreements	1. New Career Pathways Featuring Stacked and Latticed Credentials is published 2. Articulation agreements created—Non-credit to credit; 2+2; and multi-state 3. AWS SENSE standards implemented at all SEELC colleges 4. AWS ATF's implemented at all SEELC colleges 5. New AWS and NIMS credentials offered at all SEELC colleges 6. Manual identifying curriculum that can be implemented to industry standards as developed by TAACCCT grantees and SEELC 7. New hybrid courses created 8. Additional faculty hired 9. All program management leadership hired 10. Competency assessments provided identifying transferable
Strategy 1.2	Align national industry credential development to current TAACCCT projects and develop articulation options	PSCC PSC RCC	Program Director Project Managers Design Manager Provosts/VP's AWS NIMS EWI TAACCCT Grantees	Personnel: $614,568 Travel:$17,450 Equipment:$256,021 Supplies:$12,056 Contractual: $240,240	Year 1 Q2-Q4, Year 2, Year 3 (12/01/2014 – 09/30/2016) ✓ Crosswalk credential implementation ✓ Implement AWS SENSE Standards in SEELC ✓ Sign articulation agreements across states based on standardized competencies	
Strategy 1.3	Align national industry credential development to existing and new associate's degrees to foster educational options for participants	PSCC NSSC PBSC PSC VGCC RCC	Program Director Project Managers Design Manager Provosts/VP's Deans Employers State Higher Ed. Staff	Personnel: $486,114 Travel:17,450	Year 1 Q3-Q4, Year 2, Year 3 (04/01/2014 – 09/30/2016) ✓ Begin degree approval process with state higher ed. authorities ✓ Develop hybrid courses aligned to associate's degrees	
Strategy 1.4	Develop articulation agreements between non-credit to credit institutions, such as TN Technology Centers and 2+2 articulation agreements	PSCC NSSC PBSC PSC VGCC RCC	Program Director Project Managers Design Manager Deans Faculty State Higher Ed. Staff	Personnel: $542,419 Travel:$23,900 Supplies:$22,500 Contractual:$35,000	Year 1 Q4, Year 2, Year 3 (07/01/2014 – 09/30/2016) ✓ Negotiate with non-credit partners ✓ Develop credit transfer guide ✓ Publish complete pathway guide	

Strategy 1.5	Establish AWS Accredited Test Facilities (ATF) at each institution	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Design Manager Provosts/VP's Deans Faculty AWS	Personnel: $439,112 Travel: $11,978 Equipment: $1,893,700 Contractual:$163,345	Year 1 Q3-Q4, Year 2 (04/01/2014 – 09/30/2015) ✓ AWS visits campus locations ✓ Implement ATF standards ✓ Enroll students in Certified Welding training	skills and prior learning assessment 11. Program participant targets are met. 12. SEELC colleges become NIMS accredited (RCC is already and can mentor.)
Strategy 1.6	Hire new full-time faculty and adjuncts with experience in industry in order to increase capacity for courses tied to national industry competencies and credentials	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Provosts/VP's Deans College HR	Personnel: $914,896 Supplies:$342,684	Year 1 Q3-Q4 (04/01/2014 – 09/30/2014) ✓ Develop model position description questionnaire ✓ Advertise positions and screen candidates ✓ Interview and hire	
Strategy 1.7	Recruit and enroll program participants, conduct WorkKeys assessments and develop work-based learning opportunities	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Completion Coaches Outcomes Specialists WIBs Employers Community Partners	Personnel: $289,422 Travel:$24,920 Supplies:$71,348 Contractual: $83,980	Year 1 Q3-Q4, Year 2; Year 3 Q1-Q2 (04/01/2014 – 03/31/2016) ✓ Develop recruiting materials ✓ Conduct outreach through employers and community partners ✓ Implement partnership referral process ✓ Meet recruitment targets	

Strategy 2: Develop Ongoing Career Support and Post-Program Assessment of Competencies Total Cost: $ 3,676,072 (direct costs)

	Activities	Colleges Involved	Implementer(s)	Costs	Time & Milestones	Deliverables
Strategy 2.1	Hire Recruitment, Retention & Completion Coaches and Develop Standard Program Intake Procedures	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Completion Coaches College HR WIBs Community Partners	Personnel: $371,584 Travel:$13,188 Supplies:$52,349	Year 1, Q2-Q4 (01/01/2014 – 09/30/2014) ✓ Develop model position description questionnaire ✓ Advertise positions and screen candidates ✓ Interview and hire ✓ Develop intake manual	1. Completion Coaches hired at all colleges 2. Intake manual published 3. Participant portfolio process implemented and available for participants 4. REAL WELD competency assessment framework established 5. REAL WELD alignment with AWS SENSE standards and
Strategy 2.2	Establish Job Placement and Job Retention Strategies	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Completion Coaches Outcomes Specialists WIBs Econ Dev. Agencies Employers	Personnel: $359,430 Travel: $11,405 Contractual: $428,293	Year 1, Q3-Q4, Year 2, Year 3 (04/01/2014 – 09/30/2016) ✓ Align credential design to current and future jobs ✓ Establish job placement targets among partners	

					✓ Develop "participant portfolios" for hiring	common curriculum created 6. NIMS post-program assessment created 7. NIMS Machinist credential validation process implemented.
Strategy 2.3	Install REAL WELD trainers at institutions; conduct EWI training; engage employers in customized training opportunities	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Design Manager EWI AWS Employers	Personnel: $200,000 Travel: $19,560 Equipment:$234,600 Supplies:$31,459 Contractual: $147,608	Year 1 Q4, Year 2 Q1-Q3 (07/01/2014 – 06/30/2015) ✓ Purchase RW systems ✓ Conduct faculty training and align curriculum ✓ Develop assessment procedures ✓ Align with AWS SENSE Standards	
Strategy 2.4	Engage in continuous program improvement practices and third-party program evaluation	PSCC (primary) NSSC PBSC PSC VGCC RCC	Program Director Project Managers Outcomes Specialists Evaluator	Personnel: $364,124 Travel:$4,300 Evaluator: $797,979	Year 1, Year 2, Year 3, Year 4 (10/01/2014 – 09/30/2017) ✓ Procure third-party evaluator ✓ Submit full evaluation plan to DOL ✓ Implement evaluation protocols ✓ Design continuous feedback mechanism ✓ Establish DropBox site	
Strategy 2.5	Collect Participant Data, Prepare DOL Quarterly Reports, Track Outcomes Data	PSCC (primary) NSSC PBSC PSC VGCC RCC	Program Director Project Managers Outcomes Specialists Social Solutions WIBs State UI Agencies State Depts of Ed	Personnel: $478,653 Travel:$7,659 Supplies:$21,563 Contractual:$132,500	Year 1, Year 2 ,Year 3 ,Year 4 (10/01/2014 – 09/30/2017) ✓ Implement and train on ETO software data system ✓ Submit quarterly reports on time ✓ Develop outcomes dashboards ✓ Establish informed consent guidelines and data sharing agreements	

Strategy 3: Develop Regional Collaborative to Address Worker Skill Needs					Total Cost: $1,039,618 (direct costs)	
	Activities	Colleges Involved	Implementer(s)	Costs	Time & Milestones	Deliverables
Strategy 3.1	Create Regional Collaborative council with WIBs, Econ. Dev. Agencies and employers	PSCC NSSC PBSC PSC VGCC RCC	College Presidents Project Managers Deans WIBs Econ Dev. Agencies Employers	Personnel: $249,145 Travel: $9,040 Supplies: $4,586 Contractual: $39,355	Year 1 Q2-Q3; Quarterly thereafter (01/01/2014 -09/30/2017) ✓ Identify partners ✓ Develop charter and scope ✓ Develop vision and mission	1. Regional Collaborative mission, vision and strategies statement 2. WIA and other waiver opportunities identified to support collaborative 3. MOU regarding employer engagement activities 4. Workforce and Education asset and infrastructure map 5. New partnerships with foundations, venture capital organizations and others
Strategy 3.2	Identify employer engagement unified strategies between community colleges, WIBs and Econ. Dev. Agencies	PSCC NSSC PBSC PSC VGCC RCC	Project Managers Deans WIBs Econ Dev. Agencies Employers Community Partners	Personnel: $470,913 Supplies: $12,763 Contractual: $35,000	Year 1 Q3-Q4; Year 2, Year 3 (04/01/2014 – 09/30/2016) ✓ Benchmark existing efforts ✓ Identify overlap ✓ Develop MOU ✓ Conduct collaborative, rather than competitive outreach	
Strategy 3.3	Leverage existing and future resources, including discretionary grants, and collaborate on business relocation, recruitment and growth strategies	PSCC NSSC PBSC PSC VGCC RCC	Project Managers WIBs Econ Dev. Agencies Foundations Venture Capital State Agencies	Personnel: $209,040 Travel: $3,456 Supplies: $6,320	Year 2, Year 3 (10/01/2014 – 09/30/2016) ✓ Align pathways to econ. dev. activities ✓ Develop new partnerships ✓ Research/publish workforce asset and infrastructure map	

Reporting Outcome Measures:

B: Cumulative Participant Outcomes

1.	Unique Participants Served/Enrollees
2.	Total Number Who Have Completed a Grant-Funded Program of Study
2a.	Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers
3.	Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)
4.	Total Number Retained in Other Education Program(s)
5.	Total Number of Credit Hours Completed (aggregate across all enrollees)
5a.	Total Number of Students Completing Credit Hours
6.	Total Number of Earned Credentials (aggregate across all enrollees)
6a.	Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)
6b.	Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)
6c.	Total Number of Students Earning Degrees (aggregate across all enrollees)
7.	Total Number Pursuing Further Education After Program of Study Completion
8.	Total Number Employed After Program of Study Completion
9.	Total Number Employed After Retained in Employment After Program of Study Completion
10.	Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment

C: Cumulative Participant Summary Information

1a.	Male
1b.	Female
2a.	Hispanic/Latino
2b.	American Indian or Alaskan Native
2c.	Asian
2d.	Black or African American
2e.	Native Hawaiian or Other Pacific Islander
2f.	White
2g.	More Than One Race
3a.	Full-Time Status
3b.	Part-Time Status
4.	Incumbent Workers
5.	Eligible Veterans
6.	Participant Age (mean)
7.	Persons with a Disability
8.	Pell-grant eligible
9.	TAA-eligible

Program Outcome Measures:

	Outcome Measure	Targets for all Participants	
1	**Total Unique Participants Served** Cumulative total number of individuals entering any of the grant-funded programs offered	Year 1: 390 Year 2: 659 Year 3: 687	Total: 1,736
2	**Total Number of Participants Completing a TAACCCT-Funded Program of Study** Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program	Year 1: 152 Year 2: 417 Year 3: 505	Total: 1,074
3	**Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program** Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study	Year 1: 192 Year 2: 150 Year 3: 180	Total: 522
4	**Total Number of Participants Completing Credit Hours** Total number of students enrolled that have completed any number of credit hours to date	Year 1: 233 Year 2: 347 Year 3: 355	Total: 935
5	**Total Number of Participants Earning Credentials** Total number of participants completing degrees and certificates in grant-funded programs of study	Year 1: 315 Year 2: 529 Year 3: 485	Total: 1,329
6	**Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion** Total number of students who complete a grant-funded program of study and enter another program of study	Year 1: 40 Year 2: 105 Year 3: 132	Total: 277
7	**Total Number of Participants Employed After TAACCCT-funded Program of Study Completion** Total number of students (non-incumbent workers only) who completed a grant- funded program of study entering employment in the quarter after the quarter of program exit	Year 1: 134 Year 2: 277 Year 3: 378 Year 4 (follow-up only): 202	Total: 991
8	**Total Number of Participants Retained in Employment After Program of Study Completion** Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program	Year 1: 114 Year 2: 191 Year 3: 298 Year 4 (follow-up only): 184	Total: 787
9	**Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment** Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment	Year 1: 60 Year 2: 122 Year 3: 157 Year 4 (follow-up only): 38	Total: 377

Reporting Outcome to Program Outcome Conversion Cart:

Program Outcome	=	Reporting Outcome
1. Total Unique Participants Served	=	B:1
2. Total Number of Participants Completing a TAACCCT Funded Program of Study	=	B:2
3. Total Number of Still Retained in Their Program or Other TAACCCT-Funded Program	=	B:3
4. Total number of Participants Completing Credit Hours	=	B:5a
5. Total Number of Participants Earning Credentials	=	B:6a+6b+6c
6. Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion	=	B:7
7. Total Number of Participants Employed After TAACCCT Funded Program of Study Completion	=	B:8
8. Total Number of Participants Retained in Employment After TAACCCT-Funded Program of Study Completion	=	B:9
9. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post Enrollment	=	B:10

Reporting and Outcome Measure Resources:

TAACCCT Data Elements for Individual-Level Participant Data Collection – Rounds 2, 3, & 4

TAACCCT Reporting Handbook – Annual & Quarterly Program Reporting (11/01/2012)

TAACCCT TA Guide for Reporting Documentation (06/30/2016)

TAACCCT FAQ #1 – Participant Reporting (01/18/2012)

TAACCCT FAQ #2 – Annual Performance Report (amended 07/08/2013)

TAACCCT FAQ #3 – Grant Programs, Programs of Study, & Non-Credit Students (07/10/2013)

TAACCCT FAQ #4 – Miscellaneous Questions on Reporting

TAACCCT FAQ #5 – What is a Participant? (08/01/2014)

Participant Flowchart – Who Counts as a Participant

TAACCCT FAQ#6 - Six-Month Grant-Funded Program Activities Extension

TEGL 17-05 Attachment B – Definitions of Key Terms

Outcome Commitments by College by Year with SEELC Totals

	Outcome Measure		NeSCC	PALM	PSCC	POLK	RCC	VGCC	SEELC Yearly Commits	SEELC TOTALS
		Targets for All Participants								
1	**Total Unique Participants Served** Cumulative total number of individuals entering any of the grant-funded programs offered	Year 1	126	10	80	34	60	80	390	1736
		Year 2	139	60	122	81	120	137	659	
		Year 3	160	80	140	87	110	110	687	
2	**Total Number of Participants Completing a TAACCCT-Funded Program of Study** Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program	Year 1	40	5	25	22	25	35	152	1074
		Year 2	82	55	65	55	75	85	417	
		Year 3	98	65	87	95	75	85	505	
3	**Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program** Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study	Year 1	62	5	53	7	30	35	192	522
		Year 2	28	5	24	23	25	45	150	
		Year 3	32	10	24	28	30	56	180	
4	**Total Number of Participants Completing Credit Hours** Total number of students enrolled that have completed any number of credit hours to date	Year 1	76	0	65	22	30	40	233	935
		Year 2	83	0	68	66	60	70	347	
		Year 3	96	0	69	80	55	55	355	
5	**Total Number of Participants Earning Credentials** Total number of participants completing degrees and certificates in grant-funded programs of study	Year 1	101	9	65	27	49	64	315	1329
		Year 2	111	49	98	65	96	110	529	
		Year 3	113	57	99	62	77	77	485	
6	**Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion** Total number of students who complete a grant-funded program of study and enter another program of study	Year 1	0	5	8	18	5	4	40	277
		Year 2	10	40	8	38	5	4	105	
		Year 3	15	50	11	46	5	5	132	
7	**Total Number of Participants Employed After TAACCCT-funded Program of Study Completion** Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit	Year 1	31	10	33	20	25	15	134	991
		Year 2	35	35	50	47	35	75	277	
		Year 3	90	55	70	43	45	75	378	
		Year 4 (follow up only)	30	10	50	30	50	32	202	
8	**Total Number of Participants Retained in Employment After Program of Study Completion** Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit	Year 1	15	8	30	0	25	36	114	787
		Year 2	33	32	47	18	35	26	191	
		Year 3	54	52	68	33	45	46	298	
		Year 4 (follow up only)	18	10	30	44	30	52	184	
9	**Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment** Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment	Year 1	5	5	34	0	5	11	60	377
		Year 2	15	25	46	22	5	9	122	
		Year 3	20	45	51	22	5	14	157	
		Year 4 (follow up only)	7	5	10	0	8	8	38	

SEELC Grant Definitions:

Participant – any individual admitted at the host institution at some point during the reporting year, and registered for a course or program in Welding, Machining, or Advanced Manufacturing.

Completer – a participant who has successfully met and demonstrated competency in all course or program skills, lecture, laboratory requirements, and had credential(s) conferred by the college or school.

Completing Credit Hours – any individual who completes, has awarded or has earned at least one (1) or more credit hours within the reporting year.

Credential – successful completion and awarding of the identified industry recognized certification, conferred college or school degree, diploma, and/or certificate in the areas of Welding, Machining, or Advanced Manufacturing.

Enrolled in further education – upon conferral of a credential, an individual who continues to enroll in training courses or credit classes in pursuit of an additional industry recognized certification, conferred college or school degree, diploma, and/or certificate.

Reporting year – The data year you are reporting on is the previous "defined" year, beginning October 1 and ending September 30

- Initial discussion of SEELC definitions started in April 2014 following the SEELC Kick-Off meeting at PSCC.
- Definition drafts circulated over the following months with final definitions adopted at the SEELC meeting at RCC in September 2014.
- Minor changed were suggested and adopted by the Admin Leadership Committee to the definitions on October 15, 2014.
- Change to Participant Definition, deletion of the statement "and who has completed intake and opted in to the SEELC Program offerings." were adopted by the Admin Leadership Committee on June 10, 2015.

SEELC Participant Definitions folder in Dropbox

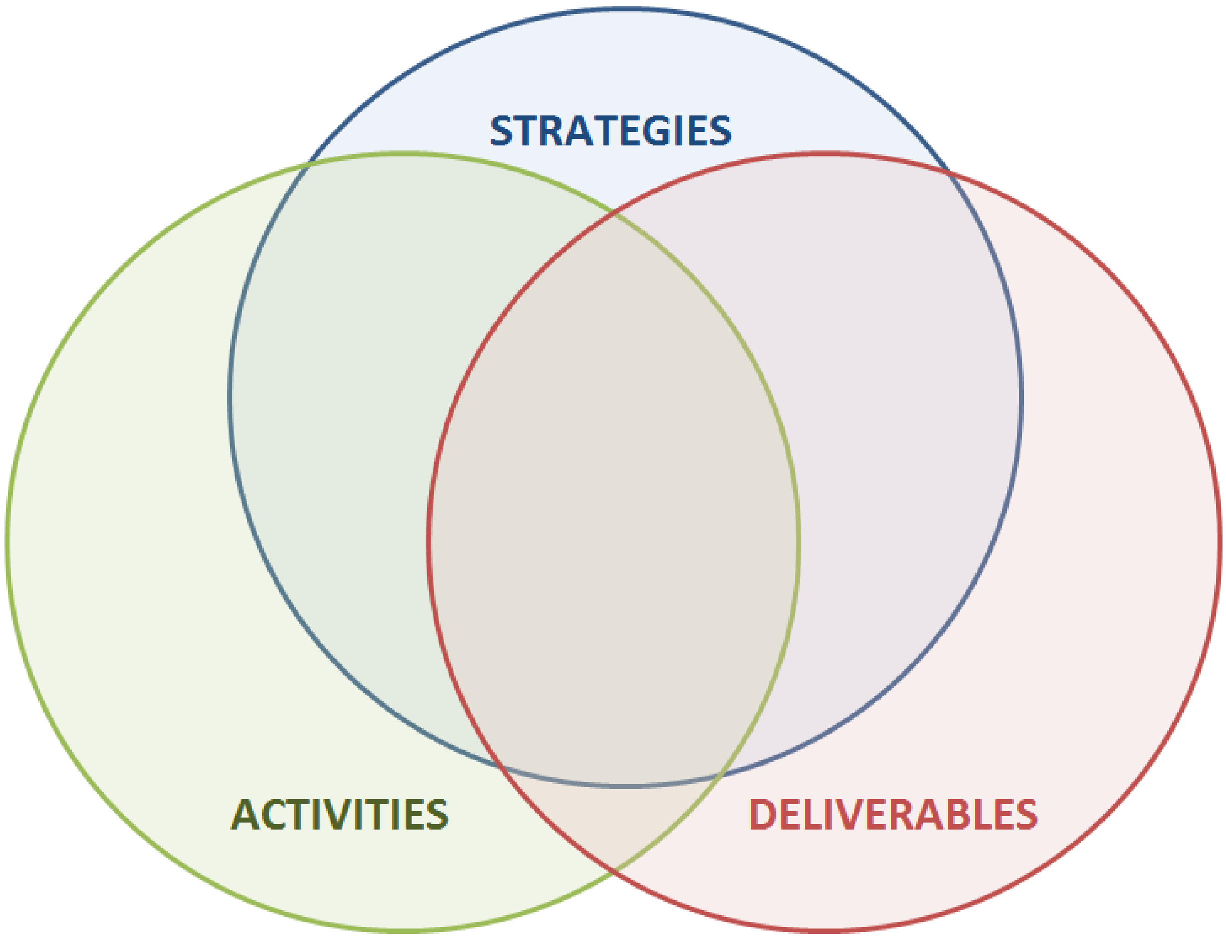
SEELC Grant Deliverables:

ID#	Strategy ID	Deliverable	Detailed Description & Resources:
1	Strategy 1: Deliverable 1	New Career Pathways Featuring Stacked and Latticed Credentials is published	The word 'published' simply means disseminated and can include both print and electronic media (i.e. website/pdf). The point of the deliverable is for each Project to produce Career Pathway documents for SEELC related programs of study. Examples Career Pathway Documents including a 'blank template' can be found HERE.
2	Strategy 1: Deliverable 2	Articulation agreements created—Non-credit to credit; 2+2; and multi-state	For this deliverable, focus should first be given to establishing articulation between the non-credit and credit sides within a projects own institution; then articulation agreements with local vocations institutions and the projects institution; then 2+2 agreements. Any existing articulation agreements should be documents if used to satisfy the fulfillment of this deliverable. SACS Position Statement on Transfer of Academic Credit
3	Strategy 1: Deliverable 3	AWS SENSE standards implemented at all SEELC colleges	The AWS SENSE Program is a comprehensive set of minimum Standards and Guidelines for Welding Education programs. Palm Beach State's AWS SENSE QA Manual and additional resources for SENSE standards implementation can be found HERE.
4	Strategy 1: Deliverable 4	AWS ATF's implemented at all SEELC colleges	The AWS Accredited Test Facility (ATF) program requires that a facility implements a quality assurance program that meets the requirements established in the QC4-89, Standard for the Accreditation of Testing Facilities. The requirements include that the facility has a Quality Manual that controls the activities related to the testing of welders in the facility according to QC7, Standard for AWS Certified Welders. Palm Beach State's AWS ATF QA Manual and additional resources for ATF implementation can be found HERE.
5	Strategy 1: Deliverable 5	New AWS and NIMS credentials offered at all SEELC colleges	Once a Project completes Deliverables 3, 4, and/or 12 it can start offering the opportunity for AWS and NIMS credentials respectively. Once credentialing opportunities are offered to students through the college this deliverable can be marked as met on the Quarterly Narrative Report.
6	Strategy 1: Deliverable 6	Manual identifying curriculum that can be implemented to industry standards as developed by TAACCCT grantees and SEELC	Each SEELC project is tasked with developing a document that outlines it's curriculum development processes (that uses industry standards)and designs an implementation plan that can be replicated within other programs of study or within other regions using the same program of study.

7	Strategy 1: Deliverable 7	New hybrid courses created	The term 'hybrid' can have many different meanings. It is important for each SEELC project to first determine how its host institution defines a hybrid course. In March of 2014, the Consortium was required to submit a Detailed Deliverables Report to the DOL. In this report, each college identified what hybrid courses they intended to create as part of the SEELC grant. Hybridization of courses can go on throughout the life of the grant. Once course hybridization has concluded, each SEELC project should document the courses that were hybridized and make the deliverable complete on the Quarterly Narrative Report.
8	Strategy 1: Deliverable 8	Additional faculty hired	Each project identified faculty positions that would be hired and supported using grant funds during the life of the grant. Once your project has hired all intended faculty, you should document all hires and mark the deliverable complete on the Quarterly Narrative Report.
9	Strategy 1: Deliverable 9	All program management leadership hired	'program management leadership' includes the Consortium Director, the Consortium Design Manager, and Project Managers at all 6 SEELC partner colleges. This Deliverable should be marked Complete on your Quarterly Narrative Report on the date that your Project's first Project Manager started. Please note, that not all colleges title their Project Managers the same, however, for reporting/grant related purposes the top level management position paid using grant funds will be known as the Project Manager.
10	Strategy 1: Deliverable 10	Competency assessments provided identifying transferable skills and prior learning assessment	This refers to the availability of SEELC participants to take the WorkKeys assessment. Each SEELC participant should be offered the opportunity to take the WorkKeys assessment when they enter and when they exit the program. WorkKeys results should be entered into the ETO software system via the [SEELC] WorkKeys Assessment Touchpoint. This deliverable can be marked as completed on the Quarterly Narrative Report once a clear procedure for offering the WorkKeys Assessment has been established, documented, and implemented in your Project
11	Strategy 1: Deliverable 11	Program participant targets are met	At the Project Level, this deliverable can be marked as complete on the Quarterly Narrative Report once your Project has met its committed participant outcomes. However, it should be noted that the deliverable will not be met at the Consortium level until total from all 6 projects is equal to or greater than 1736 unique participants served.
12	Strategy 1: Deliverable 12	SEELC colleges become NIMS accredited (RCC is already currently NIMS accredited and can serve as a mentor to other SEELC members.)	Each SEELC College with a Machining or Metal forming Training Program of study will actively seek NIMS Accreditation as part of the grant. The Consortium Lead will pay for NIMS 1-Year Comprehensive Implementation Program, including Unlimited Registrations, Online Theory Exam Fees and Accreditation Fees for all Consortium Member Colleges from June 2014-May 2017. Example Self-Study Manual and additional resources for NIMS Accreditation can be found HERE.

13	Strategy 2: Deliverable 1	Completion Coaches hired at all colleges	Note: While your Project may not title your position 'Completion Coach' and instead call them 'Advisor Specialist' or Academic and Career Coach' or the purposes of this deliverable, as position within your Project paid by your Project whose primary focus is on the areas of academic advising, career advising, recruitment, and/or retention of SEELC participants, they position is a the 'Completion Coach' position referenced in the grant and reporting. As such, This Deliverable should be marked Complete on your Quarterly Narrative Report on the date that your Project's first 'Completion Coach' started.
14	Strategy 2: Deliverable 2	Intake manual published	The word 'published' simply means disseminated and can include both print and electronic media (i.e. website/pdf). This intake manual should include both a copy of the Intake Form and a detailed description of the Intake process for adding and tracking new SEELC Participants.
15	Strategy 2: Deliverable 3	Participant portfolio process implemented and available for participants	Each SEELC project is tasked with first defining what a participant portfolio consists of (NOTE: portfolio can consist of resources already at the host institution), second implement the participant portfolio into the SEELC programs of study, and third, make SEELC participants aware of the portfolio and its benefits.
16	Strategy 2: Deliverable 4	REAL WELD competency assessment framework established	When implementing the Real Weld System at each school, there should be a clear method of base lining students coming into the program. As they progress through the program of study, welding competencies should be regularly updated using this new technology in order to document progress in the particular skill set in order to help the student build a portfolio that shows both progress from program entry, and overall mastery.
17	Strategy 2: Deliverable 5	REAL WELD alignment with AWS SENSE standards and common curriculum created	The REAL WELD trainers will be aligned with AWS SENSE standards in order to ensure that each school's program are using the same nationally recognized standards in their particular program. Although regional and local demand will make it necessary to align the machines with local needs, the AWS SENSE standards will insure continuity in basic skills across the consortium. This will be done in conjunction with EWI (the developers of the REAL WELD Training System).
18	Strategy 2: Deliverable 6	NIMS post-program assessment created	Required step in completed Deliverable #12 'Become NIMS accredited'. This consists of a formulized plan to "how" and "when" students/participants will be tested for NIMS accreditation and which NIMS credentials the will be tested for. *EXAMPLE: The 4 NIMS credentials that we applied for accreditation are (Measurement, Materials, & Safety),(Job Planning, Benchwork, & Layout),(CNC Milling Operator),& (CNC Turning Operator). With a slight modification in the class the first 2 can be integrated into the MET 1005 class. It will also have to be integrated into*

			the MET 1022 class before accreditation. The CNC Mill and CNC Lathe is taught in the MET 2700 and MET 2720 Classes. The first two credentials are required as a minimum by NIMS and must be earned before a person can earn the CNC credentials.
19	Strategy 2: Deliverable 7	NIMS Machinist credential validation process implemented	Required step in completed Deliverable #12 'Become NIMS accredited'. This consists of establishing a MET TECH committee to review and grade "machined parts" that are submitted for specific NIMS Credentials.
20	Strategy 3: Deliverable 1	Regional Collaborative mission, vision and strategies statement	Each SEELC project is tasked with either creating or working with an existing group to establish a collaborative between the college, local chambers, economic development agencies, and workforce boards for the purpose of develop a strategic approach to working with and serving the needs of local industry. (i.e. working collaboratively, not competitively)
21	Strategy 3: Deliverable 2	WIA and other waiver opportunities identified to support collaborative CANCELED	With WIOA, states will be revisiting waivers and what waivers are allowed. Suggest colleges track waivers being requested by states; however, this issue is probably moot due to WIOA transition.
22	Strategy 3: Deliverable 3	MOU regarding employer engagement activities	Through regional collaborative/partnership, look for ways to work together to engage employers, rather than continue to do it independently of one another. NGA has report concerning this as a guide.
23	Strategy 3: Deliverable 4	Workforce and Education asset and infrastructure map	Provide documentation of local assets, including One-stops, college campus locations, business and industry data, etc. Can use Google maps as backbone.
24	Strategy 3: Deliverable 5	New partnerships with foundations, venture capital organizations and others	Document ways college will track foundation funding opportunities and ways to engage (for instance VG received small foundation grant after winning SEELC) good example.



Strategies = Goals and Objectives

Activities = Tasks and Milestones

Deliverables = Tangibles

Outcomes = People/Participants

Consortium Member Institutions:

Tennessee

Northeast State Community College (NeSCC)
2425 TN-75, Blountville, TN 37617
www.northeaststate.edu

Pellissippi State Community Colllege (PSCC)
10915 Hardin Valley Road, Knoxville, TN 37933
www.pstcc.edu

North Carolina

Randolph Community College (RCC)
629 Industrial Park Ave, Asheboro, NC 27205
www.randolph.edu

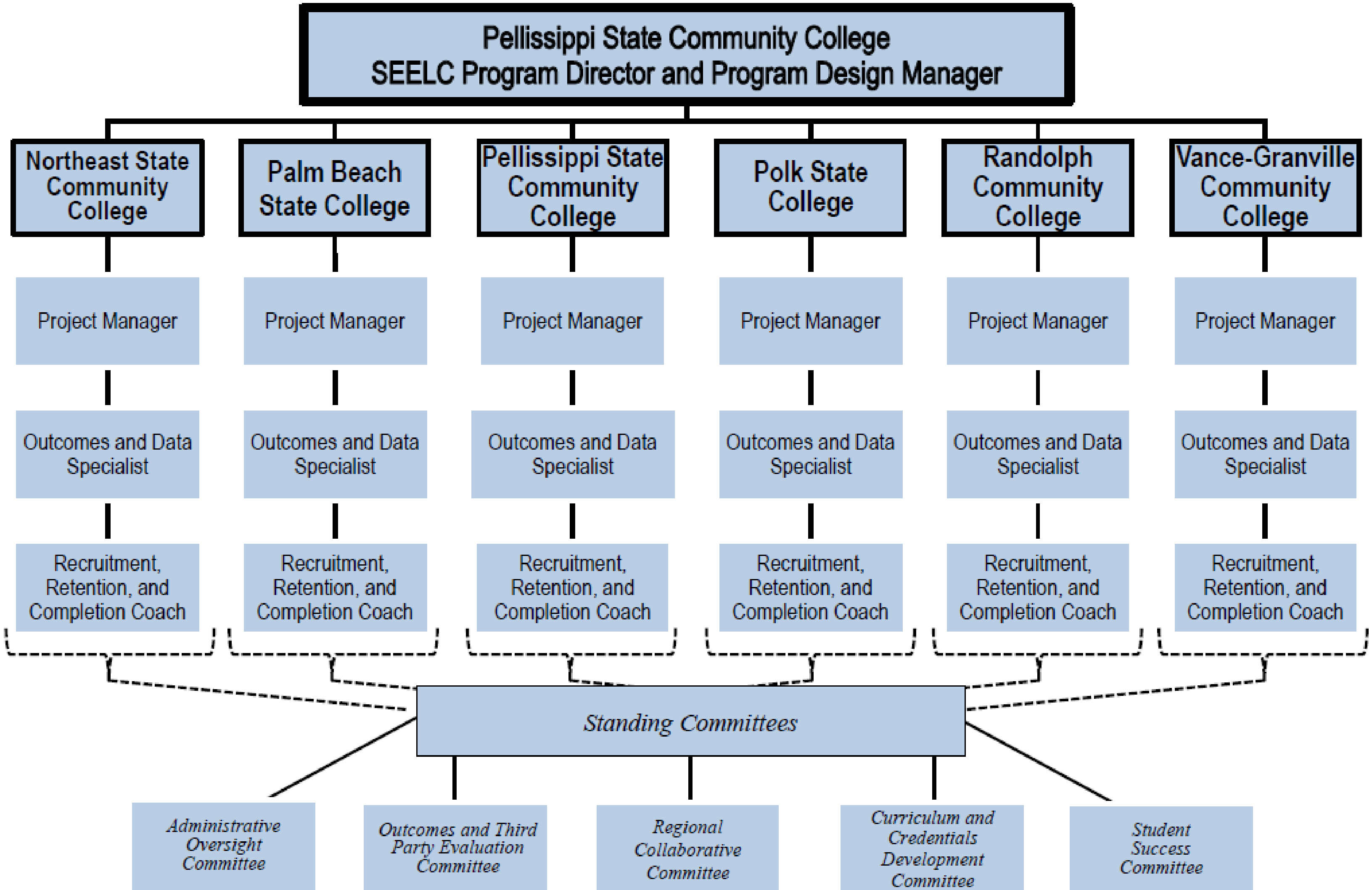
Vance-Granville Community College (VGCC)
200 Community College Rd, Henderson, NC 27536
www.vgcc.edu

Florida

Polk State College (POLK)
310 Technology Drive, Bartow, Florida 33830
www.polk.edu

Palm Beach State College (PALM)
4200 S Congress Ave, Lake Worth, FL 33461
www.palmbeachstate.edu

Functional Organizational Chart



(from original grant submission)

Consortium Committee Meeting Structure:

Committee:	Members:	Meeting Day/Time:
Administrative Oversight Committee	Consortium Director Consortium Design Manager NeSCC Project Manager PALM Project Manager PSCC Project Manager POLK Project Manager RCC Project Manager VGCC Project Manager Subject Matter Expert (SME)	1^{st} and 3^{rd} Wednesdays @ 2PM EST
Student Success Committee	Consortium Design Manager NeSCC Completion Coach PALM Completion Coaches PSCC Completion Coach POLK Completion Coach RCC Completion Coach VGCC Completion Coaches NeSCC Data & Outcomes Spec. PSCC Data & Outcomes Spec. POLK Data & Outcomes Spec. RCC Data & Outcomes Spec.	1^{st} and 3^{rd} Wednesdays @ 10AM EST
Outcomes and 3^{rd} Party Evaluation Committees		
Northeast State	Consortium Director Consortium Design Manager NeSCC Project Manager NeSCC Completion Coach NeSCC Data & Outcomes Spec. ICF, International Reps TPMA Reps	Feb, May, & Aug 3^{rd} Tuesday @ 9AM EST Nov 2^{nd} Tuesday @ 9AM EST
Palm Beach State	Consortium Director Consortium Design Manager PALM Project Manager PALM Completion Coaches ICF, International Reps TPMA Reps	Feb, May, & Aug 4^{th} Tuesday @ 1030AM EST Nov 3^{rd} Tuesday @ 1030AM EST
Pellissippi State	Consortium Director Consortium Design Manager PSCC Project Manager PSCC Completion Coach PSCC Data & Outcomes Spec. ICF, International Reps TPMA Reps	Feb, May, & Aug 4^{th} Tuesday @ 2PM EST Nov 3^{rd} Tuesday @ 2PM EST

Polk State	Consortium Director Consortium Design Manager POLK Project Manager POLK Completion Coach POLK Data & Outcomes Spec. ICF, International Reps TPMA Reps	Feb, May, & Aug 4th Tuesday @ 9AM EST Nov 3rd Tuesday @ 9AM EST
Randolph	Consortium Director Consortium Design Manager RCC Project Manager RCC Completion Coach RCC Date & Outcomes Spec. ICF, International Reps TPMA Reps	Feb, May, & Aug 3rd Tuesday @ 1030AM EST Nov 2nd Tuesday @ 1030AM EST
Vance-Granville	Consortium Director Consortium Design Manager VGCC Project Manager VGCC Completion Coaches ICF, International Reps TPMA Reps	Feb, May, & Aug 3rd Tuesday @ 2PM EST Nov 2nd Tuesday @ 2PM EST
Project Meetings		
Northeast State	Consortium Director Consortium Design Manager NeSCC Project Manager NeSCC Completion Coach NeSCC Data & Outcomes Spec.	1st Tuesday @ 9AM EST
Palm Beach State	Consortium Director Consortium Design Manager PALM Project Manager PALM Completion Coaches	2nd Tuesday @ 1030AM EST
Pellissippi State	Consortium Director Consortium Design Manager PSCC Project Manager PSCC Completion Coach PSCC Data & Outcomes Spec.	2nd Tuesday @ 2PM EST
Polk State	Consortium Director Consortium Design Manager POLK Project Manager POLK Completion Coach POLK Data & Outcomes Spec.	2nd Tuesday @ 9AM EST
Randolph	Consortium Director Consortium Design Manager RCC Project Manager RCC Completion Coach RCC Date & Outcomes Spec.	1st Tuesday @ 1030AM EST

Vance-Granville	Consortium Director Consortium Design Manager VGCC Project Manager VGCC Completion Coaches	1st Tuesday @ 2PM EST
Regional Collaborative Committees	College local Chamber local Economic Development Agency local Workforce Boards	As determined by each project
Curriculum & Credentials Development Committee	College Deans Project Managers SME	As needed at SEELC in person meetings

Meeting Information:

Meeting: Administrative Oversight Committee
Conference Call Number: (712) 770-4010; Code 711519#
Adobe Connect Link: http://pellissippi.adobeconnect.com/seelc_aoc/

Meeting: Student Success Committee
Conference Call Number: (712) 770-4010; Code 711519#
Adobe Connect Link: http://pellissippi.adobeconnect.com/ssc/

Meeting: Outcomes and 3rd Party Evaluation Committees
Conference Call Number: (712) 770-4010; Code 711519#
Adobe Connect Link: http://pellissippi.adobeconnect.com/otpec/

Meeting: Project Meetings
Conference Call Number: (712) 770-4010; Code 711519#

Consortium Level Policy Statements:

SEELC Grant Intake Policy: Each SEELC Project will develop and maintain its own Intake Manual, containing the project's Intake Form and detailing the project's intake processes using SEELC approved participant definitions and DOL guidelines.

SEELC Grant ETO Policy Statement: For the purposes of participant data tracking and outcomes reporting, the Efforts to Outcomes (ETO) software system by Social Solutions will be the official tracking/reporting system of SEELC.

SEELC Grant Reporting Policy and Due Dates:

1.) Each SEELC Project is required to submit the following reports to the Consortium Director corresponding due dates. If the due date falls on a weekend or holiday the report is due the next business day (Project Manager)
   a. Monthly Project Dashboard Reports – due the 15th of each month
   b. Quarterly Narrative Progress Reports - due Jan 25th, Apr 25th, Jul 25th, & Oct 25th
   c. Copies of Quarterly Financial Report - due Jan 30th, Apr 30th, Jul 30th, & Oct 30th
2.) Each SEELC Project is required to submit a Quarterly Financial Report (ETA 9130) to the DOL - due Jan 30th, Apr 30th, Jul 30th, & Oct 30th (Business Office/Grants Accounting)
3.) SEELC Director is responsible for compiling and distributing Monthly Project Dashboard Reports by the 30th of each month
4.) SEELC Director is responsible for submission of the Consortium Quarterly Narrative Report and the Consortium Annual Performance Report, which aggregate the activities of all consortium members. Due dates – Feb 14th, May 15th, Aug 14th, & Nov 14th
5.) SEELC Director is responsible for compiling and distributing Outcome Analysis Reports within 45 days following the end of each quarter.
6.) The DOL may make other requests for reports and/or information. Due dates for project level submission shall be determined by the Consortium Director.

SEELC Grant Policy Statement concerning Grant Deliverables: Each SEELC Project is required to update the Progress "Status", "Actual Start Date", and "Actual End Date" for Project deliverables on the Quarterly Narrative Reports. For the Consortium Quarterly Narrative Reports, a deliverable will be considered "Ongoing" the first time any project lists the deliverable "Ongoing" at the project level report and that project's Actual Start Date will be the Consortium's Actual Start Date; a deliverable will be considered "Completed" once all projects have listed the deliverable as "Completed" on the project level reports, and the Consortium's Actual End Date will be the date the last project completed the deliverable.

Policy Statement for Incumbent Worker Increase in Wages Measure: Per Kristen Milstead, Workforce Analyst for USDOL, the TAACCCT APR increase in wages measure for Incumbent Workers is very broad and nonspecific and can include any type of increase such as increase in wage per hour, increase in hours per week, receiving benefits, etc. Any increase may be counted as an increase in wages as long as it is applied consistently. Uses Social Solutions ETO software, this system will only recognize an increase in wage per hour as an increase in wages. To capture other forms of increases in wages in ETO for Incumbent Workers, each SEELC develop its own policy and procedure for ETO input and not "actual" wage increase in the participant file.

Dropbox Folder Links:	**Focus**	**Folder Content Descriptions:**
(1) Consortium Docs & Archives	Consortium Level	This folder contains basic documentation about the SEELC Grant proposal. Subfolders include Award Letter, Detailed Eval Plan, DOL Correspondence, Grant Modifications, Original Submission, SEELC College Partnerships, & SGA. (Shared collaboratively with Consortium Level Staff and Downloadable to anyone with link)
(2) Consortium Grant Rpts & Meetings	Consortium Level	This folder contains an archives of all SEELC Consortium level reporting to the DOL and Project level reporting to the Consortium director. It also contains Consortium level staff reporting such as PAR's and T&E's. This folder does not contain internal Project level reports or Project level staff reports. (Shared collaboratively with Consortium Level Staff and Downloadable to anyone with link)
(3) Consortium Op Docs	Consortium Level	The folder contains SEELC Consortium level operational documents in the areas of Budgets and Purchasing, Personnel, Communications, ETO Software Docs, Marketing and PR Docs, Grant's Manual, and Travel. (Shared collaboratively with Consortium Level Staff and Downloadable to anyone with link)
(7) SEELC Pre-Work	Archive	This is an archive document of all electronic information collected by the PSCC Grants Development Office as part of the SEELC Grant submission prior to funding. (Downloadable to anyone with link)
(8) SEELC Back-up from Feb 2014	Archive	This is an archive document of all electronic information collected by the PSCC Grants Development Office as part of the SEELC Grant post-award, prior to the hiring of J Brent Ellis as SEELC Consortium Director. (Downloadable to anyone with link)

Consortium Wide Sharing	Consortium Level	This folder is used to share informational documents relevant to general SEELC Project operations and Strategy, Activity, Deliverable and Outcome completion. (Shared collaboratively with Consortium Level & Project Level Staff and Downloadable to anyone with link)
NeSCC_SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at NeSCC. (Shared collaboratively with Consortium Level & NeSCC Project Level Staff and Downloadable to anyone with link)
Palm Beach_SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at PALM. (Shared collaboratively with Consortium Level & PALM Project Level Staff and Downloadable to anyone with link)
Pellissippi_SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at PSCC. (Shared collaboratively with Consortium Level & PSCC Project Level Staff and Downloadable to anyone with link)
Polk State_SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at POLK. (Shared collaboratively with Consortium Level & POLK Project Level Staff and Downloadable to anyone with link)
Randolph_SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at RCC. (Shared collaboratively with Consortium Level & RCC Project Level Staff and Downloadable to anyone with link)

Vance Granville SEELC	Project Level	This folder is used to share informational documents between the Consortium Staff and the SEELC Project at VGCC. (Shared collaboratively with Consortium Level & VGCC Project Level Staff and Downloadable to anyone with link)

NOTE: All SEELC Projects may have additional files that are not shared with the Consortium, one would need to contract each College's Project Manager to gain access to those files.

Basic Grant Compliance and Management Procedures:

Responsibility: Grant funding through a grant approval or award letter serves as a contract between your institution and the Department of Labor. As a recipient of grant funds, your institution becomes the fiscal agent for the management and oversight of funds. In accepting grant awards, your institution also assumes the fiduciary responsibility required of these funds.

Administrative Oversight:

"Financial Controls"

- Strong internal financial controls (individual grant accounts to avoid comingling of funds, compliance with laws, regulations and grant agreements) are operational in the expenditure of grant dollars.
    - Internal controls are essential to ensuring that funds are not used for unallowable purposes (personal use, embezzlement, or are grossly mismanaged such as overpaying for services for personal benefit-kickbacks.

"Program Documentation"

- Programmatic documentation of compliance evidenced within grant operations and records.
    - Grant expenditures tie to grant goals.
    - Success evidenced through programmatic reporting and/or achievements which directly addresses grant objectives.

"Supplement, Not Supplant"

- Grant funds do not supplant institutional funds (grant dollars used for projects which should be supported by institutional dollars).
    - Under the federal "supplement, not supplant" requirement, grantees may use federal funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the federal funds, be made available from non-federal sources for the education of participating students.
    - In no case may grantees use federal program funds to supplant (take the place of) funds from non-federal sources.

"Grant Records Retention"

- Refer to the appropriate OMB Circular for retention and access requirements for records.

Personnel Compliance:

Dual Compensation: No employee may receive double pay for the same period of time worked. For example, a full-time staff member could not be receiving compensation for that position while putting in the same hours in support of a grant and receive a salary for both positions.

Release Time: Release time for the purpose of grant funding is just that. Replacement time required to fill-in when college personnel are released from their duties to work on grant related responsibilities. As the term Release Time implies, it is the cost to the college to release any staff member from their current assignment in order to work on grant funded activities. Monies set aside for this purpose must support the cost of temporary personnel or adjunct faculty to release staff and / or faculty from their regular assigned duties. If temporary or substitute personnel are not required, no release time should be requested. When there is a need to pay temporary or substitute personnel, calculations must include rate of pay and all payroll related costs.

Time & Effort Reporting - Program Accountability of Time Towards Grant Purposes:
The Office of Management and Budget (OMB) Circular A-21 requires that institutions document the time and effort that each employee funded with grant dollars spends on various projects or activities during a specified time period. Effort includes the time spent working on a sponsored project in which salary is directly charged or contributed, as well as time spent on instruction, administration, and public service. Effort reporting is the method of certifying to the granting agencies that the effort charged or cost shared to each award has actually been completed.

Federal Regulations (OMB A-21, J.10.c.(2)(a, b, c)) require that time and effort reporting be completed and certified by appropriate personnel. Activities/hours must be documented for employees where any portions of their salary/fringe are directly charged to a sponsored (restricted) fund. Timesheets should reflect 100% of the employee's time and effort for each pay period, not just the time worked on the grant.

OMB Circular A-87 requires all employees, including teachers, paraprofessionals, administrators, and other staff that are paid with federal funds to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program or used as match for a federal program.

Each college is required to establish a system for tracking, monitoring, and certifying "time and effort". You should contact your business office for your institutions method of tracking, monitoring, and certifying "time and effort".

Staff 100% funded by Grant Dollars

- Staff members whose salaries are solely funded on grant dollars must certify their time and effort on a regular basis. The purpose of this certification is to demonstrate that staff can verify 100% of their time is allocated to the grant.

Staff Funded by Grant Dollars and Other Funding Sources

- TE reports will reflect how a person spent his or her total time (effort), which would not necessarily agree with how the person is paid. Staff members whose salaries are split by a percentage between two or more grants or general fund or auxiliary dollars must complete a Time and Effort Report on a monthly basis to document time spent on various projects and activities.
- The Time and Effort Report provides a record of 100% of employee effort for a pay period and should reflect the actual activity of each employee, not the budgeted activity. The budgeted effort percentages reflect only the budget sources from which an employee is paid and are not meant to reflect the distribution of actual time and effort. Effort certification must reflect actual work performed. Reporting such time is suspect when each monthly reporting looks exactly the same for each day and each hour every day.

Below are links to additional resources regarding Time and Effort:

- Millersville University – Presentation on Understanding Time and Effort
- SBCTC – Time and Effort Guidelines
- SEELC Kick-off Meeting Presentation on Record Keeping (Feb 2014)
- Sample Time and Effort Reports

Equipment, Supplies, and Travel:

Equipment: All equipment must be purchased and utilized during the grant award period. All equipment purchases must be approved by the Department of Labor prior to purchase. Federal rules define equipment as any item with a cost of $5,000.00 or more per item and a useful life of more than 1 year. Your institution may define equipment using a lower threshold than the federal definition.

Inventory Management Records must be maintained and include:

- Description of the property
- Serial number or other identification number
- Funding source of property
- Who holds the title (if applicable)
- Acquisition date
- Cost of the equipment
- Percentage of federal participation
- Location, use and condition of the property
- Any ultimate disposition data including the date of disposal and sale price

Supplies: All supplies must be purchased and utilized during the grant award period. Federal rules define supplies as any item with a cost less than $5,000.00 per item. While the purchase of supplies do not require prior approval from the Department of Labor, all supplies purchased must be both allowable items and items used within the scope of grant activities.

Travel: When traveling with grant funds, normal institutional procedures must be followed. All Travel MUST directly relate to project outcomes. Receipts for travel costs must be provided. All travel expenses paid by the Consortium must be approved by the Consortium Program Director. Each institution will be required to pay up-front costs associated with staff travel and then the Consortium will reimburse the host institution. All local travel will be paid using each projects local travel budget.

Budget Adjustments:

Budget revisions are usually required when there is a changes within a project (how funds will be spent toward specific objectives) or if there are changes to personnel or equipment and supply categories. Grant staff should always be able to justify such changes and get approval prior to spending. In many cases such changes require review and approval through a program officer or grant-making agency. Documentation of approval of such changes should be documented either through memo, letter or e-mail to ensure that changes have approval.

In making budget changes staff should use the **JAR** Standard:

Justifiable – Allowable – Reasonable

Justifiable: This refers to the scope of the grant. Asks the question, "Does the change or the purchase fit within the scope of the grant and support grant activities?"

Allowable: This refers to whether or not the cost is allowable under current federal guidelines, the SGA, and/or the rules and regulations of the funding agency. Also asks the question, "Do I have the proper authority/approvals to make the change or purchase?"

Here are some resources in determining allowability:

- Allowable and Unallowable Cost under Federal Grants
- Unallowable Cost under Federal Grants

Reasonable: This refers to the determination of the cost and/or cost analysis for the budget change. Asks the question, "Is this a good use of federal funds?" and "Are we being good stewards of federal funds?"

JAR Standard and Examples:

Example 1: You have extra money left in your supply budget and the VP of Academic Affairs wants to know if the SEELC Project can by a new MRI Machine for the colleges Health Sciences program. They a found a machine on sale for 25% of retail and it costs $4999.00.
Can you purchase it? No! What's missing? Justification, it's outside the scope of the SEELC project.

Example 2: The next SEELC meeting is at your college and you have been asked to locate a venue for the Thursday night dinner. "Bob's Tavern and Grill" is a great local restaurant and you are good friends with the owner Bob. Bob says that he would allow SEELC to use the private meeting room and for $50 will provide all the beer, wine, and well drinks that the consortium wants for the dinner.
Can you purchase it? No! What's missing? Unallowable, can't use grant funds to purchase alcohol.

Example 3: You have purchased all your approved items of equipment and still have an extra $100,000.00 in your Equipment Budget. You request and are given approval to purchase 1 HAAS Lathe. The HAAS Lathe normally costs $75,000.00 but the distributor has agreed to sell the Lathe to the college for $100,000.00 so that you can use the remainder of your Equipment budget and get the 10% indirect cost on the additional $25,000.00. It's a win-win all around. Can you purchase it? No! What's missing? It's Unreasonable to pay 133% of retail for an item, even if you have the money in the budget.

Appendix A: Consortium Reports

SEELC Grant Reporting Policy and Due Dates:

1.) Each SEELC Project is required to submit the following reports to the Consortium Director corresponding due dates. If the due date falls on a weekend or holiday the report is due the next business day (Project Manager)
   a. Monthly Project Dashboard Reports – due the 15th of each month
   b. Quarterly Narrative Progress Reports - due Jan 25th, Apr 25th, Jul 25th, & Oct 25th
   c. Copies of Quarterly Financial Report - due Jan 30th, Apr 30th, Jul 30th, & Oct 30th
2.) Each SEELC Project is required to submit a Quarterly Financial Report (ETA 9130) to the DOL - due Jan 30th, Apr 30th, Jul 30th, & Oct 30th (Business Office/Grants Accounting)
3.) SEELC Director is responsible for compiling and distributing Monthly Project Dashboard Reports by the 30th of each month
4.) SEELC Director is responsible for submission of the Consortium Quarterly Narrative Report and the Consortium Annual Performance Report, which aggregate the activities of all consortium members. Due dates – Feb 14th, May 15th, Aug 14th, & Nov 14th
5.) SEELC Director is responsible for compiling and distributing Outcome Analysis Reports within 45 days following the end of each quarter.
6.) The DOL may make other requests for reports and/or information. Due dates for project level submission shall be determined by the Consortium Director.

Monthly Dashboard Reports:

Samples of Project Level and Consortium Level Monthly Dashboard Reports can be found on page A-3

Below are links to Dashboard resources and past submissions:

- Blank Monthly Dashboard Report Templates
- Find Prior Submissions of Project Level Monthly Dashboard Reports
- Find Prior Submissions of Consortium Level Monthly Dashboard Reports

Quarterly Narrative and Financial Reports:

Samples of the following Quarterly Narrative Reports can be found on corresponding pages:

- Sample of the Project Level SEELC Quarterly Narrative Progress Report - page A-4
- Sample of the Consortium Level SEELC Quarterly Narrative Report submitted to DOL – page A-5

Below are links to Quarterly Report resources and past submission:

- Project Level Quarterly Report Templates (adopted 06/04/2015)
- Find Prior Submissions of Project Level Narrative & Financial Reports (by Quarter)
- Find Prior Submissions of Consortium Level Narrative Reports (submitted to DOL)
- Other Quarterly Report Resources

Annual Performance Reports:

Samples of the Annual Performance Report submitted to the DOL can be found on page A-6

Below are links to Annual Performance Report resources and past submissions:

- Year 1 APR
- Year 2 APR
- Year 3 APR
- Year 4 APR
- Support Documents and Resources

Outcomes Analysis Reports:

Samples of the Outcomes Analysis Report can be found on page A-7

Below are links to Outcomes Analysis Report resources and past submissions:

- Outcome Commitments by Each College by Year
- Outcomes Analysis Template (Excel)
- TAACCCT TA Guide for Reporting Documentation (02/19/14)
- Find Prior Outcomes Analysis Report (by Quarter)

Activities	Progress	Comments
Strategy 1: Develop National Standards-Based Career Pathway Opportunities		
1.1) Develop curriculum and credentials aligned to national industry standards and competencies with support from AWS and NIMS		
• Baseline current credentials and gaps		
• Prioritize early credentials needing to be implemented		
• Engage AWS and NIMS and implement partnership agreements		
1.2) Align national industry credential development to current TAACCCT projects and develop articulation options		
• Crosswalk credential implementation		
• Implement AWS SENSE Standards in SEELC		
• Sign articulation agreements across states based on standardized competencies		
1.3) Align national industry credential development to existing and new associate's degrees to foster educational options for participants		
• Begin degree approval process with state higher ed. Authorities		
• Develop hybrid courses aligned to associate's degrees		
1.4) Develop articulation agreements between non-credit to credit institutions, such as TN Technology Centers and 2+2 articulation agreements		
• Negotiate with non-credit partners		
• Develop credit transfer guide		
• Publish complete pathway guide		
1.5) Establish AWS Accredited Test Facilities (ATF) at each institution		
• AWS visits campus locations		
• Implement ATF standards		
• Enroll students in Certified Welding training		

1.6) Hire new full-time faculty and adjuncts with experience in industry in order to increase capacity for courses tied to national industry competencies and credentials		
• Develop model position description questionnaire		
• Advertise positions and screen candidates		
• Interview and hire		
1.7) Recruit and enroll program participants, conduct WorkKeys assessments and develop work-based learning opportunities		
• Develop recruiting materials		
• Conduct outreach through employers and community partners		
• Implement partnership referral process		
Strategy 2: Develop Ongoing Career Support and Post-Program Assessment of Competencies		
2.1) Hire Recruitment, Retention & Completion Coaches and Develop Standard Program Intake Procedures		
• Develop model position description questionnaire		
• Advertise positions and screen candidates		
• Interview and hire		
• Develop intake manual		
2.2) Establish Job Placement and Job Retention Strategies		
• Align credential design to current and future jobs		
• Establish job placement targets among partners		
• Develop "participant portfolios" for hiring		
2.3) Install REAL WELD trainers at institutions; conduct EWI training; engage employers in customized training opportunities		
• Purchase RW systems		
• Conduct faculty training and align curriculum		
• Develop assessment procedures		
• Align with AWS SENSE Standards		

2.4) Engage in continuous program improvement practices and third-party program evaluation		
• Procure third-party evaluator		
• Submit full evaluation plan to DOL		
• Implement evaluation protocols		
• Design continuous feedback mechanism		
• Establish DropBox site		
2.5) Collect Participant Data, Prepare DOL Quarterly Reports, Track Outcomes Data		
• Implement and train on ETO software data system		
• Submit quarterly reports on time		
• Develop outcomes dashboards		
• Establish informed consent guidelines and data sharing agreements		
Strategy 3: Develop Regional Collaborative to Address Worker Skill Needs		
3.1) Create Regional Collaborative council with WIBs, Econ. Dev. Agencies and employers		
• Identify partners		
• Develop charter and scope		
• Develop vision and mission		
3.2) Identify employer engagement unified strategies between community colleges, WIBs and Econ. Dev. Agencies		
• Benchmark existing efforts		
• Identify overlap		
• Develop MOU		
• Conduct collaborative, rather than competitive outreach		
3.3) Leverage existing and future resources, including discretionary grants, and collaborate on business relocation, recruitment and growth strategies		
• Align pathways to Econ. Dev. activities		
• Develop new partnerships		
• Research/publish workforce asset and infrastructure map		

Activities	Progress	Comments
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• Prioritize early credentials needing to be implemented		
• Engage AWS and NIMS and implement partnership agreements		
1.2) Align national industry credential development to current TAACCCT projects and develop articulation options		
• Crosswalk credential implementation		
• Implement AWS SENSE Standards in SEELC		
• Sign articulation agreements across states based on standardized competencies		
1.3) Align national industry credential development to existing and new associate's degrees to foster educational options for participants		
• Begin degree approval process with state higher ed. Authorities		
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• Negotiate with non-credit partners		
• Develop credit transfer guide		
• Publish complete pathway guide		
1.5) Establish AWS Accredited Test Facilities (ATF) at each institution		
• AWS visits campus locations		
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1.6) Hire new full-time faculty and adjuncts with experience in industry in order to increase capacity for courses tied to national industry competencies and credentials		
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2.1) Hire Recruitment, Retention & Completion Coaches and Develop Standard Program Intake Procedures		
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• Purchase RW systems		
• Conduct faculty training and align curriculum		
• Develop assessment procedures		
• Align with AWS SENSE Standards		

2.4) Engage in continuous program improvement practices and third-party program evaluation		
• Procure third-party evaluator		
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Activities	NeSCC	PALM	PSCC	POLK	RCC	VGCC	Comments
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Colors: Green_ finished, Yellow 50-84% finished, Red color indicates less than half-way finished.

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SEELC Quarterly Narrative Progress Report – Project Level

SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

SEELC Quarterly Narrative Progress Report – Project Level

Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants

College: Choose an item.

Project Name: Southeastern Economic & Education Leadership Consortium

Grant Number: TC-25008-13-60-A-47

Report Quarter Beginning: Click here to enter a date.

Report Quarter Ending: Click here to enter a date.

Date of Submission: Click here to enter a date.

Submitted By:

Section A: Grant Summary:

[NOTE] This section is an executive summary of grant activities for the quarter, and should serve as the annual summary each fourth quarter. In one page or two pages, please provide a short summary of all activities supported by the grant for the current quarter, highlighting key activities in line with the grant Statement of Work. This section is NOT intended to be a list of every meeting or communication.

In the box below, enter a summary of grant activities for this quarter or for the year if this is the 4th quarter:

Section B: Leveraged Resources:

U.S. Department of Labor defined Leveraged Resources:
[NOTE] Leveraged resources must be reported quarterly on the Financial Status Report (ETA- 9130). In addition, please use this section of the narrative to report leveraged resources used to support grant activities. Leveraged resources include both Federal and non-Federal funds, and may take the form of cash or in-kind contributions. Examples of inkind contributions include personnel services provided by volunteers or non-grantee staff, donated equipment, supplies, or space. This section may include an update on: (1) the organizations that contributed the resources; and (2) the ways in which the resources were used during the current quarter.

Please refer to Background for Match and Leveraged Resources for additional information and definitions:

https://www.dropbox.com/s/4tec2xxwwz8wkwp/DOLETA_MatchDefined.pdf?dl=0

In the LEFT column, list the organization(s) that contributed the leveraged resource(s) reported on your ETA- 9130. In the RIGHT column, provide an update on the way(s) in which the resource(s) were used during the last quester: (Add additional rows if needed)

#	Organization Name:	Update on the way in which the resources was used:
1.)		
2.)		
3.)		
4.)		
5.)		
6.)		
7.)		

Additional Comments:

During this quarter, did you receive any additional leveraged resources beyond what is listed in your statement of work (SOW)? Yes ☐ No ☐

NOTE: If you are unsure, the SEELC Statement of Work (SOW) can be found at the link below:
https://www.dropbox.com/s/thavfm0rwn4o22n/05202014_Project%20Workplan%20with%20dates.pdf?dl=0

Section C: Employer(s) Involvement:

[NOTE] This section should be used to: (1) discuss how the required employer(s) has been involved during the current phase of the project; (2) outline specific roles and contributions of the employer(s) during this quarter; (3) identify any challenges encountered/resolved in the development and management of the employer involvement; and (4) discuss new employers and commitments that may have been added to support the project.

A listing of SEELC Employer Partners and Roles can be found on page 19 of the Grant's Project Narrative or by using the link below:
[illegible]

(1) IMPROVEMENTS WITH EMPOYER PARTNERS: In the LEFT column list the Employer(s) name and in the RIGHT Column detail any improvements made during the quarter:

Employer partner name:	Improvements made this quarter:

(2) ROLES AND CONTRIBUTIONS: In the LEFT column list the Employer(s) name and in the RIGHT Column detail specific roles and contributions of the employer(s) this quarter:

Employer partner name:	Specific roles and contributions this quarter:

(3) CHALLENGES AND RESOLUTIONS: In the LEFT column list the Employer(s) name and in the RIGHT Column detail any challenges encountered/resolved in the development and management of the employer involvement

Employer partner name:	Challenges encountered/resolved this quarter:

(4) EMPLOYMENT OR COMMITMENTS: In the LEFT column list the Employer(s) name and in the RIGHT Column detail any new employment and commitments that may have been added to support the project.

Employer partner name:	Employment or Commitments:

(5) ADDITIONAL REQUIRED QUESTIONS:

Have you had any consultation or advisory meetings with business or employer partners during this quarter?	Yes ☐ No ☐
Were there any direct hires of program of study completers by employer partners during this quarter?	Yes ☐ No ☐
Were internships or other work-based learning opportunities posted during this quarter?	Yes ☐ No ☐
Did you acquire any additional employer partners during this quarter? (If Yes, Please list them below)	Yes ☐ No ☐
ADDITIONAL EMPLOYER PARTNERS: In the space below, list any additional Employer Partners	
1.)	
2.)	
3.)	
4.)	
5.)	
6.)	

Section D: Timeline for Grant Deliverables:

[NOTE] Activity updates will be taken from the monthly dashboards and will no longer be part of the Project Level Quarterly Narrative Reports.

STATUS: Please name sure to choose a Status: "Not Yet Started, Ongoing, Completed, or Cancelled" for each Deliverable. If you choose the "Cancelled" option, please attach a Memo signed by your College's Grant Signatory affirming that your Project is electing to cancel said deliverable.
For a list of Project Signatories, please refer to the link below:

https://www.dropbox.com/s/66d4ku5mqba791e/SEELC%20Grant%20Signatories.pdf?dl=0

ACTUAL START & END DATE: Please choose the Actual Start Date and Actual End Date for each deliverable. This is very important, especially if your project is the first to start work on a deliverable or the last to complete a deliverable because that dates becomes the Actual Start and End Date for the Consortium.

NOTES: Use this area to very briefly describe any work completely toward the deliverable during the quarter.

Deliverables Summary

ID#	Deliverable Title	Description	Status	Actual Start Date	Actual End Date	Notes
1	Strategy 1: Deliverable 1	New Career Pathways Featuring Stacked and Latticed Credentials is published	Choose an item.	Click here to enter a date.	Click here to enter a date.	
2	Strategy 1: Deliverable 2	Articulation agreements created—Non-credit to credit; 2+2; and multi-state	Choose an item.	Click here to enter a date.	Click here to enter a date.	
3	Strategy 1: Deliverable 3	AWS SENSE standards implemented at all SEELC colleges	Choose an item.	Click here to enter a date.	Click here to enter a date.	
4	Strategy 1: Deliverable 4	AWS ATF's implemented at all SEELC colleges	Choose an item.	Click here to enter a date.	Click here to enter a date.	

5	Strategy 1: Deliverable 5	New AWS and NIMS credentials offered at all SEELC colleges	Choose an item.	Click here to enter a date.	Click here to enter a date.	
6	Strategy 1: Deliverable 6	Manual identifying curriculum that can be implemented to industry standards as developed by TAACCCT grantees and SEELC	Choose an item.	Click here to enter a date.	Click here to enter a date.	
7	Strategy 1: Deliverable 7	New hybrid courses created	Choose an item.	Click here to enter a date.	Click here to enter a date.	
8	Strategy 1: Deliverable 8	Additional faculty hired	Choose an item.	Click here to enter a date.	Click here to enter a date.	
9	Strategy 1: Deliverable 9	All program management leadership hired	Choose an item.	Click here to enter a date.	Click here to enter a date.	
10	Strategy 1: Deliverable 10	Competency assessments provided identifying transferable skills and prior learning assessment	Choose an item.	Click here to enter a date.	Click here to enter a date.	
11	Strategy 1: Deliverable 11	Program participant targets are met	Choose an item.	Click here to enter a date.	Click here to enter a date.	
12	Strategy 1: Deliverable 12	SEELC colleges become NIMS accredited (RCC is already currently NIMS accredited and can serve as a mentor to other SEELC members.)	Choose an item.	Click here to enter a date.	Click here to enter a date.	

13	Strategy 2: Deliverable 1	Completion Coaches hired at all colleges	Choose an item.	Click here to enter a date.	Click here to enter a date.	
14	Strategy 2: Deliverable 2	Intake manual published	Choose an item.	Click here to enter a date.	Click here to enter a date.	
15	Strategy 2: Deliverable 3	Participant portfolio process implemented and available for participants	Choose an item.	Click here to enter a date.	Click here to enter a date.	
16	Strategy 2: Deliverable 4	REAL WELD competency assessment framework established	Choose an item.	Click here to enter a date.	Click here to enter a date.	
17	Strategy 2: Deliverable 5	REAL WELD alignment with AWS SENSE standards and common curriculum created	Choose an item.	Click here to enter a date.	Click here to enter a date.	
18	Strategy 2: Deliverable 6	NIMS post-program assessment created	Choose an item.	Click here to enter a date.	Click here to enter a date.	
19	Strategy 2: Deliverable 7	NIMS Machinist credential validation process implemented	Choose an item.	Click here to enter a date.	Click here to enter a date.	
20	Strategy 3: Deliverable 1	Regional Collaborative mission, vision and strategies statement	Choose an item.	Click here to enter a date.	Click here to enter a date.	

21	Strategy 3: Deliverable 2	WIA and other waiver opportunities identified to support collaborative	Choose an item.	Click here to enter a date.	Click here to enter a date.	
22	Strategy 3: Deliverable 3	MOU regarding employer engagement activities	Choose an item.	Click here to enter a date.	Click here to enter a date.	
23	Strategy 3: Deliverable 4	Workforce and Education asset and infrastructure map	Choose an item.	Click here to enter a date.	Click here to enter a date.	
24	Strategy 3: Deliverable 5	New partnerships with foundations, venture capital organizations and others	Choose an item.	Click here to enter a date.	Click here to enter a date.	

Section E: Key Issues and Technical Assistance Needs:

[NOTE] Summarize any significant issues or problems encountered during the quarter and resolution of previous issues and challenges identified in previous quarters. Describe any actions taken or plans for addressing issues, any question you have for DOL, and any need for assistance from DOL or others. If grantees have nothing to report, that should be specified.

Key Issue Title (30 characters)	
Type (see below)	Choose an item.
Narrative (500 characters)	

Key Issue Title (30 characters)	
Type (see below)	Choose an item.
Narrative (500 characters)	

Key Issue Title (30 characters)	
Type (see below)	Choose an item.
Narrative (500 characters)	

Type Definitions

Consortium Coordination - Grantee is the lead in a consortia and is having issues coordinating among colleges to meet grant, reporting, or other requirements.
Miscellaneous - Grantee is having an issue that does not neatly fit into one of the above categories.
Participant and Comparison Cohorts - Grantee is having issues with establishing participant or comparison cohorts.
Participant Recruiting and Training - Grantee is having issues with recruiting applicants into the program, or issues around educating participants that include (but are not limited to) one or more of the following: assessments, teaching strategies, strategies to boost completion rates, curriculum updates, prerequisites, skills deficiencies, matching training to industry needs, and student retention.
Partnerships - Grantee is having issues building or maintaining relationships with employers, local WIBS or One-Stops, or other partners, or related issues, such as funding, leveraged resources, and sustainability.
Reporting System - Grantee is having technical issues with the reporting system or other available tracking tools.
Fiscal - Grantee is having issues around purchase allowability, paperwork burdens, MOUs, or other administrative issues.
Other Reporting - Grantee is having performance outcome or reporting issues that do not involve their case management system, reporting definitions, or systems to track participants, such as coordinating academic calendar with reporting calendar, eligibility requirements, and product submission.
Participant Placement - Grantee is having issues placing participants into employment.
Participant Tracking - Grantee is having issues implementing processes for data collection on or from participants or using established processes effectively, including follow-up.
Reporting Definitions - Grantee is having issues understanding the data elements, reporting definitions, how to capture and report data accurately, or how to structure the program with the reporting definitions in mind.
Staffing - Grantee is having issues with high staff turnover, capacity of staff to handle workload, staff training, professional development or hiring/qualifications issues of position applicants.

Section F: Best Practices, Promising New Strategies & Success Stories:

[NOTE] This section should be used to describe promising approaches and innovative. Examples may include developing and implementing an outreach plan, developing new or enhancing existing curriculum, and creating new career assistance tools and resources. Throughout the implementation of the program, grantees may discover new strategies that emerge as a result of data-driven continuous improvement. The new strategies may or may not have significant levels of evidence at this point in the program; however, they should still be described here. As progress is made with a new and promising strategy, or as data/evidence is gathered to support it, grantees should document the progress and data/evidence each quarter. Grantees may also describe any lessons learned and how those lessons learned will be implemented.

1.) Best Practice or Promising New Strategy:	
Title (30 characters)	**Narrative (500 characters)**

2A.) Project Level Success Story: In the space below, briefly describe a project level success story that occurred during the quarter.

2B.) Participant Level Success Story: In the space below, briefly describe a participant's success story that occurred or came to light during the quarter.

Section G: Additional Outcome Information:

[NOTE] This section allows grantees to report any grant-specific outcomes not captured in other sections of the quarterly narrative progress report, including, but not limited to, any specific outcomes included in the statement of work. For every fourth quarterly report, this update may include additional information about activities and outcomes to supplement data submitted on the Annual Performance Report form.

Please feel free to attach additional support documents along with your report. When doing so, please provide the title and a brief description of the support document in this section.

Comments:

Quarterly Narrative Progress Report
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants

Project Name:
Southeastern Economic and Education Leadership Consortium (SEELC)
Grant Number:
TC-25008-13-60-A-47
Award Year:
2013
Report Quarter Ending:
06/30/2015
Date of Submission:
Not submitted

First Name:	**Last Name:**	**Title:**
Jonathan	Ellis	SEELC Program Director
Street Address:		
P.O. Box 22990		
City:	**State:**	**Zip Code:**
Knoxville	Tennessee	37933-0990
Phone Number:	**Extension**	**Email Address:**
8652147722		jbellis@pstcc.edu

A. Quarterly Summary for Grant Activities

The Consortium started the quarter with all Leadership in place (Program Director, Consortium Design Manager & all 6 Project Managers), Lara Sharp's position at POLK as Project Manager was filled by Jamie Rowan (POLK's Data & Outcomes Specialist). The Consortium started the quarter with 8 of 8 Completion Coaches in place and ended with 8 of 8 (Vacancies at PSSC and Palm Beach were filled during the quarter) and started the quarter with 4 of 4 Data and Outcome Specialist, however with Jamie Rowan's move to Project Manager at Polk, we ended the quarter with a vacancy in her former position. SEELC staff participated in weekly Administrative Oversight Committee Meetings, Student Success Meetings and bi-weekly Project Meetings including monthly meetings with the ICFI/TPMA Evaluation Team (3rd Party Evaluators). SEELC RCC hosted a 5 day NIMS certification training for machining faculty. SEELC NeSCC hosted the SEELC Consortium Meeting held this quarter. NeSCC also hosted the AWS CWI/CWE Training and Certification Test for SEELC Welding faculty. SEELC staff participated in DOL TAACCCT Webinars this quarter. SEELC staff participated in a Review of SEELC Performance Dashboard and status toward Grant Deliverables with SEELC SME Mason Bishop this quarter. Preparation for the Thomas P Miller & Associates Evaluation Visit to was completed in June. Scheduling of interviews with all SEELC staff, students, employer partners and faculty were completed in June

for their visit scheduled in early July.

B. Status Update on Leveraged Resources

Provide an update on the organizations that contributed the resources:
None this quarter

Provide an update on the ways in which the resources were used during the current quarter:
None this quarter

Comments:
None this quarter

During this quarter, did you receive any additional leveraged resources beyond what is listed in your statement of work?
No

C. Status Update on Employer(s) Involvement

Discuss how the required employer(s) has been involved during the current phase of the project.
The SEELC projects at POLK and VGCC saw improvements with their employer partners made this quarter. For POLK, JC Machine sponsored an open house at the employer's facility and Rockford-Ettco Procunier donated a manual mill/lathe to the college. For VGCC, both Alltech and Newton Industries committed to regular facility tours for students.

Outline specific roles and contributions of the employer(s) during this quarter.
At NeSCC, Eastman Wright Tool, AO Smith, & Bell Helicopter provided individual & group meetings, facility tours & presentations. At Palm, Ingalls Shipbuilding supplied students with employment. 7 local employers agreed to serve on an Advisory Committee. At PSCC, both Y12 &

DENSO agreed to be part of the 3rd party evaluation interviews. At Polk, partners are assisting the college in locating a CNC instructor, and at RCC, partners participated in an on campus job fair.

Identify any challenges encountered/resolved in the development and management of the employer involvement.
At NeSCC, Spherion is struggling economically an grant partnership in no longer a high priority. At PSCC, ORAU canceled Summer Additive Manufacturing Bootcamp. Polk was struggling to meet the manual mill/lathe training needs of Rockford-Ettco Procunier, resolved by employer donating a manual mill/lathe. At VGCC, issues arose with the tours of the Alltech facility. Also, the college has struggled with all partners in getting partners to commit to concrete steps for improvement.

Discuss new employers and commitments that may have been added to support the project.
At Polk, Mosaic Tile and Ferrera Tooling, Inc. At RCC, Machining Specialist, Inc., Pemmco, and RD Graham Electric.

Comments:
No additional comments for this quarter.

Have you had any consultation or advisory meetings with business or employer partners during this quarter?
Yes

Were there any direct hires of program of study completers by employer partners during this quarter?
Yes

Were internships or other work-based learning opportunities posted during this quarter?
Yes

Did you acquire any additional employer partners during this quarter?
Yes

D. Timeline for Grant Activities and Deliverables

General Comments:
During this quarter, the consortium focused a lot of attention on corrective action in terms of the Outcomes, Activities, and Deliverables of the grant. Corrective Action was the focus of our Consortium Wide Meeting at NeSCC in first week of June 2015. Following that meeting, the Consortium Director and Design Manager schedules individual Corrective Action Planning Workshops with each of the projects. Those workshops, which started in June 2015 have continued into the 4th quarter. Also following the June 2015 meeting, the consortium committed to examine and compile comprehensive documentation of all processes and procedures and complete a Grants Manual to aid all staff in SEELC grant operations. These projects will be completed by the end of the 4th quarter of Year 2.

How many programs are you planning to offer?

3

As of this quarter, how many programs have you launched to date?
3

Activity ID: 1
Status: Complete
Activity Type: Activity
Project Goal: Start-up
Narrative: Budget, staffing, reporting, consortium coordination
Expected Start: 10/01/2013
Expected End: 06/30/2014
Actual Start: 10/01/2013
Actual End: 10/01/2014
Notes: 03/05/2014: In progress

Activity ID: 2
Status: Ongoing
Activity Type: Activity
Project Goal: Conf. calls w/SEELC
Narrative: Discuss issues, challenges, and relevant info information
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 10/01/2013
Actual End:
Notes: 05/15/2015: All committees use conf. call and adobe connects for meetings Administrative Leadership Committee/Wed at 2PM. Student Success Committee/Wed at 10AM. Outcomes and Evaluation Committee meets monthly.
08/14/2015: All committees use conf. call and adobe connects for meetings Admin Leadership Committee/Wed at 2PM. Student Success Committee/Wed at 10AM. Outcomes and Evaluation Committee meets monthly. These meetings continued to take place throughout the quarter.

Activity ID: 3
Status: Ongoing
Activity Type: Activity
Project Goal: Consortium Meetings
Narrative: Consortium meetings will take place at a consortium college throughout the grant.
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 02/26/2014
Actual End:
Notes: 08/14/2014: The Consortium has help 2 meeting; A Kickoff meeting in Feb 2014 hosted by PSCC in Knoxville, TN and a Leadership Meeting and ETO New Admin Training in June 2014 in Baltimore, MD.
05/15/2015: 3rd SEELC Meeting was held in Sept 2014 at Randolph CC. 4th SEELC Meeting was

held in Jan 2015 at Palm Beach State.
08/14/2015: The 5th SEELC Meeting took place at NeSCC in June 2015. It was well attended.

Activity ID: 4
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.1
Narrative: 1.1)Develop curriculum/credentials aligned to national standard & competencies with AWS/NIMS support
Expected Start: 12/01/2014
Expected End: 09/30/2015
Actual Start: 06/02/2014
Actual End:
Notes: 05/15/2015: Current credentials and gaps have been base lined at 5 or 6 colleges. Prioritization of early credential implementation completed at 3 of 6 colleges. Partnership agreements with ASW and NIMS in place at 3 of 6 colleges.
08/14/2015: Current credentials and gaps have been base lined at 6 or 6 colleges. Prioritization of early credential implementation completed at 6 of 6 colleges. Partnership agreements with ASW and NIMS in place at 4 of 6 colleges.

Activity ID: 5
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.2
Narrative: 1.2) Align industry credential development to current projects & develop articulation options
Expected Start: 12/01/2014
Expected End: 09/30/2016
Actual Start: 12/01/2014
Actual End:
Notes: 08/14/2015: Crosswalk credential implementation has been completed at 4 of 6 colleges. Implement AWS SENSE Standards in SEELC has been completed at 4 of 6 colleges. Articulation agreements based on standardized competencies completed at 2 of 6 colleges.

Activity ID: 6
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.3
Narrative: 1.3) Align national industry credential development to existing and new associates degrees
Expected Start: 04/01/2014

Expected End: 09/30/2016
Actual Start: 04/01/2014
Actual End:
Notes: 05/15/2015: Approval process with state higher ed. authorities has been stated for all new program. All new program offerings have been approved. Hybrid Courses have been developed at 2 of 6 colleges.
08/14/2015: Approval process with state higher ed. authorities has been started for all new program. All new program offerings have been approved. Hybrid Courses have been developed at 3 of 6 colleges.

Activity ID: 7
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.4
Narrative: 1.4) Develop articulation agreements between non-credit to credit institutions
Expected Start: 07/01/2014
Expected End: 09/30/2016
Actual Start: 07/01/2014
Actual End:
Notes: 05/15/2015: 6 college have started to negotiate with non-credit partners within there individual service areas. POLK has developed a transfer guide & 4 of remaining 5 have started process. 3 colleges have started work on pathways guide.
08/14/2015: 5 college have negotiated non-credit partners within there individual service areas. 4 of 6 colleges have developed a transfer guide and others have start work. 3 of 6 colleges have completed pathways guide and the others have started work.

Activity ID: 8
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.5
Narrative: 1.5) Establish AWS Accredited Test Facilities (ATF) at each institution
Expected Start: 04/01/2014
Expected End: 09/30/2017
Actual Start: 10/01/2014
Actual End:
Notes: 05/15/2015: Recent changes in the AWS Accredited Test Facilities requirements have caused delays in the establishment of an ATF at SEELC colleges. We are currently developing a corrective action plan for this activity.
08/14/2015: 3 of the 6 colleges have enroll students in Certified Welding training. Palm has implemented ATF Standards.

Activity ID: 9
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.6
Narrative: 1.6) Hire new full-time faculty/adjuncts with experience in industry in order to increase capacity
Expected Start: 01/01/2014
Expected End: 09/30/2014
Actual Start: 08/01/2014
Actual End:
Notes: 05/15/2015: Model position desc. questionnaire has been developed and implemented at 5 or 6 colleges. All 6 colleges have advertised positions. Faculty have been hired at 4 of 6 colleges.
08/14/2015: Model position desc. questionnaire has been developed and implemented at 6 or 6 colleges. All 6 colleges have advertised positions. Faculty have been hired at 6 of 6 colleges.

Activity ID: 10
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 1.7
Narrative: 1.7) Recruit and enroll program participants, conduct WorkKeys, work-based learning opportunities
Expected Start: 04/01/2014
Expected End: 03/31/2016
Actual Start: 08/01/2014
Actual End:
Notes: 05/15/2015: A recruitment manual has been developed and implemented at 4 of 6 colleges and the remaining 2 are in progress. All 6 college are conducting outreach with 4 of 6 having a finalized process. 2 colleges have implemented a partner referral process.
08/14/2015: A recruitment manual has been developed and implemented at 6 of 6 colleges. All 6 college are conducting outreach with 6 of 6 having a finalized process. 4 colleges have implemented a partner referral process.

Activity ID: 11
Status: Complete
Activity Type: Activity
Project Goal: Activity 2.1
Narrative: 2.1) Hire Recruitment, Retention & Completion Coaches and Develop Standard Program Intake Procedures
Expected Start: 01/01/2014
Expected End: 09/30/2014
Actual Start: 04/01/2014

Actual End: 03/31/2015
Notes: 05/15/2015: All 6 colleges have hired Completion Coaches and have developed intake procedures.

Activity ID: 12
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 2.2
Narrative: 2.2) Establish Job Placement and Job Retention Strategies
Expected Start: 04/01/2014
Expected End: 09/30/2016
Actual Start: 11/03/2014
Actual End:
Notes: 08/14/2015: 5 of 6 colleges have Align credential design to current and future jobs. 4 of 6 colleges have Establish job placement targets among partners. 3 of 6 colleges have Develop "participant portfolios" for hiring.

Activity ID: 13
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 2.3
Narrative: 2.3) Install REAL WELD trainers at 5 institutions; conduct EWI training; engage employers.
Expected Start: 07/01/2014
Expected End: 06/30/2015
Actual Start: 09/01/2014
Actual End:
Notes: 05/15/2015: REAL-Weld system trainers have where installed at 5 of 5 colleges. We are currently working with EWI to facilitate ASW SENSE alignment.
08/14/2015: The sale of the Real Weld System Trainer technology to Lincoln has caused some delays. Also, colleges are reporting that industry partners are showing no interest in providing "master welder" information for the REAL Weld system trainers.

Activity ID: 14
Status: Complete
Activity Type: Activity
Project Goal: Activity 2.4
Narrative: 2.4) Engage in continuous program improvement practices and third-party program evaluation
Expected Start: 10/01/2013

Expected End: 09/30/2017
Actual Start: 08/25/2014
Actual End: 06/30/2015
Notes: 05/15/2015: 3rd Party Evaluator procured. Full evaluation plan submitted and approved. Evaluation protocols implemented. Mechanism for continuous feedback was designed at Jan 2015 SEELC meeting. Dropbox established and all staff have access.

Activity ID: 15
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 2.5
Narrative: 2.5) Collect Participant Data, Prepare DOL Quarterly Reports, Track Outcomes Data
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 02/04/2014
Actual End:
Notes: 05/15/2015: ETO implemented and staff trained. Quarterly reports submitted on-time.
08/14/2015: The consortium currently utilizes a system of reports to monitor grant progress toward outcomes and deliverables. Each project submits Monthly Dashboard Rpts on Activities, Quarterly Narrative Rpts, and Outcomes are monitored via ETO quarterly.

Activity ID: 16
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 3.1
Narrative: 3.1) Create Regional Collaborative council with WIBs, Econ. Dev. Agencies and employers
Expected Start: 01/01/2014
Expected End: 09/30/2017
Actual Start: 01/05/2015
Actual End:
Notes: 05/15/2015: Partners identified at 3 of 6 colleges.
08/14/2015: Partners identified at 6 of 6 colleges. Charter and scope develop at 4 of 6 colleges. Vision and mission statements developed at 3 of 6 colleges. All colleges are now working toward completion of this activity.

Activity ID: 17
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 3.2

Narrative: 3.2) Identify employer engagement unified strategies between colleges, WIBs & Econ. Dev. Agencies
Expected Start: 04/01/2014
Expected End: 09/30/2016
Actual Start: 01/05/2015
Actual End:
Notes: 05/15/2015: Polk State is the only Consortium member to make progress on this activity.
08/14/2015: Polk State has completed this activity. 4 of the remaining 5 colleges have made progress toward Benchmark existing efforts, Identify overlap, Developing MOU's, and Conduct collaborative, rather than competitive outreach.

Activity ID: 18
Status: Ongoing
Activity Type: Activity
Project Goal: Activity 3.3
Narrative: 3.3) Leverage existing & future resources
Expected Start: 10/01/2014
Expected End: 09/30/2016
Actual Start: 02/02/2015
Actual End:
Notes: 08/14/2015: 4 of 6 college have Aligned pathways to econ. dev. activities and the remaining have made progress. 4 of 6 college have Develop new partnerships and the remaining have made progress. PSCC have researched workforce asset and infrastructure map.

Deliverable ID: 1
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 1
Narrative: New Career Pathways Featuring Stacked and Latticed Credentials is published
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End:
Notes: 05/15/2014: Working on summary of program and course information including available credentials to be published & printed
08/14/2014: Credentials to be place and available after completion of AWS certs for education and testing.
11/13/2014: A comprehensive listing of all credentials, certificates, diplomas, and degrees offered at all 6 SEELC member colleges was compiled and is being loaded into the ETO system for participant tracking.
05/15/2015: 3 of 6 colleges (POLK, RCC, & VGCC) have completed this deliverable.
08/14/2015: 3 of 6 colleges (POLK, RCC, & VGCC) have completed this deliverable. The other 3 have made progress.

Deliverable ID: 2
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 2
Narrative: Articulation agreements createdNon-credit to credit; 2+2; and multi-state
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End:
Notes: 05/15/2014: Half of the Consortium institutions have begun the process of establishing articulation between Non-Credit and Credit internally.
08/14/2014: PSCC & NeSCC are actively working in partnership to establish a common core welding curriculum that is currently being developed and vetted by industry in both regions.
11/13/2014: Create transfer paths between non-credit courses & credit courses for welding program. A Common Core Welding Curriculum between NeSCC and PSCC is being developed.
05/15/2015: 1 of 6 colleges have completed this deliverable (PALM).
08/14/2015: 2 of 6 colleges have completed this deliverable (POLK & PALM)

Deliverable ID: 3
Status: Ongoing

Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 3
Narrative: AWS SENSE standards implemented at all SEELC colleges
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End:
Notes: 05/15/2014: PBSC is AWS D1.1 SENSE certified. 3 other Consortium institutions have stated the process of becoming SE,NSE certified
08/14/2014: 4 SEELC member colleges have started the process to become AWS SENSE certified. SEELC Director is working with AWS to establish a contract for AWS to provide training and guidance for each member institution to become SENSE certified.
05/15/2015: 2 of 6 colleges have completed this deliverable (PALM and POLK)
08/14/2015: 4 of 6 colleges have completed this deliverable (PALM, POLK, RCC, & VGCC)

Deliverable ID: 4
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 4
Narrative: AWS ATFs implemented at all SEELC colleges
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End:
Notes: 05/15/2014: Contract negotiations with AWS for Consortium wide services have begun. 2 consortium institutions have begun the AWS self-study work.
08/14/2014: SEELC Director is working with AWS to establish a contract for AWS to provide training and guidance for each member institution to become ATF's. Representatives from 3 member colleges attended AWS ATF Workshop in Indianapolis.
11/13/2014: Contract was signed with AWS to offer instruction and training for CWE/CWI for member college instructors. PBSC has scheduled AWS review visit. AWS Representative will be attending Jan 2015 SEELC Meeting.
05/15/2015: Training was delivered by AWS concerning ATF establishment at the Jan 2015 SEELC meeting at Palm Beach.
08/14/2015: CWI/CWE Training was provided for SEELC faculty at NeSCC in June 2015. POLK is no longer seeking AWS ATF due to contractual issues with Travins. PALM is currently the closest to establishing ATF.

Deliverable ID: 5
Status: Ongoing
Deliverable Type: Deliverable

Project Goal: Strategy 1: Deliverable 5
Narrative: New AWS and NIMS credentials offered at all SEELC colleges
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End:
Notes: 05/15/2014: Randolph is NIMS credentialed and will begin offering AWS credentials in August 2014.
11/13/2014: Both RCC and PBSC are NIMS accredited by the end of Year 1, Quarter 4.
05/15/2015: Workshop on becoming NIMS accredited was held at Jan 2015 SEELC meeting at Palm Beach. Dates for 2 Faculty Training for NIMS Certification were set for Summer 2015 at RCC and PALM.
08/14/2015: NIMS Training for Faculty was held at RCC in Apr 2015. Currently RCC and VGCC are offering either new AWS and/or NIMS credentials.

Deliverable ID: 6
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 6
Narrative: Manual identifying curriculum that can be implemented to industry standards as developed by TAACCCT
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 09/02/2014
Actual End:
Notes: 08/14/2014: Both PSCC & PBSC have started the process of developing custom training manuals for Welding & Engineering Technology.
05/15/2015: 1 of 6 colleges have completed this deliverable (VGCC)
08/14/2015: 2 of 6 colleges have completed this deliverable (VGCC & PALM)

Deliverable ID: 7
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 7
Narrative: New hybrid courses created
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 02/28/2014
Actual End:
Notes: 05/15/2014: Courses for Hybridization have been identified.
08/14/2014: At NeSCC, preliminary work to hybridize welding and machining courses to increase

capacity has begun. At RCC, hybridized MAC course may start as early as August 2014.
11/13/2014: Work to hybridize courses is continuing at all 6 SEELC member colleges.
05/15/2015: 1 of 6 colleges have completed this deliverable (RCC)
08/14/2015: SEELC colleges have been making progress toward completion, however no additional colleges completed this deliverable this quarter.

Deliverable ID: 8
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 8
Narrative: Additional faculty hired
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 06/02/2014
Actual End:
Notes: 08/14/2014: Contract faculty were hired to guide curriculum development for welding program at PSCC & PBSC. NeSCC advertised both full time and part-time faculty positions. RCC, 1 full time MAC faculty to begin July 2014 and 2 adjunct in Aug 2014.
11/13/2014: All SEELC funded faculty lines have been hired at VGCC. All other SEELC member colleges are continuing to hire new faculty in SEELC related programs.
05/15/2015: 2 of 6 colleges have completed this deliverable (RCC and VGCC)

Deliverable ID: 9
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 9
Narrative: All program management leadership hired
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 01/15/2014
Actual End: 01/05/2015
Notes: 05/15/2014: SEELC Program Director hired. Project Managers hired at PSCC, PSCC, RCC, and VGCC.
08/14/2014: Program Manager at VGCC resigned. Ken Wilson was hired as new VGCC Program Manager. PBSC Program Manager position advertised.
11/13/2014: Project Manager at PSC resigned. Lara Sharp was hired as new PM for PSC. Brandon Walters was hired as Consortium Design Manager (housed at PSCC).
02/13/2015: SEELC Director, SEELC Design Manager and PM's hired at all 6 member colleges.
05/15/2015: 6 of 6 colleges have completed this deliverable (PALM's PM was hired in Dec 2014 but did not start until 01/05/2015).

Deliverable ID: 10
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 10
Narrative: Competency assessments provided identifying transferable skills and prior learning assessment
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 01/30/2014
Actual End:
Notes: 05/15/2014: Initial meeting with WIB/WIA Assessment Specialist to discuss r administration of WorkKeys Assessments for SEELC Grant and method to provide results.
11/13/2014: NeSCC has almost completed contract negotiations with local WIB. Once completed, this will provide a much-needed source of assessment for SEELC.
05/15/2015: 1 of 6 colleges have completed this deliverable (RCC)

Deliverable ID: 11
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 11
Narrative: Program participant targets are met.
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 07/15/2014
Actual End:
Notes: 11/13/2014: Do to start-up delays and delays in staffing, Y1 targets were not met. However, we have started taking on participants at each SEELC member college had hope to make up ground in Year 2.
08/14/2015: Participant Targets are now being tracked regularly using the ETO system and reports are generated quarterly and shared with all the consortium colleges.

Deliverable ID: 12
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1: Deliverable 12
Narrative: SEELC college become NIMS accredited (RCC is already currently NIMS accredited and can serve as a m
Expected Start: 10/01/2013
Expected End: 09/30/2017

Actual Start: 06/02/2014
Actual End:
Notes: 05/15/2014: Contract negotiations with NIMS have started. NIMS will provide assistance in aiding accreditation process for 4 SEELC member institutions. Randolph CC & Palm Beach State have achieved NIMS accreditation and will serving as mentor schools.
08/14/2014: PBSC has completed NIMS accreditation requirements. SEELC and NIMS enter into contractual agreement to provide NIMS training and support to SEELC member colleges to obtain NIMS accreditation.
11/13/2014: Contract signed with NIMS to provide training and leadership to all SEELC member colleges. 5 Day faculty training scheduled for Summer 2015. 1 day Admin Training scheduled for Jan 2015.
05/15/2015: 1 of 5 colleges have completed this deliverable (PALM)

Deliverable ID: 13
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 1
Narrative: Completion Coaches hired at all colleges
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/03/2014
Actual End: 01/05/2015
Notes: 05/15/2014: Hiring process has started at all SEELC member institutions and one member has completed interviews.
11/13/2014: At the end of Quarter 4, Completion Coaches were hired and in place at 5 of 6 SEELC member colleges. PBSC should have a completions coach in place by end of Dec 2014.
02/13/2015: Completion Coaches have been hired at all 6 SEELC Member Colleges. Although, retention of personnel has been an issue.
05/15/2015: 6 of 6 colleges have completed this deliverable (PALM hired completions coach in Dec 2014 but she did not start until 01/05/2015).

Deliverable ID: 14
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 2
Narrative: Intake manual published
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/19/2014
Actual End: 06/25/2015
Notes: 05/15/2014: Working with Social Solutions and ETO Software Implementation Team.

SEELC has started the process of developing a comprehensive intake model that will leverage the full capabilities of the ETO software and the ENGAGE add-on.
08/14/2014: RFP for 3rd Party Evaluation services completed
11/13/2014: ETO Software has been implemented and staff training is ongoing. We started Beta testing the software. Participant definitions have been established and agreed upon by all SEELC member colleges.
02/13/2015: SEELC Standards for the Intake Process, Definitions, and Required Fields were agreed upon at the SEELC meeting at RCC in Sept 2014. Each member college then created their own Intake Manuals.
05/15/2015: 4 of 6 colleges have completed this deliverable (NeSCC, PSCC, POLK, and RCC). PALM and VGCC have established Intake Processes and created intake forms but have not yet put together their manuals.
08/14/2015: 6 of 6 colleges have completed this deliverable.

Deliverable ID: 15
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 3
Narrative: Participant portfolio process implemented and available for participants
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 06/02/2014
Actual End:
Notes: 08/14/2014: PSCC-Reviewing ePortfolio program through Career Cruiser. PBSC-Reviewing templates for portfolios.
05/15/2015: 1 of 6 colleges have completed this deliverable (RCC)
08/14/2015: 3 of 6 colleges have completed this deliverable (RCC, NeSCC, and VGCC)

Deliverable ID: 16
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 4
Narrative: REAL WELD competency assessment framework established
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 09/01/2014
Actual End:
Notes: 11/13/2014: REAL WELD system trainer have been installed at 3 of the 5 participating SEELC member colleges. *PBSC opted out of the REAL WELD system.
08/14/2015: REAL WELD system trainers have been installed at 5 of 5 colleges. Working with each college to establish their individualized competency assessment framework.

Deliverable ID: 17
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 5
Narrative: REAL WELD alignment with AWS SENSE standards and common curriculum created
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 08/24/2014
Actual End:
Notes: 11/13/2014: Contract established with EWI to provide AWS SENSE alignment for REAL WELD System Trainers. PSC will be the Beta Test before continuing on to the other SEELC member colleges.
02/13/2015: REAL WELD Trainers have been delivered at 4 of the 5 member colleges that were set to purchase them. Contract is in place with EWI to calibrate trainers to AWS SENSE Standards.
05/15/2015: SEELC Design Manager has been working closely with EWI and AWS to implement strategy to align AWS SENSE standards with REAL Weld Trainers. SENSE Standards have been obtained and specs sent to EWI. Alignment should take place this summer.

Deliverable ID: 18
Status: Not Yet Started
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 6
Narrative: NIMS post-program assessment created
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start:
Actual End:
Notes: No Notes Recorded for this Deliverable

Deliverable ID: 19
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2: Deliverable 7
Narrative: NIMS Machinist credential validation process implemented.
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 10/01/2014
Actual End:
Notes: 05/15/2015: 1 of 6 colleges have completed this deliverable (PALM - certified proctors oversee testing, business advisors measure student parts for NIMS credentials. Palm receives

original credentials from NIMS and forward to students after copies add to file)

Deliverable ID: 20
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3: Deliverable 1
Narrative: Regional Collaborative mission, vision and strategies statement
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 03/26/2014
Actual End:
Notes: 05/15/2014: The Admin Oversight Committee has started the process of developing a mission and vision statement for each project and the Consortium as a whole.
11/13/2014: Draft has been started but not yet vetted with internal stake holders and local leaders.
05/15/2015: 1 of 6 college completed deliverable (VGCC)
08/14/2015: 2 of 6 college completed deliverable (VGCC & PALM)

Deliverable ID: 21
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3: Deliverable 2
Narrative: WIA and other waiver opportunities identified to support collaborative
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 01/30/2014
Actual End:
Notes: 05/15/2014: 3 of the consortium member institutions have met with WIA/WIB to discuss details of partnership & identify opportunities to support collaborative.
11/13/2014: CareerSource Polk has hired a SEELC funded program specialist.
08/14/2015: With WIOA, states will be revisiting waivers and what waivers are allowed. Colleges will track waivers being requested by states; however, this issue is probably moot due to WIOA transition.

Deliverable ID: 22
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3: Deliverable 3
Narrative: MOU regarding employer engagement activities
Expected Start: 10/01/2013
Expected End: 09/30/2017

Actual Start: 03/17/2014
Actual End:
Notes: 05/15/2014: SEELC Member has started the process of developing MOU's with industry partners.
05/15/2015: 1 of 6 college completed deliverable (VGCC)
08/14/2015: 2 of 6 college completed deliverable (VGCC & PALM)

Deliverable ID: 23
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3: Deliverable 4
Narrative: Workforce and Education asset and infrastructure map
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 06/02/2014
Actual End:
Notes: 08/14/2014: NeSCC & PSCC are partnering to develop a Workforce & Education asset map applicable to the East Tennessee region.
11/13/2014: Northeast State and Pellissippi State will partner to develop a Workforce and Education asset map applicable to the State
08/14/2015: Greater understanding of this deliverable has allowed each college to make progress toward completion of the deliverable this quarter. Completion by the majority of colleges (if not all) should be obtained within the next 2 quarters.

Deliverable ID: 24
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3: Deliverable 5
Narrative: New partnerships with foundations, venture capital organizations and others
Expected Start: 10/01/2013
Expected End: 09/30/2017
Actual Start: 08/25/2014
Actual End:
Notes: 11/13/2014: PSCC is in discussions to partner with OSD and Dept of Energy to recruit and educated veterans for jobs in additive manufacturing.
08/14/2015: The consortium members will continue to document ways their college can track foundation funding opportunities and ways to engage other organizations to attract funding opportunities.

F. Key Issues and Technical Assistance Needs

Title	Description
UI Wage Records in TN	It is difficult to obtain all participants' employment information without access to UI Wage Records in TN.
Recruitment and Retention	Recruitment of faculty and the retention of staff has been an issue from the start of the grant. This is not isolated to one college, these issues have affected each member of the consortium.
Local WIB lack of involvement	VGCC has repeatedly looked to secure substantive workforce board support and involvement and have as of yet to receive substantial response from the organization. Local workforce boards have not provided a single unemployed individual for referral even after several meetings discussing the issue and promises to do so. Work force board has turned over and new staff is coming on as of July 2015. No word yet on who and when they will be available.
Participant Employment	We have instituted a process of trying to secure agreements from local industry to provide recommended students a pathway to employment. To date we have been unable to obtain the industry investment/promise to provide students with a preference.
Industry Partners	VGCC is continually receiving industry feedback that potential employees are untrained and possess no "soft Skills". We could embed training into our programs if we could secure from industry the specific skills and training they would desire in a potential person other than "someone to come to work"

G. Best Practices, Promising New Strategies and Success Stories

Best Practices and Promising New Strategies

1 Peer to peer discussion
Peer to peer discussion on industry input: VGCC has secure the assistance of a local industry owner to discuss the input that industry should have with the CC. He has made it his mission to convert industry thinking on apprenticeships and CC training and programs.

Success Stories

1 None to report this quarter.

No success stories to report for this quarter.

H. Additional Outcome Information

No additional information at this time.

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OMB No. 1205-0489
Expiration Date: 03/31/2015

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TAACCCT Round 2 APR Target-To-Actual Thermometer

(Based on submitted Year 1 Data)

A. GRANTEE INFORMATION

1. Grantee Name:	Pellissippi State Community College	**2. Grant Number:**	TC-25008-13-60-A-47
3. Round:	3	**4. APR Submission Date:**	11/13/2014 at 03:48:52

Year 1

B. ACTUAL-TO-TARGET COMPARISON: YEAR 1	NUMBER FROM APR	TARGET FROM SOW (numerator)	PERCENT OF TARGET NUMBER ACHIEVED	ACTUAL RATE/AVG OUT OF ELIGIBLE PARTICIPANTS
1. Total Unique Participants Served (B.1)	173	390	44%	N/A
2. Total Number of Participants Completing a TAACCCT-Funded Program of Study (B.2)	8	152	5%	5%
3. Total Number of Still Retained in Their Program or Other TAACCCT-Funded Program (B.3)	164	192	85%	95%
4. Total number of Participants Completing Credit Hours (5A)	61	233	26%	35%
5. Total Number of Participants Earning Credentials (6A + 6B + 6C)	8	315	3%	5%
6. Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion (B.7)	0	40	0%	0%
7. Total Number of Participants Employed After TAACCCT-Funded Program of Study Completion (B.8)	0	134	0%	0%
8. Total Number of Participants Retained in Employment After TAACCCT-Funded Program of Study Completion (B.9)	0	114	0%	0%
9. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enroment (B.10)	8	60	13%	N/A

TOTAL(Auto-calculated)

F. ACTUAL-TO-TARGET COMPARISON: TOTAL	NUMBER FROM APR	TARGET FROM SOW (numerator)	PERCENT OF TARGET NUMBER ACHIEVED	ACTUAL RATE/AVG OUT OF ELIGIBLE PARTICIPANTS
1. Total Unique Participants Served (B.1)	173	1736	10%	N/A
2. Total Number of Participants Completing a TAACCCT-Funded Program of Study (B.2)	8	1074	1%	5%
3. Total Number of Still Retained in Their Program or Other TAACCCT-Funded Program (B.3)	164	522	31%	95%
4. Total number of Participants Completing Credit Hours (5A)	61	935	7%	35%
5. Total Number of Participants Earning Credentials (6A + 6B + 6C)	8	1329	1%	5%
6. Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion (B.7)	0	277	0%	0%
7. Total Number of Participants Employed After TAACCCT-Funded Program of Study Completion (B.8)	0	991	0%	0%
8. Total Number of Participants Retained in Employment After TAACCCT-Funded Program of Study Completion (B.9)	0	787	0%	0%
9. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enroment (B.10)	8	377	2%	N/A

* ACTUAL RATE/AVG calculated as follows:

2. Total Number of Participants Completing a TAACCCT-Funded Program of Study / Total Unique Participants Served (enrollees)
3. Total Number Still Retained in Their Program or Other TAACCCT-Funded Program / Total Unique Participants Served (enrollees)
4. Total Number of Participants Completing Credit Hours / Total Unique Participants Served (enrollees)
5. Total Number of Participants Earning Credentials / Number of participants served (enrollees)
6. Total Number of Participants Enrolled in Further Education After TAACCCT-Funded Program of Study Completion / Total Number of Participants Completing a TAACCCT-Funded Program of Study
7. Total Number of Participants Employed After TAACCCT-Funded Program of Study Completion / Total Number of Participants Completing a TAACCCT - Funded Program of Study
8. Total Number of Participants Retained in Employment After TAACCCT-Funded Program of Study Completion / Total Number of Participants Employed After TAACCCT-Funded Program of Study Completion

This document only contains information on performances as reported in the Annual Performance Report, which is only one aspect on which grantees are evaluated. Capacity building, the primary focus of the TAACCCT grants, is not reflected in this thermometer.

Form ETA-9160

ANNUAL PERFORMANCE REPORT - Table 1
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS

Expires: 03/31/2015 OMB No. 1205-0489

A. GRANTEE IDENTIFYING INFORMATION

Grantee Name: Pellissippi State Community College **Grant Number:** TC-25008-13-60-A-47
Project Name: Southeastern Economic and Education Leadership Consortium (SEELC)
Grantee Address
Address 1: 10915 Hardin Valley Rd Address 2:
City: Knoxville Zip: 37932
Report Year End Date: 09/30/2014 **Report Due Date:** 11/14/2014

Performance Items	Year 1 (A)
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)	
1. Unique Participants Served/Enrollees	173
2. Total Number Who Have Completed a Grant-Funded Program of Study	8
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	8
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	164
4. Total Number Retained in Other Education Program(s)	0
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	1908
5a. Total Number of Students Completing Credit Hours	61
6. Total Number of Earned Credentials (aggregate across all enrollees)	10
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	8
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0
7. Total Number Pursuing Further Education After Program of Study Completion	0
8. Total Number Employed After Program of Study Completion	0
9. Total Number Employed After Retained in Employment After Program of Study Completion	0
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	8
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)	
1a. Male	170
1b. Female	3
2a. Hispanic/Latino	7
2b. American Indian or Alaskan Native	2
2c. Asian	2
2d. Black or African American	24
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	136
2g. More Than One Race	2
3a. Full-Time Status	103
3b. Part-Time Status	69
4. Incumbent Workers	113
5. Eligible Veterans	37
6. Participant Age (mean)	31.80
7. Persons with a Disability	10
8. Pell-grant eligible	55
9. TAA-eligible	28

10. Other Demographic Measure (Optional - Entered by Applicant)	View C10 in the end of table 1

D. ACHIEVEMENTS AND SUCCESSES

1. Summarize your most innovative achievement or your greatest success story from the previous year.

Having just completed the first year of the grant, most of our success stories are foundational in nature, but I found them impressive none the less. The SEELC grant is a Round 3, multi-state, consortium grant with 6 partner colleges, with 2 colleges in TN, 2 in FL, and 2 in NC. I think that our greatest success for year one is our communication strategy. Despites our vast geographical diversity, we have met 3 time in year 1 and talk regularly via conference calls/video conferencing software. Our standing committees talk every Wednesday and the Program Director talks with each member college every other Tuesday.

F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS

1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address:

(1) the number of TAA Eligible individuals who participated in TAACCCT funded programs,

28
(2) how many TAA eligible individuals enrolled and obtained credentials, certificates or degrees,

0
(3) how many TAA eligible individuals enrolled and *did not* obtain credentials, certificates or degrees,

28
(4) the average duration and whether the duration of education and training was longer or shorter for those individuals than for other non-TAA eligible participants.
52

(5) How does this training duration to date compare to that of non-TAA eligible participates?

No difference in the duration for TAA-eligible individuals and non-TAA eligible individuals

You may use observations or participant records to compile and summarize this information.
The number of TAA-eligible individuals has increased in each of the member college's service areas since the time of the grant submission.

Report Certification / Additional Comments

Grantee Remarks:	After accessing the APR on the DOL Grantee Reporting System, I noticed that the Participant Outcomes table in Section B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS), does not match the Participant Outcomes listing on page 76 of the TAACCCT Round 3 SGA, nor the Outcomes and Outputs Section on page 35 of the SEELC Proposal. It was somewhat concerning to discover that the APR for Round 3 had not been updated to match the SGA.

Name of Grantee Certifying Official:	Telephone Number:	Email:
L. Anthony Wise	8656946616	president@pstcc.edu

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

OUTCOMES RANKINGS

JBE

1

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

Performance Report by College to Date with SEELC Totals

JBE

2

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

NeSCC PALM PSCC POLK RCC VGCC

Performance Report by College by Year

JBE

3

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [NeSCC] Northeast State Community College

JBE

4

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [PALM] Palm Beach State College

JBE

5

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [PSCC] Pellissippi State Community College

JBE

6

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [POLK] Polk State College

JBE

7

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [RCC] Randolph Community College

JBE

8

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

College: [VGCC] Vance-Granville Community College

9

SEELC Grant - Year 1 ARP and 07/08/2015 ETO Data

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10

Program Outcome Commitments by College by Year with SEELC Yearly and Project Totals

11

NeSCC on 7/8/2015 - Report ran by JBE

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TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	18	127		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	0	37		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0	20		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	18	102		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	2,228		
5a. Total Number of Students Completing Credit Hours	0	142		
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	39		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	3		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	4		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	32		
7. Total Number Pursuing Further Education After Program of Study Completion	0	1		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	3		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	17	123		
1b. Female	1	4		
Ethnicity/Race 2a. Hispanic/Latino	0	2		
2b. American Indian or Alaskan Native	0	0		
2c. Asian	0	0		
2d. Black or African American	0	1		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	18	120		
2g. More Than One Race	0	5		
Degree 3a. Full-time Status	16	106		
3b. Part-time Status	2	21		
Other Demographics 4. Incumbent Workers	12	78		
5. Eligible Veterans	7	10		
6. Participant Age (Mean)	26	26		
7. Persons with a Disability	5	5		
8. Pell-Grant Eligible	9	67		
9. TAA Eligible	0	9		
Other Demographic measure (Optional - Entered by Applicant)				

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PALM on 7/8/2015 - Report ran by JBE

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TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	8	29		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	8	1		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	8	0		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	1		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	0		
5a. Total Number of Students Completing Credit Hours	0	0		
6. Total Number of Earned Credentials (aggregate across all enrollees)	8	2		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	8	0		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	1		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	0		
7. Total Number Pursuing Further Education After Program of Study Completion	0	0		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	8	0		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	8	29		
1b. Female	0	0		
Ethnicity/Race 2a. Hispanic/Latino	2	4		
2b. American Indian or Alaskan Native	0	0		
2c. Asian	1	0		
2d. Black or African American	2	2		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	2	25		
2g. More Than One Race	1	1		
Degree 3a. Full-time Status	0	2		
3b. Part-time Status	8	0		
Other Demographics 4. Incumbent Workers	8	21		
5. Eligible Veterans	0	3		
6. Participant Age (Mean)	27	26		
7. Persons with a Disability	0	1		
8. Pell-Grant Eligible	0	0		
9. TAA Eligible	0	0		
Other Demographic measure (Optional - Entered by Applicant)				

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PSCC on 7/8/2015 - Report ran by JBE

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TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	12	47		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	0	0		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0	0		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	51		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	292		
5a. Total Number of Students Completing Credit Hours	0	16		
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	0		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	0		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	0		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	0		
7. Total Number Pursuing Further Education After Program of Study Completion	0	0		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	0		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	12	42		
1b. Female	0	5		
Ethnicity/Race 2a. Hispanic/Latino	0	2		
2b. American Indian or Alaskan Native	0	1		
2c. Asian	0	1		
2d. Black or African American	0	2		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	11	42		
2g. More Than One Race	0	1		
Degree 3a. Full-time Status	0	13		
3b. Part-time Status	0	29		
Other Demographics 4. Incumbent Workers	6	33		
5. Eligible Veterans	10	8		
6. Participant Age (Mean)	35	34		
7. Persons with a Disability	3	0		
8. Pell-Grant Eligible	4	7		
9. TAA Eligible	1	2		
Other Demographic measure (Optional - Entered by Applicant)				

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POLK on 7/8/2015 - Report ran by JBE

Social Solutions

TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	25	137		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	1	104		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	1	44		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	50		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	791		
5a. Total Number of Students Completing Credit Hours	0	26		
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	107		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	102		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	1		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	4		
7. Total Number Pursuing Further Education After Program of Study Completion	0	24		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	0		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	25	128		
1b. Female	0	7		
Ethnicity/Race 2a. Hispanic/Latino	1	3		
2b. American Indian or Alaskan Native	0	0		
2c. Asian	0	1		
2d. Black or African American	0	32		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	22	94		
2g. More Than One Race	1	6		
Degree 3a. Full-time Status	0	42		
3b. Part-time Status	0	89		
Other Demographics 4. Incumbent Workers	0	74		
5. Eligible Veterans	1	20		
6. Participant Age (Mean)	32	31		
7. Persons with a Disability	0	9		
8. Pell-Grant Eligible	0	57		
9. TAA Eligible	0	11		
Other Demographic measure (Optional - Entered by Applicant)				

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RCC on 7/8/2015 - Report ran by JBE

Social Solutions

TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	71	57		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	0	41		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0	13		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	69	73		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	1,908	1,719		
5a. Total Number of Students Completing Credit Hours	61	102		
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	37		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	8		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	0		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	29		
7. Total Number Pursuing Further Education After Program of Study Completion	0	1		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	0		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	69	56		
1b. Female	2	1		
Ethnicity/Race 2a. Hispanic/Latino	1	2		
2b. American Indian or Alaskan Native	2	0		
2c. Asian	0	1		
2d. Black or African American	4	1		
2e. Native Hawaiian or Other Pacific Islander	1	0		
2f. White	61	52		
2g. More Than One Race	1	1		
Degree 3a. Full-time Status	45	25		
3b. Part-time Status	24	27		
Other Demographics 4. Incumbent Workers	31	31		
5. Eligible Veterans	14	7		
6. Participant Age (Mean)	36	26		
7. Persons with a Disability	1	4		
8. Pell-Grant Eligible	0	31		
9. TAA Eligible	28	6		
Other Demographic measure (Optional - Entered by Applicant)				

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VGCC on 7/8/2015 - Report ran by JBE

Social Solutions

TAACCCT
Annual Performance Report 2.0

The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT
TAA Community College and Career Training Grants
Report Date Range: 10/1/13 - 9/30/14

Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
A. GRANTEE IDENTIFYING INFORMATION				
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	2	48		
2. Total Number of Participants Who Have Completed a Grant-Funded Programs of Study	0	0		
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0	0		
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	0		
4. Total Number Retained in Other Education Program(s)	0	0		
5.. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	0		
5a. Total Number of Students Completing Credit Hours	0	0		
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	0		
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	0		
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	0		
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	0		
7. Total Number Pursuing Further Education After Program of Study Completion	0	0		
8. Total Number Employed After Program of Study Completion	0	0		
9. Total Number Retained in Employment After Program of Study Completion	0	0		
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	0		
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION (ALL GRANT PARTICIPANT'S)				
Gender 1a. Male	2	46		
1b. Female	0	0		
Ethnicity/Race 2a. Hispanic/Latino	0	3		
2b. American Indian or Alaskan Native	0	7		
2c. Asian	0	0		
2d. Black or African American	1	14		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	1	24		
2g. More Than One Race	0	0		
Degree 3a. Full-time Status	0	0		
3b. Part-time Status	0	0		
Other Demographics 4. Incumbent Workers	0	4		
5. Eligible Veterans	0	0		
6. Participant Age (Mean)	38	25		
7. Persons with a Disability	0	0		
8. Pell-Grant Eligible	0	7		
9. TAA Eligible	0	0		
Other Demographic measure (Optional - Entered by Applicant)				

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Appendix B: Consortium Forms

SEELC Grant Intake Policy: Each SEELC Project will develop and maintain its own Intake Manual, containing the project's Intake Form and detailing the project's intake processes using SEELC approved participant definitions and DOL guidelines.

Below one can find links to each college's Intake Manual and Intake Form. Sample Intake Forms are also included in this appendix.

- **Northeast State Community College (NeSCC)**
  - Intake Manual
  - Intake Form: page B-2
- **Palm Beach State College (PALM)**
  - Intake Manual
  - Intake Form: page B-3
- **Pellissippi State Community College (PSCC)**
  - Intake Manual
  - Intake Form: page B-4
- **Polk State College (POLK)**
  - Intake Manual
  - Intake Form: page B-5
- **Randolph Community College (RCC)**
  - Intake Manual
  - Intake Form: page B-6
- **Vance-Granville Community College (VGCC)**
  - Intake Manual
  - Intake Form: page B-7

SEELC Forms: Below one can find links to other SEELC Forms for Participant Tracking and Staff Access. Samples are also included in this appendix.

Participant Forms:
Participant File Checklist: page B-8
Participant Contact Note: page B-9
Employment Form (Non-incumbent): page B-10
Retention Form (Incumbent): page B-11

Staff Forms:
Staff Access Request Form: page B-12

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

Participant Application
Please Print

Program participating in:
____ **Machining**
____ **Manufacturing**
____ **Welding** (SEELC Staff)

PARTICIPANT INFORMATION

Last Name:	**First:**	**M.I.:**	**Case**#(to be completed by SEELC Staff)
Primary Address:			**Student ID#**
City:			**Social Security #:**
State:	**Zip:**	**County:**	**Date of Birth:**
Home Phone:	**Cell Phone:**		**Email Address:**
Work Phone:			**Alternate Contact Name/Relation/Phone:**

GENERAL INFORMATION

Gender:	**Ethnicity:**	**Marital Status:**	**Race:**
☐ Male	☐ Hispanic/Latino	☐ Single	☐ American Indian/ Alaskan Native ☐ Asian
☐ Female	☐ Non-Hispanic/Latino	☐ Married	☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander
			☐ Multi-Racial ☐ White ☐ Other ________________

Citizenship Status:

☐ U. S. Citizenship ☐ Lawfully admitted alien with right to work

Are you a Veteran? ☐ Yes ☐ No

If Yes < = 180 days? ☐ Yes ☐ No

Are you eligible for Veteran's benefits at NeSCC? ☐ Yes ☐ No

Are you eligible for Pell Grant? ☐ Yes ☐ No

Are you eligible for TAA Benefits? ☐ Yes ☐ No

Do you acknowledge a disability? ☐ Yes ☐ No

Are you currently employed? ☐ Yes ☐ No

If so, where are you employed? ________________________

If so, what is your hourly wage? ___________

AND hours/week? ______________

Are you currently laid-off from your last job? ☐ Yes ☐ No

If so, are you receiving unemployment benefits? ☐ Yes ☐ No

EDUCATION INFORMATION

Attending Northeast State : ☐ Full Time ☐ Part Time

Working towards: ☐ Certificate ☐ Degree

Major/Concentration____

Projected Graduation Date________________

Certification(s) Obtained :____

I understand that my participation in the SEELC Grant program is voluntary. By signing below I consent to participate in the SEELC Grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal agencies for the duration of the grant. All information provided is for the sole use of the purpose of the SEELC Grant program and will be maintained securely and confidentially.

Participant's Signature: ________________________________ **Date:** ____________ **SEELC Staff Initials:** ______

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

Palm Beach State College
Participant Application

Program participating in:
___ Machining
___ Welding Technology

PARTICIPANT INFORMATION			
Last Name:	First:	M.I.:	Student ID#
Primary Address:			Social Security #:
City:			Date of Birth:
State:	Zip:	County:	Email Address:
Home Phone:			Alternate Contact Name/Relation/Phone:
Cell Phone:			
Work Phone:			

GENERAL INFORMATION			
Gender: ☐ Male ☐ Female	Ethnicity: ☐ Hispanic/Latino ☐ Non-Hispanic/Latino	Marital Status: ☐ Single ☐ Married	Race: ☐ American Indian/ Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander ☐ Multi-Racial ☐ White ☐ Other ______________

Citizenship Status:

☐ U. S. Citizenship ☐ Lawfully admitted alien with right to work

Are you a Veteran? ☐ Yes ☐ No

Are you eligible for Veteran's benefits? ☐ Yes ☐ No

Do you acknowledge a disability? ☐ Yes ☐ No

Are you eligible for Pell Grant? ☐ Yes ☐ No

Are you eligible for TAA Benefits? ☐ Yes ☐ No

Are you currently employed? ☐ Yes ☐ No

Company: ________________________________

Job Title: ________________________________

If so, what is your hourly wage and hrs/wk? ____________

Are you currently laid-off from your last job? ☐ Yes ☐ No

If so, are you receiving unemployment benefits? ☐ Yes ☐ No

I understand that my participation in the SEELC Grant program is voluntary. By signing below I consent to participate in the SEELC Grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principle purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal

Revision June 1, 2015

agencies for the duration of the grant. All information provided is for the sole use of the purpose of the SEELC Grant program and will be maintained securely and confidentially.

Participant's Signature: _________________________________ Date: ___________________________

COMMENTS:

General
Release of Information

Student Name: ___________________________ SSN (last 4 only): _XXX-XX-___

I hereby give permission for Palm Beach State College and TAACCCT grant to obtain and/or disclose my past, present, and future information or records that may be needed for eligibility determination, monitoring and follow-up purposes. This information may include, but shall not be limited to: school records, grade records, attendance records, employment information, medical records, public assistance records, employment information and vocational rehabilitation assessment or evaluation tools. A photocopy/facsimile of this signed consent form may be used to obtain/release information authorized by signature on this form.

It is also my understanding that any information obtained by the above organization will be held in strict confidence.

I understand that I may revoke this consent at any time by providing a written statement indicating that my consent to the release of information is no longer given to the party (parties) previously granted permission.

____ ________________
Student Signature Date

If under 18 years of age, it is required to have a parent or legal guardian sign:

__________________________________ ___________________________
Parent/Guardian (Please print legibly) Parent/Guardian signature

Worker Rights under Federal Law

Americans with Disabilities Act	Ask for a Disability Navigator – located in the local workforce One Stop offices. The ADA information line: 800-514-0301 (voice) 800-514-0383 (TDD)
Fair Labor Standards Act	FLSA general information: (202) 606-1800 TTY: (202) 606-2582
Civil Rights Laws	State Contact: Peter De Haan (850) 245-7167
Equal Pay Act	State Contact: Peter De Haan (850) 245-7167

Revision June 1, 2015

PRIVACY ACT STATEMENT: *Pursuant to 42 U.S.C. 1320b-7 (a) (1) (Social Security Act) and 7 C.F.R. 273.6, disclosure of your social security number is* ***mandatory****. Social security numbers will be used by the Agency for program administration including verification purposes, distinguishing one individual from another, and for tracking and reporting purposes.*

Revision June 1, 2015

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

Participant Application

Please Print

PSCC Program participating in:
___ Machining
___ Manufacturing

PARTICIPANT INFORMATION					
Last Name:		First:	M.I.:	Case#(to be completed by SEELC Staff)	
Street Address:				Student ID#	
City:			State:	Social Security #:	
Zip:	County:	Home Phone:		Date of Birth: (mm/dd/yyyy)	
Cell Phone:		Work Phone:		Email Address:	
Current Employer:				Alternate Contact Name/Relation/Phone:	
Employer Address: (Street, City, State, Zip)					

GENERAL INFORMATION			
Gender:	Marital Status:	Ethnicity:	Citizenship Status:
☐ Male	☐ Single	☐ Hispanic/Latino	☐ U. S. Citizenship
☐ Female	☐ Married	☐ Non-Hispanic/Latino	☐ US Permanent Resident
			☐ Lawfully admitted alien with right to work

Race:	
☐ American Indian/ Alaskan Native ☐ Asian	Are you a Veteran? ☐ Yes ☐ No
☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander	Are you eligible for Veteran's benefits? ☐ Yes ☐ No
☐ White ☐ Multi-Racial ☐ Other _______________	Eligible for Pell Grant? ☐ Yes ☐ No
	Eligible for TAA Benefits? ☐ Yes ☐ No
	Are you currently employed? ☐ Yes ☐ No
	Are you currently laid-off from your last job? ☐ Yes ☐ No

EDUCATION INFORMATION

Are you currently enrolled in college: ☐ Yes ☐ No If yes, are you attending: ☐ Full Time or ☐ Part-Time

Degrees/Certificates Seeking: ____ Projected Grad. Date:_________

Highest Grade Completed: ☐ GED ☐ HS Diploma ☐ Voc. Cert ☐ AA/ AS Degree ☐ BA/BS ☐ Master's +

SEELC Participant Intake Form 07/14/2015

I understand that my participation in the SEELC Grant program is voluntary. By signing below I consent to participate in the SEELC Grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal agencies for the duration of the grant. All information provided is for the sole use of the purpose of the SEELC Grant program and will be maintained securely and confidentially.

Participant's Signature: ______________________________ Date: ___________ SEELC Staff Initials: ______

Participant Application

Please Print

PARTICIPANT INFORMATION				
Last Name:	First:	M.I.:		Case#(to be completed by Staff)
Street Address:				Student ID#
City:				Social Security #:
State:	Zip:	County:		Date of Birth: (mm/dd/yyyy)
Home Phone:				Email Address:
Cell Phone:				Alternate Contact Name/Relation/Phone:

GENERAL INFORMATION			
Gender: ☐ Male ☐ Female	Ethnicity: ☐ Hispanic/Latino ☐ Non-Hispanic/Latino	Marital Status: ☐ Single ☐ Married	Race: ☐ American Indian/ Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander ☐ Multi-Racial ☐ White ☐ Other _____________

Citizenship Status:
☐ U. S. Citizenship ☐ US Permanent Resident

☐ Lawfully admitted alien with right to work

Selective Service: (for males born on or after 1/1/1960)

☐ Registered ☐ Not registered ☐ Not applicable

Are you a Veteran? ☐ Yes ☐ No

Are you eligible for Veteran's benefits? ☐ Yes ☐ No

Eligible for Pell Grant? ☐ Yes ☐ No

Eligible for Trade Adjustment Assistance Benefits? ☐ Yes ☐ No

Are you currently employed? ☐ Yes ☐ No

Are you currently laid-off from your last job? ☐ Yes ☐ No

If so, are you receiving unemployment benefits? ☐ Yes ☐ No

Do you acknowledge a disability? ☐ Yes ☐ No

EDUCATION INFORMATION

Are you currently enrolled in college: ☐ Yes ☐ No **If yes, are you attending:** ☐ Full Time or ☐ Part-Time

School Name: ________________________ **Program**_________________________________ **Projected Grad. Date**__________

Highest Grade Completed: ☐ GED ☐ HS Diploma ☐ Voc. Cert ☐ AA/ AS Degree ☐ BA/BS ☐ Master's +

Certification(s) Obtained :____

I understand that my participation in the Grant program is voluntary. By signing below I consent to participate in the Trade Adjustment Assistance Community College and Career Training grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including Florida Trade, SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal agencies for the duration of the grant. All information provided is for the sole use of the purpose of the Trade Adjustment Assistance Community College and Career Training grant program and will be maintained securely and confidentially.

Participant's Signature: __________________________________ **Date:** ___________ **Staff Initials:** _____

Florida TRADE/SEELC Colleges are equal opportunity employers. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers listed may be reached by persons using TTY/TDD equipment via the Florida Relay Service at 711.

SEELC
SOUTHEASTERN ECONOMIC & EDUCATION LEADERSHIP CONSORTIUM

Randolph Community College
Participant Application

Please Print

Program participating in:
___ Computer-Integrated Machining
___ Electrical Systems Technology
___ Mechatronics Engineering Technology
___ Welding Technology

PARTICIPANT INFORMATION			
Last Name:	First:	M.I.:	Student ID#
Primary Address:			Social Security #:
City:			Date of Birth:
State:	Zip:	County:	Email Address:
Home Phone:			Alternate Contact Name/Relation/Phone:
Cell Phone:			
Work Phone:			

GENERAL INFORMATION			
Gender: ☐ Male ☐ Female	Ethnicity: ☐ Hispanic/Latino ☐ Non-Hispanic/Latino	Marital Status: ☐ Single ☐ Married	Race: ☐ American Indian/ Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander ☐ Multi-Racial ☐ White ☐ Other ____________

Citizenship Status: ☐ U. S. Citizenship ☐ Lawfully admitted alien with right to work	Are you currently employed? ☐ Yes ☐ No
	If so, what is your hourly wage and hrs/wk? ___________
Are you a Veteran? ☐ Yes ☐ No	Do you have stable housing? ☐ Yes ☐ No
Are you eligible for Veteran's benefits? ☐ Yes ☐ No	Do you have reliable transportation? ☐ Yes ☐ No
Do you acknowledge a disability? ☐ Yes ☐ No	Do you have reliable childcare? ☐ Yes ☐ No ☐ N/A
Are you eligible for Pell Grant? ☐ Yes ☐ No	Are you currently laid-off from your last job? ☐ Yes ☐ No
Are you eligible for TAA Benefits? ☐ Yes ☐ No	If so, are you receiving unemployment benefits? ☐ Yes ☐ No

I understand that my participation in the SEELC Grant program is voluntary. By signing below I consent to participate in the SEELC Grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principle purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of

any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal agencies for the duration of the grant. All information provided is for the sole use of the purpose of the SEELC Grant program and will be maintained securely and confidentially.

Participant's Signature: ________________________________ Date: __________________________

SEELC Office Use		
Case #:	Entered into ETO by:	Date:
Notes:		

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

Participant Application
Please Print

Program participating in:
___ Machining
___ Manufacturing
___ Welding

PARTICIPANT INFORMATION

Last Name:	**First:**	**M.I.:**	**Case#**(to be completed by SEELC Staff)
Street Address:			**Student ID#**
City:	**State:**		**Social Security #:**
Zip:	**County:**	**Home Phone:**	**Date of Birth:** (mm/dd/yyyy)
Cell Phone:	**Work Phone:**		**Email Address:**
Current Employer:			**Alternate Contact Name/Relation/Phone:**
Employer Address: (Street, City, State, Zip)			

GENERAL INFORMATION

Gender:	**Ethnicity:**	**Marital Status:**	**Race:**
☐ Male	☐ Hispanic/Latino	☐ Single	☐ American Indian/ Alaskan Native ☐ Asian
☐ Female	☐ Non-Hispanic/Latino	☐ Married	☐ Black or African American ☐ Native Hawaiian/Other Pacific Islander
			☐ Multi-Racial ☐ White ☐ Other ______________

Citizenship Status:

☐ U. S. Citizenship

☐ US Permanent Resident

☐ Lawfully admitted alien with right to work

Are you a Veteran? ☐ Yes ☐ No

Are you eligible for Veteran's benefits? ☐ Yes ☐ No

Eligible for Pell Grant? ☐ Yes ☐ No

Eligible for TAA Benefits? ☐ Yes ☐ No

Are you currently employed? ☐ Yes ☐ No

Are you currently laid-off from your last job? ☐ Yes ☐ No

If so, are you receiving unemployment benefits? ☐ Yes ☐ No

Do you acknowledge a disability? ☐ Yes ☐ No

EDUCATION INFORMATION

Are you currently enrolled in college: ☐ Yes ☐ No **If yes, are you attending:** ☐ Full Time or ☐ Part-Time

School Name: ________________________**Program**________________________________**Projected Grad. Date**__________

Highest Grade Completed: ☐ GED ☐ HS Diploma ☐ Voc. Cert ☐ AA/ AS Degree ☐ BA/BS ☐ Master's +

Certification(s) Obtained :____

I understand that my participation in the SEELC Grant program is voluntary. By signing below I consent to participate in the SEELC Grant and attest that the information provided is complete and accurate to the best of my knowledge. I authorize the release of information relative to my participation in this program to required third parties including SEELC, the Department of Labor, and ICF International, the grant's third party evaluator. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. I also authorize the release of any information relative to my placement, employment, and training to and from prospective employers, training institutions, state agencies, and federal agencies for the duration of the grant. All information provided is for the sole use of the purpose of the SEELC Grant program and will be maintained securely and confidentially.

Participant's Signature: ___________________________________ **Date:** _____________ **SEELC Staff Initials:** ______

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

PARTICIPANT FILE CHECK LIST

Participant Name:____

- ☐ Intake Form
- ☐ 3rd Party Release
- ☐ TAA Proof
- ☐ Pell Proof
- ☐ Veteran Proof
- ☐ Class Schedule
- ☐ Degree Works print off (credit hours)
- ☐ KeyTrain Scores (if applicable)
- ☐ Work Keys Results (if applicable)
- ☐ Career Scope (if applicable)
- ☐ Model Release

SEELC Participant Encounter Record

PARTICIPANT NAME		
DATE OF CONTACT	CONTACT PERSON	NATURE OF CONTACT (CHECK ONE)
	Melissa Davis	PHONE ◉ PERSONAL ○ OTHER ○

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

EMPLOYMENT AND RETENTION FORM

(Not Employed at Registration)

PARTICIPANT'S NAME: ______________________________ **EXIT DATE:** ______________

LAST *FIRST* *MIDDLE*

Verifying: ☐ **Employment During 1st Quarter After Exit** *Ref. Quarter:* ________ *to* ________

☐ **Unemployed**

Employer: ______________________ Rate of Pay: ________ Hours Per Week: ________

Job Title: ______________________ Cont. Educ: ______________________

Verfied By: ______________________ Date Verified: ______________________

Verifying: ☐ **Employment During 2nd Quarter After Exit** *Ref. Quarter:* ________ *to* ________

☐ **Unemployed**

Employer: ______________________ Rate of Pay: ________ Hours Per Week: ________

Job Title: ______________________ Cont. Educ: ______________________

Verfied By: ______________________ Date Verified: ______________________

Verifying: ☐ **Employment During 3rd Quarter After Exit** *Ref. Quarter:* ________ *to* ________

☐ **Unemployed**

Employer: ______________________ Rate of Pay: ________ Hours Per Week: ________

Job Title: ______________________ Cont. Educ: ______________________

Verfied By: ______________________ Date Verified: ______________________

7/10/15 MD

SEELC
SOUTHEASTERN ECONOMIC AND EDUCATION LEADERSHIP CONSORTIUM

INCUMBENT WORKER RETENTION FORM

PARTICIPANT'S NAME: ______________________________ **EXIT DATE:** ______________

LAST *FIRST* *MIDDLE*

Employment Information at Registration *Wage:* ______________

Employer: ______________ Rate of Pay: ______________ Hours Per Week: ______________

Job Title: ______________ Cont. Educ: ______________

Verfied By: ______________

Wage Increase: ☐ **YES** ☐ **NO** *Date Verified:* ______________

Employer: ______________ Rate of Pay: ______________ Hours Per Week: ______________

Job Title: ______________ Cont. Educ: ______________

Verfied By: ______________

Wage Increase: ☐ **YES** ☐ **NO** *Date Verified:* ______________

Employer: ______________ Rate of Pay: ______________ Hours Per Week: ______________

Job Title: ______________ Cont. Educ: ______________

Verfied By: ______________

7/10/15 MD

NEW EMPLOYEE ACCESS REQUEST FORM

ADD TO SEELC DIRECTORY	
College:	
First Name:	
Last Name:	
Job Title:	
Email Address:	
Office Phone:	
Cell Phone:	
Fax:	

ACCESS TO SEELC DROPBOX	
Does this staff member need access to Dropbox?	

ACCESS TO SEELC ETO SITE		
Does this staff member need access to ETO?		
	If yes, please list below the ETO Programs for which you are requesting access:	
	1.)	
	2.)	
	3.)	
	4.)	

SEELC COMMITTEES AND CONFERENCE CALLS	
Please place a "X" next to the SEELC Meeting/Conference Call invites you would like this new staff member to receive:	
	Project Meeting with Consortium Director and Design Manager (1st or 2nd Tuesday of each month)
	3rd Party Evaluation Meeting with Project Staff (3rd or 4th Tuesday of each month)
	Admin Oversight Committee (Wednesdays @ 2:00PM)
	Student Success Committee (Wednesdays @ 10:00AM)

Requested by:	
Date:	

Email completed form to Program Director at jbellis@pstcc.edu

Appendix C: Process Documents

SEELC Grant Processes for Participant and Employer Workflow and Tracking within ETO Software:

Additional ETO Resources:

- ETO Training Manuals (SEELC Specific, All Users, Program, Site & Enterprise Management)
- ETO Training and Training Demos (both Fee-Based and Free Demos available online)
- ETO Training Catalogue
- ETO Help Manual
- ETO Software Blueprint for the TAACCCT 2.0 Performance Starter Model (08252015)
- ETO Report Requirements for the TAACCCT 2.0 Performance Starter Model (08252015)

Adding New Participant

Description: Basic process for adding new participants into the ETO tracking system

Staff: Completion Coaches, Advisors, Data & Outcomes Specialist

Documentation/Information Needed: Either a completed Project Intake Form or access to the participant's directory information (NOTE: each SEELC project should develop a written intake form and intake manual specific to their project following DOL, TAACCCT, and SEELC guidelines). Access to College's student database will be necessary to validate information on Intake Form, or to gain access to directory information.

Optional Documents:

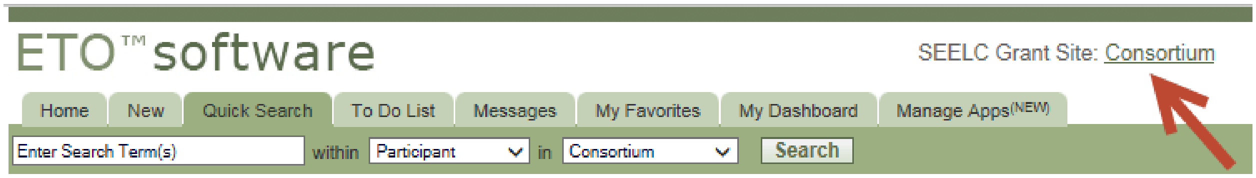
- TAACCCT Guide to Reporting Documentation (Dropbox…\Consortium Wide Sharing\Grantee Resources)
- TAACCCT-FAQ-1-Participant-Reporting Defined (Dropbox…\Consortium Wide Sharing\Grantee Resources)

Frequency of Process: Upon student's completion and signing of Project Intake Form or entrance into qualifying program of study.

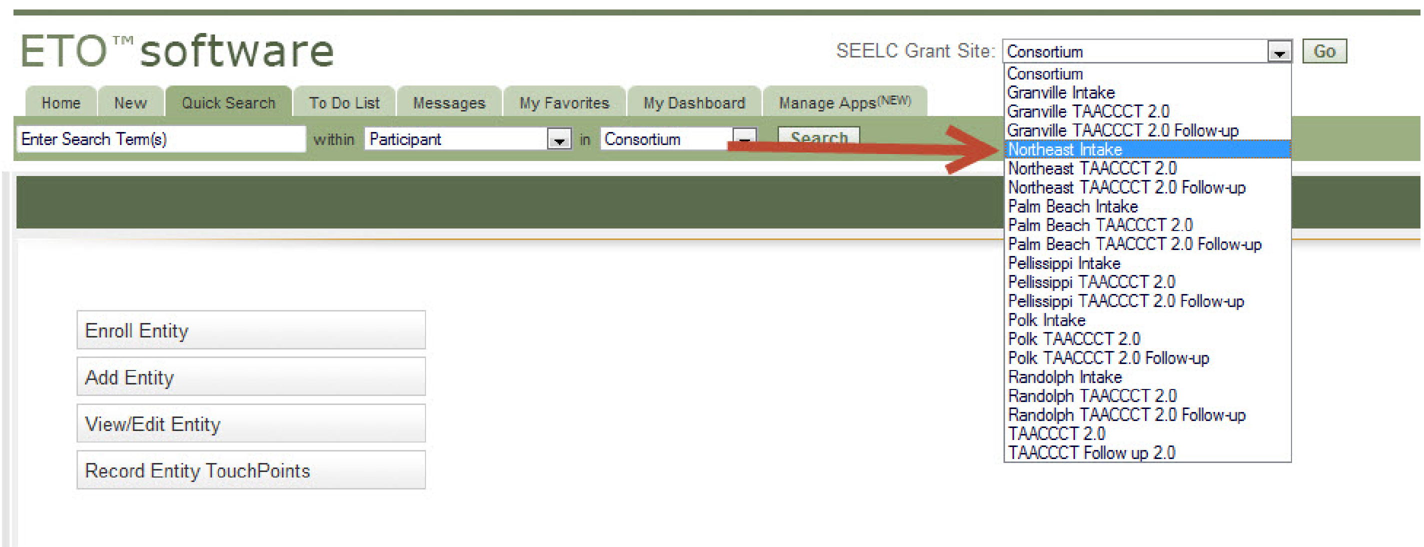
Adding New Participant:

__Step 1:__ When possible, obtain a signed Intake Form from the participant and **validate all information**. If an Intake Form is not available then use 'directory' information provided by your institution. NOTE: Without the signed Intake Form the 3rd party evaluator for SEELC cannot contact the participant AND this data can't be updated at a later point in this same TP.

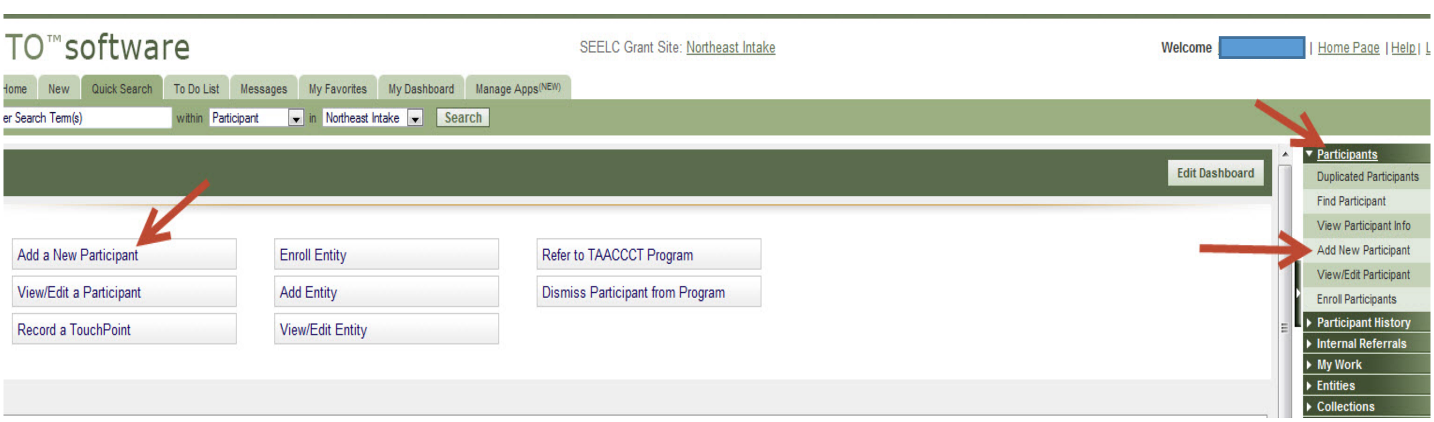
__Step 2:__ Log into ETO System and navigate to your Projects Intake Program (Example: Northeast Intake)



Click link at the top of screen and then choose Intake Program from the list of available Programs.



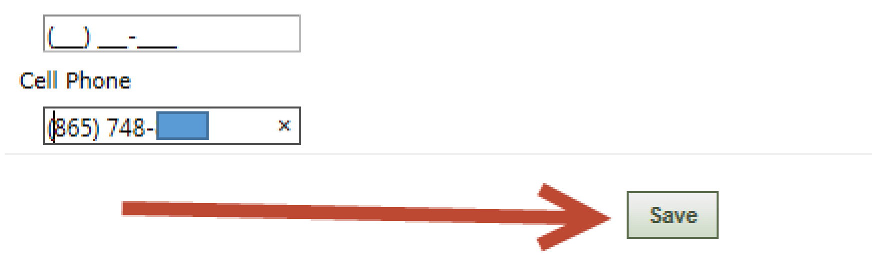
__Step 3:__ Click either the "Add a New Participant Button" on the Dashboard or Click the "Participants" menu and "Add New Participant" at the Right Side Bar Menu



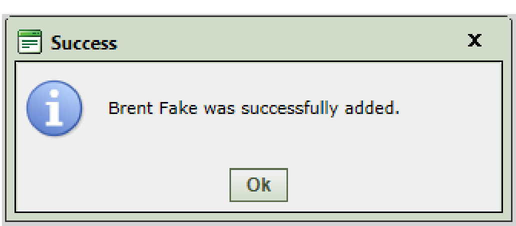
<u>Step 4:</u> Enter in the New Participants Demographic Information (All of these fields will not be completed if the participant has not completed the Intake Form):

NOTE: The Program Start Date at the top of Program Enrollment automatically defaults to the current date. Be sure to adjust this if you are not keying data on the same day as program enrollment (or day they entered the program if 'directory information' is being used).

- Student ID = this is the College Issued Student ID number for your college
- First Name = Required Field
- Middle Name
- Last Name = Required Field
- Address Information: (NOTE: By entering the zip code the city and state will automatically populate)
- Email Address:
- SSN = Needed to track UI Wage Data (all but last 4 are hidden for security)
- Case Number = Leave this field blank and the system will assign a Case Number for you
- DOB = Need to calculate age for DOL APR
- Gender = Needed for DOL APR
- Race = DOL APR Fields
- Ethnicity
- Marital Status
- Phone Information: Be sure to enter a cell phone in if you want to use the ENGAGE test messaging feature.



Once you enter the information, Click Save at the bottom. You should get a confirmation pop-up. Click OK



<u>Step 5:</u> After you click "Ok" the system should redirect you to the "TAACCCT Intake 2.0 Touchpoint." This touchpoint is very important for populating the Annual Performance Report and the touchpoint should only be recorded once. This is not demographic information, because it can change over time, however the DOL is interested in the status of the participant at the point they entered the program.

Again, using the participant's signed intake form complete the touchpoint. If no intake form is available, the only school directory information can be entered into the system. All other fields will need to be left as not selected.

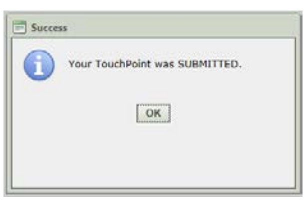
NOTE: The date at the top of the Touchpoint will default to the current date, however, this date should reflect the day in which the participant signed the intake form (or entered the program if 'directory information' is being used).

Enter the New Participant TAACCCT Intake 2.0 Touchpoint Information:

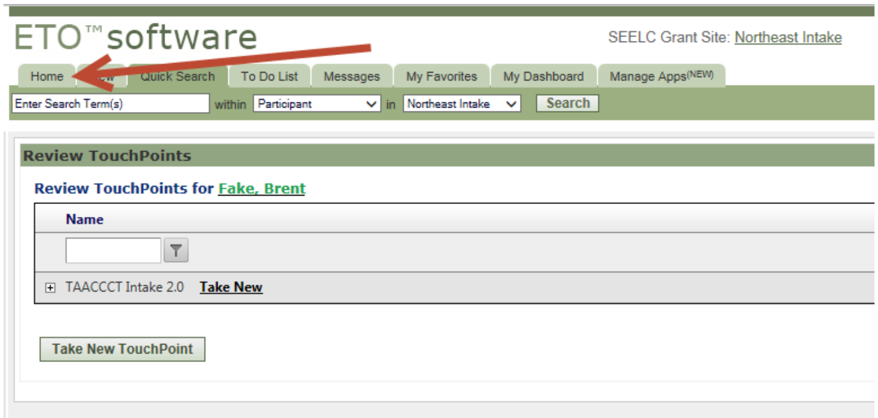
Has the student signed the program consent form? Yes or No

- School Status = Enrollment status: full time student (12+ credit hours) or part time (less than 12 credit hours)
- Incumbent worker = Does the student have any job at time of enrollment into SEELC grant? If yes, then; Yes.
- Disability = If reported by student, otherwise leave blank.
- Eligible Veteran Status = must meet one of the list criteria, otherwise No.
- Pell grant eligible
- TAA eligible

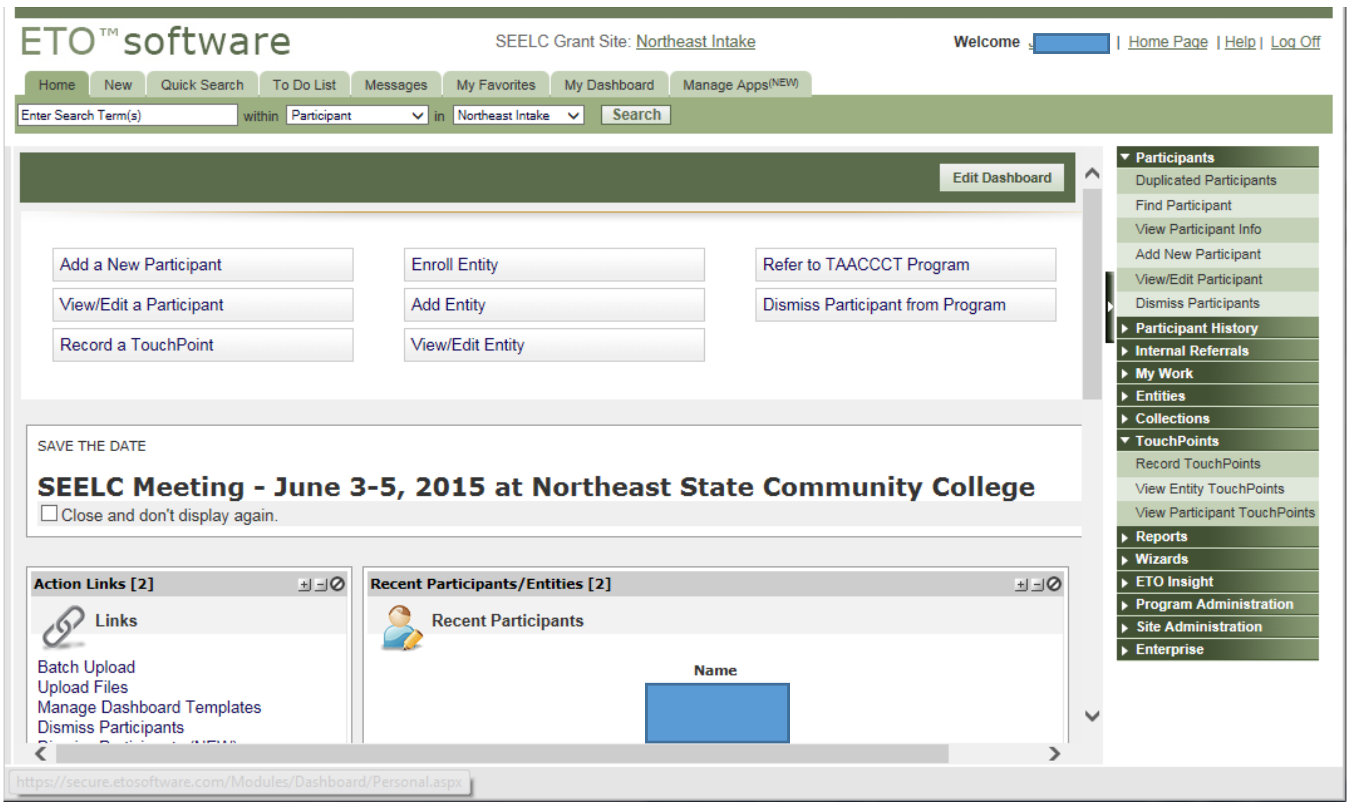
- Once complete, Click Save and OK at the confirmation screen.



<u>Step 6:</u> Upon submission of and confirmation of the TAACCCT Intake 2.0 Touchpoint, you will be redirected to the "Review Touchpoints" screen (below). Form here, Click "Home" Tab to add another new particpant or start another process.



HOME Screen:



Note: Upon completion, the participant will need to be referred to a TAACCCT 2.0 Program. After referral and acceptance into TAACCCT 2.0 Program, complete any other Touchpoints that are applicable to the participant. For instance; all participants need to have the Program Status 2.0 Touchpoint completed, and all incumbent workers need to have the Employment History 2.0 Touchpoint taken. See other processes for further instruction.

Dismissing/Referring Participants

Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up

Description: Students must be dismissed from each SEELC grant site (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up) in order to progress through a Trade & Industry program as a SEELC grant participant.

Staff: Advisor Specialists/Completion Coaches, Outcomes & Data Specialist

Documentation/Information Needed: student name, date of dismissal, completion documentation if applicable

Optional Documents: Student Transcript

Frequency of Process: Each time a participant needs to progress to a new SEELC grant site (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)

Notes of importance:

(1) Refer a participant when they need to move to a new stage in the program (Intake: Initial participants/Intake form complete, TAACCCT 2.0: Intake form complete and student has started program, Follow-Up: Student has completed or been dismissed from the program)

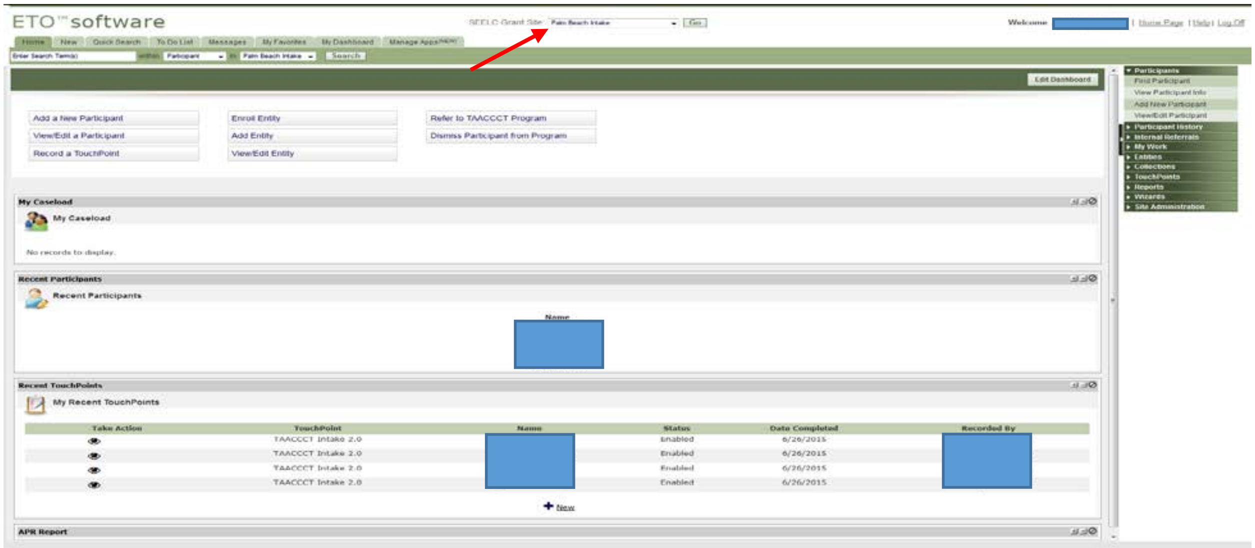
(2) When moving from Intake to TAACCCT 2.0 and from 2.0 to Follow-Up. It is a "best practice" to always refer and dismiss at the same time. As well, make sure Program Status 2.0 is up-to-date (with completion and completion date or saying they withdrew)

(3) If a participant leaves college, then they should be moved to Follow-up and dismiss at the same time (do not wait and see if they return the next semester) – if they do return to the institution at a later time, contact Brent or Brandon to have them put back correctly in 2.0 for APR accuracy

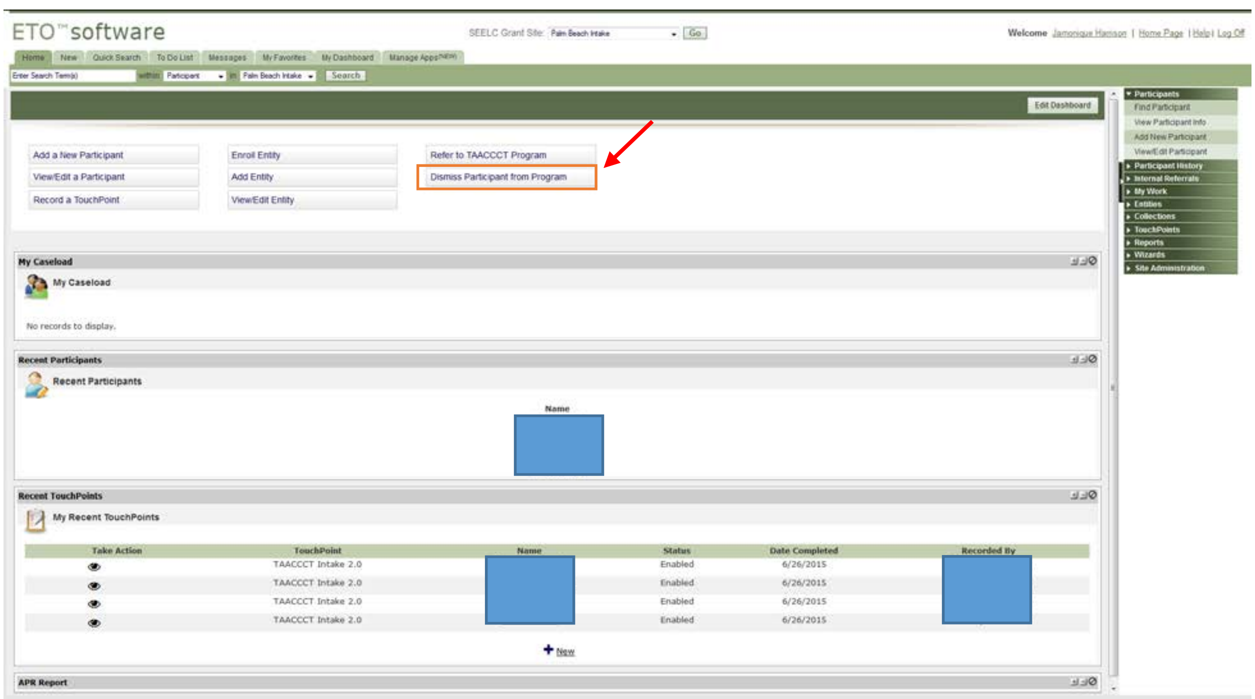
(4) Dismissal (Exit) can mean (a) a student is progressing in the program and is ready to move to another phase of the grant (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up) OR (b) a student has been removed from or has dropped-out of the program

Participant Dismissal from SEELC grant site ((Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)

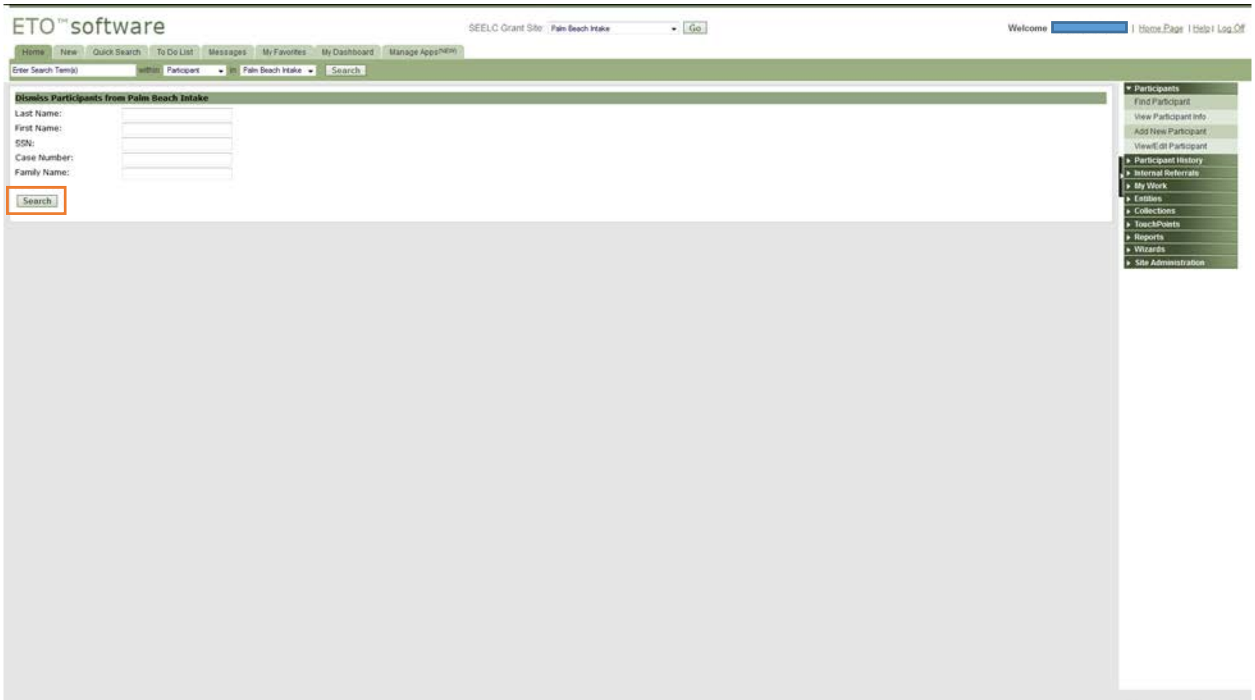
Step 1: Make sure you are on the appropriate SEELC grant site (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up) homepage



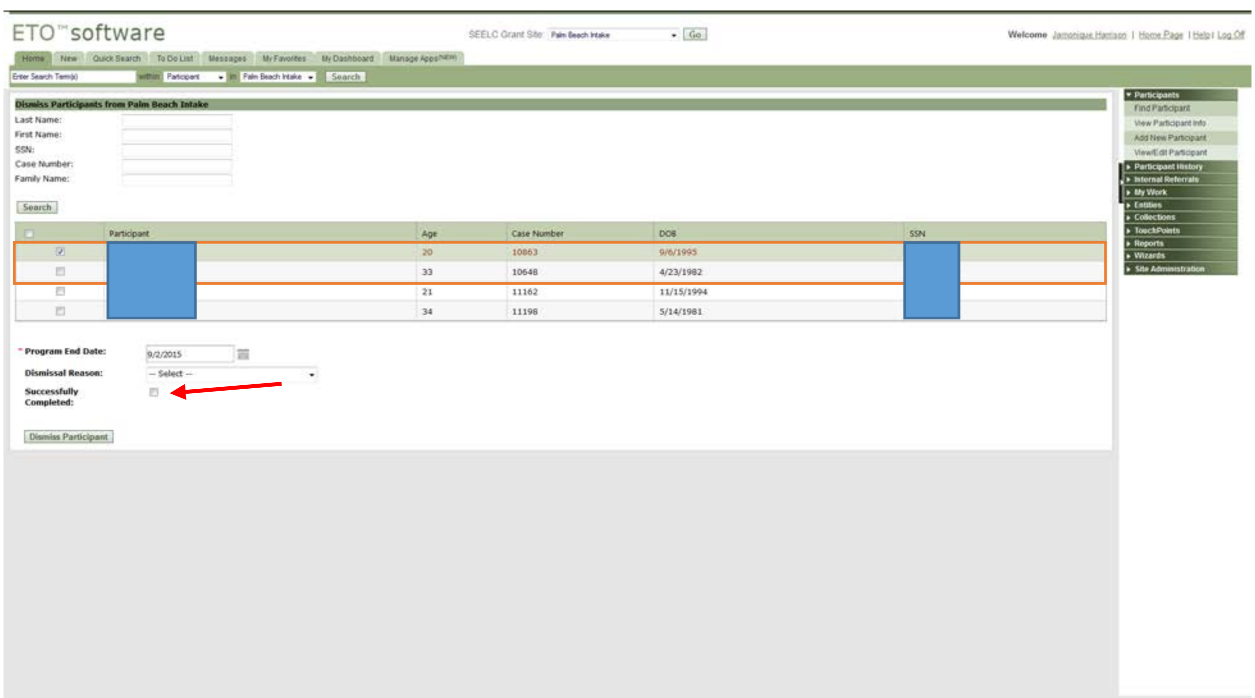
Step 2: Choose Dismiss Participant from the program



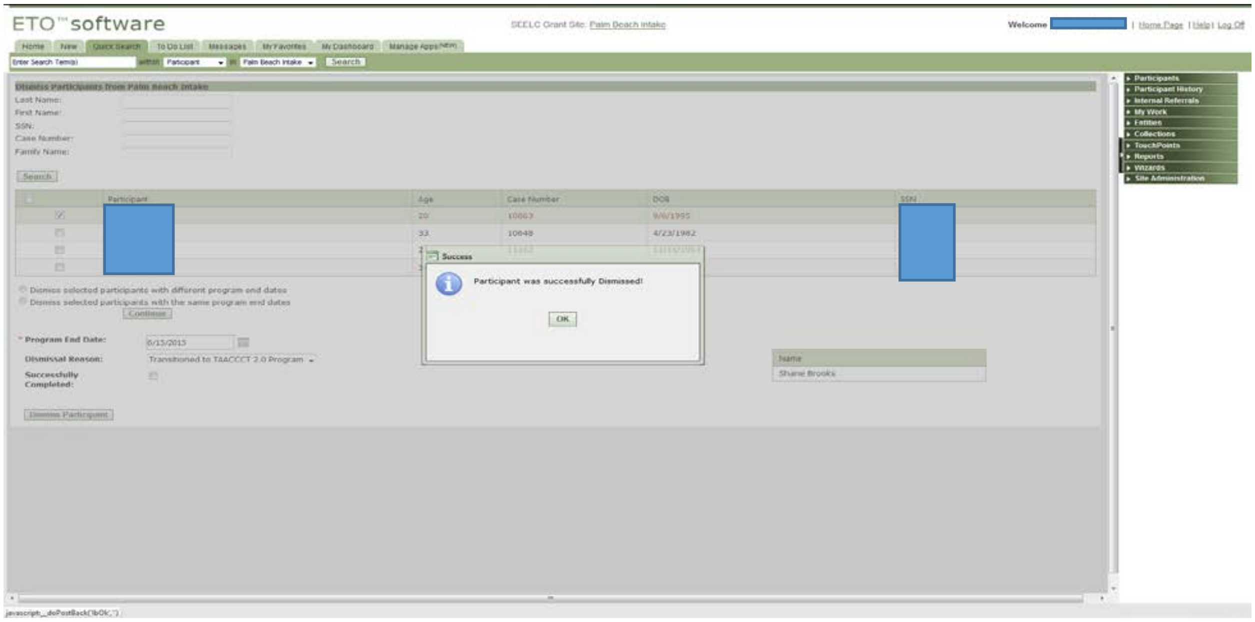
Step 3: Select search to reveal all the participants in the Intake site



Step 4: Select the participant(s) to be dismissed and choose the program end date & dismissal reason. Select "Successful Dismissal" for all participants who are not "drop outs", especially from 2.0 to follow-up. Then select dismiss participants.

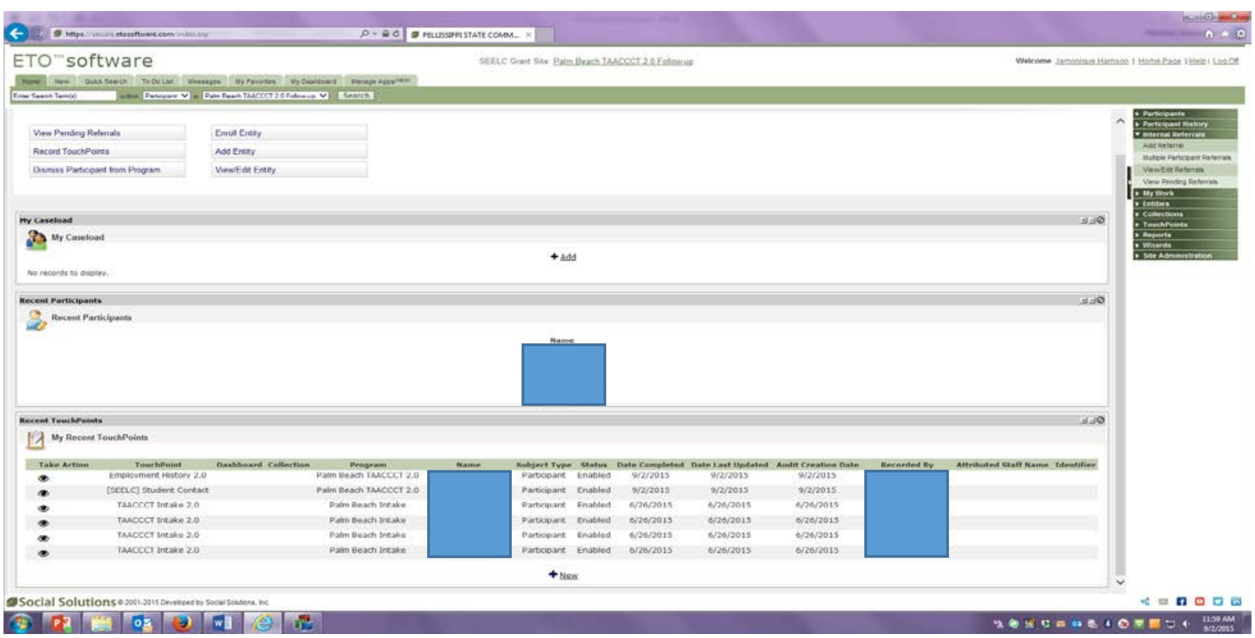


Step 5: Press okay to confirm the dismissal

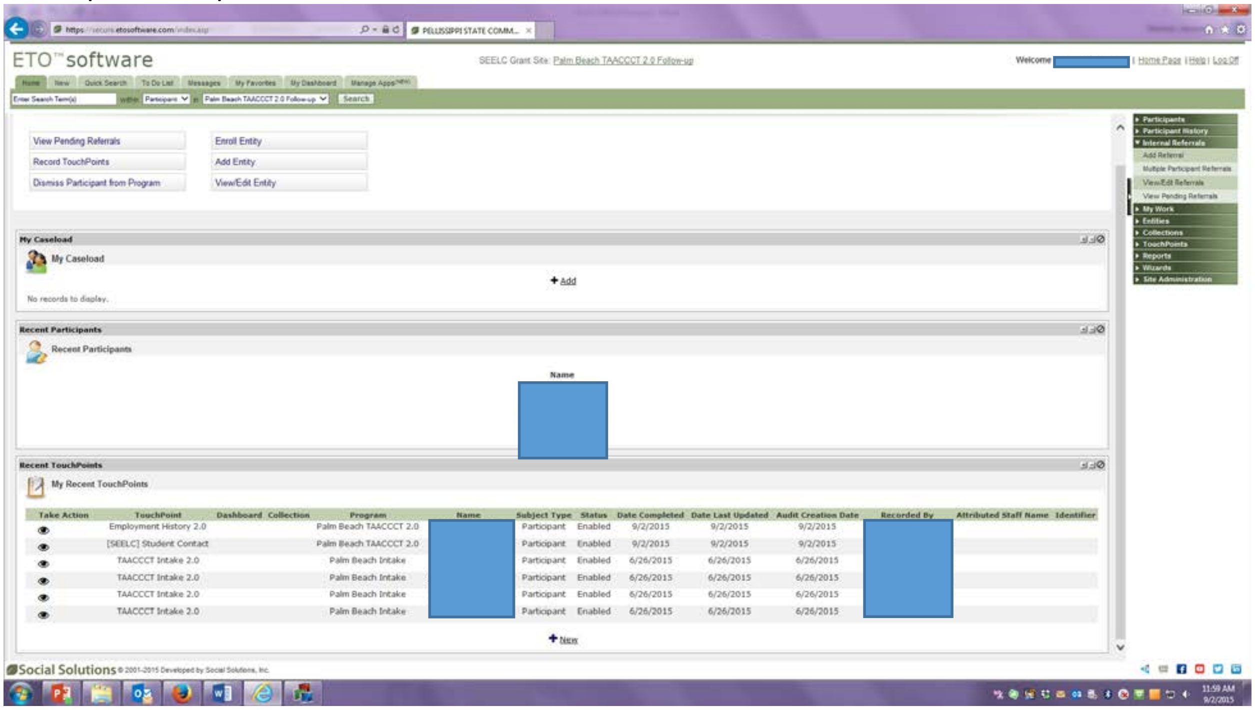


Add Multiple Referrals to new SEELC site

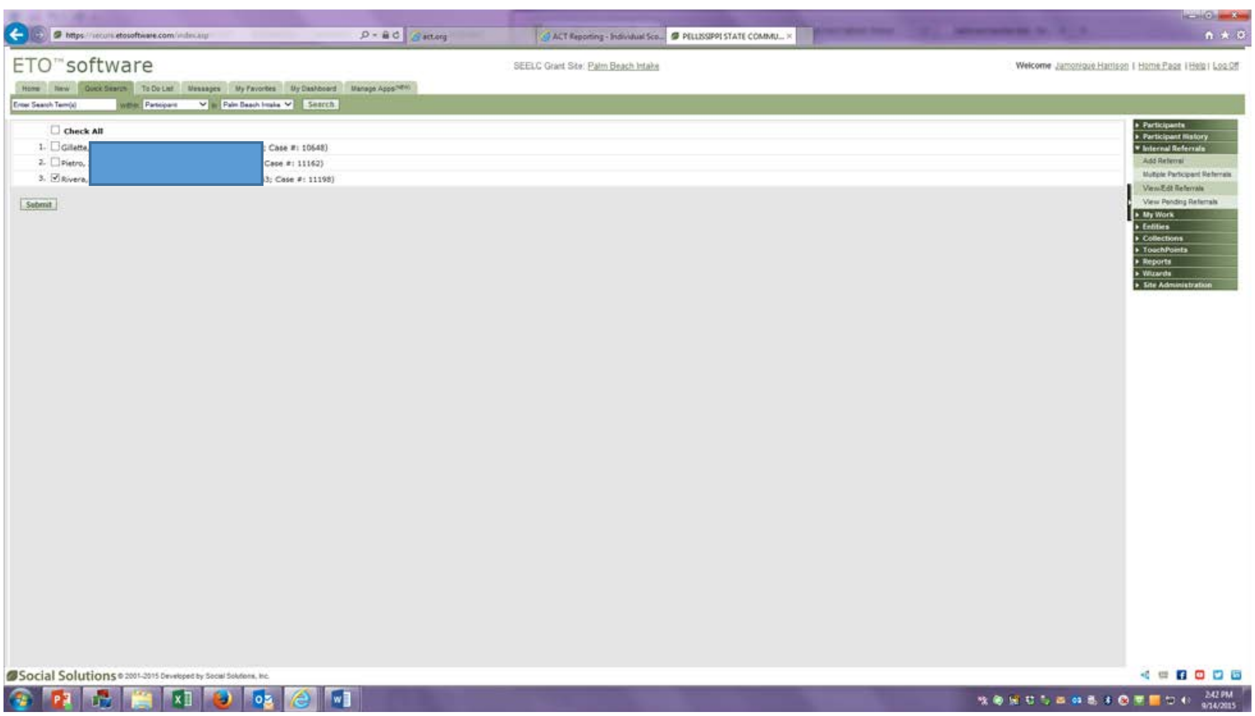
Step 1: Go to the home page of the appropriate SEELC Grant Site: (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)



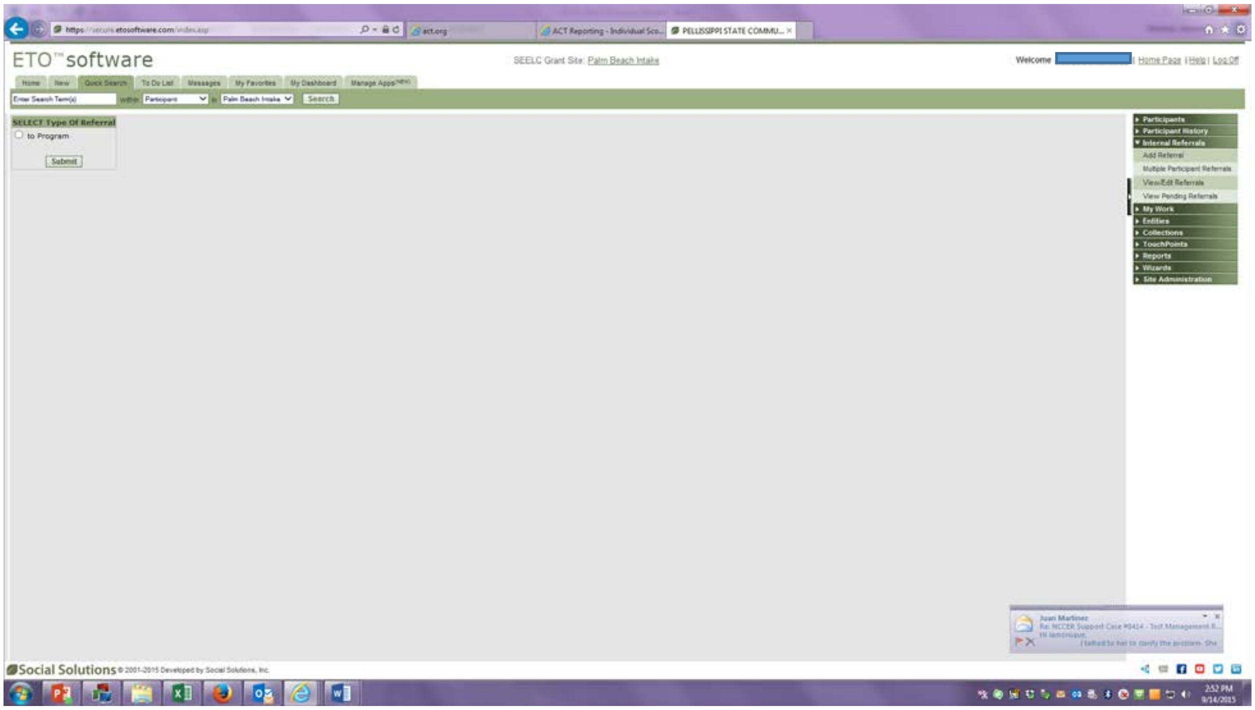
Step 2: Choose the Internal Referrals tab in the upper right hand corner of the page and select "Multiple Participant Referrals".



Step 3: Select the participants you want to refer and press submit

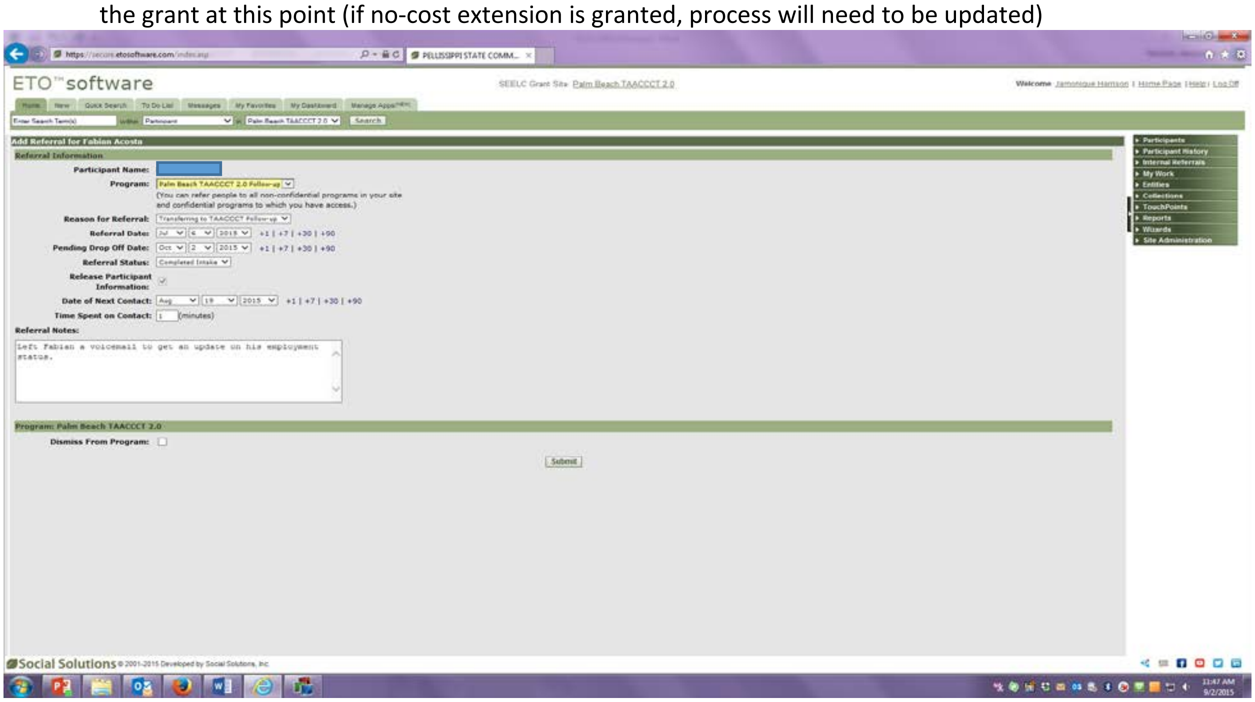


Step 4: Select “to Program”

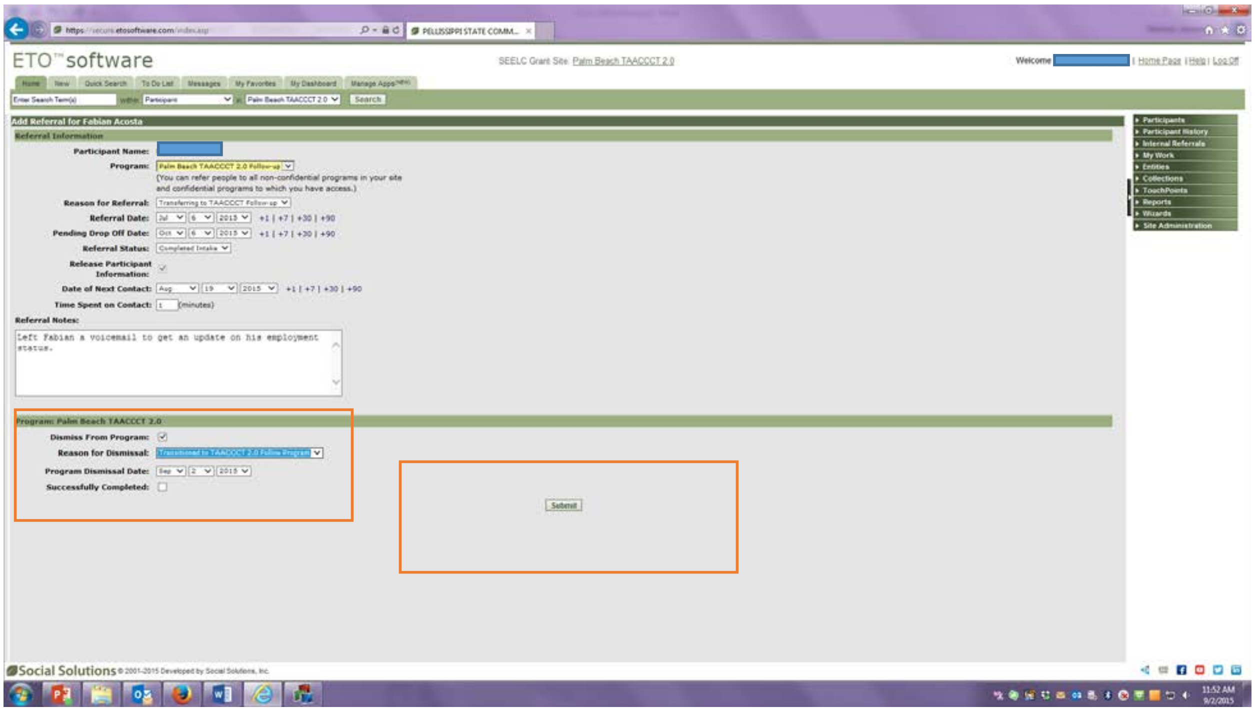


Step 5: Input the appropriate “Referral Information” for the group of participants, add “Referral Notes”, & choose “Dismiss from Program.

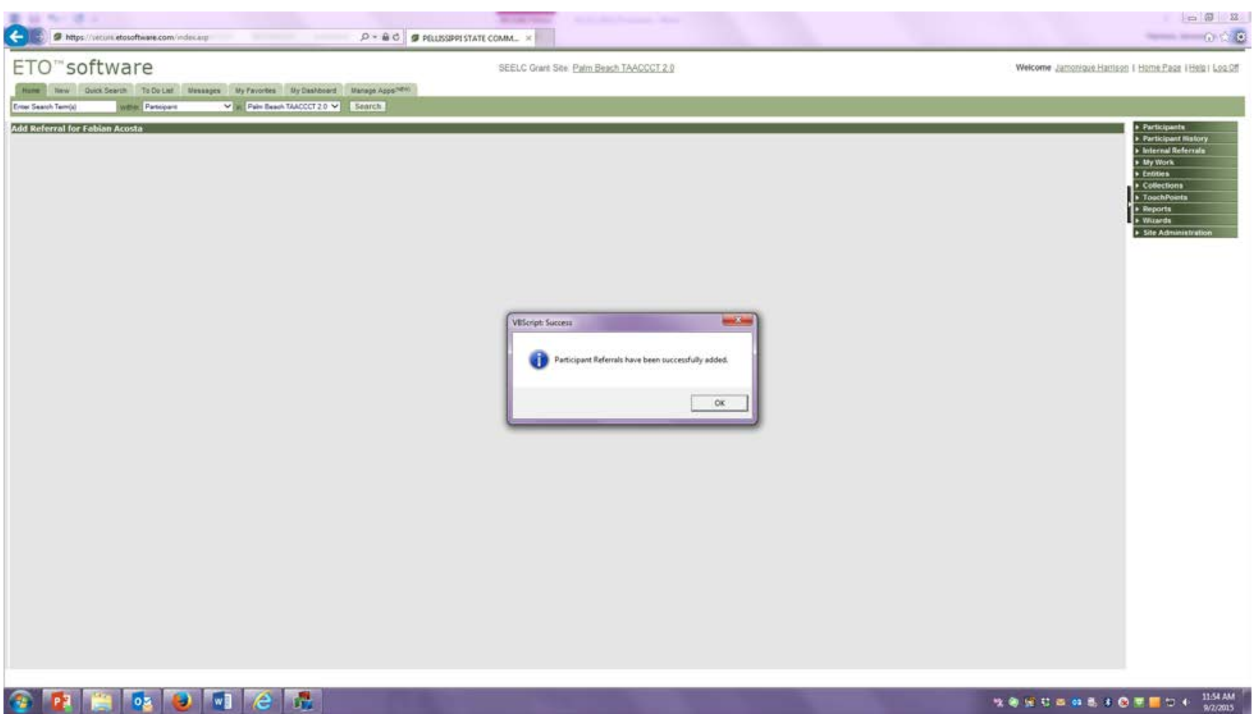
*For projected completion date use 9/30/2016 on all as that is the last day to work with participants in the grant at this point (if no-cost extension is granted, process will need to be updated)



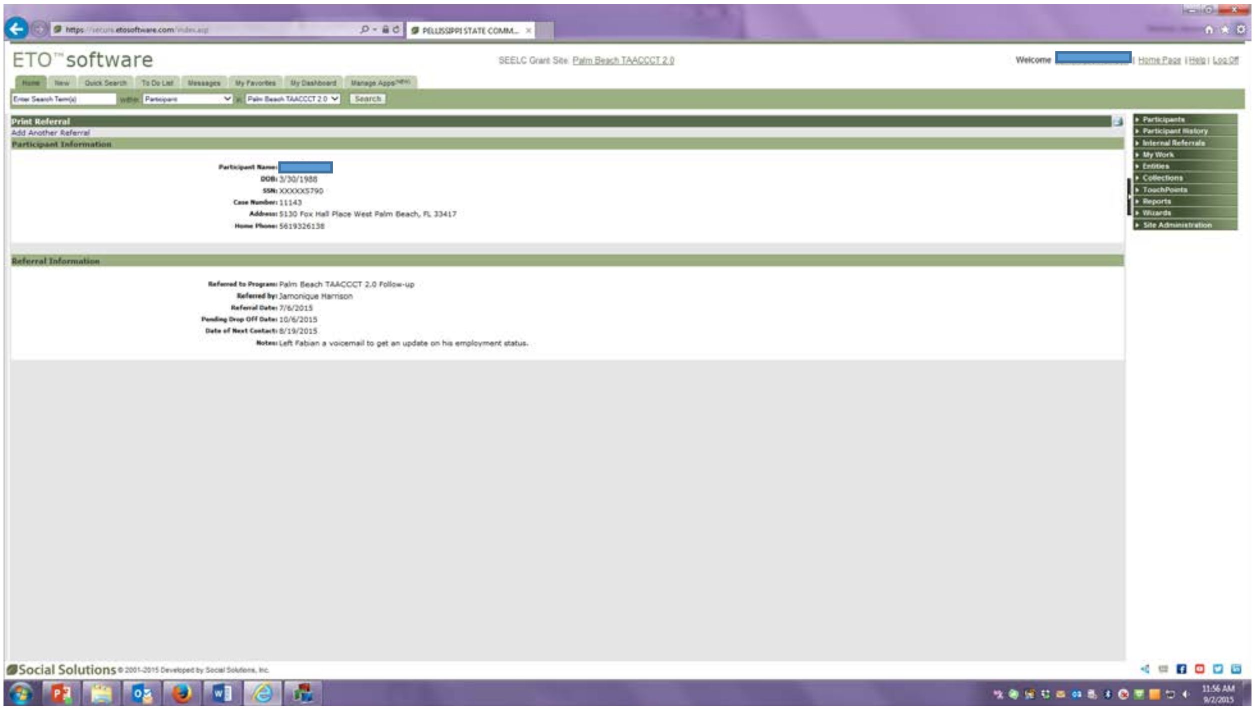
Step 6: Additional dismissal information will appear. Select the appropriate “Reason for Dismissal”, choose a program dismissal date, and check “successfully completed” if appropriate. Then press “Submit”.



Step 7: Press OK to confirm Referrals.

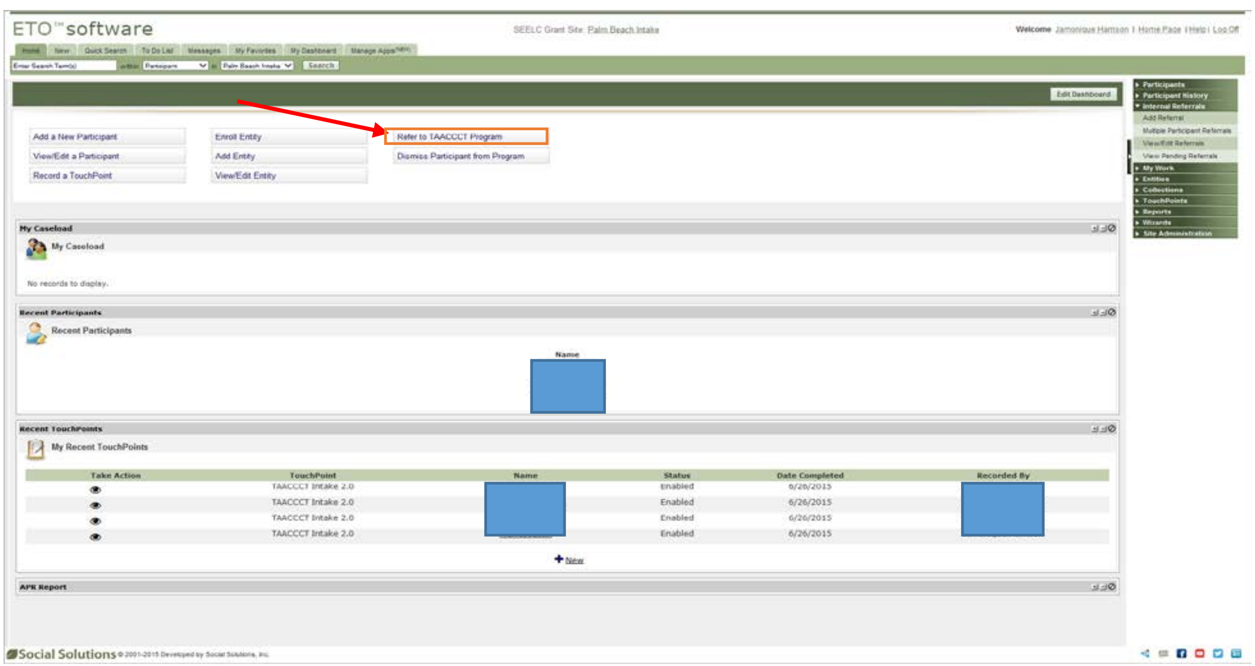


Step 8: Review referral Information of each participant to make sure it is correct.

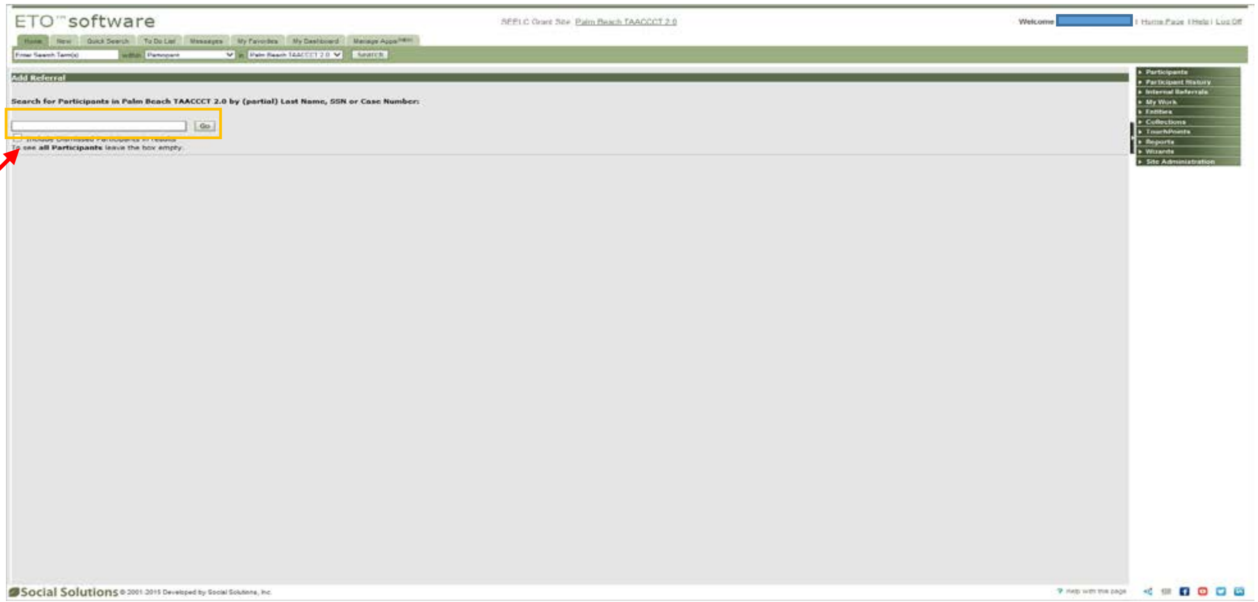


Participant Referral to SEELC grant site <u>(Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)</u>

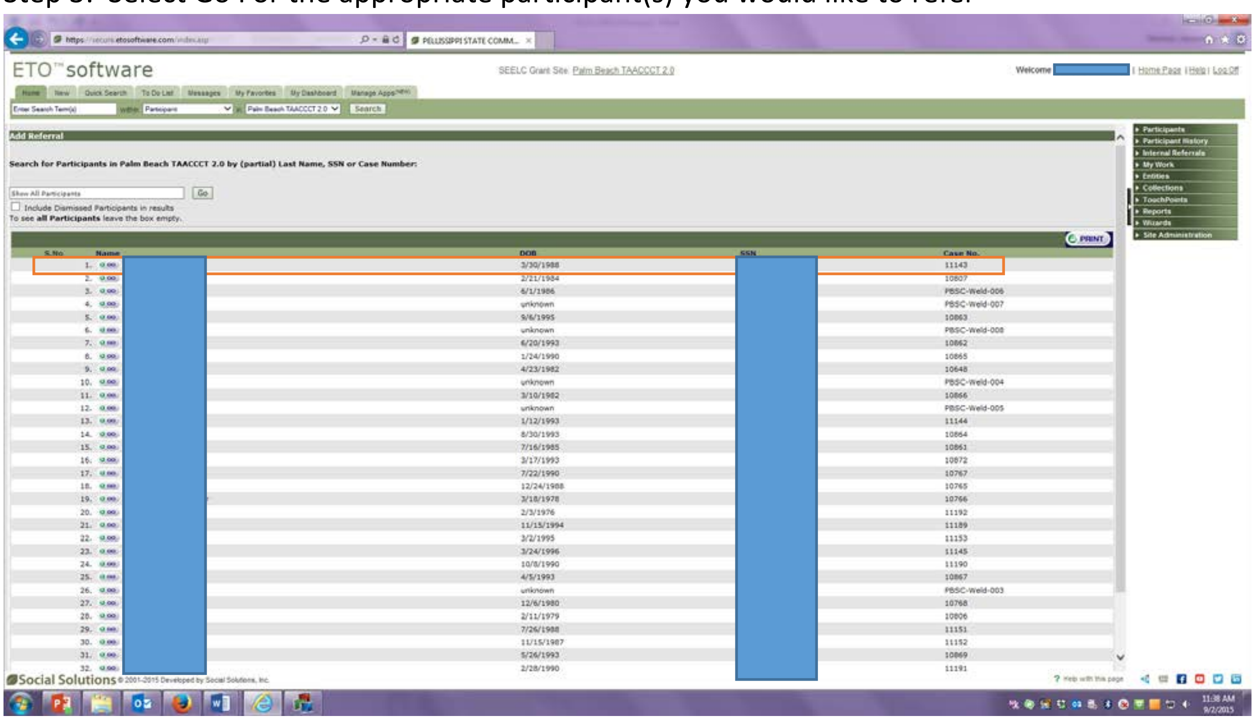
Step 1: On the corresponding SEELC grant site (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up) select Refer to TAACCCT Program



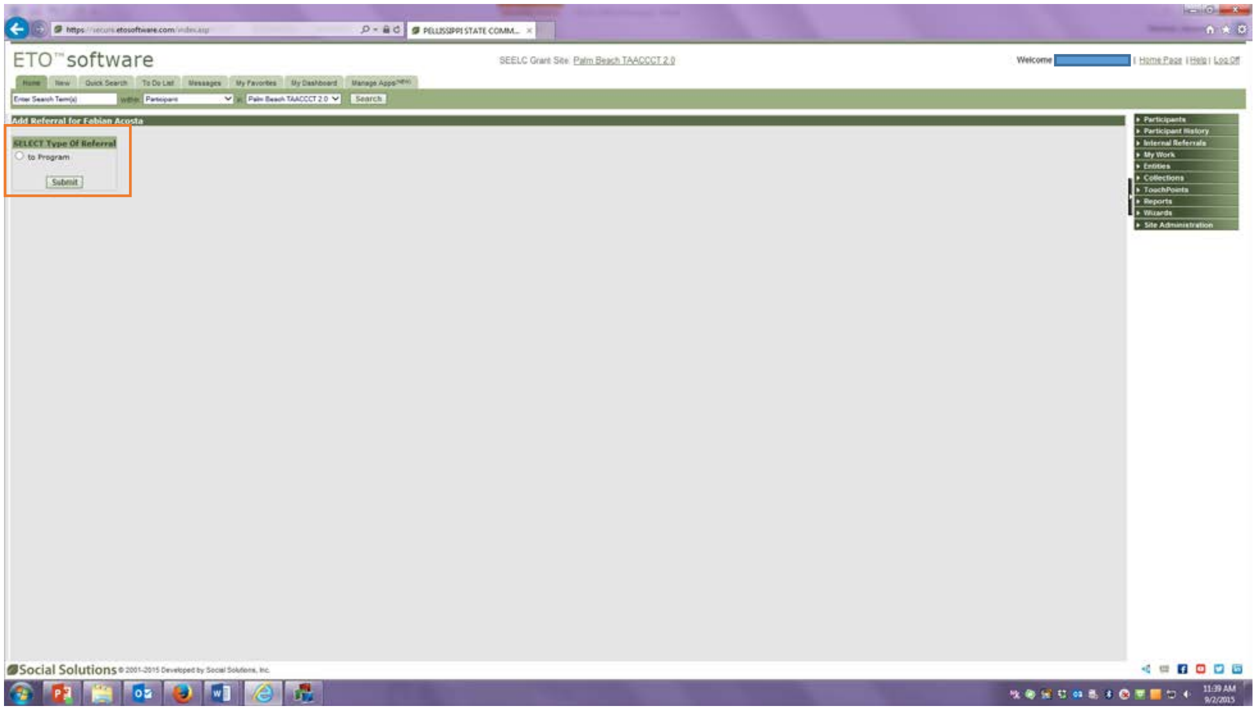
Step 2: Select "Include Dismissed Participants in Results" and press Go.



Step 3: Select Go For the appropriate participant(s) you would like to refer

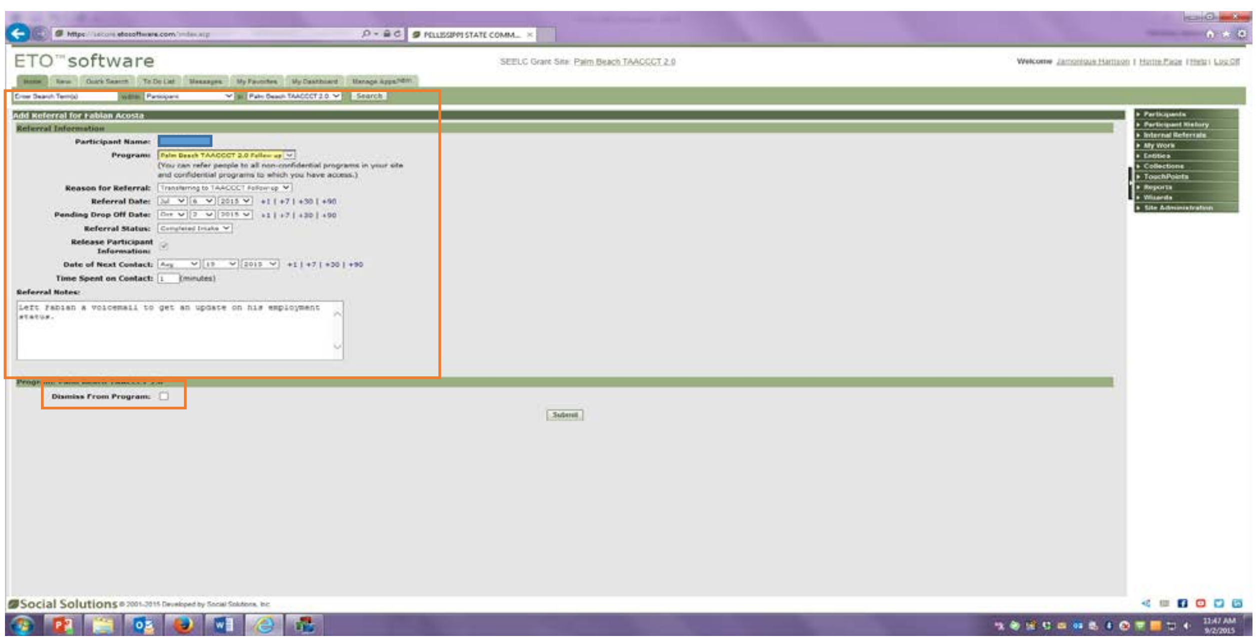


Step 4: Select “Type of Referral” (to Program) and press submit

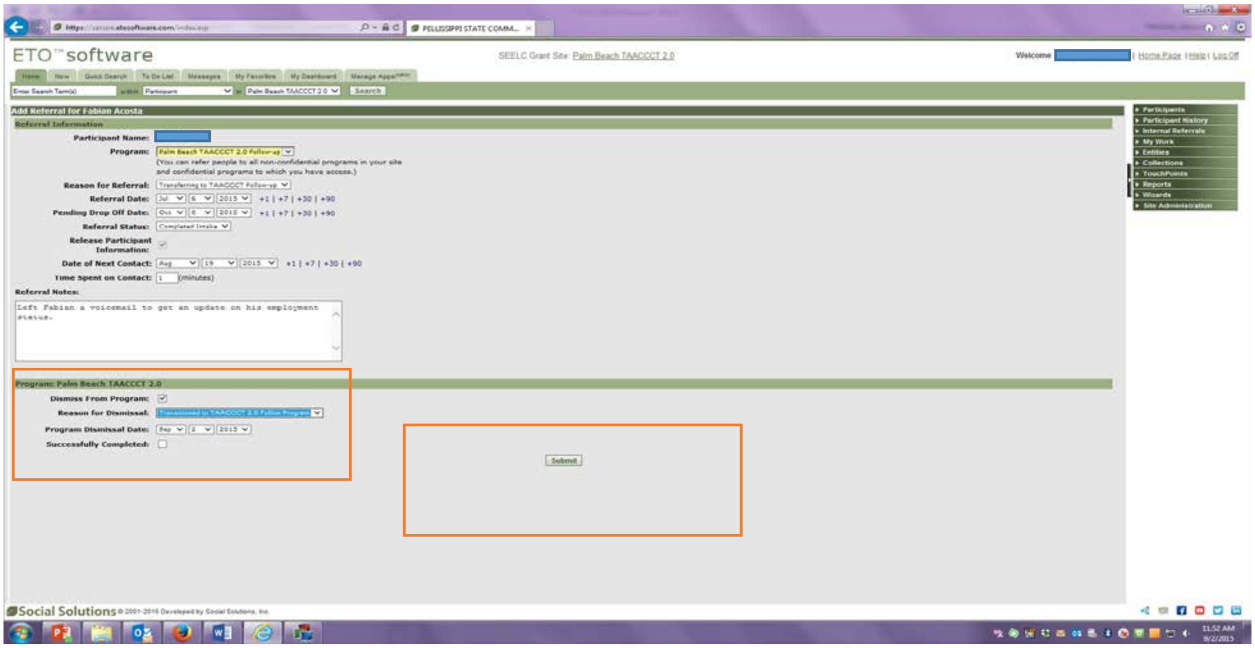


Step 5: Input the appropriate “Referral Information, add “Referral Notes”, & choose “Dismiss from Program.

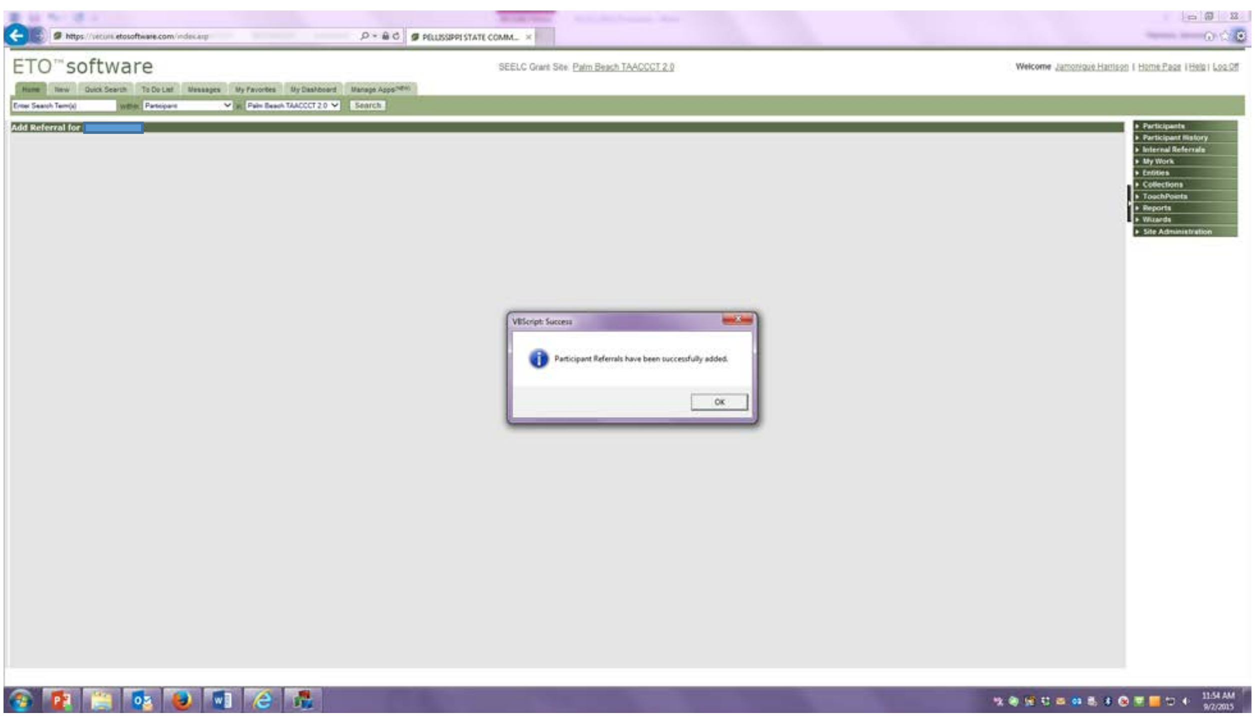
*For projected completion date use 9/30/2016 on all as that is the last day to work with participants in the grant at this point (if no-cost extension is granted, process will need to be updated)



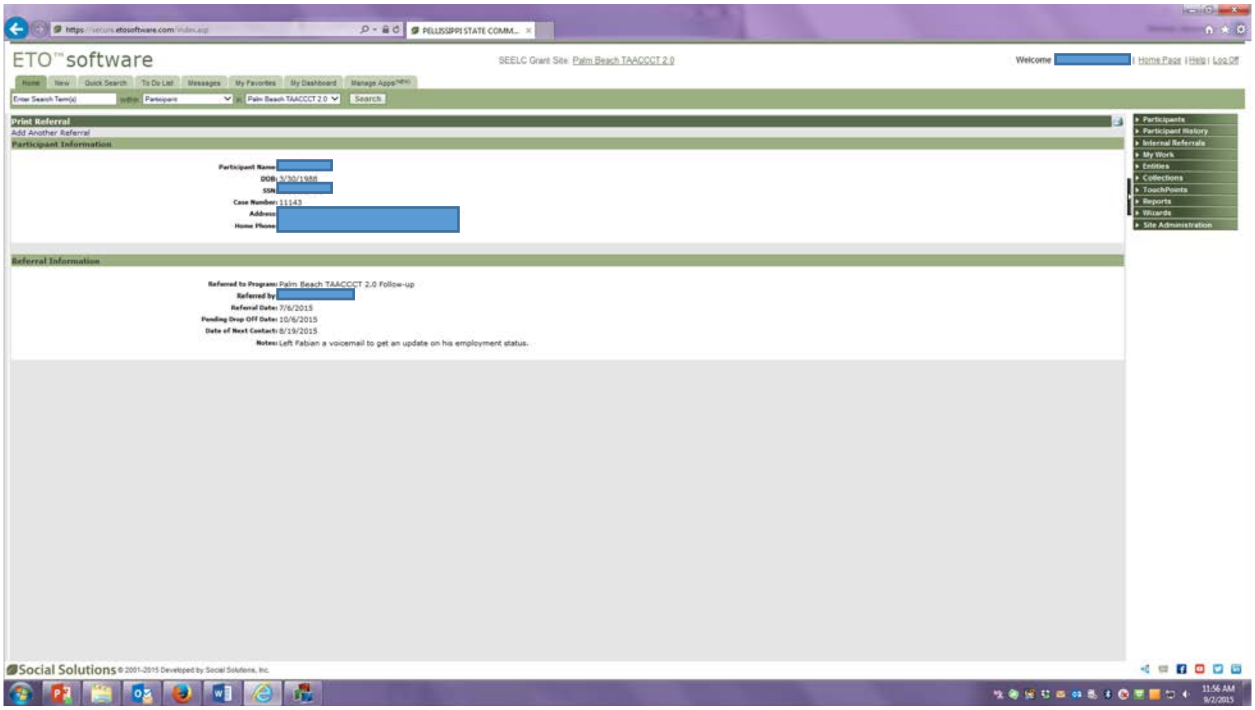
Step 6: Additional dismissal information will appear. Select the appropriate “Reason for Dismissal”, choose a program dismissal date, and check “successfully completed” if appropriate. Then press “Submit”.



Step 7: Press OK to confirm Referral.

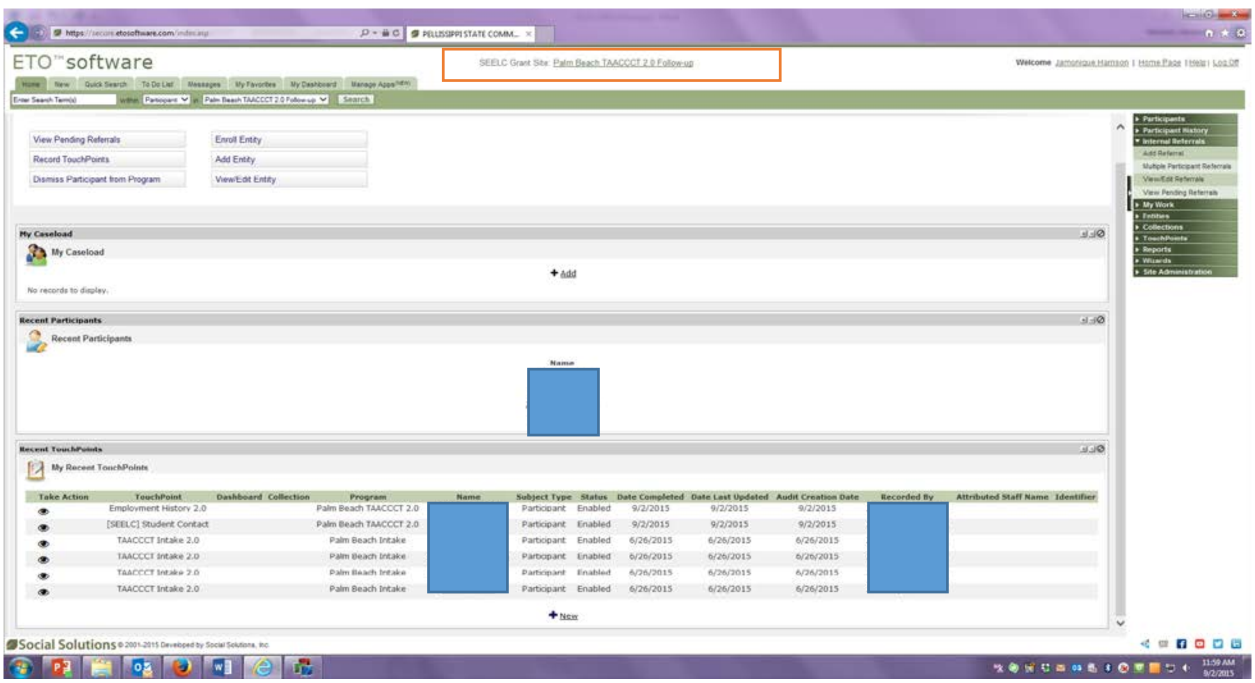


Step 8: Review referral Information to make sure it is correct.

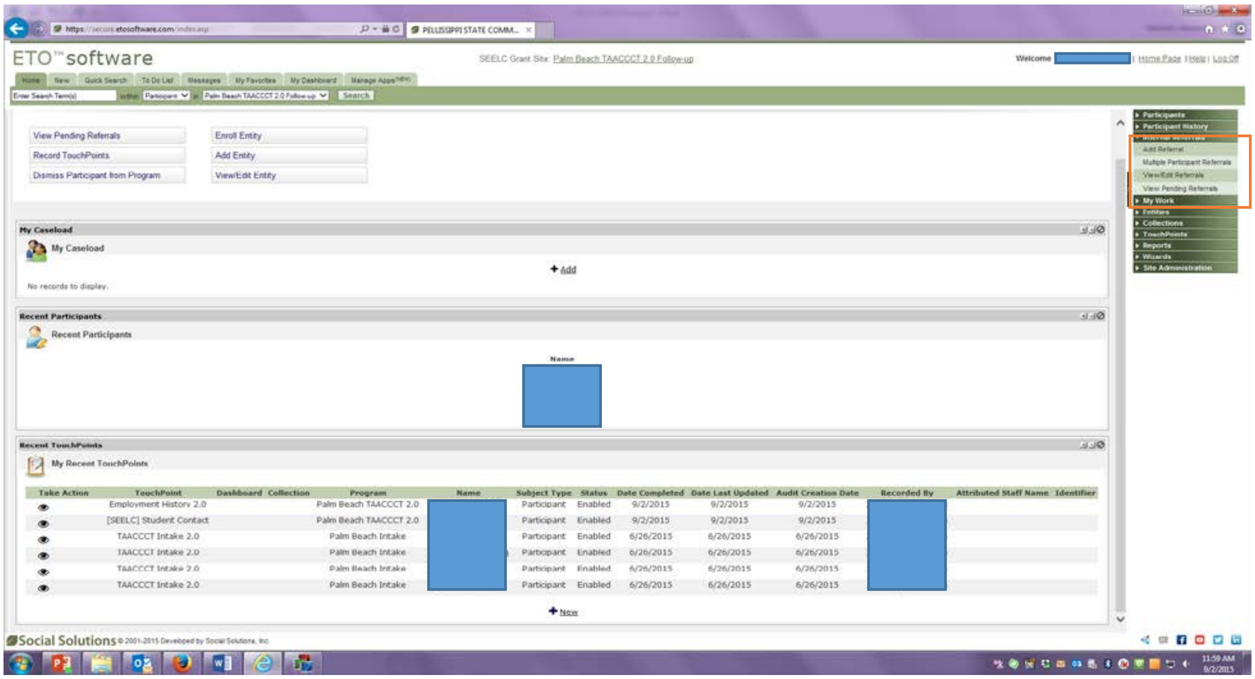


Add Pending Referrals to new SEELC site

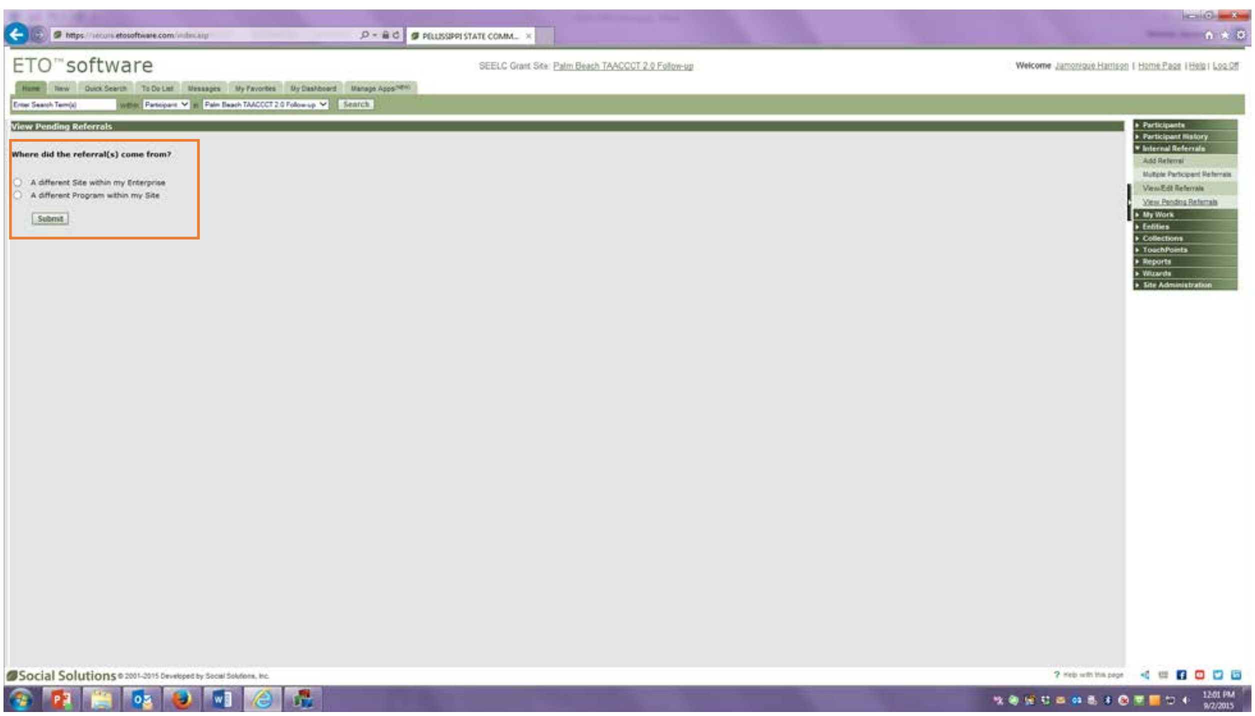
Step 1: Go to the home page of the appropriate SEELC Grant Site: (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)



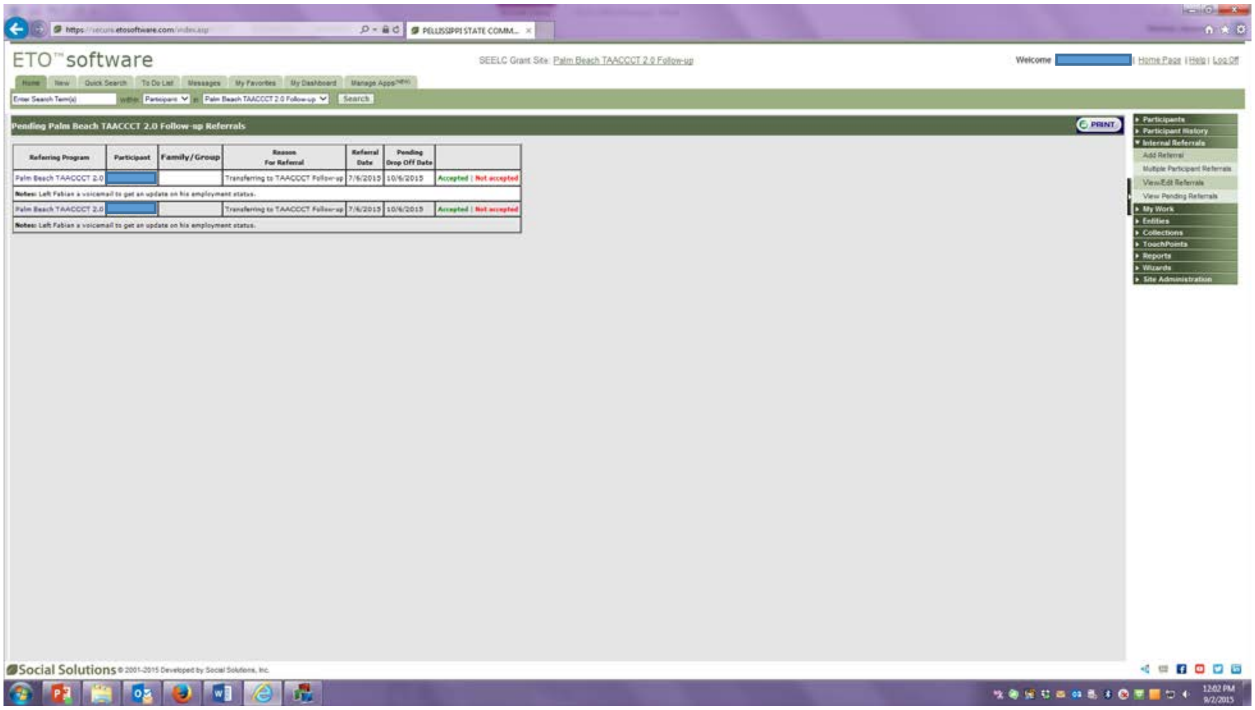
Step 2: Choose the Internal Referrals tab in the upper right hand corner of the page and select "View Pending Referrals".



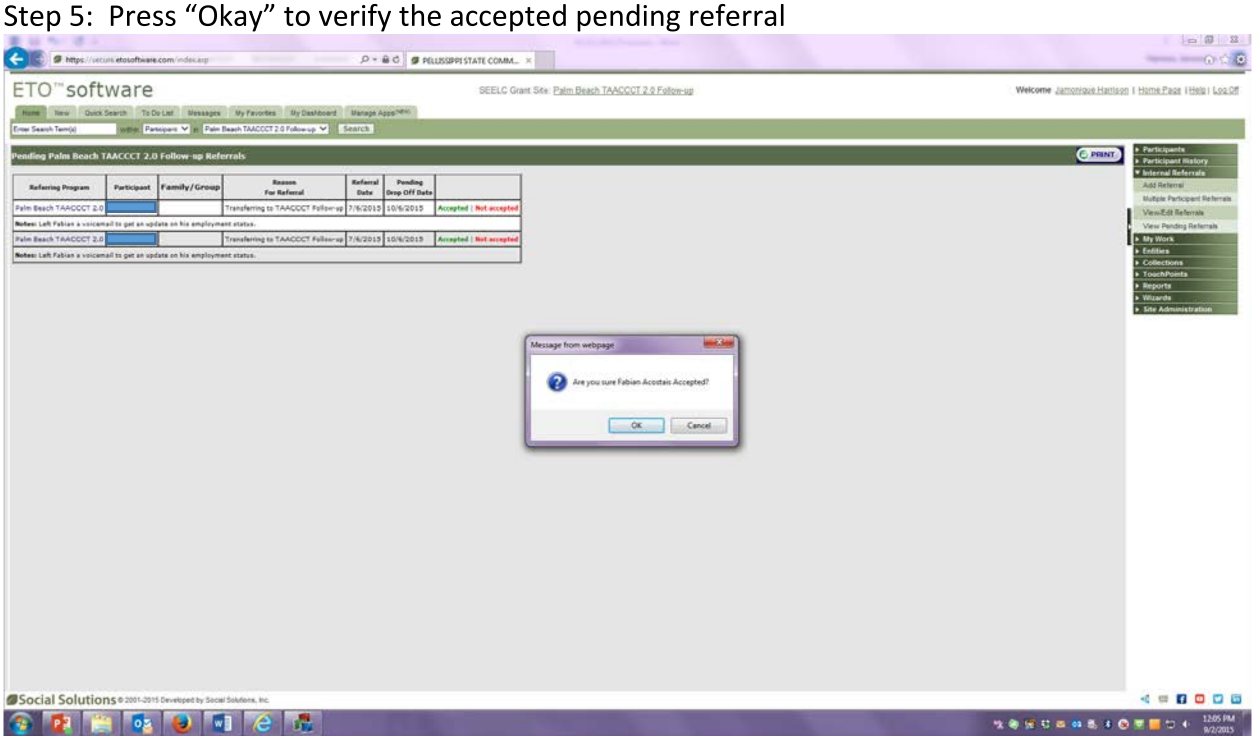
Step 3: Select "A different program within my site" and press submit



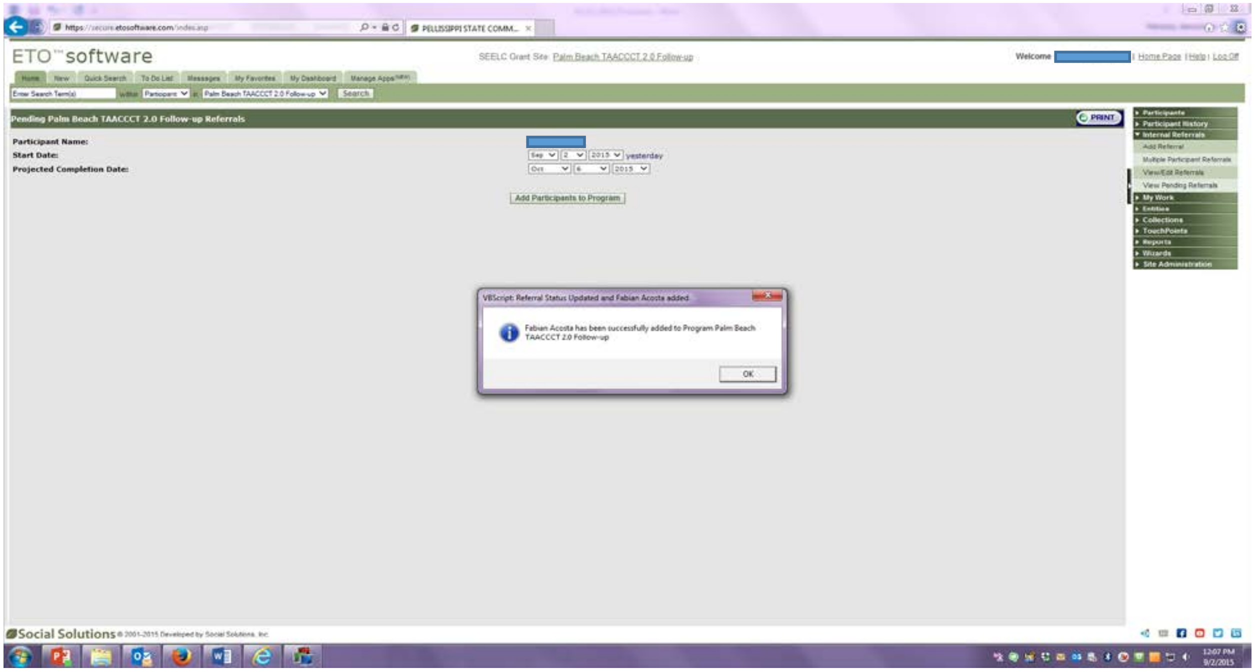
Step 4: Select “accepted” for the appropriate participant(s) to accept a pending referral



Step 5: Press “Okay” to verify the accepted pending referral



Step 6: Input the appropriate referral information for the participant and press “Add participants to the program”. A message will appear to confirm the participant has been added to the chosen program. Press Ok.



Step 7: The student should now be on the participant list for the appropriate SEELC grant site: (Intake, TAACCCT 2.0, TAACCCT 2.0 Follow-Up)

Creating a Collection of Participants

Description: This process shows how to create a Collection of participants that can be used in ETO Engage, and in multiple TouchPoints. The purpose of creating a Collection is to be able to perform an action on multiple participants at one time. (Note: Not all TouchPoints will allow you to work with more than one participants at a time.)

Staff: Completion Coaches or Data & Outcomes Specialist

Documentation/Information Needed: You need to know which participants you want to include in the collection as well as the Program that you will be working in.

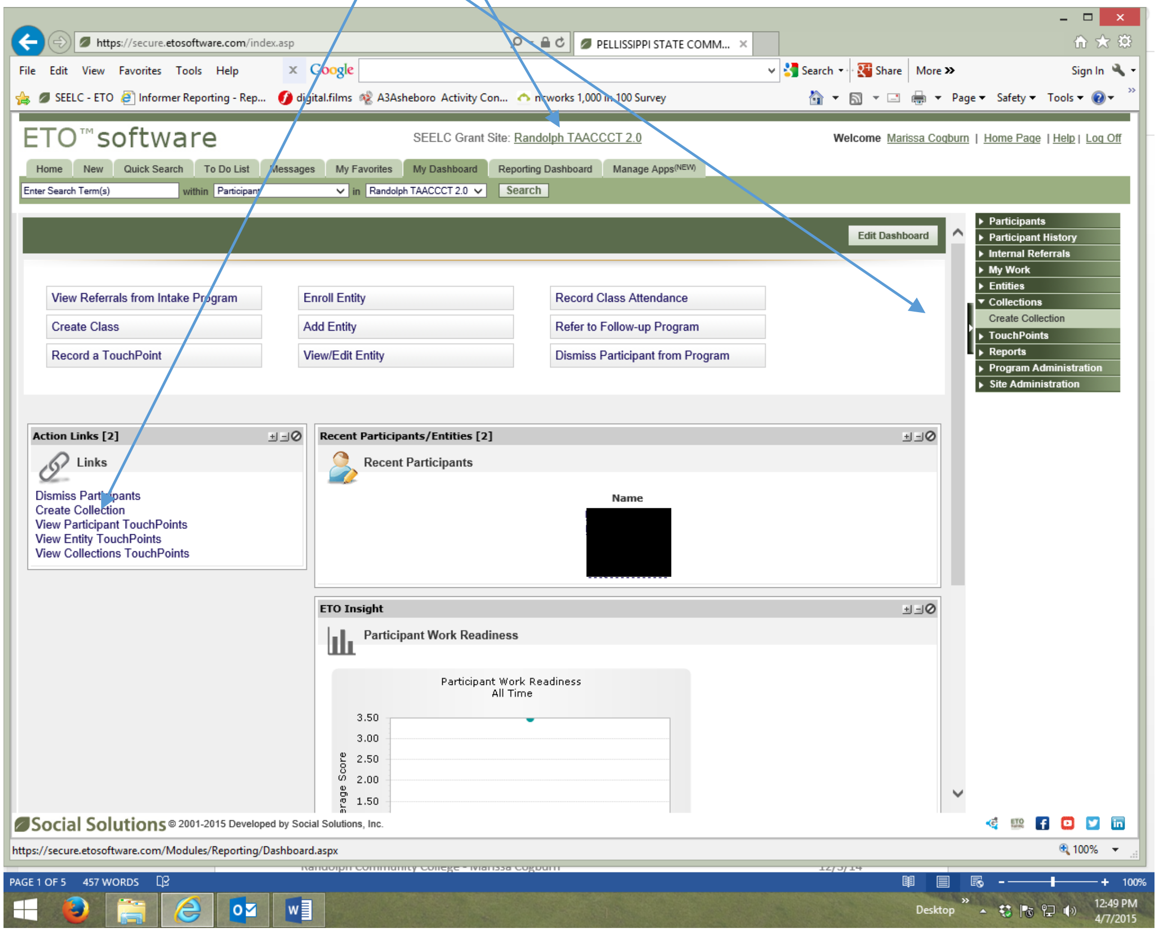
Optional Documents: None

Frequency of Process: As needed

Creating a Collection of Participants:

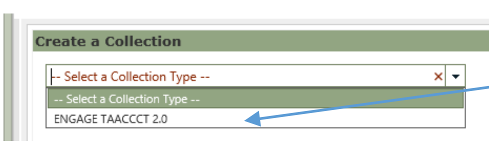
Step 1: Make sure you are in the Program that you are going to be working with the Collection.

To create a Collection, click on 'Create Collection' found on the Navigation Bar on the left or on your Dashboard.

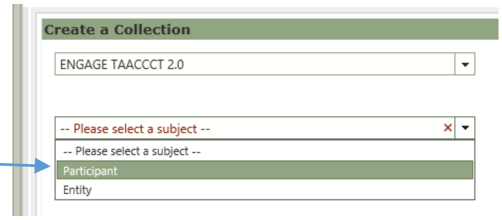


Step 2: Choose the 'TAACCCT2.0' Collection Type.

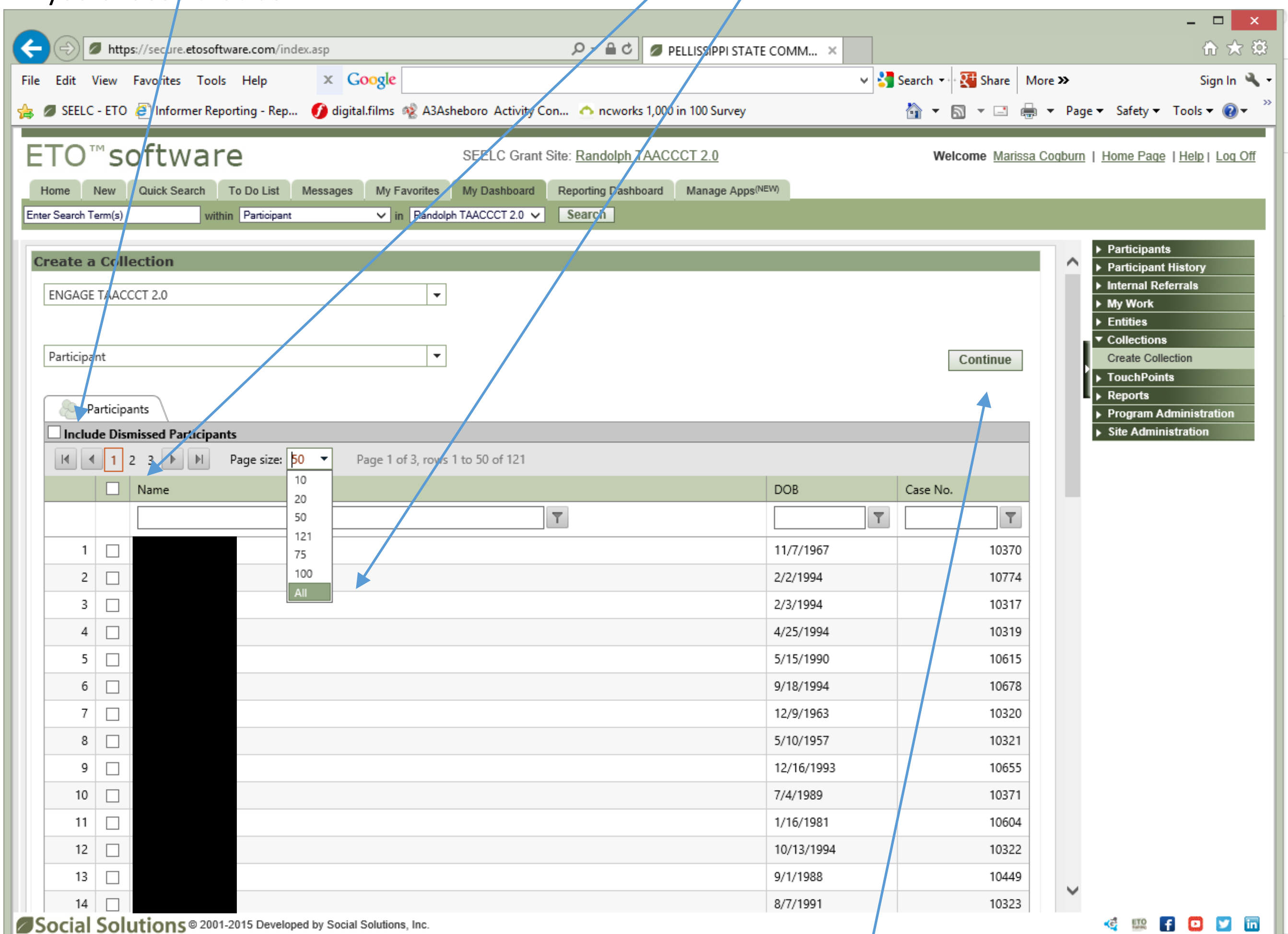
If you are going to use the collection in ETO Engage, choose the 'ENGAGE TAACCCT 2.0' Collection Type.



Step 3: If you are creating a Collection group of Participants, choose Participants as the subject. (You can also create Collections of Entities.)

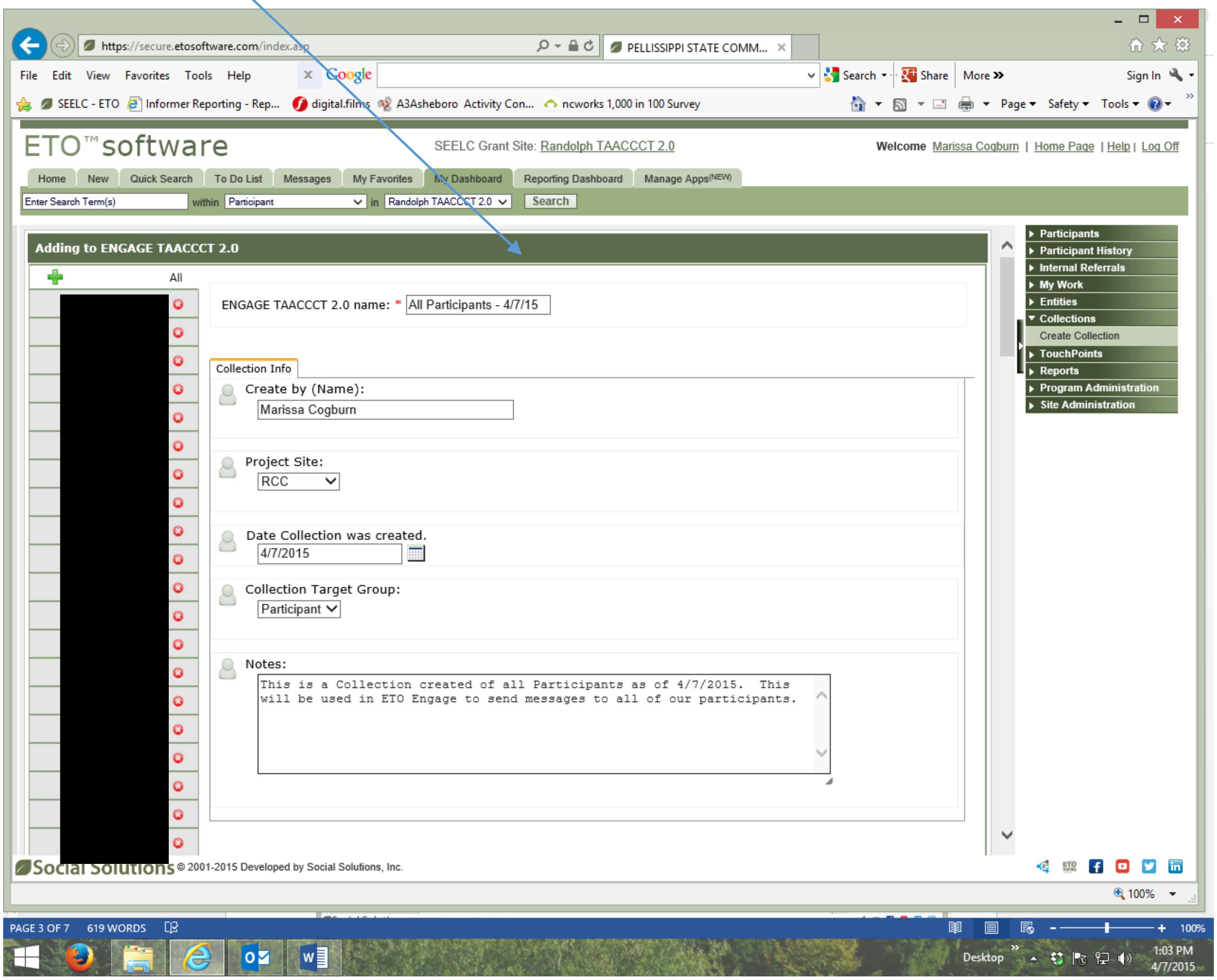


Step 4: You will see a screen of your Participants (or Entities). Choose 'All' so you can see all of your Participants (or Entities). Choose the people you want to include in your Collection. If you want all of them, click the box in the green bar to the left of 'Name'. You can also include dismissed participants if you choose that box.



When you have chosen your members for your Collection, click 'Continue'.

Step 5: You will now name your Collection. If I'm creating a Collection of 'All' of my participants, I make sure I put the date in the name so I'll know that it was 'All as of' a certain date. Even though the Collection has a date created down in the Collection Info, you can't see this date in ETO Engage when you are choosing the Collection. Choose your school as the 'Project Site'. You can leave the other fields blank. **Scroll down and click 'Save'.**



Your Collection is now ready to be used.

Adding New Employers

Description: When a participant provides information regarding their employer this information needs to be added to their record in ETO and the employer must also be added to the employer entity list.

Staff: Outcomes & Data Specialist, Completion Coach

Documentation/Information Needed: Employer/employment information from participant.

Optional Documents: Internet search engine to gather information about employer.

Frequency of Process: Whenever Employment information is added for a participant to ETO.

Adding New Employers and Employment Information into ETO

When a participant provides information regarding their employer this information needs to be added to their record in ETO and the employer must also be added to the employer entity list.

Tasks	Staff
Adding New Employers to ETO	Outcomes & Data Specialist, Completion Coach
Adding Employment Information on Participants into ETO	Outcomes & Data Specialist, Completion Coach
Frequency of Process:	**Whenever Employment information is added for a participant to ETO**

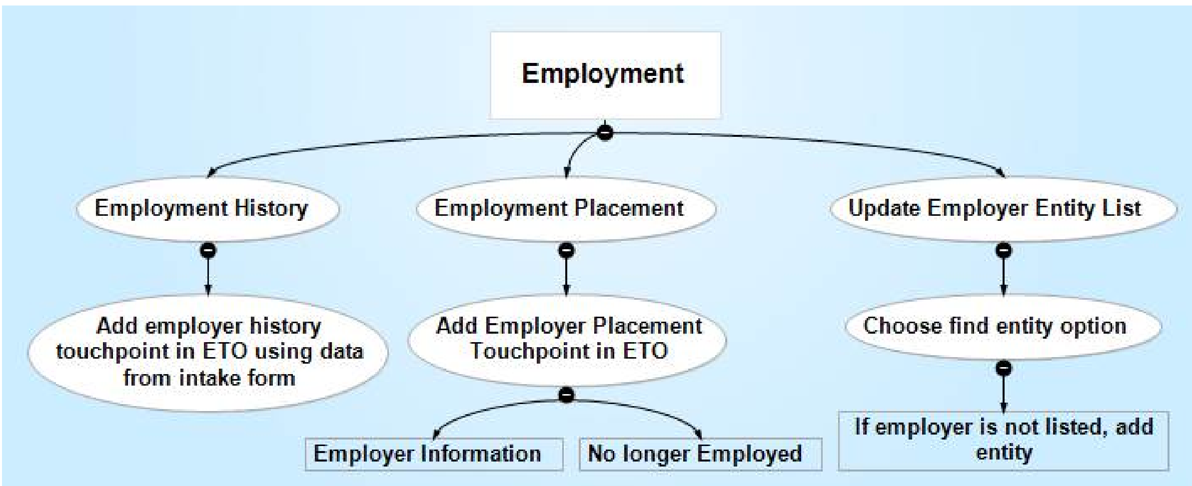


Figure 1: Process

The Process:

<u>Task 1: Adding New Employers to ETO</u>

New Employers should be added to the Employer Entity list in ETO so that they will appear in the in the drop down for the Employment Placement Touchpoint.

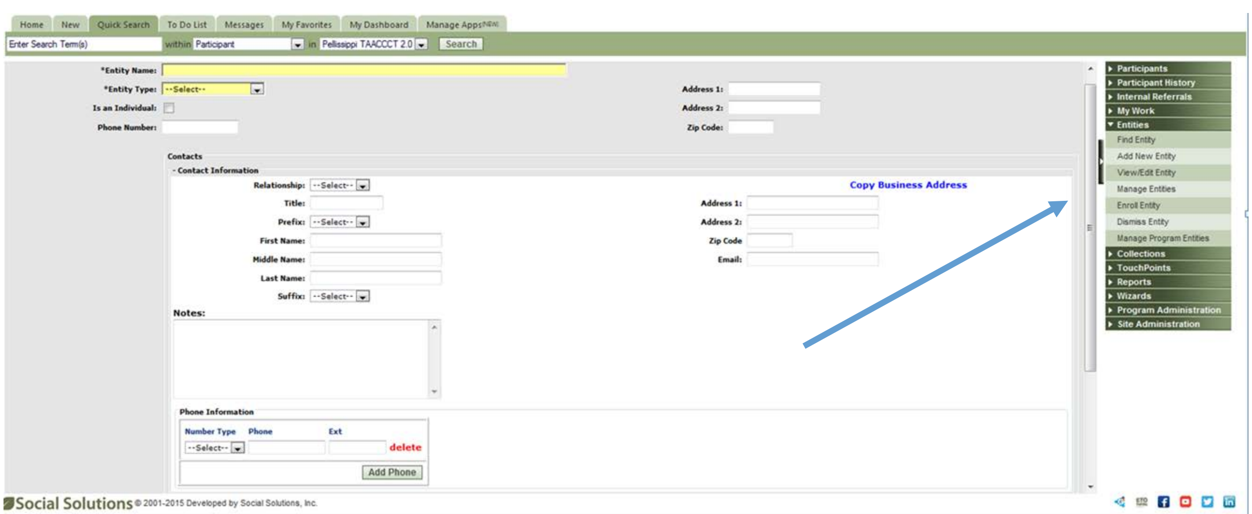


Figure 2: ETO Employer Entity in ETO

To add a new Employer Entity, first click on “Find Entity” to see if this Employer is already on the list. (Note: if this is not working you may have to check with System Administrator).

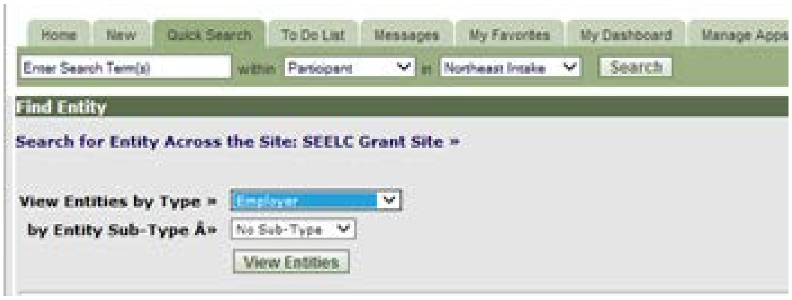
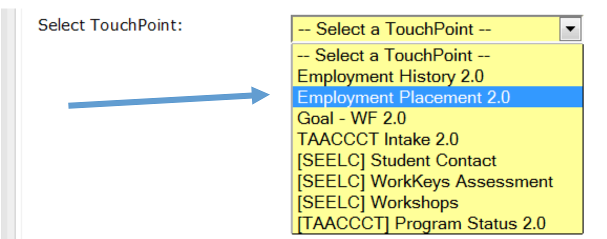


Figure 3 Find Entity in ETO tab

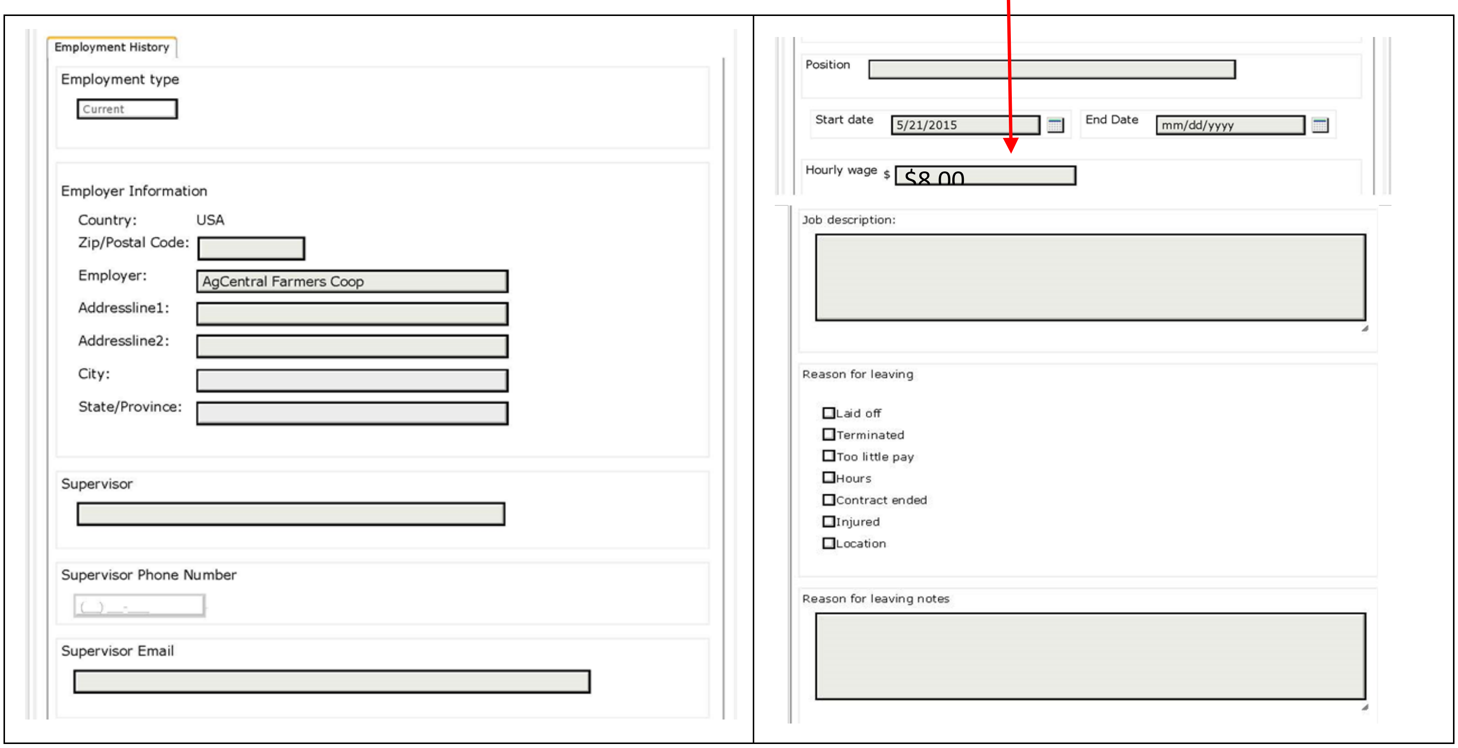
Task 2: Adding Employment Information on Participants into ETO

Employment History Touchpoint:

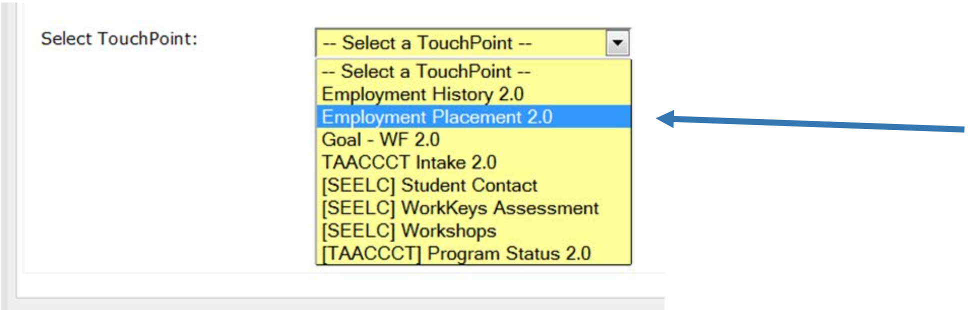
Adding an Employer History Touchpoint in ETO. Here you will enter employment information on participant. Multiple employment histories may be added as participant changes jobs. **Make sure you include hourly wage**.



Figures 4 & 5: Adding an Employment History Touchpoint for a Participant

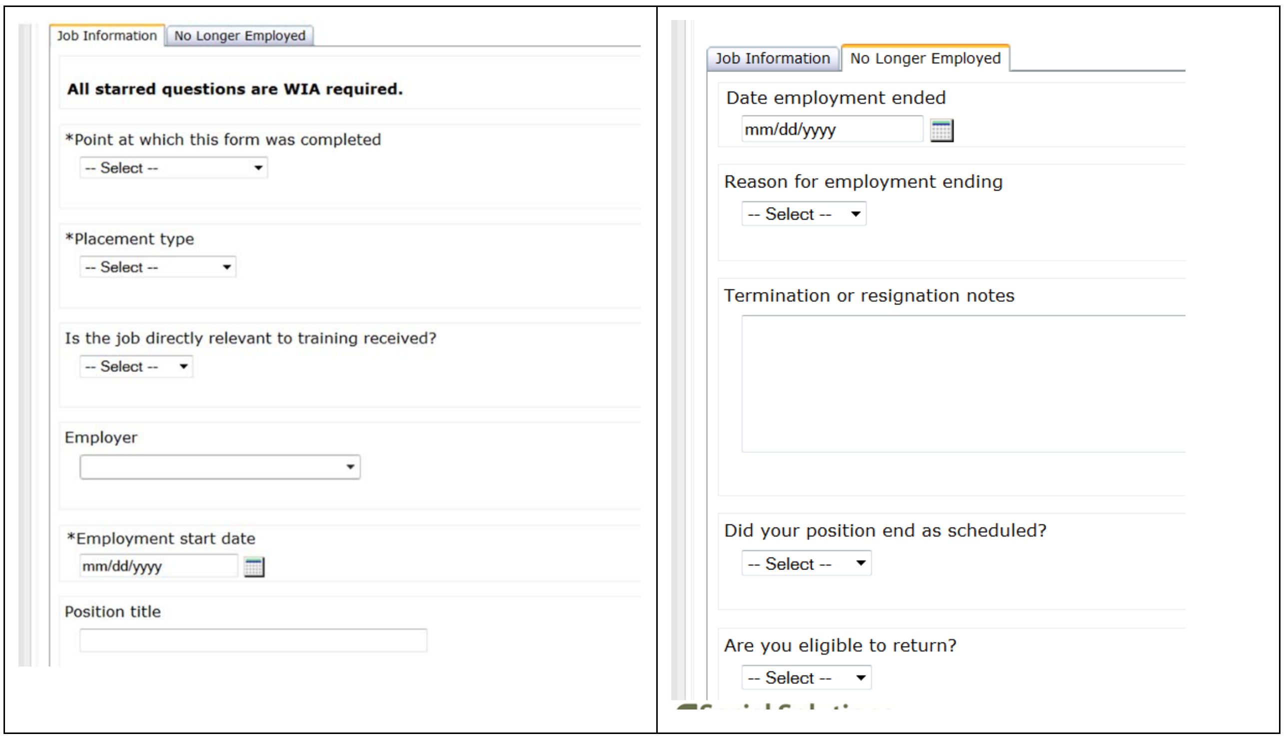


Task 3: Adding an Employer Placement Touchpoint in ETO



Figures 6 & 7: Adding an Employer Placement Touchpoint

Here you can complete Job Information and No longer employed if applicable.



Note: Employer here is a drop down based on the Employer Entity Field.

Tracking Past Employment

Description: Past Employment TouchPoint is used in the SEELC APR for Incumbent Workers – last measure for wage increase

Staff: Completion Coaches or Outcomes & Data Specialist

Documentation/Information Needed: Intake Form from the participant or UI data if available

Optional Documents: None

Frequency of Process: Just once – at time of entry into TAACCCT 2.0 for all Incumbent Workers to show their current employer and wage at intake

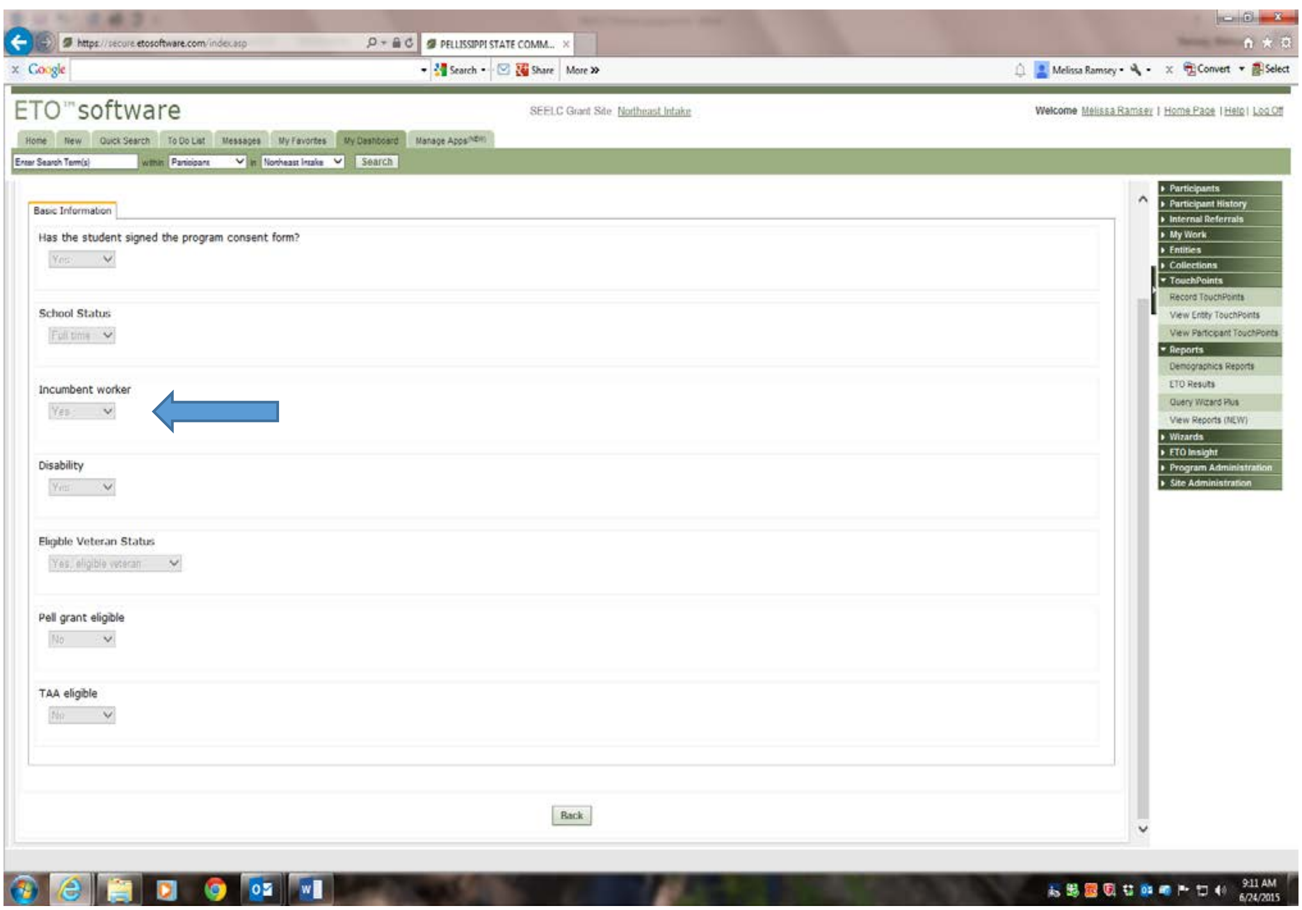
Tracking Past Employment

- Past Employment is used in the SEELC APR for Incumbent Workers – last measure for wage increase
- Completion Coach (or Outcomes & Data Specialist as needed) collects employment status information on a student for the SEELC grant at time of **Intake only** – Use Intake Form
- Only for Incumbent Workers – TAACCCT FAQ #2 has definition of IW, basically anyone who is employed at Intake:

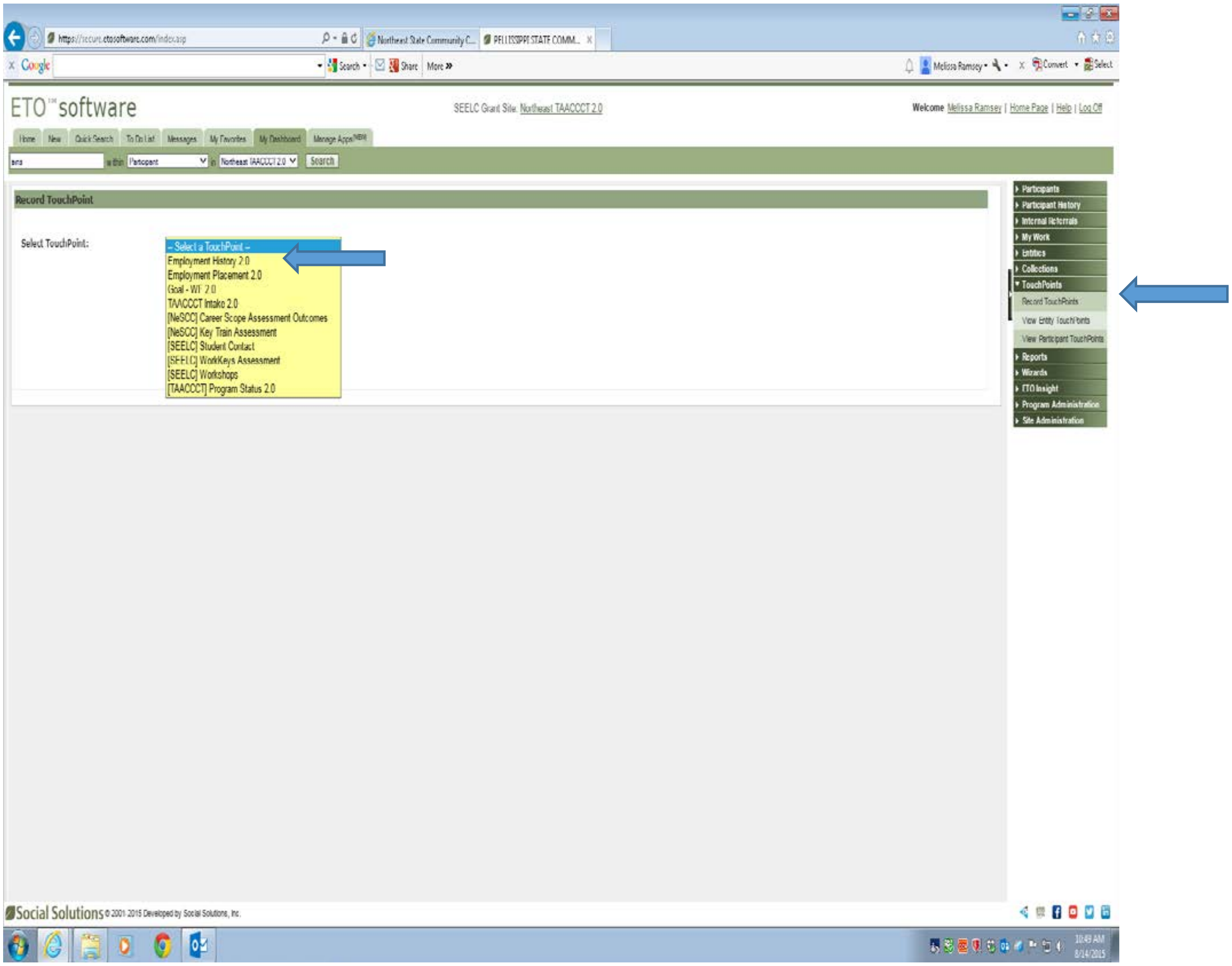
Who counts as an incumbent worker?

The definition of "incumbent worker" in the reporting package is that the student is employed at enrollment. There is no minimum number of hours or special stipulations on what type of employment the position falls under to be counted or not counted under this definition. If the student is in any capacity employed at enrollment, he or she is considered an incumbent worker.

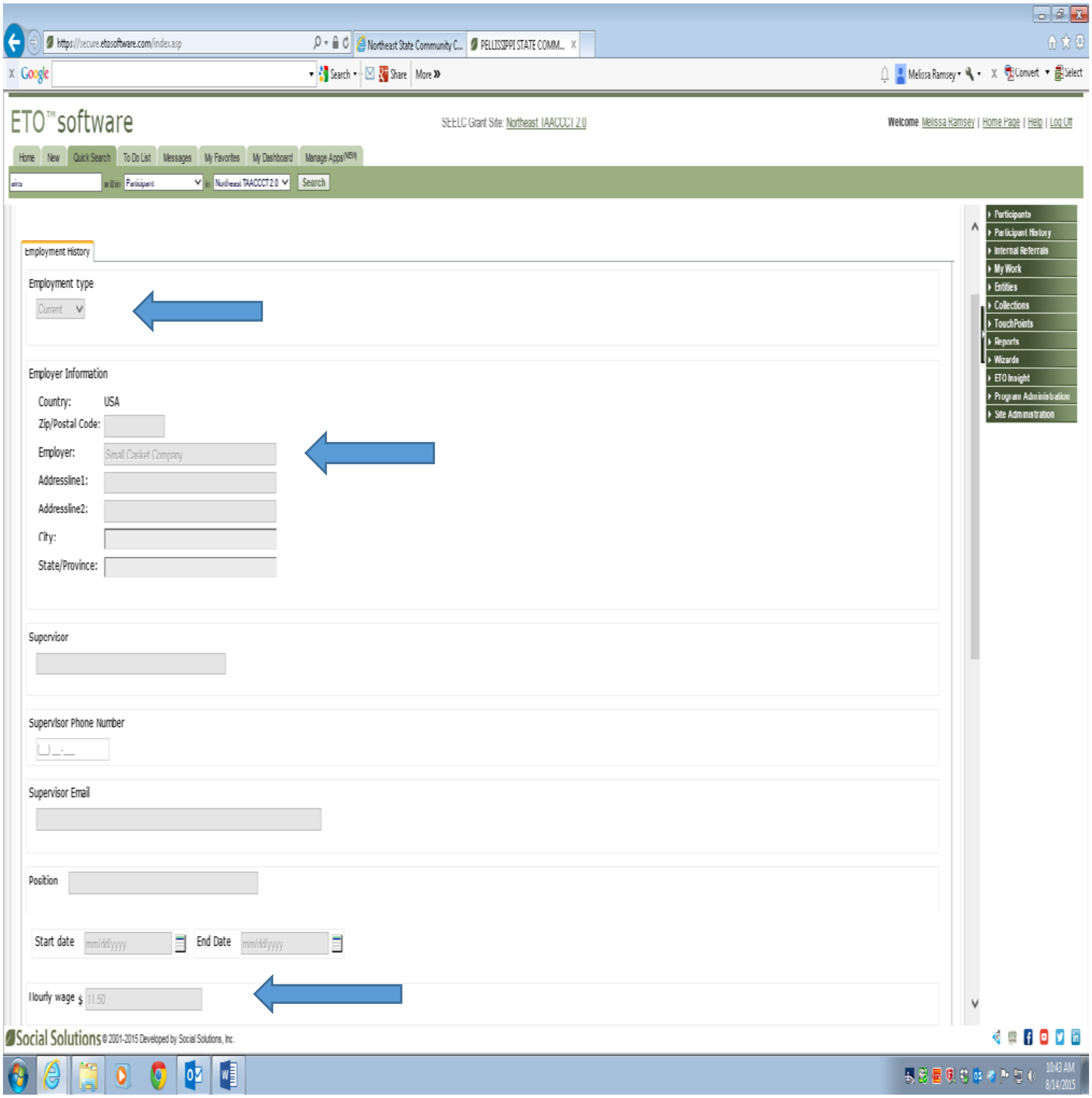
- IW should be marked yes in the Intake Touchpoint (TP)



➢ Complete the <u>Employment History TP</u> in ETO TAACCCT 2.0



- o Make sure you choose **current** in the TP and enter the name of employer (can just type in the name – no drop down here) and wage (must have wage for IW for APR)
- o This TP would only be done once


https://secure.etosoftware.com/index.asp
Northeast State Community C...
PELLISSIPPI STATE COMM...
Google
Search
Share
More »
Melissa Ramsey
Convert
Select
ETO™ software
SEELC Grant Site: Northeast TAACCCT 2.0
Welcome Melissa Ramsey | Home Page | Help | Log Off
Home
New
Quick Search
To Do List
Messages
My Favorites
My Dashboard
Manage Apps NEW
Participant
Northeast TAACCCT 2.0
Search
Employment History
Employment type
Current
Employer Information
Country:
USA
Zip/Postal Code:
Employer:
Small Casket Company
Addressline1:
Addressline2:
City:
State/Province:
Supervisor
Supervisor Phone Number
Supervisor Email
Position
Start date
mm/dd/yyyy
End Date
mm/dd/yyyy
Hourly wage $
11.50
Participants
Participant History
Internal Referrals
My Work
Entities
Collections
TouchPoints
Reports
Wizards
ETO Insight
Program Administration
Site Administration
Social Solutions © 2001-2015 Developed by Social Solutions, Inc.
10:43 AM
8/14/2015

Tracking Program Status

Description: This process shows how to enter a Program Status TouchPoint as well as why, when and how often you should perform this process. Make sure to create a new TouchPoint each time. Only 'edit' the TouchPoint if there are keying errors.

Staff: Mostly the Completion Coaches or Data & Outcomes Specialist

Documentation/Information Needed: You need to know what

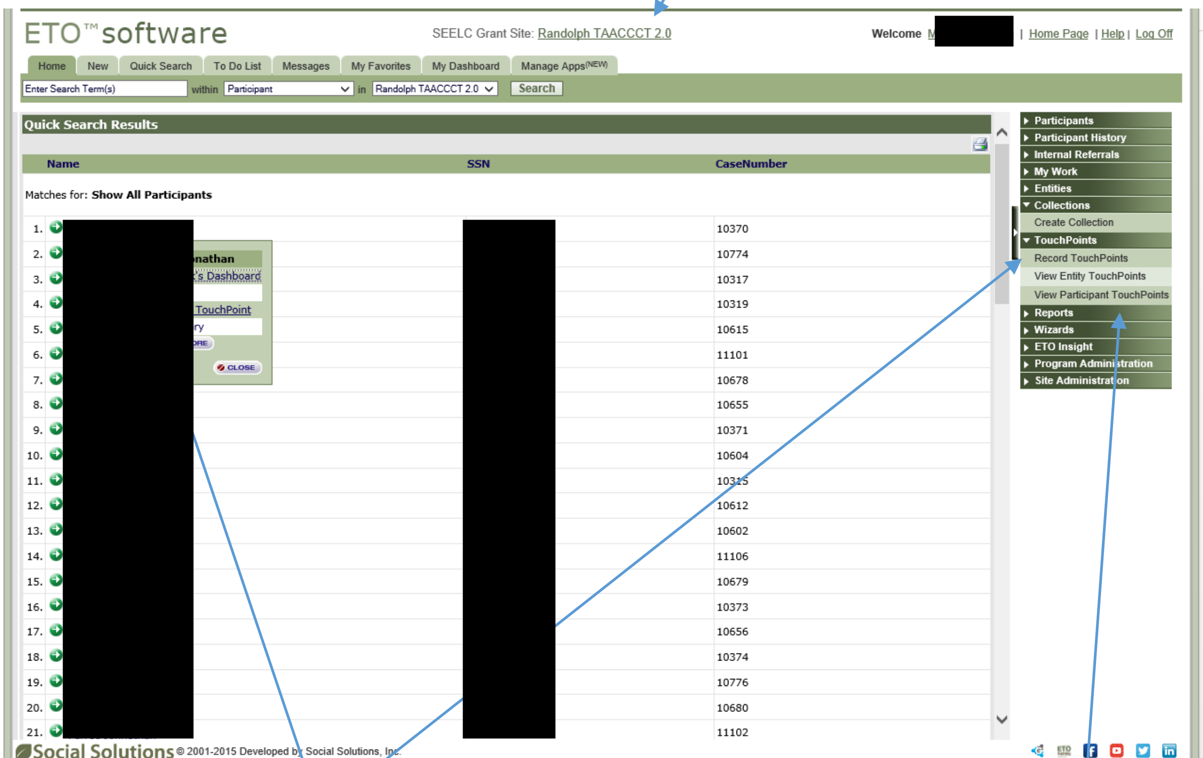
Optional Documents: None

Frequency of Process: This process needs to be performed several times throughout the semester:

- Initially, perform this process to identify the major that the participant is attempting.
- After the census date, perform this process with the number of courses the participant is currently attempting
- After grades have been posted, perform this process with the number of courses the participant completed.
- If a participant completed a certificate, diploma, degree, industry credential, etc. perform this process to indicate the completion.
- If a participant drops out, perform this process to indicate that the participant withdrew.

Tracking Program Status:

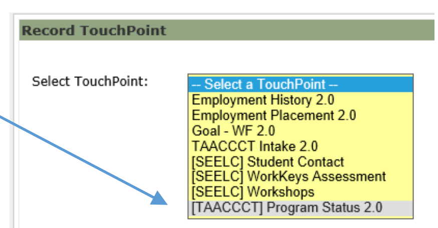
Step 1: Make sure you are in the correct program.



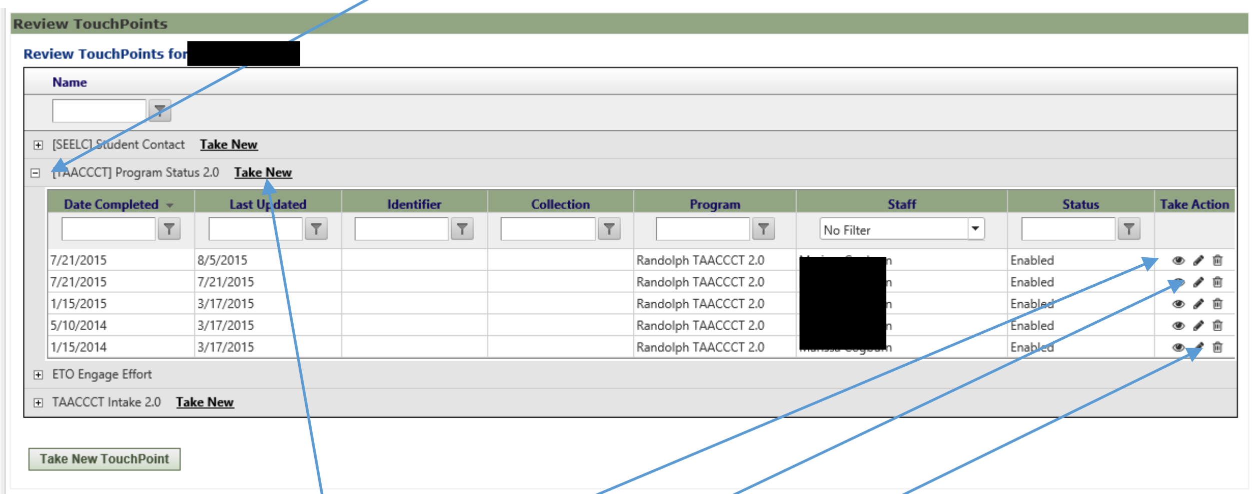
Step 2: Click 'Record TouchPoints' to add a new TouchPoint.

If you want to see what TouchPoints are there for a participant first, click 'View Participant TouchPoints' or 'View/Record TouchPoint'.

Step 3: Choose the '[TAACCCT] Program Status 2.0' TouchPoint if you chose 'Record TouchPoints' in Step 2.



If you are checking the current TouchPoints for a participant first and choose 'View/Record TouchPoint' or 'View Participant TouchPoints' in Step 2, you will see the current TouchPoints for the participant that you choose. You can click on the + to expand the '[TAACCCT] Program Status 2.0' Touchpoints.



Under the 'Take Action' column:

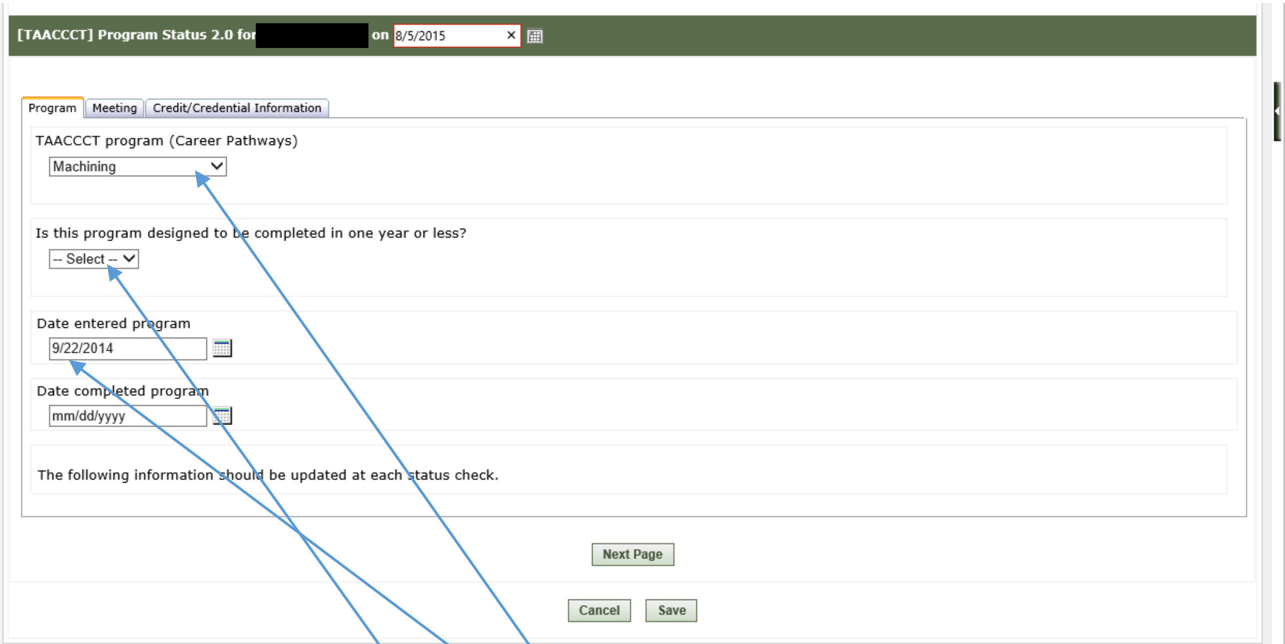
To view, click the Eye icon.

To edit, click the Pencil icon.

To delete, click the Trashcan icon.

Step 4: To Add a new TouchPoint, click 'Take New'.

Step 5: Note that all information from the last [TAACCCT] Program Status 2.0 TouchPoint is already pre-filled for you. This is just for convenience and you can delete or change any of the pre-filled information.



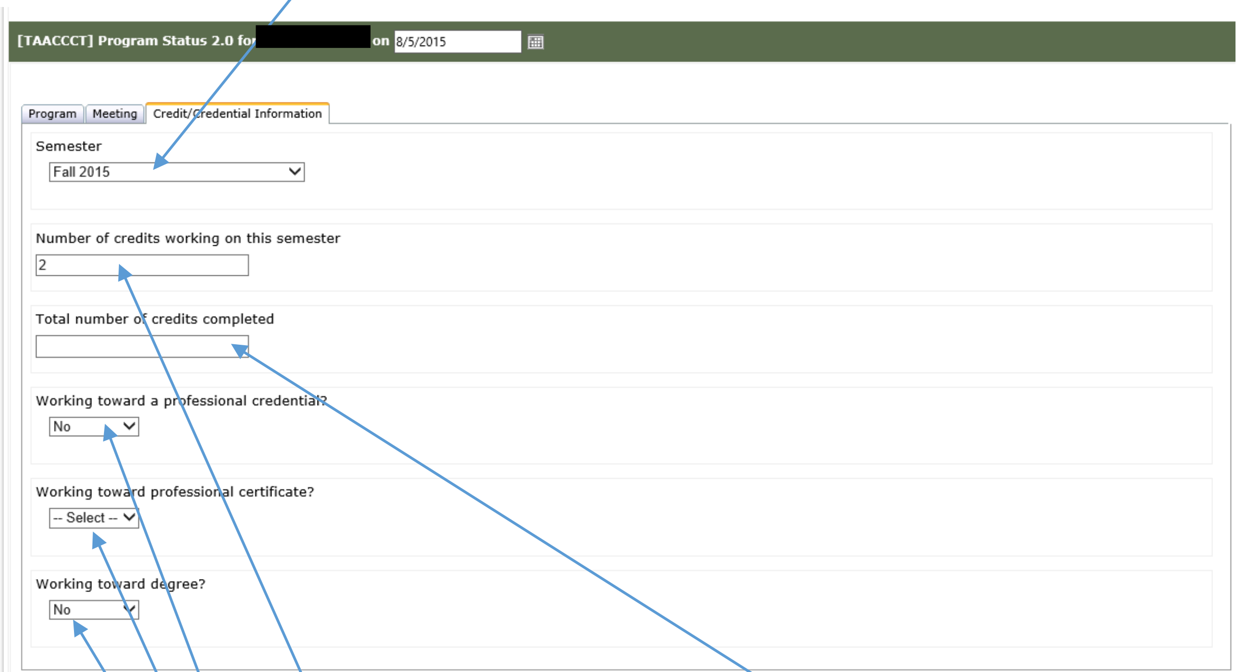
If you have just enrolled the Participant and this is your first' [TAACCCT] Program Status 2.0' TouchPoint:

- Choose one of the three 'TAACCCT program (Career Pathways)'
- If the participant is enrolled in either an industry recognized credential or an institutional certificate program, choose 'Yes' for the 'Is the program designed to be completed in one year or less?' if the certificate requires 24 or less credit hours. Choose 'No' for the 'Is the program designed to be completed in one year or less?' if the certificate requires more than 24 credit hours.
- Enter the date that the participant signed the Intake form into the 'Date Entered Program' field.

Click Next Page.

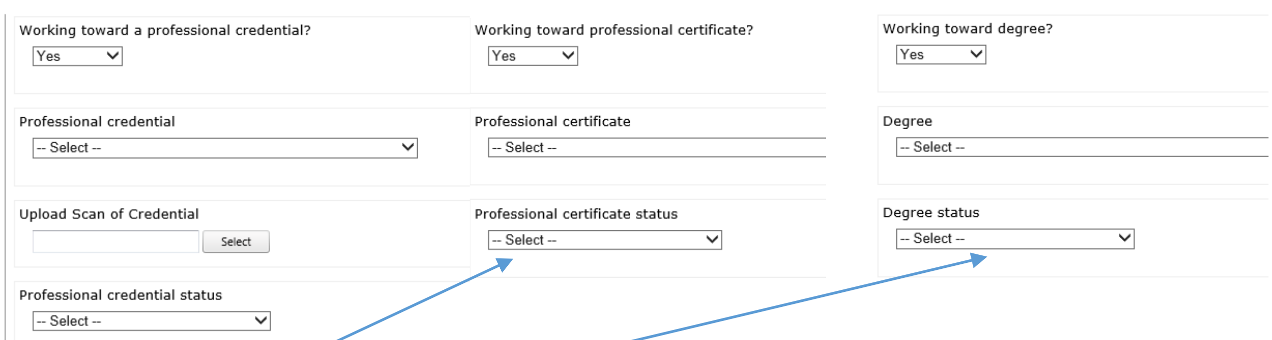
Step 6: Skip Tab 2 – 'Meeting'.

Step 7: Choose the Semester that you are entering information for.



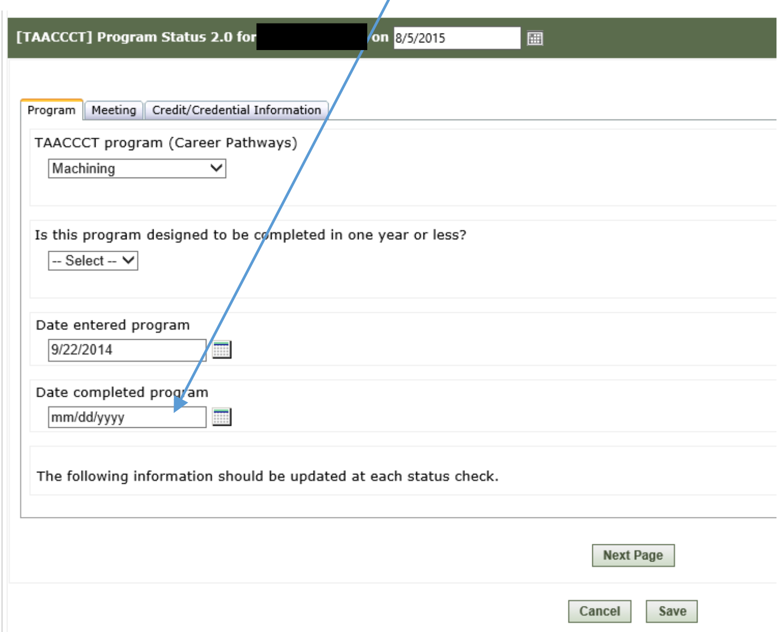
Enter 'Number of credits working on this semester' or the 'Total number of credits completed', depending on when you are performing this process. (See 'Frequency of Process' on page 1).

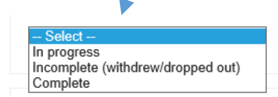
Enter the professional credential, professional certificate, or degree that the participant is working on in one of the last three fields. When you choose 'Yes' in the 'Working toward…' field, more choices will open up. See below:



You can then choose the name of the credential, certificate or degree. Make sure that you choose 'In Progress' in the status of the program you choose.

Step 8: When a participant completes the credential, certificate, or degree program, take a new TouchPoint and add a completion date on Tab 1 AND change the status to 'Complete' on Tab 3.





Tracking Student Contact (Single, Multiple, Collection)

Description: Recording TouchPoints for single, multiple, and collections of students

Staff: Data & Outcomes Specialist (hereafter referred to as "DOS") and Completion Coach

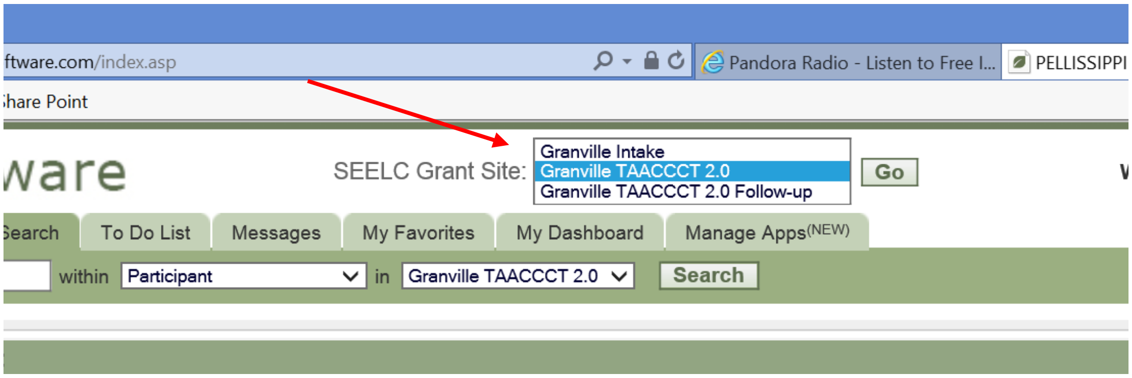
Documentation/Information Needed: Date of contact, duration of meeting, summarized content of meeting, phone call, or content of email

Optional Documents: Emails that coach or DOS were carbon copied in, email attachments

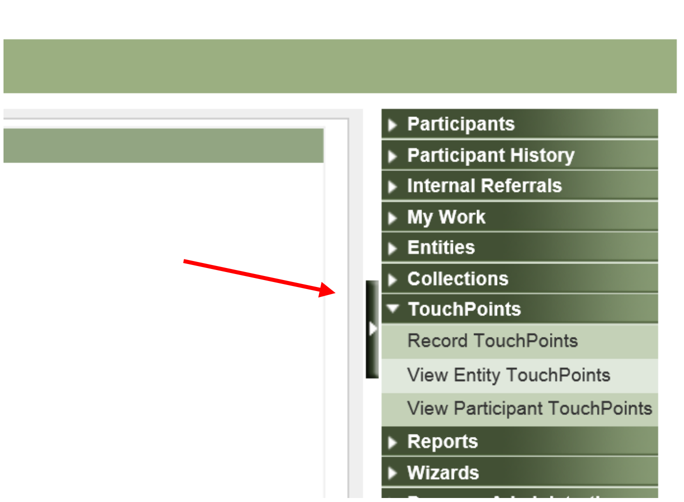
Frequency of Process: Each time DOS or coach is notified or initiates contact with student (try to maintain a 24hr action policy when entering data)

Single & Multiple Student Contact:

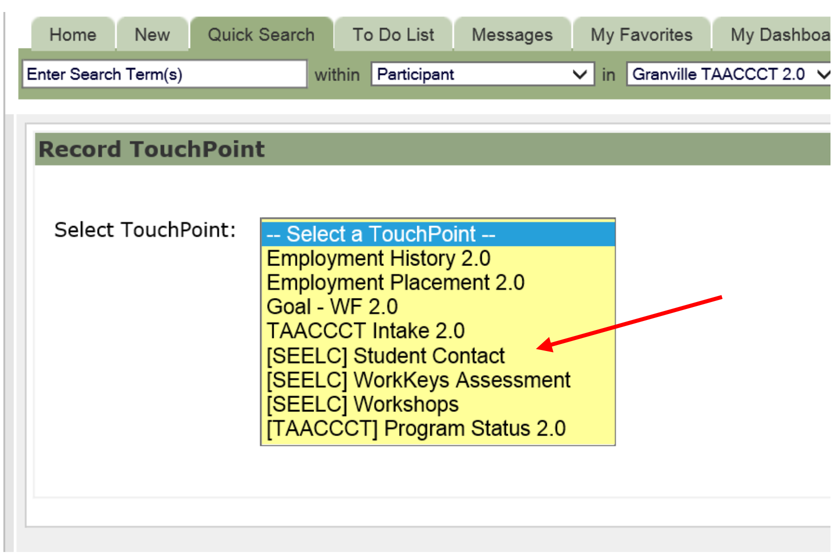
Step 1: Locate and select the 2.0 section of ETO



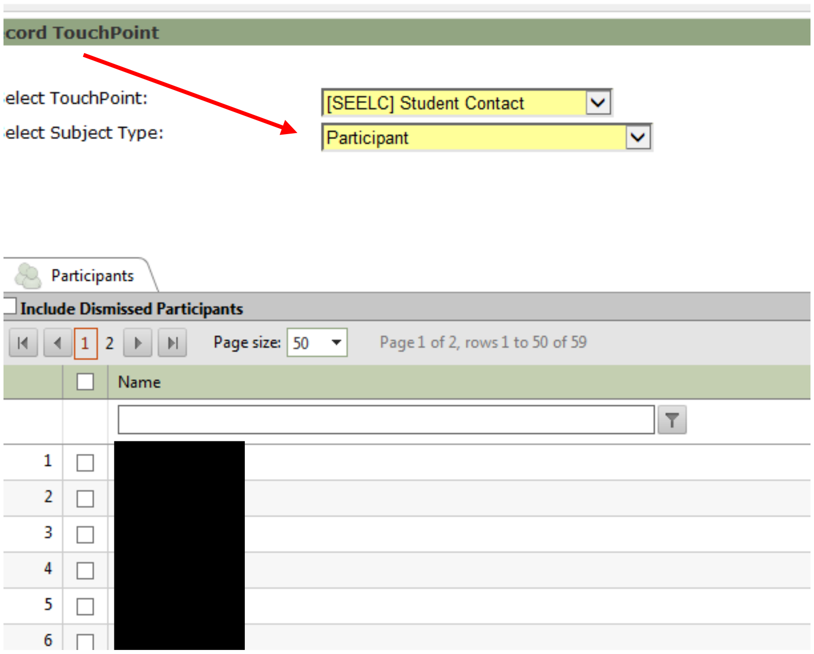
Step 2: Select “Record TouchPoints” on the right hand side of the screen:



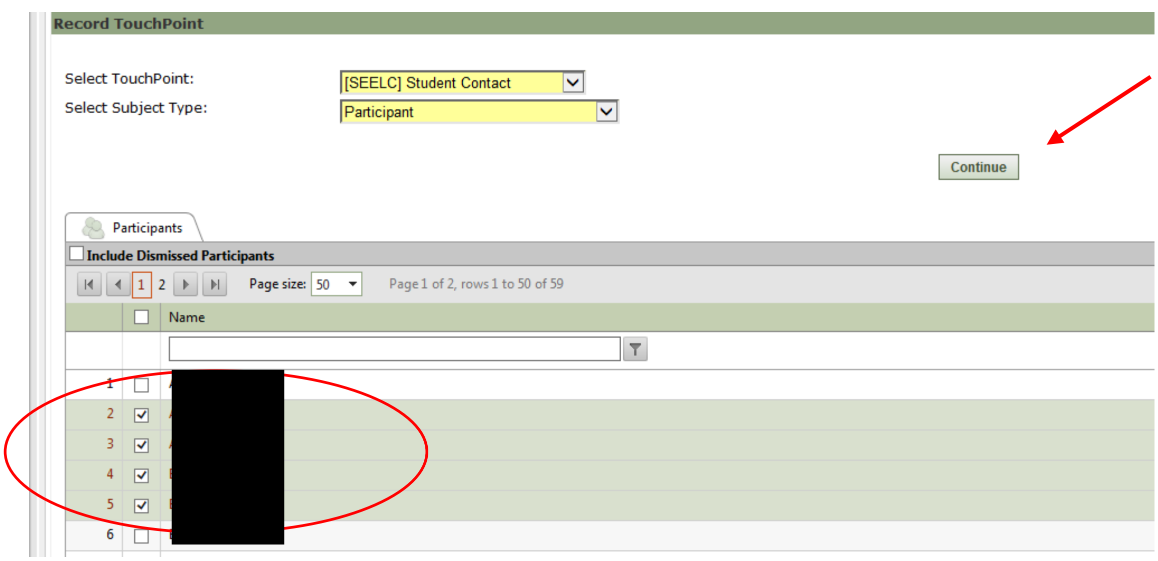
Step 3: Select the [SEELC] Student Contact touchpoint



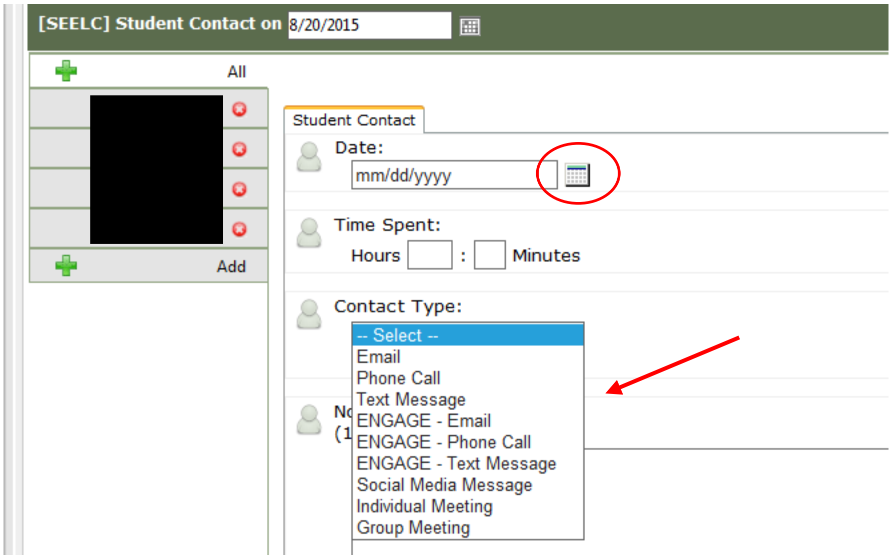
Step 4: Select “Participant” from the drop down menu and a list of students to select from will appear



Step 5: At this point you can select either one or multiple students you wish to record a contact touchpoint. Once the student/students have been selected click on “Continue”

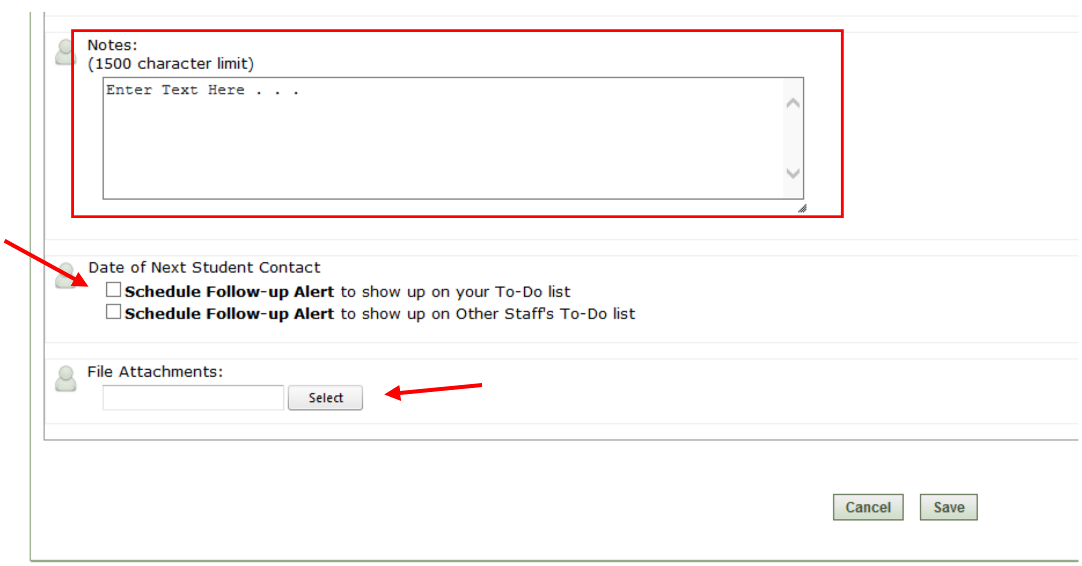


Step 6: Enter the date manually or use the calendar icon. Key the time duration of the meeting if applicable and select the type of contact that was made.



Step 7: Type a brief description of the meeting, media message, or summary of the email in the "Notes" box.

*Optional - If you wish to schedule a reminder for follow-up for yourself or another staff member select the appropriate box. An attached copy of media content pertaining to the contact can be uploaded by clicking on the "Select" button as well.

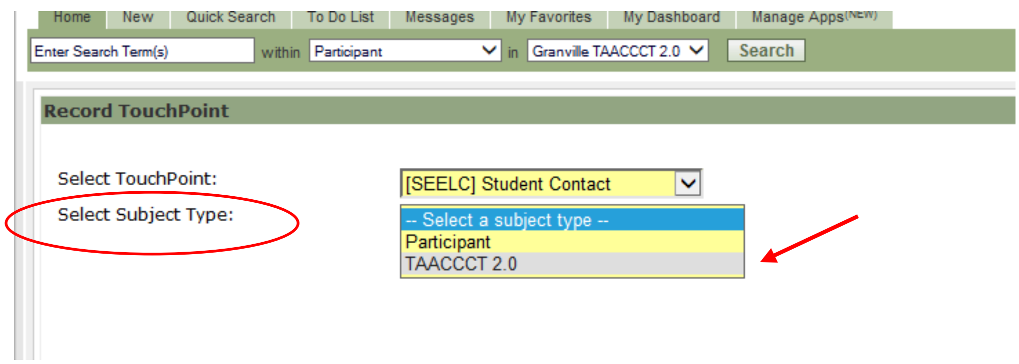


Step 8: Once finished click on “Save”

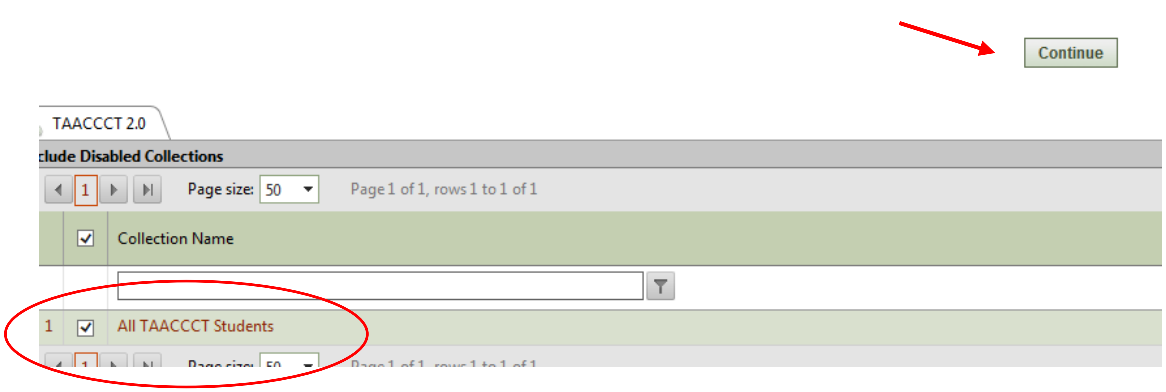
Recording Student Collection Contact:

NOTE A “Collection” must previously be created to be able to use this function. See Create a Collection Process located in SEELC Dropbox/Process Doc Proj/RCC Processes/Creating a Collection

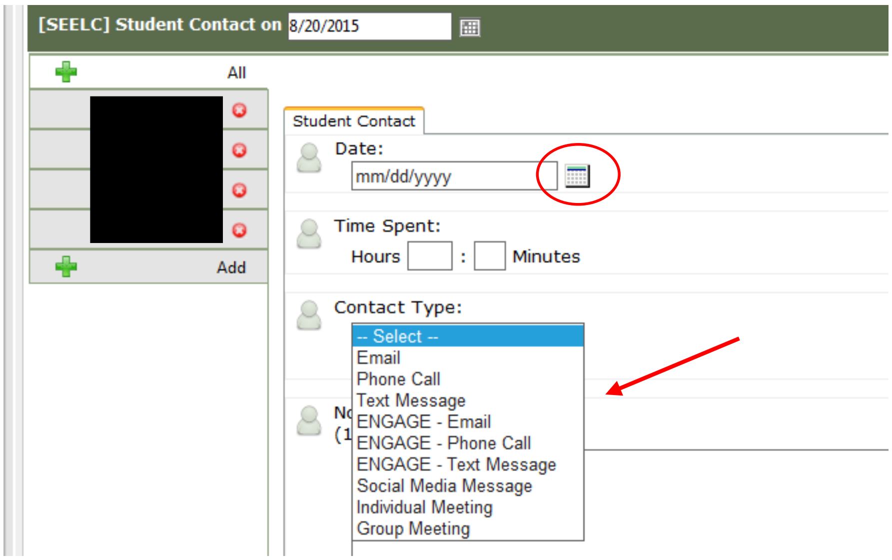
Step 1: Previous steps 1 - 3 will need to be followed but TAAACT 2.0 will need to be selected as “Subject Type”.



Step 2: Select the name of the collection that contains the students you are recording a contact touchpoint for. Then click on “Continue”.

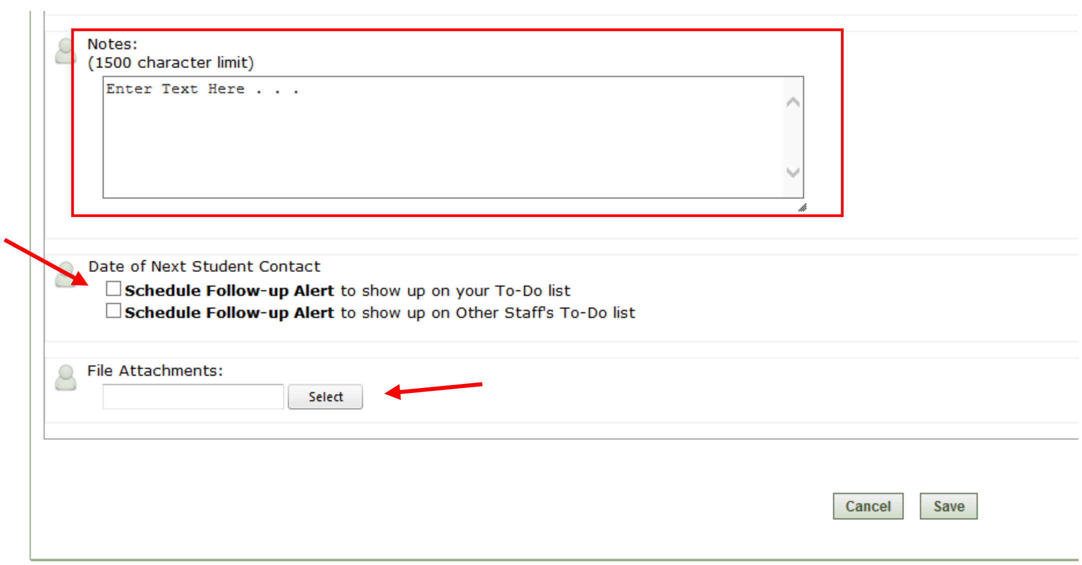


Step 3: Enter the date manually or use the calendar icon. Key the time duration of the meeting if applicable and select the type of contact that was made.



Step 4: Type a brief description of the meeting, media message, or summary of the email in the "Notes" box.

*Optional - If you wish to schedule a reminder for follow-up for yourself or another staff member select the appropriate box. An attached copy of media content pertaining to the contact can be uploaded by clicking on the "Select" button as well.



Step 8: Once finished click on "Save"

Obtaining and Entering WorkKeys Assessment

Description: Entering WorkKeys assessment date, score, and time duration

Staff: Data & Outcomes Specialist (hereafter referred to as "DOS") and Recruitment/Retention Coach, WorkKeys testing facilitator

Documentation/Information Needed: WorkKeys scores & Date of assessment

Optional Docs: Time of test duration and Copy of Certificate received

Frequency of Process: Each time WorkKeys assessment is given

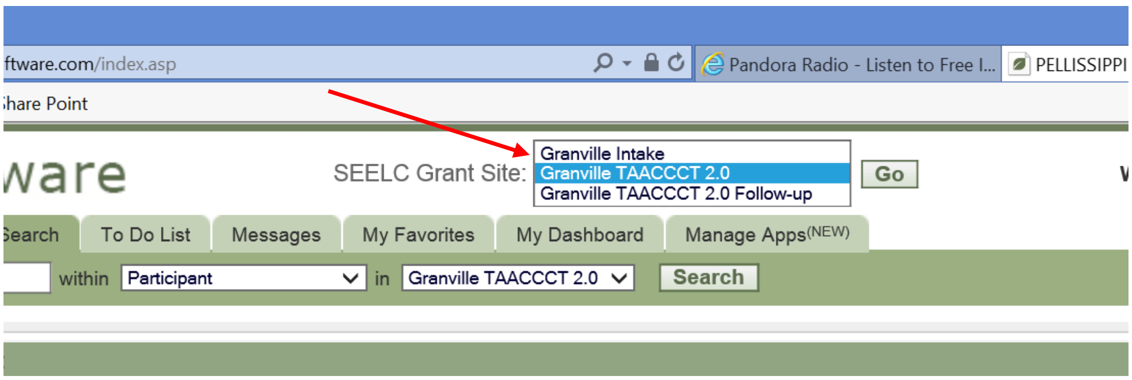
Obtaining and Entering WorkKeys Assessment

Step 1: At the end of each WorkKeys assessment the DOS should contact the testing facilitator and request that electronic copies of the WorkKeys results.

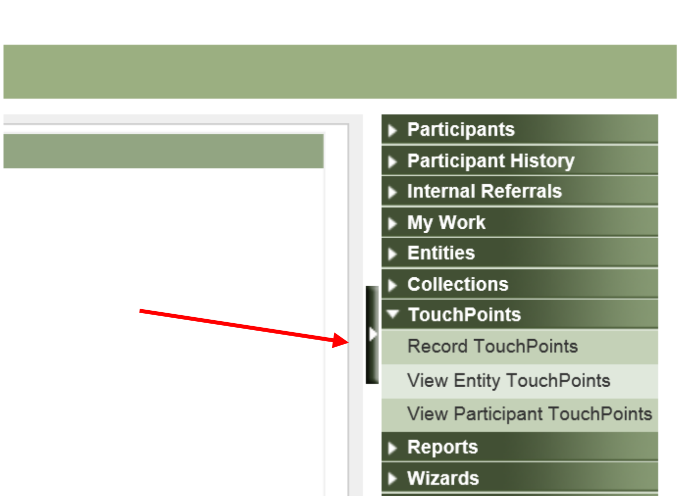
*In the event that test results cannot be individual separated, print the copies of certificates and scan them individually.

Step 2: If an electronic or physical copy of the WorkKeys certificate is provided place each students copy in their appropriate location.

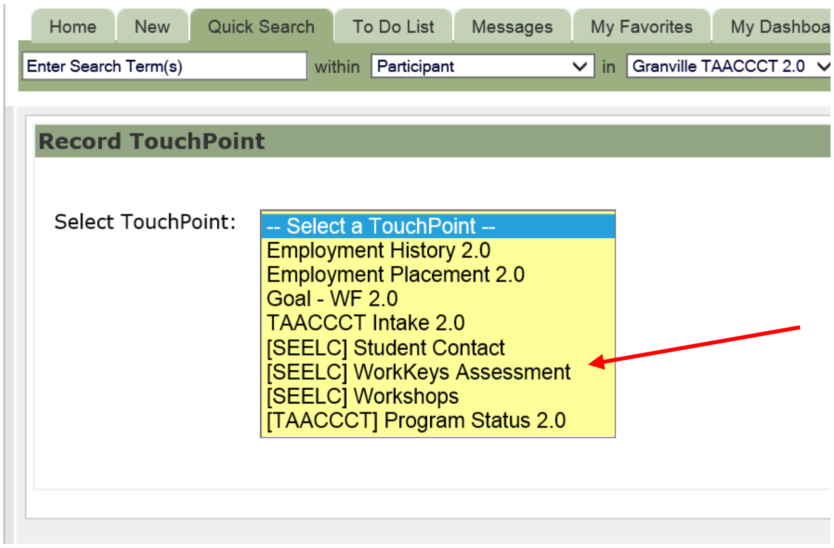
Step 3: The WokKeys test results will be entered into ETO under the "2.0" section.



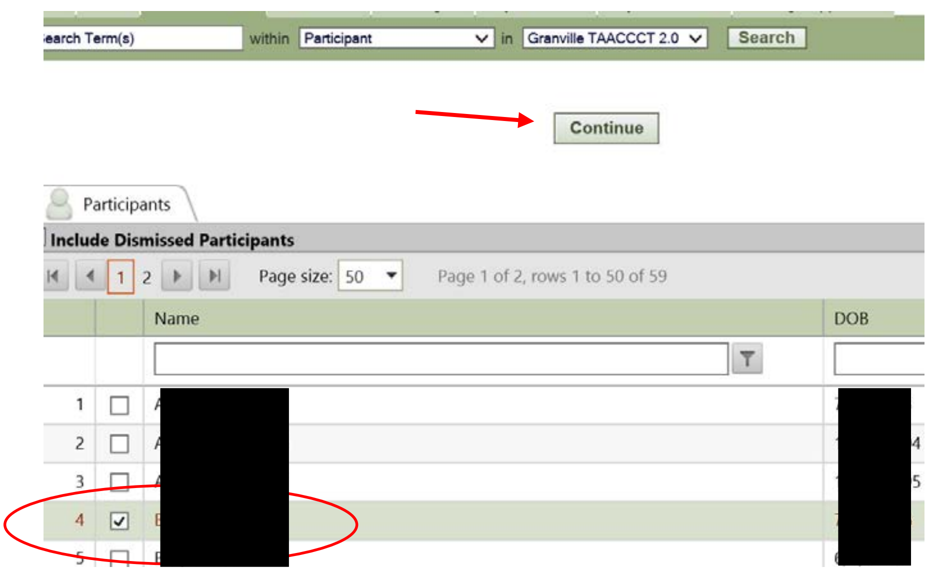
Step 4: Select "Record TouchPoints" on the right hand side of the screen:



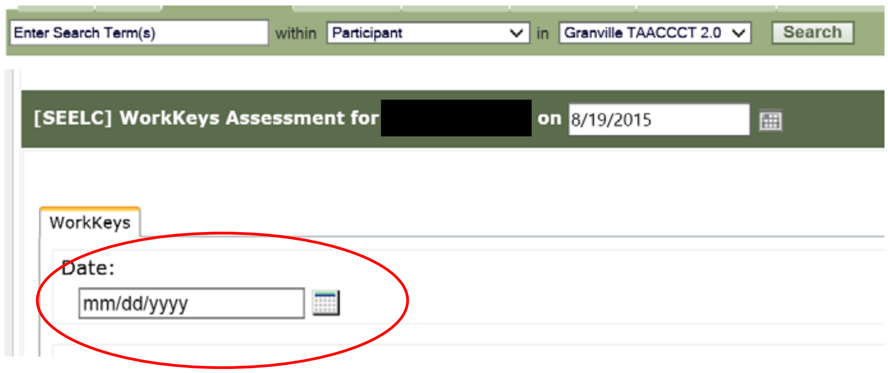
Step 5: Select the [SEELC] WorkKeys Assessment touchpoint



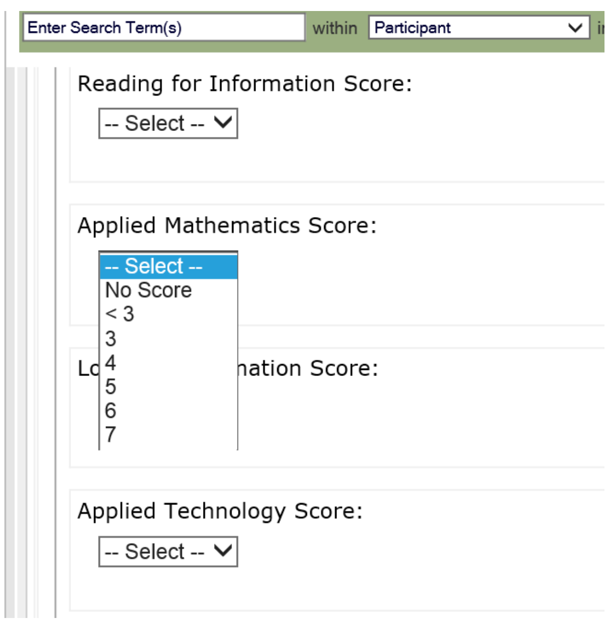
Step 6: Select the student you are recording the TouchPoint for and click "Continue"



Step 7: Enter the assessment date NOT the date the information is entered; that is automatically populated at the top. NOTE: the date can be manually keyed or the calendar icon may be used

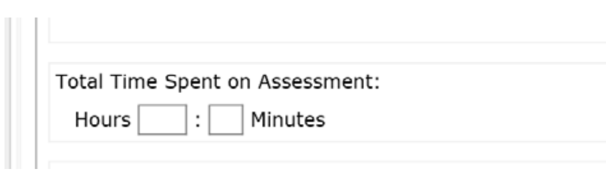


Step 8: Each WorkKeys score is entered into their respective fields using the drop down feature. If any section was not given as an assessment that field can be left blank.



Step 9: The duration of the WorkKeys assessment may be recorded by manually keying the time in.

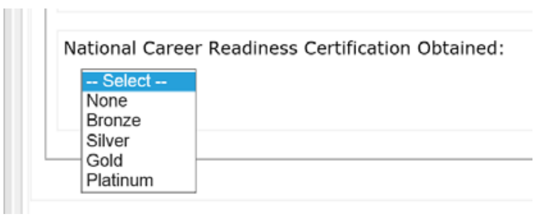
**Some facilities maintain a standardized time limit for testing due to assessment categories and dismiss the class as a whole. In this case all students will have the same assessment duration.



Step 10: The certification level is selected from the drop down menu. NOTE: if the student did not finish the assessment or failed to produce a score worthy of a category, "None" should be selected indicating the student participated in the WorkKeys assessment. This is indicated by a "<3".

**Awarded Color is as follows:

- Platinum = lowest score is 6
    - (with exception of Locating Information, highest given is 6)
- Gold = Scores of Level 5 or higher on all three exams
- Silver = Scores of Level 4 or higher on all three exams
- Bronze = Scores of Level 3 or higher on all three exams



Step 11: Once all information is entered and confirmed click "Save".

Employment Placement

Description: Process used for following-up with students to gain their employment information after they have completed the program.

Staff: Outcomes & Data Specialist, Completion Coaches

Documentation/Information Needed: Knowledge if participant is incumbent or non-incumbent worker, UI wage data if available, and student contact information

Optional Documents/Information: Contact institution's job placement office to see if data is already available.

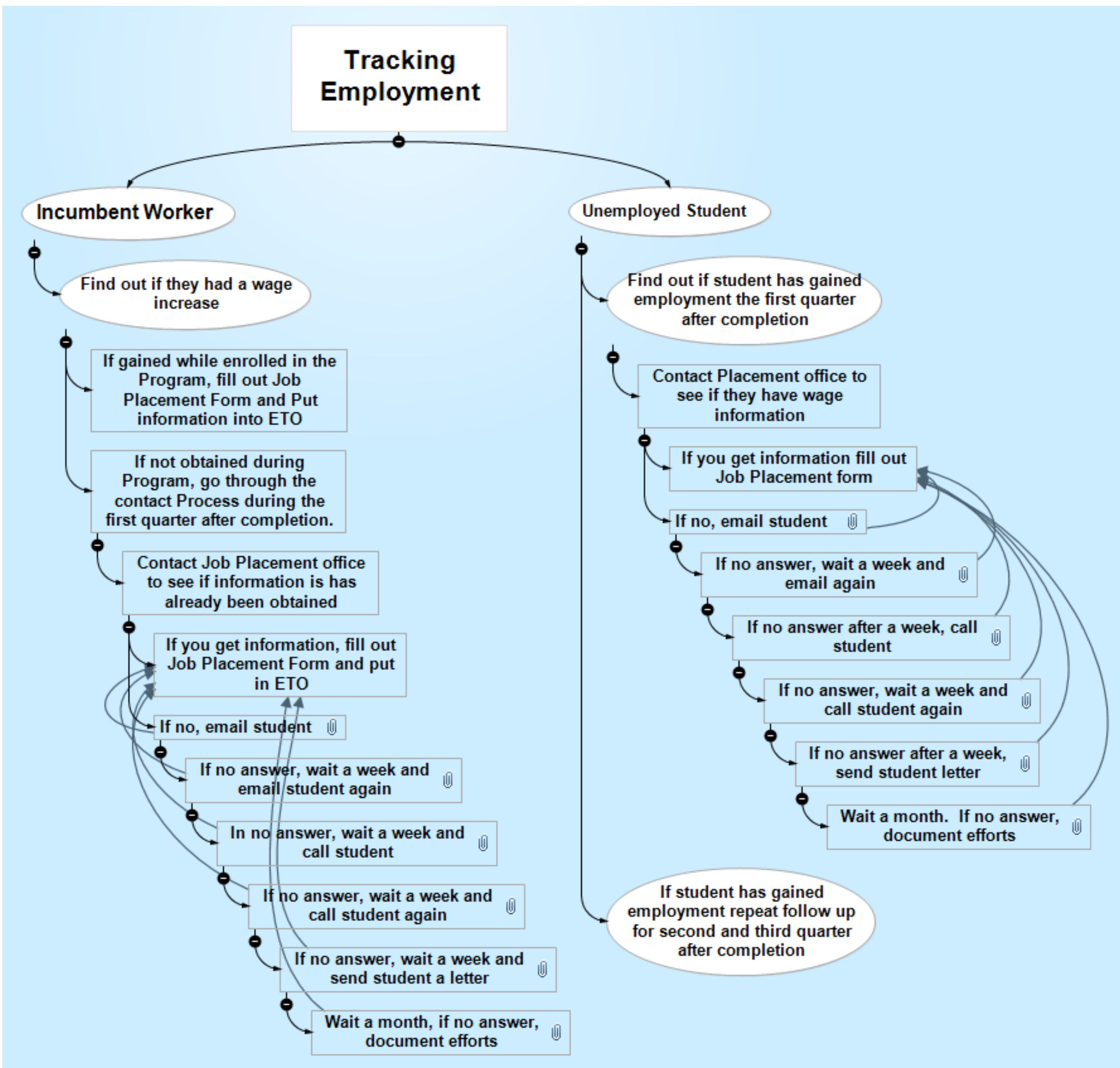
Frequency of Process: Up to three quarters after program exit/completion

Employment Placement

The process of following-up with students to gain their employment information after they have completed the program.

Tasks	Staff
Contacting students	Completion Coach
Filling out Documentation of Job Placement	Completion Coach
Putting information into ETO	Outcomes and Data Specialist

Month of Graduation	First Quarter	Second Quarter	Third Quarter
May	July- September	October- December	January-March
August	October-December	January- March	April- June
December	January- March	April- June	July- September



Check List for Employment tracking efforts

Students Name____

For unemployed or Incumbent workers who have not had wage increase information documented:

First Quarter after Completion

- o Contact Placement office (first week of Quarter) Date___________
- o Email Student (Second week of Quarter) Date___________
- o Email Student (Third week of Quarter) Date___________
- o Call Student (Fourth week of Quarter) Date__________
- o Call Student (Fifth week of Quarter) Date___________
- o Send Letter (Sixth week of Quarter) Date___________

Only for students unemployed at enrolment and had a job during first Quarter follow-up:

Second Quarter after Completion

- o Contact Placement office (first week of Quarter) Date___________
- o Email Student (Second week of Quarter) Date___________
- o Email Student (Third week of Quarter) Date___________
- o Call Student (Fourth week of Quarter) Date___________
- o Call Student (Fifth week of Quarter) Date___________
- o Send Letter (Sixth Week of Quarter) Date___________

Only for students unemployed at enrolment and had a job during first and second Quarter follow-up:

Third Quarter after Completion

- o Contact Placement office (first week of Quarter) Date___________
- o Email Student (Second week of Quarter) Date___________
- o Email Student (Third week of Quarter) Date___________
- o Call Student (Fourth week of Quarter) Date__________
- o Call Student (Fifth week of Quarter) Date___________
- o Send Letter (Sixth Week of Quarter) Date

Documentation of Job Placement and Wage Increase while Enrolled in Program

Student's Name: ____

Date of Verification: ____________

Employment Status:____

Employer______________________________ Wage:________________________

Job Title____

Verified By: ____

Follow- up Documentation of Job Placement and Wage Increase

Student's Name___________________________

Date of Completion__________________________

First Quarter after Completion Date of Verification: ___________

Employment Status:____

Employer___________________________ Wage:______________________

Job Title____

Verified By: ____

Second Quarter after Completion Date of Verification: ___________

Employment Status:____

Employer___________________________ Wage:______________________

Job Title____

Verified By: ____

Third Quarter after Completion Date of Verification: ___________

Employment Status:____

Employer___________________________ Wage:______________________

Job Title____

Verified By: ____

Tracking Post Education

Description: Recording TouchPoints for Post Education after completion of TAACCCT program of study

Staff: Outcomes & Data Specialists, Completion Coaches

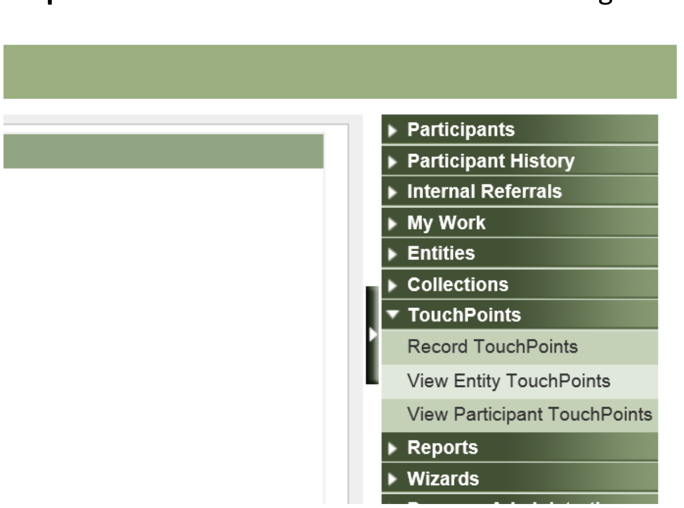
Documentation/Information Needed: Type of Post education, School name, Name of Program, Date Entered, Possibly date Completed

Frequency of Process: When student enters a new post education program and possibly if they graduate from that program

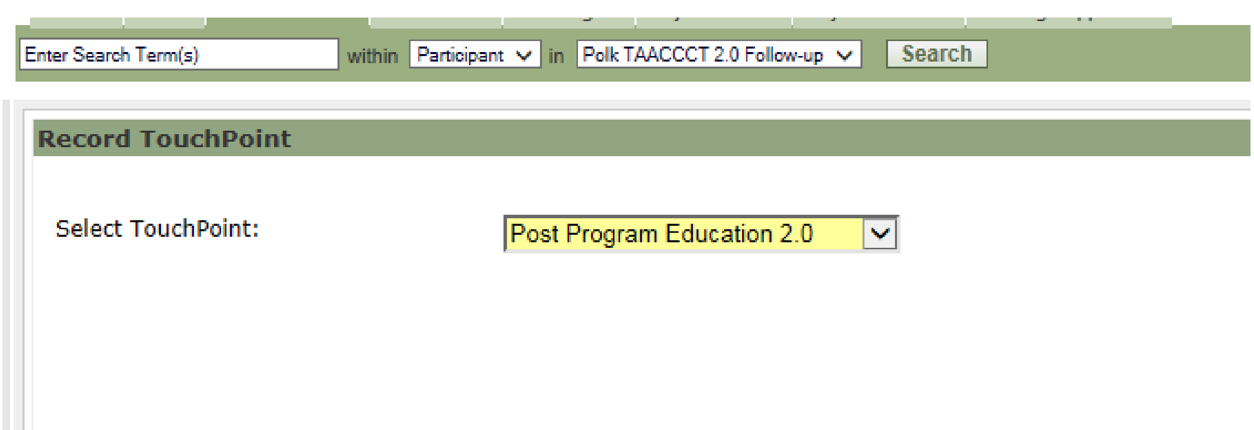
Tracking Post Education

Step 1: Locate and select the 2.0 Follow-up in ETO

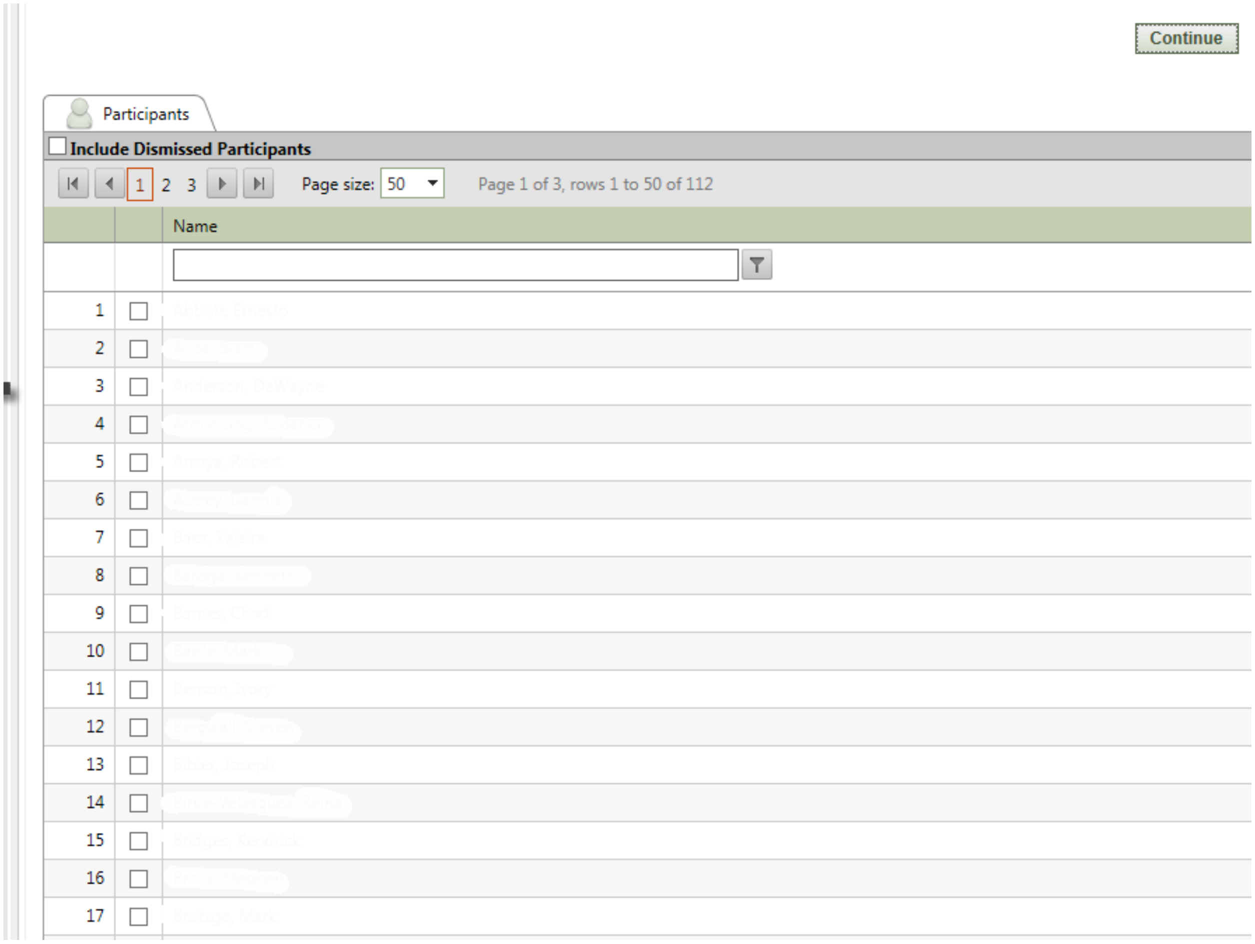
Step 2: Select "Record TouchPoints" on the right hand side of the screen:



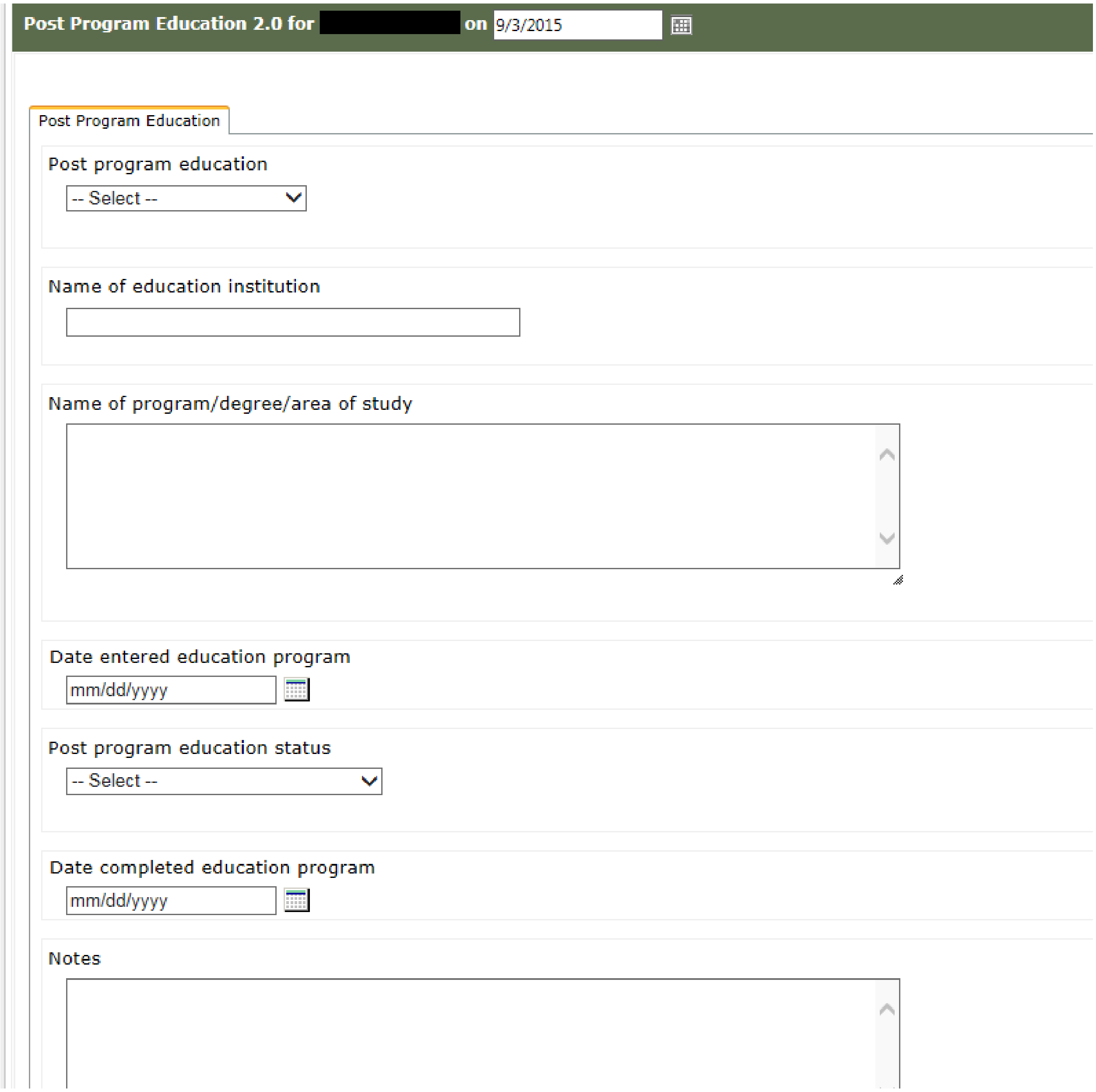
Step 3: Select the Post Program Education 2.0 Touchpoint



Step 4: Select "Participant" from menu then click continue at top or bottom of screen



Step 5: Enter the date that information was obtained manually or use the calendar icon.



Step 6: 1. Select Post Program education type

2. Enter Name of educational Institute

3. Enter Name of Program/degree/area of study

4. Date entered education program

5. Post Program Education status

6. Possibly enter date post education program was completed

7. Enter any note that you may have

Step 7: Once finished click on “Save”

Generating & Manipulating Touchpoint- Flat File Report

Description: This is a good report to run to see if you missed entering a participant's data into ETO or need to do any type of counts on particular fields for any of the Touchpoints

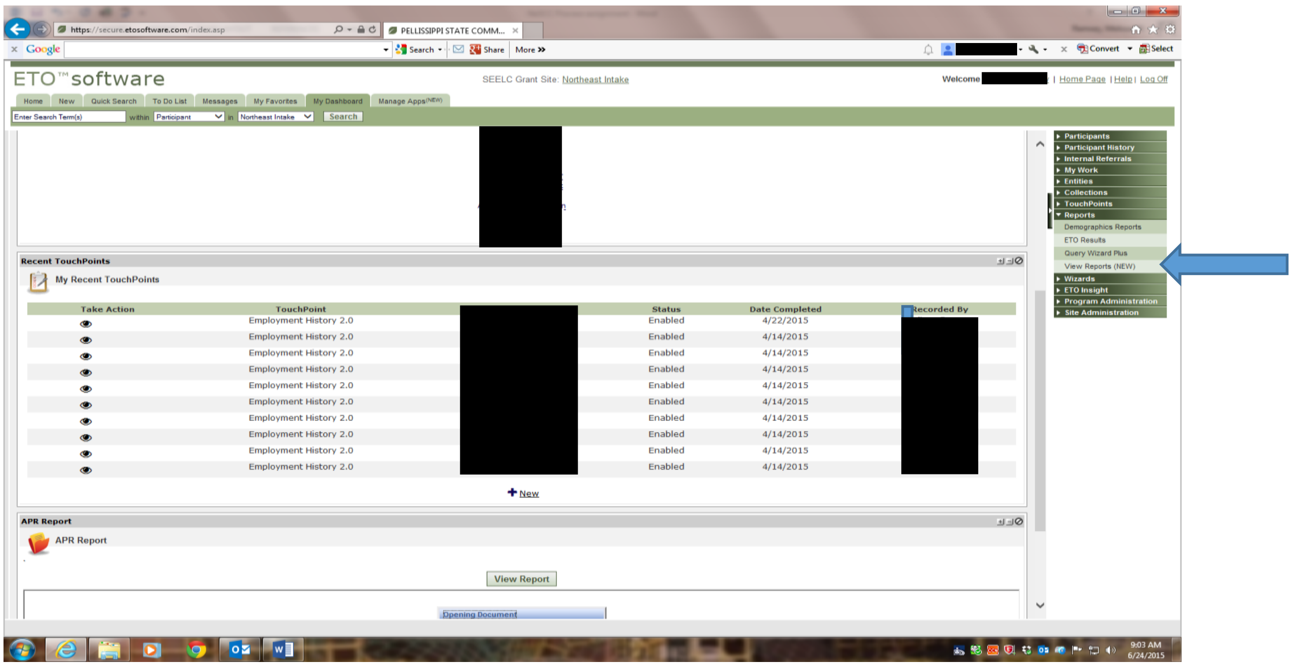
Staff: Mostly Outcomes & Data Specialist would use this report

Documentation/Information Needed: This report can be ran as often as needed

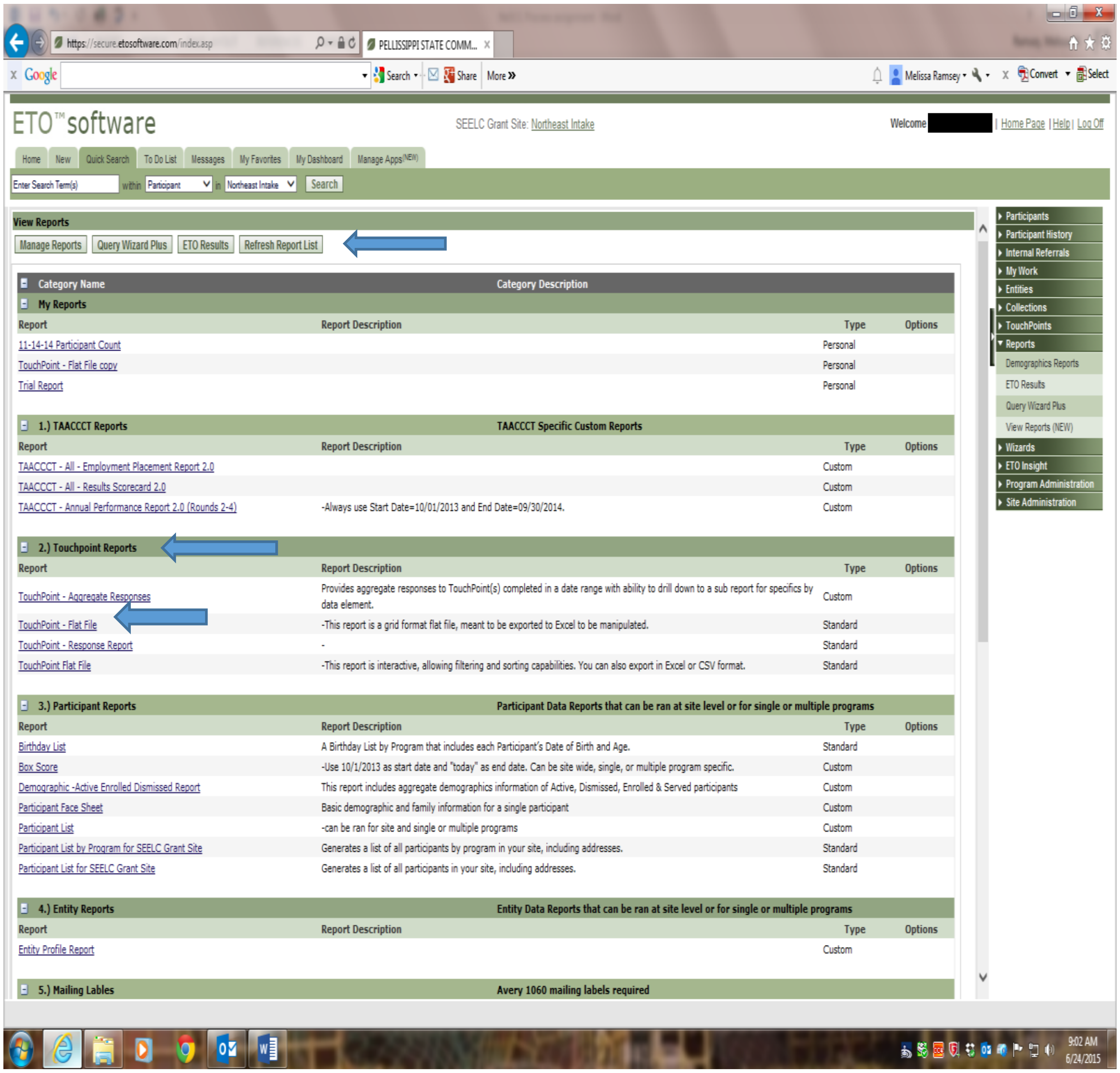
Frequency of Process: Once logged into ETO, go to the right hand side and choose Reports>View Report (new)

Generating & Manipulating Touchpoint- Flat File Report

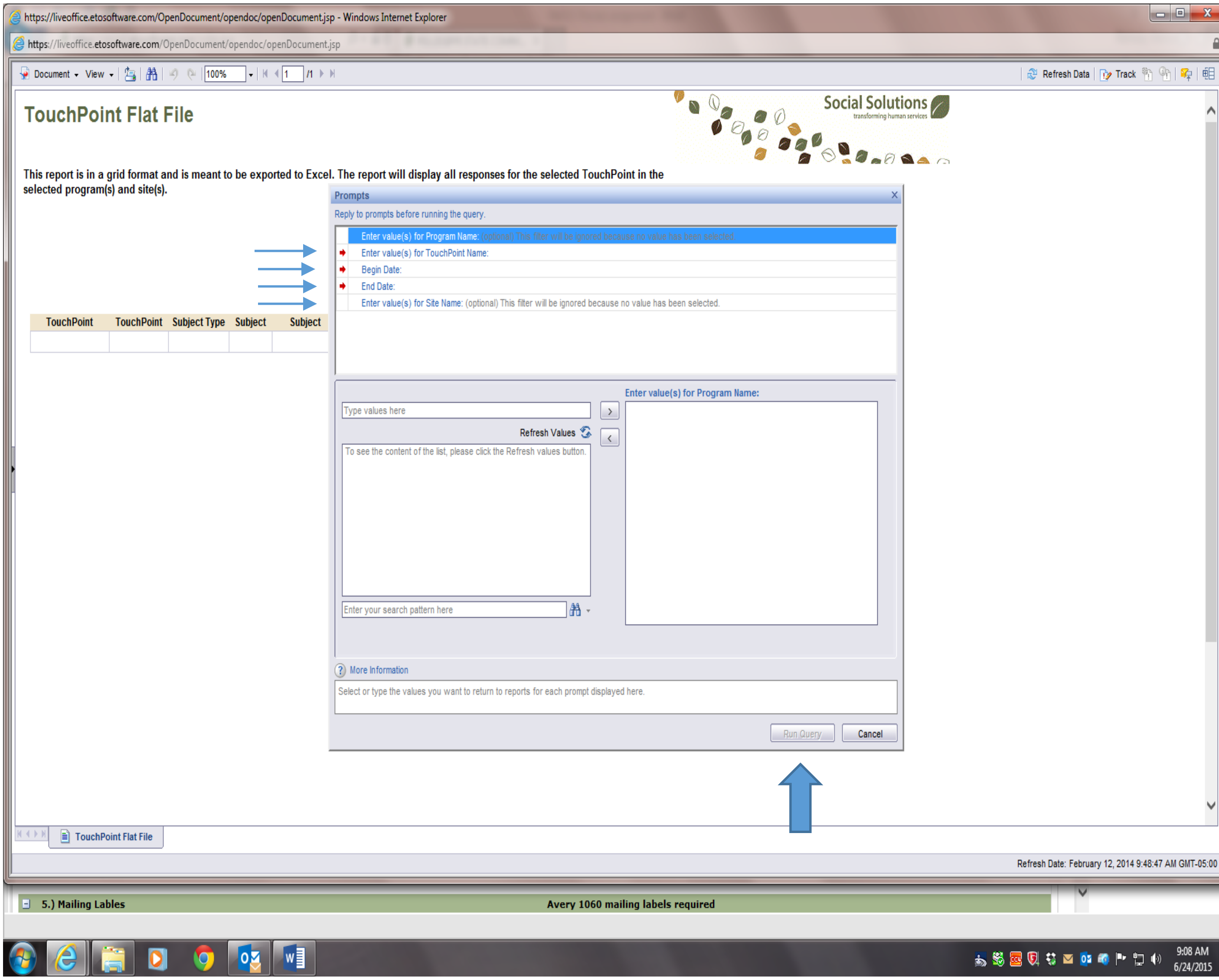
- This is a good report to run to see if you missed entering a participant's data into ETO or need to do any type of counts on particular fields for any of the Touchpoints
- Mostly Outcomes & Data Specialist would use this report
- This report can be ran as often as needed
- Once logged into ETO, go to the right hand side and choose Reports
  - View Report (new)



- Refresh Report List
- Category – Touchpoint reports
- Touchpoint – Flat File



- Choose the Program Name: School Name and then Intake, TAACCCT 2.0 or TAACCCT 2.0 Follow-Up
- Choose Name of TP needed – e.g. TAACCCT Intake 2.0, Program Status 2.0, Employment History, etc.
- Choose Begin Date – whatever date you are wanting to see data from
- Choose End Date – same as above (note: it pulls from the date the data was entered into ETO not the date the TP occurred)
- Click Run Query



- To work with the report you will need to save it as Excel on your computer – Under document choose "Save to my computer as", then Excel

Generating & Manipulating Touchpoint- Flat File Report

- This is a good report to run to see if you missed entering a participant's data into ETO or need to do any type of counts on particular fields for any of the Touchpoints
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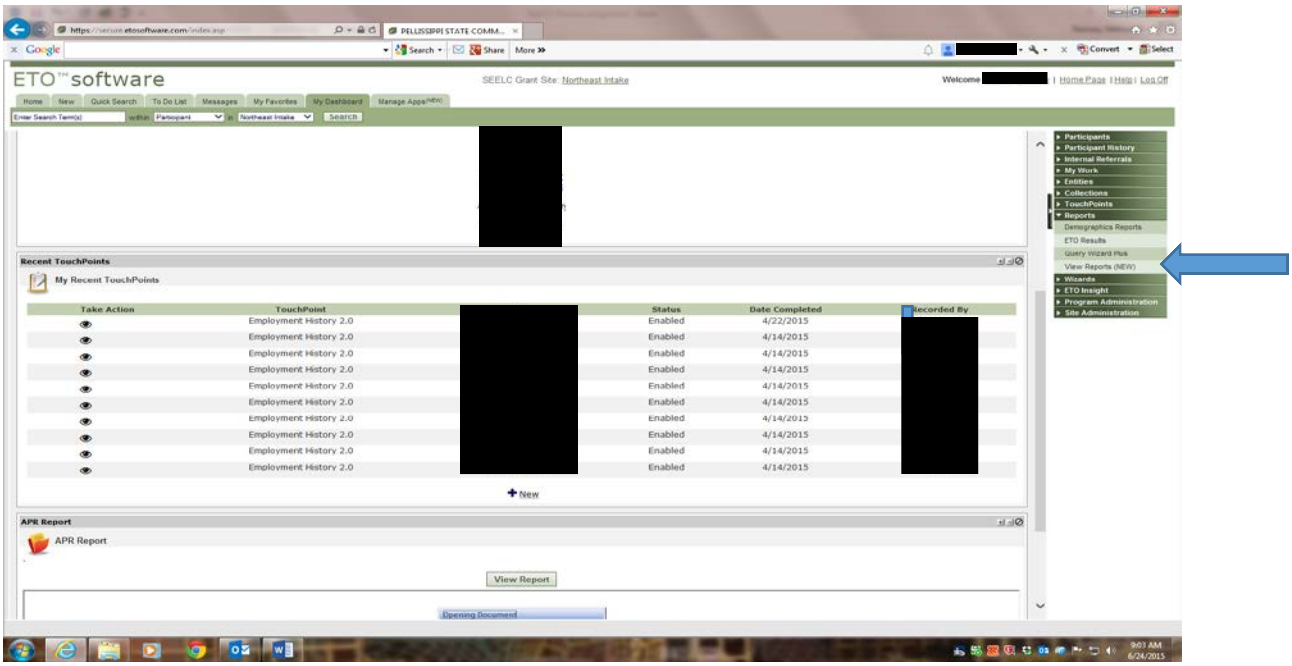
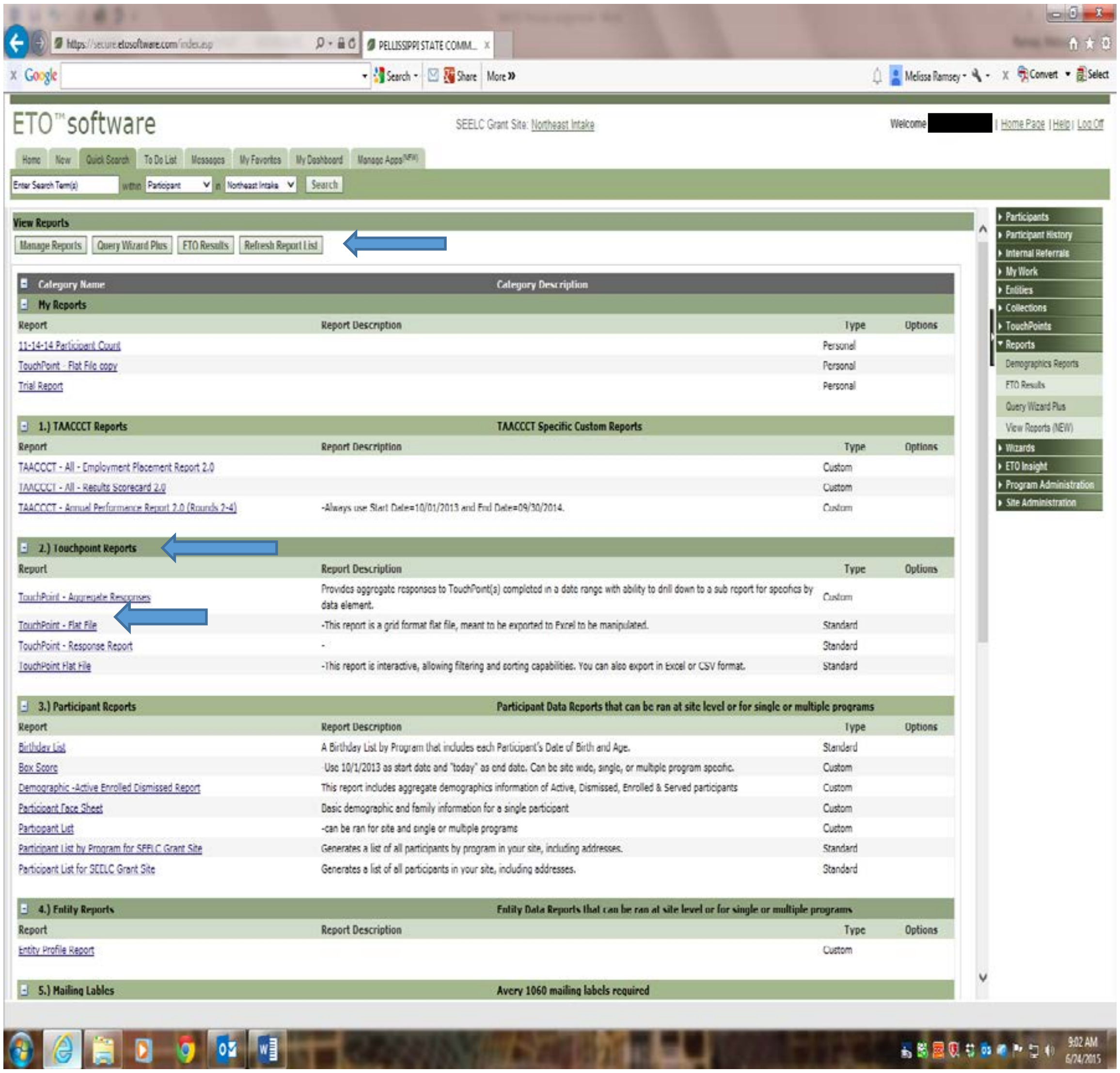
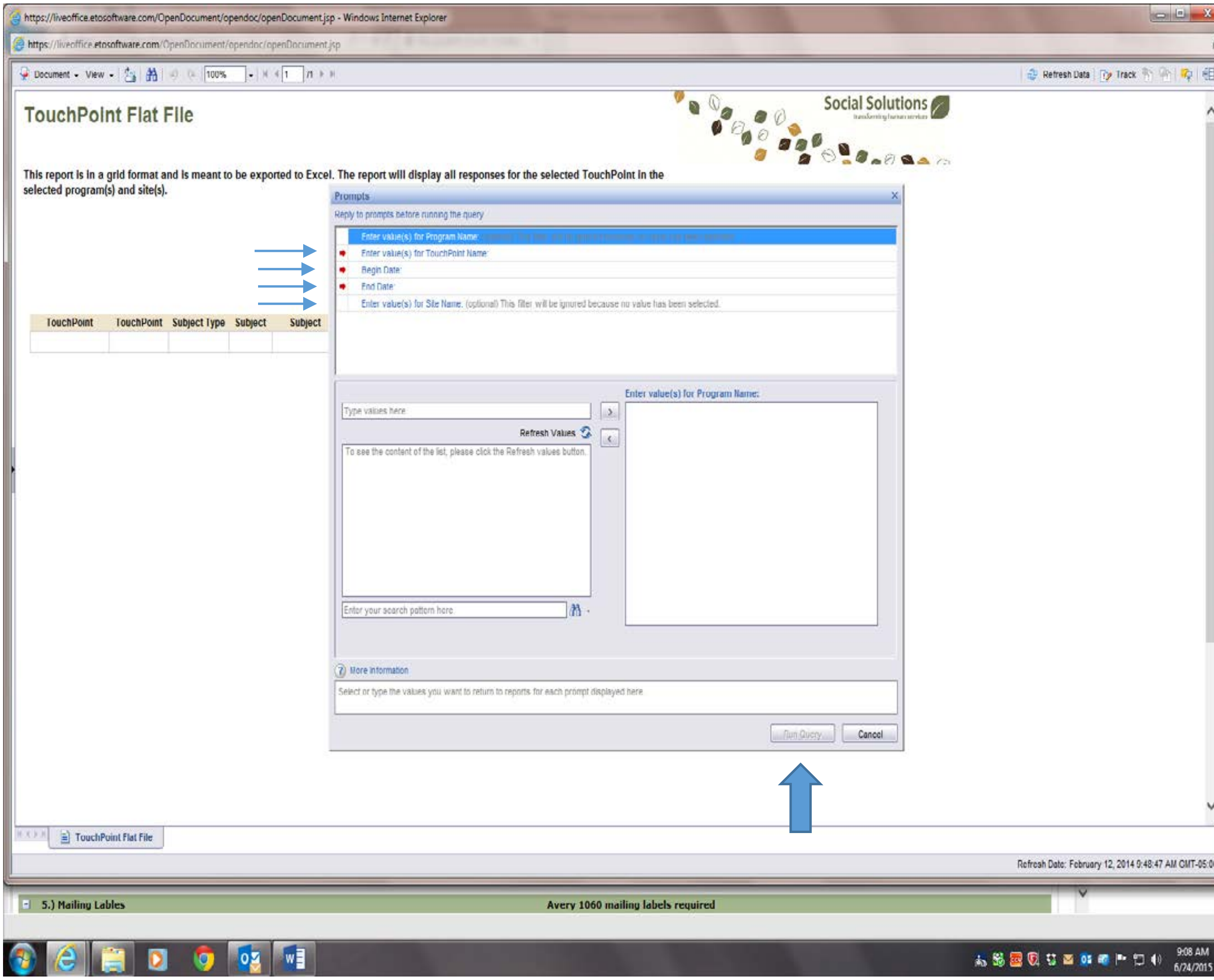


- Refresh Report List
- Category – Touchpoint reports
- Touchpoint – Flat File



- Choose the Program Name: School Name and then Intake, TAACCCT 2.0 or TAACCCT 2.0 Follow-Up
- Choose Name of TP needed – e.g. TAACCCT Intake 2.0, Program Status 2.0, Employment History, etc.
- Choose Begin Date – whatever date you are wanting to see data from
- Choose End Date – same as above (note: it pulls from the date the data was entered into ETO not the date the TP occurred)
- Click Run Query



➢ To work with the report you will need to save it as Excel on your computer – Under document choose "Save to my computer as", then Excel

Process Document for Generating an APR in ETO

Description: Annual Performance Data Submittal Processes

Staff: Outcome & Data Specialists to run the report regularly to verify data.
Program Managers (6) forward to the Consortium Director of the Lead Institution (Pellissippi)

Documentation/Information Needed: APR form which provides information on participants in the programs funded by the grant.

Optional Documents: Minimal narrative

Frequency of Process: Run report regularly to verify data and to be submitted annually for DOL purposes; which will be October 30 for all consortium colleges. The due date into DOL by the Lead Institution each annual report will be November 14th.

Reference: http://www.doleta.gov/taaccct/pdf/taaccct_round1_handbook.pdf

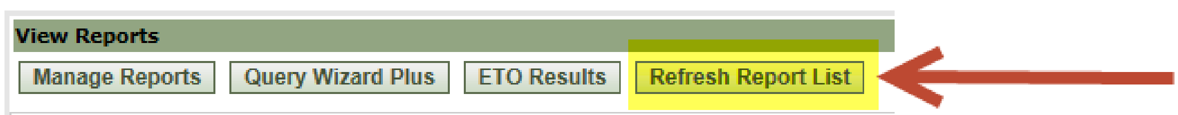
Process Document for Generating an APR in ETO

1.) Utilizing the IE Browser, log into www.etosoftware.com with password.

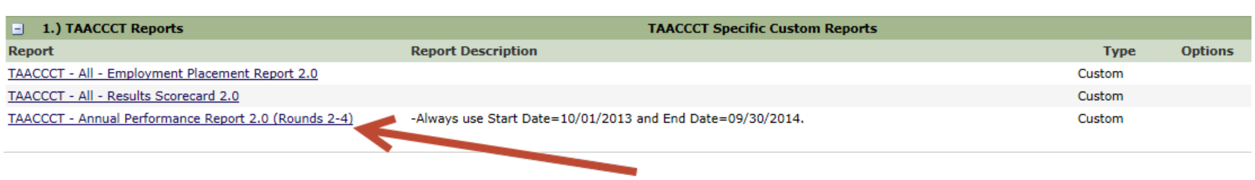
2.) On the right menu bar, about eight down, click on “Reports”

3.) On the Reports drop down menu, select the last line by clicking on “View Reports (NEW)”

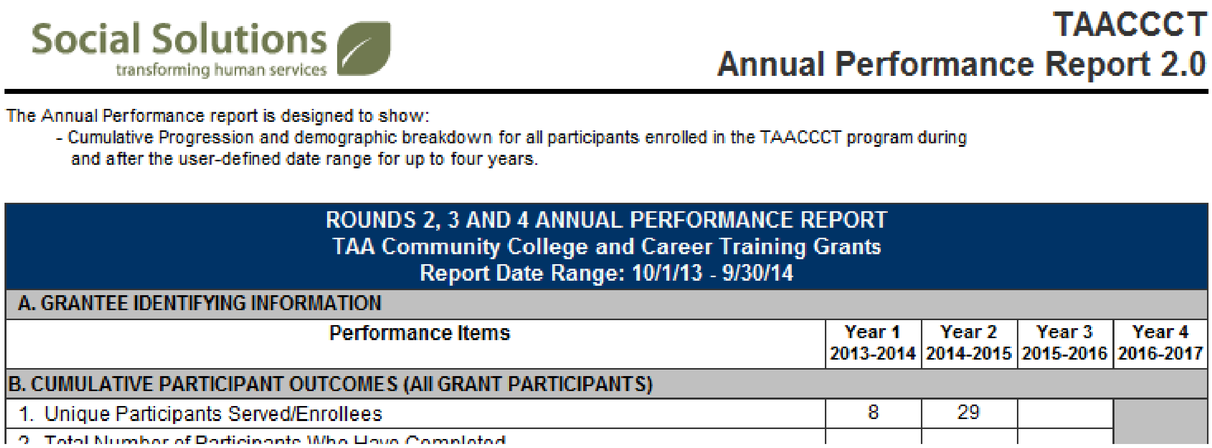
4.) Click “Refresh Report List” button near the top of the screen to obtain the most recent information.



5.) On the “TAACCCT Reports” drop down menu, click the “TAACCCT – Annual Performance Report 2.0 (Round 2-4)” . This will provide a crucial reminder to always use the Start Date 10/1/13 and End Date 9/30/14 for our Year One. The program should default to these specific start and end dates.



6.) Social Solutions TAACCT Annual Performance Report 2.0 one page report will populate for your college from https://liveoffice.etosoftware.com/OpenDocument/opendoc/openDocument.jsp. If not, follow the drop down menu prompt down to your school and click your colleges’ name to open.



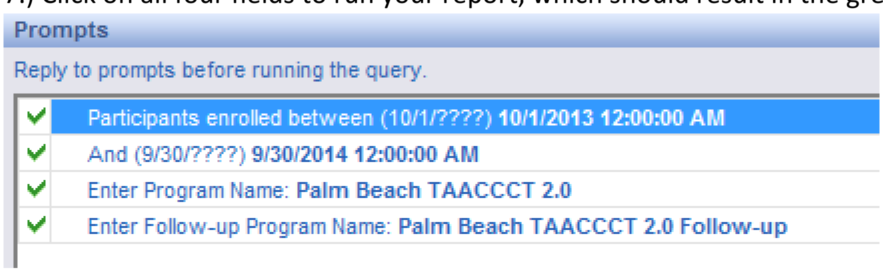
Social Solutions
transforming human services

TAACCCT
Annual Performance Report 2.0

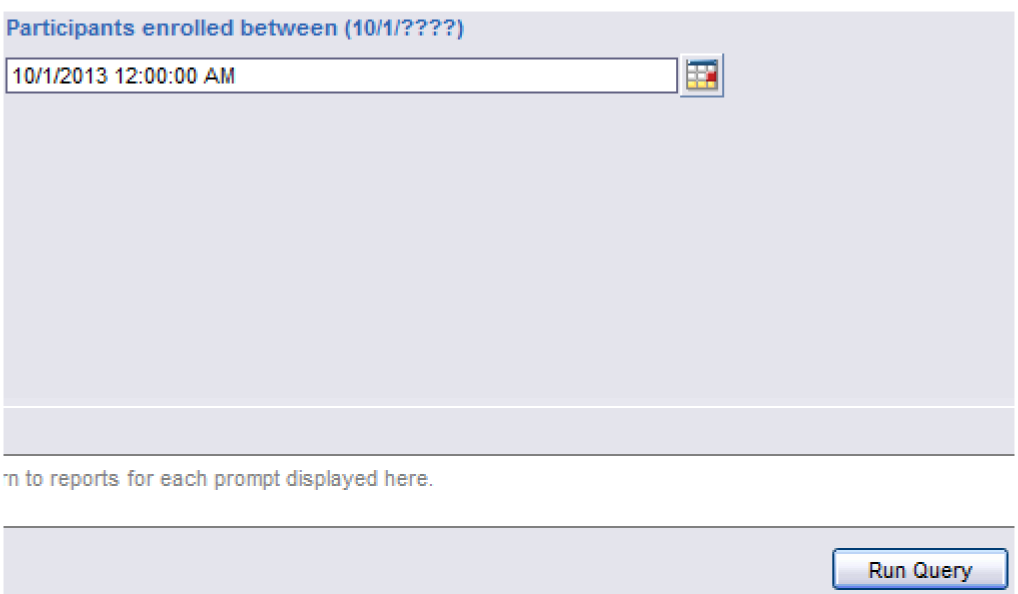
The Annual Performance report is designed to show:
- Cumulative Progression and demographic breakdown for all participants enrolled in the TAACCCT program during and after the user-defined date range for up to four years.

ROUNDS 2, 3 AND 4 ANNUAL PERFORMANCE REPORT TAA Community College and Career Training Grants Report Date Range: 10/1/13 - 9/30/14				
A. GRANTEE IDENTIFYING INFORMATION				
Performance Items	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017
B. CUMULATIVE PARTICIPANT OUTCOMES (All GRANT PARTICIPANTS)				
1. Unique Participants Served/Enrollees	8	29		
2. Total Number of Participants Who Have Completed				

7.) Click on all four fields to run your report, which should result in the green checks on the left.



8.) Note the self-populating date and midnight time is what you want.



9.) Hit the Run Query button at the bottom right of screen and enjoy the report data!

Appendix D: Creative Commons

Overview of Creative Commons License Requirements:

Intellectual Property Rights (All Applicants) SGA:
"To ensure that the Federal investment of these funds has as broad an impact as possible and to encourage innovation in the development of new learning materials, as a condition of the receipt of a TAACCCT grant, the grantee will be required to license to the public all work (except for computer software source code, discussed below) created with the support of the grant under a Creative Commons Attribution 3.0 (CCBY) license *[current Creative Commons Attribution 4.0 is also allowable]* . Work that must be licensed under the CCBY includes both new content created with the grant funds and modifications made to pre-existing, grantee-owned content using grant funds…."

Excerpt from page 32 of the TAACCCT Round 3 Solicitation for Grant Applications (SGA)

Intellectual Property Agreement – US Department of Labor: Employment & Training Administration:
"This letter is in reference to the requirement in your grant agreement to license products developed under the grant with a Creative Commons Attribution 3.0 License. This language can be found in the SGA portion of your grant agreement (SGA Section III.D.9). In addition, SGA Section III.D.9 and Part V.18 of your grant agreement requires a disclaimer on grant deliverables. We have found that text in the required disclaimer is in contradiction with the Creative Commons Attribution 3.0 License requirement *[or CCA 4.0 License]*. The intent of the Department is to ensure that this Federal investment has as broad an impact as possible. Therefore, replacement disclaimer language is provided below.

If applicable, the following needs to be on all products developed in whole or in part with grant funds, "This workforce 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 U.S. 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."…"

Excerpt from the DOL ETA Intellectual Property Agreement

18. Intellectual Property Rights: Award Letter Part V: Special Conditions
"The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use for federal purposes: 1) the copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and 2) any rights of copyright to which the grantee, subgrantee or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or licensing fee associated with such copyrighted material, although they may be used to pay costs for obtaining a copy which are limited to the developer/seller costs of copying and shipping. If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income. Program income is added to the grant and must be expended for allowable grant activities…"

Excerpt from the Award Letter Part V: Special Conditions

Understanding Creative Commons License Requirements:

OPEN Open Professionals Education Network

The **Open Professionals Education Network** (OPEN) provides free support and technical assistance to all grantees of the $2 billion Trade Adjustment Assistance Community College & Career Training (TAACCCT) grant program from the U.S. Department of Labor.

https://open4us.org/resources/

Watch this video on Understanding Creative Commons Attribution

https://vimeo.com/43142376

Creative Commons Licensing Tool:

creative commons

Creative Commons has an online tool that will assist you in choosing and formatting the Attribution 4.0 International License that meets TAACCCT Grant Requirements.

https://creativecommons.org/choose/