



# MAPPING NEW CAREERS IN GEOSPATIAL TECHNOLOGIES

TAACCCT ROUND 3

Program Manual

Transitions Lab  
Geographic Information Systems Technician Certificate  
Precision Agriculture Technician Certificate

Southeast Community College



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## Introduction

In 2009, the American Recovery and Reinvestment Act amended the Trade Act of 1974 to authorize the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. On March 30, 2010, President Barack Obama signed the Health Care and Education Reconciliation Act, which included \$2 billion over four years to fund the TAACCCT program. The TAACCCT Grant Program is administered by the United States Department of Labor – Employment and Training Administration (DOLETA), and is implementing the program in partnership with the United States Department of Education.

The purpose of the TAACCCT program provides community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and that result in skills, degrees, and credentials that prepare program participants for employment in high-wage, high-skill occupations.

Through these multi-year grants, the Department of Labor is helping to ensure that our nation's institutions of higher education are helping adults succeed in acquiring the skills, degrees, and credentials needed for high-wage, high-skill employment while also meeting the needs of employers for skilled workers.

The goal of the overall project, Mapping New Careers in Geospatial Technology, offered through Southeast Community College (SCC), and funded by the Department of Labor TAACCCT Grant Program, is to expand and improve the ability to deliver Geographic Information Systems (GIS) and Precision Agriculture (PA) career training programs that can be completed in two years or less, and that are suited for workers who are eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program. The populations to be served include TAA-eligible workers, eligible veterans, and other adults who are unemployed or underemployed. In addition, the project team works to develop transfer agreements with other Nebraska institutions of higher learning to facilitate a pathway from the community college to a baccalaureate degree for the GIS program.

The TAACCCT Grant Project staff work with the Trade Program Coordinator in the Nebraska Department of Labor (NDOL) to ensure TAA-affected workers have access to the services offered through the TAACCCT Grant Program. The Trade Program Coordinator assists the project in assessing educational needs of eligible individuals, promoting the program with regional offices and individual case workers, supporting eligible program participants with employment case management, and providing financial benefits for educational expenses per NDOL policy.

See Appendixes 1 – 3 for more information on Grant regulations and policies.

## TAACCCT-GIS Components

### **Geographic Information Systems (GIS)**

The Southeast Community College (SCC) Geographic Information Systems Technician (GIST) Certificate program provides students with the knowledge and skills necessary to develop and manage Geospatial Technology Information projects and to interpret and implement GIS as a decision support system. The GIST Certificate is designed to meet the educational requirements of a prospective GIS technician. Technicians in this field generate, analyze, interpret, and

communicate data derived by using GIS/GPS hardware and software applications. They may also set up and maintain GIS databases or websites, create maps and models for application of data, and provide technical support to users or clients. GIS is applicable to many industries and occupations, including, but not limited to, agriculture, public safety (fire, rescue, and police), public health, transportation, facilities, land and utilities planning, and management. GIS technicians possess outstanding decision-making skills, listening skills, and problem-solving skills.

The GIS Technician Certificate will provide vocational/technical training to students who intend to enter gainful employment at the Associate Degree level or less, and training or retraining for those already employed as may be necessary to meet increasing technological developments or as may be desired for personal advancement.

### **GIS Internship/Cooperative Work-Based Experiences**

Internships are a structured educational strategy integrating classroom studies with learning through non-paid, on-the-job work experiences. The Cooperative work experience is a structured educational strategy integrating classroom studies with learning through productive, paid work experiences. The Placement Specialist worked with the GIS Instructor to identify an extensive list of employers who are interested in placing GIS students in positions within their agency/organization. The Internships and the Cooperative experience are beneficial for the students, the employers, as well as the college. Students gain valuable on-the-job work experience; employers gain qualified laborers at a reduced wage, and have the opportunity to evaluate an individual before offering him/her a permanent position; and the college benefits by being able to attract future students in a successful career program.

### **Precision Agriculture (PA)**

The Southeast Community College (SCC) Precision Agriculture (PA) Certificate program provides students with the knowledge and skills necessary to utilize PA technology and practices in whole farm management with the goal of optimizing returns on inputs while preserving resources. The PA Certificate is offered through SCC's Agriculture Business and Management Technology program. Precision Agriculture aims to optimize field-level management with regard to: crop science, by matching farming practices more closely to crop needs; environmental protection, by reducing environmental risks and the footprint of farming; and economics, by boosting competitiveness through more efficient practices. Precision Agriculture also provides farmers with a wealth of information to build up a record of their farm, improve decision-making, foster greater traceability, enhance marketing of farm products, improve lease arrangements and relationship with landlords, and enhance the inherent quality of farm products.

### **Transitions Lab**

The Transitions Lab is a Student Support Service within SCC. SCC campuses in Beatrice, Lincoln, and Milford provide academic support and assistance for prospective and current students, particularly if they are planning to start college in the near future.

The Transitions Advisors meet with prospective and current students to assess their needs and current course placement. Any student with placement in the following courses may qualify: MATH 0900, 0950, 1100 and/or ENGL 0900, 0960, 0985.

Together the student and the Transitions Advisor determine the student's appropriate learning path which may include:

- ❖ Enrolling in the Quick Start "brush-up" class to boost COMPASS Test scores and/or to prepare for the upcoming quarter. Quick Start is a non-credit online course including tutoring and intensive advising for \$20. After studying a minimum of 10 hours, students retake the COMPASS for free with the goal of transitioning students to college, appropriate class placement, and/or entrance into their desired program.
- ❖ Enrolling in the classes recommended on the student's test report.
- ❖ Enrolling in an Accelerated course.
- ❖ Enrolling in Adult Basic Education classes.

To sign up or get more information on Transitions Lab services, contact:

- **Lincoln:**(located in the Learning Resource Center), 402-437-2660
- **Beatrice:**(located next to the Testing Center, Jackson Hall, Rm J405), 402-228-3468, ext. 1337
- **Milford:** (located in the Placement and Assessment Center), 402-761-8443
- **Email** an Advisor at [scctlab@southeast.edu](mailto:scctlab@southeast.edu)

### **Employer Advisory Committees**

The Employer Advisory Committees for Geographic Information Systems and Precision Agriculture are made up of individuals who bring unique knowledge and skills from the private sector to augment the knowledge and skills of the Southeast Community College faculty and staff assigned to the TAACCCT GIS-PA Grant project.

The Employer Advisory Committee for Geographic Information Systems includes members from the following sectors/organizations:

1. Midwest Archeological Center—National Park Service
2. GIS Coordinator, State of Nebraska-Department of Natural Resources
3. GIS Program Manager, City of Lincoln, Nebraska
4. GIS Manager, Lancaster County, Nebraska
5. Grant Evaluator/Consultant, Shain and Associates
6. GIS Technician, JEO Consulting Group, Inc.
7. GIS Administrator, Scotts Bluff County, Nebraska

The Employer Advisory Committee for Agriculture Business and Management Technology (including Precision Agriculture) includes members from the following organizations:

1. Brauer Ag Consulting/Precision Seed and Chemicals LLC/Agricultural Data and Drone Systems LLC
2. Helena Chemical (two representatives)
3. Finke Gardens and Landscape
4. Beatrice Country Club
5. Farmers Cooperative (two representatives)
6. Precision Agronomy – Norder Supply, Inc.
7. Midwest Turf and Irrigation
8. Rosenbohm Farms-GSC Inc.
9. Pillen Family Farms
10. Butler Ag
11. Landscape Designer – Tailored Landscapes
12. Farmers Pride Cooperative
13. Pinnacle Bank – Beatrice



## **Marketing-Recruiting-Outreach**

The Marketing-Recruiting-Outreach function directs outreach to existing students, workforce development, TAA-eligible individuals, veterans, industry groups, high school students, and other sources identified through secondary referrals to facilitate the recruitment, participation, and graduation of students in the TAACCCT grant-funded programs.

In addition, the Marketing and Sustainability Plans for GIS and PA were developed to enhance and promote both programs long after the TAACCCT Grant ends. (See Appendixes 4 – 5)

## **Program Management**

### **SkillsCommons**

The U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) program has created a free and open online library called SkillsCommons (<http://www.skillscommons.org/>) containing free and open learning materials and program support materials for job-driven workforce development. The Open Educational Resources (OER) are produced by community colleges across the nation and can be found, reused, revised, retained, redistributed and remixed by individuals, institutions, and industry.

SkillsCommons is designed and managed by the California State University and its Multimedia Educational Resource for Learning and Online Teaching (MERLOT) program for the Department of Labor's TAACCCT program under a 4-year cooperative agreement. The California State University/MERLOT team works with other TAACCCT partners to support the TAACCCT grantees in the creation and contribution of quality OER that are stored in the SkillsCommons online library.

The CSU-MERLOT strategy is to develop SkillsCommons services to:

- Capture and preserve instructional and program support materials produced and/or used by TAACCCT grantees to deliver their innovative workforce development programs.
- Enable discovery of the SkillsCommons.org materials so others can easily reuse the materials to accelerate and expand access to workforce development programs.
- Build communities with members from higher education, industry, and local, regional, state, and national organizations to assure the quality and growth in the collection of free, open, reusable and effective instructional and program support materials.
- Build sustainable organizations and services enabling the longer term returns on the TAACCCT investments.
- Provide equally effective access to our website, products, and technologies for all users, including those with disabilities.

With over 700 institutions currently contributing to the repository, the open library of materials at SkillsCommons.org will expand over the next few years. New features are being developed that will allow end-users to better preview courses and materials in the repository.

### **Creative Commons**

(See Appendix 6)

The Department of Labor requires all grantees to license materials produced with TAACCCT Grant funds with a Creative Commons Attribution License. This license gives others broad access to TAACCCT resources and permission to use, adapt, and improve the resources as long as the original creator is given credit. The purpose of the Creative Commons Attribution License licensing requirement is to ensure the Federal investment of TAACCCT funds has as

broad an impact as possible and generates innovation in the development and delivery of learning. Educational resources that are licensed with a Creative Commons Attribution License are called Open Educational Resources (OER).

Creative Commons (<http://www.creativecommons.org>) is a non-profit organization that has developed legal and technical infrastructure that maximizes digital creativity, sharing and innovation around the world and across many different sectors. Creative Commons provides free strategic and implementation support to all TAACCCT grantees helping them fulfill the TAACCCT Creative Commons Attribution License requirement. Support includes help with:

- understanding how to design and develop new learning materials that others can reuse and improve
- applying the Creative Commons Attribution License to newly developed works using the Creative Commons license chooser
- creating appropriate attribution statements so you get credit for your work
- mixing openly licensed and proprietary material together
- finding and using existing Open Educational Resources others have produced
- understanding what OER are, their impact on teaching and learning practices, and benefits associated with sharing and reuse
- ensuring developed resources are ready for uploading to SkillsCommons.org, the repository DOL is using to store and make TAACCCT resources publicly available

## Policies

### Records Retention

Student Participant information, including files and spreadsheets containing student information are kept in a locked file cabinet. Only TAACCCT GIS-PA Grant management staff maintain keys for the file cabinet and have access to the files.

The TAACCCT GIS Grant Project follows the Nebraska Community College Association Retention Schedule as prescribed by the State of Nebraska Records Management Division. For access to this schedule see Appendix 7 – Southeast Community College Consolidated Records Retention Schedule.

### Match and Leveraged Resources

The TAACCCT Grant does not require Grant Match, however it utilizes Leveraged Resources. Leveraged Resources are not defined in regulation or any related administrative requirements. However, most Federal agencies use the term. For Employment and Training Administration (ETA) programs, the term has been defined to mean all resources used by the grantee to support grant activity and outcomes, whether or not those resources meet the standards required for Match. For ETA programs, Leveraged Resources means both allowable Match and other costs that do not rise to the requirements of the Match regulations, but which support the outcomes of grant activity. The costs of Leveraged Resources may be paid for with either Federal or non-Federal funds. Examples of costs that would be considered as Leveraged Resources are the costs of services provided to grant participants that are funded by another Federal program, and the purchase or construction of a structure that will house grant activity which is paid for by the organization using non-Federal resources.

ETA requires that all Leveraged Resources be reported in the Quarterly Program Narrative Report. All costs of the grant recipient and/or sub-recipients are reported, as well as all third party in-kind contributions that would qualify as Match but are in excess of the Match

requirement. Also reported are all allowable costs for goods and services provided to the grant recipient and/or sub-recipients using other Federal grant funds.

### **Purchasing**

See Appendix 8

### **Procurement**

See Appendix 9

### **Disposal of Property**

See Appendix 10

### **Monitoring**

See Appendix 11 – SCC Guidelines for Grants

See Appendix 12 – Core Monitoring Guide

### **Support Services**

#### **--Academic Advising**

A student must be accepted to a program of study before he/she is assigned an academic advisor. Most academic advising is provided by campus faculty, program chairs, or deans. Advisors discuss requirements of the program and offer guidance to students in planning a schedule which fits individual needs.

#### **--Career Advising**

Career Advising/Planning services are available to students, alumni, and the general public. The Advising/Planning process includes assistance in matching students to potential career or academic paths that merge values, interests, and abilities.

#### **--Disability Services**

See page 18 – Participants: Students with Disabilities

#### **--Student Retention**

A Student Retention Specialist on each SCC campus assists students who are experiencing academic difficulty by helping them develop plans for success. The specialist can help students acquire skills needed for college success, such as how to study effectively, take tests, reduce stress, and manage time. Staff can also help students access other college resources, such as tutoring, career advising, and health and wellness activities. There are Retention Specialists available on each campus to work with students and help them develop a personalized education plan.

#### **--Testing Centers**

Testing Centers are located in Beatrice, Lincoln, and Milford and provide a variety of assessments, placement tests, certification tests, make-up exams, keyboarding exams, proctored exams from other institutions, and instructor evaluations.

#### **--Transitions Lab**

See page 6 – Transitions Lab

#### --Tutoring

Tutoring for students is available in Lincoln at The Learning Center or the downtown Education Square (ESQ) building, and in Beatrice and Milford. Additional information and contact information is available on the SCC-Hub.

#### --Veteran Services

See page 18 – Veterans (and/or Spouse) Participants

#### --Special Populations

The Office of Special Populations supports individual students, provides resource materials to faculty and staff, and has support groups for single parents and students for whom English is their second language. Additional information and resources are available on the SCC-Hub.

### **Participant Intake Policies and Procedures**

See page 9 – Policies: Records Retention

See page 12 – Confidentiality of Student Records – SCC TAACCCT Grant (See Appendix 13)

See Appendix 14 – Participant Flow Chart

See Appendix 15 – PA\_GIS Participant Intake Form

See Appendix 16 – TAACCCT Grant Participant Disclosure Information form

See Appendix 17 – Participant File Documentation Checklist form

### **Equal Opportunity is the Law**

See Appendix 18

It is against the law for recipients of federal financial assistance to discriminate on the following bases: against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation, or belief; and against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA); on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his/her participation in the WIA Title I financially assisted program or activity.

Recipients must not discriminate in any of the following areas: deciding who will be admitted, or have access, to any WIA Title I financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

### **SCC Guidelines for Grants**

See Appendix 11

The SCC Guidelines for Grants handbook provides information related to: Steps in applying for a grant; Where to find grant opportunities; Managing a Grant; and Grant Forms to be used for documentation and auditing requirements.

### **SCC Equity and Diversity**

It is the policy of Southeast Community College to provide equal opportunity and nondiscrimination in all admission, attendance, and employment matters to all persons without regard to race, color, religion, sex, age, marital status, national origin, ethnicity, veteran status, sexual orientation, disability, or other factors prohibited by law or college policy.

### **SCC Fiscal and Financial**

See Appendixes 19 - 20

Southeast Community College adheres to internal Fiscal and Financial Policy as well as Federal Grant guidance.

## **Confidentiality of Student Records – SCC TAACCCT Grant**

See Appendix 13

All information included in the student participation data is treated as sensitive and is kept confidential.

## **FERPA (Family Educational Rights and Privacy Act) – SCC Practices and Procedures See Appendix 13**

FERPA, the Family Educational Rights and Privacy Act, was enacted by the United States Congress in 1974 and sets forth requirements regarding the privacy of student records. FERPA governs the release of these records, as well as who has access to them. Institutions must obtain written consent from students before disclosing any personally identifiable information from education records. All requests must be signed, dated, specify the records to be released, the purpose of the disclosure and the name to whom the disclosure may be made.

Directory information is defined as information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. The college may release without written consent only those items specified as public or Directory information. Southeast Community College has designated the following as public or Directory information:

- Name
- Major field of study
- Dates of attendance
- Enrollment status
- Most recent previous school attended
- Degrees and Awards received
- Honors and Awards received
- Participation in officially recognized activities
- Weight and Height of athletic team members
- Parking permit number and auto license number
- Photograph/Video (refer to the college catalog for further info regarding release of photos)

Information which can never be identified as Directory information and cannot be released without written permission from the student are:

- Student's social security number
- Race
- Citizenship
- Gender
- Religious preference
- Grades
- GPA

Releasing information to parents – Once a student attains the age of 18 or begins attending an institution of higher education, regardless of age, FERPA rights transfer to the student. The term 'eligible student' is used in the law to denote this transfer of rights to the student. An institution is not required to disclose information from the student's education records to any parent of a dependent student. However, it may exercise its discretion to do so only if one of the following conditions has been met: 1) through written consent of the student, 2) in compliance with a subpoena, or 3) by submission of evidence that the parents declared the student as a dependent on their most recent federal income tax form.

Legitimate Educational Interest – A faculty member or school official, including student workers, performing a task or function specified in the institution’s policy as constituting legitimate educational interest can gain access to a student’s education record. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. This however, does not give school officials the right to share information with a third party without the student’s written permission. Although a person may be designated as a ‘school official,’ he or she does not have inherent rights to any or all education record information. The school official must demonstrate a legitimate educational interest (as opposed to a personal or private interest) to have access to student records. Such information, when it has fulfilled its originally specified purpose, should be destroyed or returned to the originating office for appropriate disposition.

Please direct all questions concerning the release of student information to the SCC Registration and Records Office.

#### **Appendix H: Definitions and Usual Characteristics of Sub-grants vs. Subcontracts**

See Appendix 21

#### **Workforce Innovation and Opportunity Act / Workforce Investment Act**

See Appendix 22

### **Staff**

#### **Director of Resource Development**

The Director of Resource Development reports to the SCC-Vice President for Administrative Services. The position is responsible for seeking and responding to external funding opportunities; for providing institutional oversight for the development and submission of external funding proposals, reviewing of award documents, and verifying compliance with College, State, Federal, and Sponsor guidelines and regulations; and for administering a grants management system, which fulfills internal and external project management requirements.

#### **Project Manager**

The Project Manager (PM) is responsible for fulfilling the objectives of the U.S. Department of Labor Trade Adjustment Assistance Community College Career Training (TAACCCT) Project, Mapping New Careers in Geospatial Technology, according to the approved plan. The PM manages a \$2.5 million budget and supervises full and part-time grant employees. The PM is responsible for compliance with federal regulations, cost principles, and administrative rules with assistance from the Resource Development office. The PM develops and monitors a schedule of activities related to project objectives; establishes and maintains project communications; establishes and maintains staff, participant, and project records; initiates and monitors fiscal processes including purchasing, inventory, and reconciliation of accounts; collaborates with the external evaluators in data collection from internal staff; prepares reports regarding progress on the objectives; directs the preparation of quality curriculum and marketing materials; organizes professional development, travel, and meetings; and directs the preparation and maintenance of a project web page.

#### **Outreach/Recruitment/Success Coach**

The Recruiter/Success (R/S) Coach is responsible for planning, developing, and implementing a variety of programs and services which will facilitate the recruitment, participation, and graduation of students in the TAACCCT grant-funded programs at Southeast Community

College. The R/S Coach represents the TAACCCT Grant to prospective students, parents, secondary school counselors, and other individuals and organizations. The R/S Coach provides case management for students, reviews transcripts and meets individually with students on their progress, refers students to support services as needed, tracks students' progress towards graduation, compiles data on class completion, and encourages students to complete graduation requirements. The R/S Coach interacts with college administrators, staff, faculty, and students to receive evaluative feedback and to develop programs and services that have a positive impact on recruitment and graduation in TAACCCT programs.

### **Placement Specialist**

The Placement Specialist is responsible for coordinating Internship/Cooperative work experiences for participants in the TAACCCT Grant GIS and PA programs, and for job placement of graduates of the TAACCCT GIS and PA Certificate programs. The Placement Specialist is responsible for assisting GIS and PA faculty in developing a spreadsheet of agency contacts for potential Internship/Cooperative/employment opportunities, and for tracking and reporting of GIS and PA graduate placement data.

### **Instructional Designer**

The Instructional Designer designs Precision Agriculture and Geographic Information Systems coursework, with assistance from PA and GIS Instructors. Implement new technologies related to coursework design. Integration of coursework design with college network. Participate in coursework evaluation.

### **Instructors**

Instructors in the TAACCCT GIS and PA programs develop and adapt curriculum. Instructors may provide full-time or part-time instruction.

### **Transitions Lab Advisor**

Transitions Lab Academic Advisors advise students with deficient COMPASS scores, develop retention plans for students with deficiencies, particularly TAA eligible and Veterans, and assist students with the use of adaptive software.

### **Administrative Assistant**

The Administrative Assistant provides support services for the program and for grant staff. Duties include contact with students, educators, and administrators to obtain and coordinate grant-related activities, data entry for maintaining and updating database information for grant reporting activities, drafting and editing correspondence and reports, tracking grant expenditures, proofreading, and assisting with the collection of project evaluation data.

### **SCC Deans (current as of the TAACCCT Grant end on September 30, 2017)**

1. Dennis Headrick, Vice President for Instruction
2. Kenton Baughman, Associate Dean, Agriculture Business and Management Technology
3. Glenn Pasho, Dean, Communications Information Technology

### **SCC Organizational Chart – TAACCCT Grant**

See Appendix 23

### **Project Personnel List**

See Appendix 24

A list of all employees, part-time and full-time, who are paid with grant funds or whose time is listed as match/leveraged in the approved grant application is maintained on a SCC Project Personnel List. This list is a Federal requirement and is updated annually.

## Participants

### TAA Eligible

The Trade Adjustment Assistance (TAA) Program is a federal program that provides a path for employment growth and opportunity through aid to United States workers who have lost their jobs as a result of foreign trade. The TAA program seeks to provide these trade-affected workers with opportunities to obtain the skills, resources, and support they need to become re-employed. Program eligibility, technical assistance, and oversight are provided by the U.S. Department of Labor's Employment and Training Administration's Office of Trade Adjustment Assistance.

### Selective Service Registration

See Appendix 25

All programs and services established or receiving assistance under Title I of WIA must comply with Selective Service registration requirements.

Men born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday (i.e. 30 days before or 30 days after their birthday.) This includes males who are:

- Citizens of the U.S.;
- Non-citizens, including illegal aliens, legal permanent residents, seasonal agricultural workers, and refugees, who take up residency in the U.S. before their 26th birthday; and/or
- Dual nationals of the U.S. and another country regardless of whether they live in the U.S.

For U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- Men who are serving in the military on full-time active duty;
- Men attending the service academies;
- Disabled men who are continually confined to a residence, hospital or institution; and/or
- Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement; however, they must register within 30 days after being released if they have not yet reached their 26th birthday.

For non-U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:

- Non-U.S. male who came into this country for the first time after his 26th birthday. Acceptable forms of supporting documentation include:
  1. Date of entry stamp in his passport;
  2. I-94 with date of entry stamp on it; or
  3. Letter from the U.S. Citizenship and Immigration Services (USCIS) indicating the date the man entered the United States presented in conjunction with documentation establishing the individual's age.
- Non-U.S. male who entered the U.S. illegally after his 26th birthday. He must provide proof that he was not living in the U.S. from age 18 through 25.



- Non-U.S. male on a valid non-immigrant visa.

This list is not intended to be exhaustive. Please visit the Selective Service website at: [www.sss.gov](http://www.sss.gov) for more information about the registration requirements.

### **Workforce Contacts**

Employer partners include GIS Workshop; Mitchell Equipment; Lincoln/Lancaster County GIS Office; JEO Consultants.

Public Workforce System Partners include Greater Lincoln Workforce Investment Act; Greater Nebraska Workforce Investment Act.

Other key partners include Del Mar College (Round 1 Grantee); Lake Region State College (Round 2 Grantee); Nebraska GIS Office; National GeoTech Center; University of Nebraska-Lincoln; University of Nebraska-Kearney; Bellevue University; Nebraska GIS/LIS Association; Nebraska Department of Economic Development; Veterans Offices.

The Precision Agriculture and the Geographic Information Systems Technician Certificate Programs both worked closely with Employer Advisory Committees made up of experts in the industry. The responsibility of the Advisory Committee members is to advise and provide feedback on the program development, curriculum, and sustainability to the faculty and staff in each field of study. The responsibility of SCC faculty and staff is to provide pertinent information related to opportunities and successes in each program

The TAACCCT Grant Project staff work with the Trade Program Coordinator in the Nebraska Department of Labor (NDOL) to ensure TAA-affected workers have access to the services offered through the TAACCCT Grant Program. In addition, the NDOL Workforce Development assisted in providing the TAACCCT Grant with wage and employment information for participants, as well as labor industry statistics in Precision Agriculture and Geographic Information Systems.

Nebraska Department of Labor Workforce Development staff contacts include

Bil Roby: [bil.robby@nebraska.gov](mailto:bil.robby@nebraska.gov)

Jody Easter: [jody.easter@nebraska.gov](mailto:jody.easter@nebraska.gov)

Lorena Hernandez: [lorena.hernandez@nebraska.gov](mailto:lorena.hernandez@nebraska.gov)

Local offices of America's Job Centers can be located at: [www.servicelocator.org](http://www.servicelocator.org). Search the website by entering the City, State, or Zip Code and it will provide staff contact and address information for local offices in that area.

State TAA Coordinators can be located at <http://www.doleta.gov/tradeact/contacts.cfm>, by clicking on the State you are seeking information for.

### **Recruitment**

Grant project staff personally visit/contact GIS and PA classes to describe the purpose of the TAACCCT GIS-PA project to students. Students are offered the opportunity to complete a Participant Intake Form to participate in the project. Students are also provided with a copy of the TAACCCT GIS-PA Grant Participant Disclosure Information document, which provides students with contact information for Veterans Services, Disabilities Support Services, and the Transitions Lab.

## **Participant Files**

The files for each student participant in the TAACCCT GIS-PA Grant project are maintained in the SCC Resource Development office. The files contain personal identification and other confidential information and are, therefore, kept in a locked file cabinet. Keys for the file cabinet are in the possession of the TAACCCT GIS-PA Project Manager, the Director of Resource Development, and the TAACCCT GIS-PA Administrative Assistant, and are kept in a secure location in the office space of the grant staff. The file cabinet is locked in the absence of the TAACCCT GIS-PA Grant staff.

The Participant Files are organized by Cohort, and by Intervention and Control groups within each Cohort. Each Participant File contains the following information:

### **PARTICIPANT FILE DOCUMENTATION CHECKLIST**

#### **STUDENT INFORMATION**

- Name
- SCC ID
- SCC Advisor Name
- Disability Designation
- Secondary Contact Information

#### **MILITARY STATUS**

#### **ENROLLMENT STATUS**

- Working Status Upon Enrollment
- Occupation
- Wage and Frequency
- Highest Level of Education Completed
- Pell Grant Eligible
- Currently Enrolled at SCC (select campus)
- Current Enrollment Status
- Current Enrollment (quarter)
- Declared Area of Concentration
- Enroll Date
- TAA Status
- Earned Industry Certifications
- Reason for Entering Program

#### **GRANT AGREEMENT**

#### **EQUAL OPPORTUNITY**

#### **PRIVACY**

#### **STUDENT SIGNATURE**

- Opt Out Option
- Digital Signature

## **Participant Spreadsheet**

The Participant Spreadsheet is an electronic record of each student participant in the TAACCCT GIS-PA Grant project. The spreadsheet is utilized by the Grant Evaluators for research and to measure the effectiveness of the grant project in meeting the goals and intent of the grant award.

The spreadsheet is organized by Cohort, and contains the following information:

- Intervention or Control Group
- Intake Source
- SCC ID code
- Age at Enrollment
- Gender
- Race
- Ethnicity
- Employment Incumbent Status at Enrollment
- Veteran Status
- Disability Status
- Pell Grant Eligibility
- Date Entered PA or GIS Program
- Declared Concentration
- College Status when Enrolled
- TAA Status
- Course Grades
- Total Credit Hours GIS and PA
- Outcome CC Certifications
- Outcome AAS Achieved
- Continuing after Program
- Date Exit Program
- Post-Employment Status
- 9-Month Employment Retention
- Wage Increase – Yes or No
- Wage
- Participant Contact Information

## **Veterans**

Southeast Community College is a G.I. friendly school that accepts educational assistance through the Department of Veterans Affairs and the Armed Forces programs. Specific information related to students who are Veterans is located on the SCC Hub under Student Services-Support Services-Veterans Services.

## **Students with Disabilities**

Southeast Community College desires to create an accessible community where individuals with disabilities have an equal opportunity to pursue their educational goals, limited only by their abilities, not their disabilities. To this end, the college:

- Provides direct, reasonable accommodations and support services for individuals with disabilities
- Encourages self-determination, independence, and personal responsibility for students with disabilities

- Provides resources, advocacy, collaborative services, and outreach throughout the College community
- Promotes an open and welcoming environment around campus for individuals with disabilities
- Informs and educates the Southeast Community College community about disability-related laws, rules, regulations and policies

Southeast Community College provides reasonable accommodations for students with disabilities to ensure access to educational programs and services. Any student with a documented disability may contact the Career Advising Center to determine eligibility for accommodations.

If a student has a disability, is taking classes on campus, and would like to contact the Disability Services Office for assistance, there may be issues that need to be explored to ensure the student is able to access the course and participate effectively. Students may contact the SCC Disability Services Office for more information.

Students who complete the Student Request for Reasonable Accommodations form may fax, email, or mail it to the SCC Career Advising Center. The student will be contacted by someone from the Career Advising Center to discuss their specific accommodation needs. Students should indicate on the form the most convenient manner with which they would like to be contacted.

**ADA Grievance** – If a student believes that an accommodation(s) is ineffective or that he/she has been denied equal access to appropriate accommodations, modifications, auxiliary aids, or effective communication, and efforts to resolve the issues are unsuccessful, the student may file a grievance. Students are encouraged to seek resolution of the grievance through the informal process before filing a formal grievance. However, students may use the College’s formal grievance procedure to appeal decisions regarding student accommodations, and may do so without first going through the College’s informal grievance process.

**Reasonable Accommodations** – Information about reasonable accommodations at SCC, may be found on the SCC Hub at: Reasonable Accommodations at SCC.

## Equipment

See Appendix 8 – SCC Purchasing Handbook – Equipment D-1 – D-3.

See Appendix 26 – 28

The Federal definition of equipment is: tangible nonexpendable personal property including exempt property charged directly to the grant award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

A Federal Project Equipment Form (2 CFR Part 215 – Circular A-110.34(a)(1)) is maintained and updated annually. The form includes a list of all equipment purchased with Federal funds.

## Purchase Limits

### --Equipment vs. Supplies

Equipment is items that cost more than \$5,000. This includes a collection of parts that function together as one unit. Supplies are items that cost less than \$5,000.

### --Federal Project Equipment Form

See Appendix 27

## Drones and FAA

### Use and Operation of Drones

The use of drones, also referred to as unmanned aircraft systems (UAS), is becoming increasingly popular and affordable. Drones are small, unmanned, remotely operated aircraft. Drones provide inexpensive options for research, site inspections, search and rescue operations, crime scene investigations, and aerial investigations. In addition to the rise in popularity, the drone industry is expected to create over 100,000 jobs in the next ten years. As a result of technological advances and recent actions from the Federal Aviation Administration (FAA), more public agencies and higher education institutions are considering the implementation of drone flight programs.

SCC currently utilizes drones in the Precision Agriculture Certificate program at the Beatrice campus in practicing whole farm management with the goal of optimizing returns on inputs while preserving resources. In addition, the Geographic Information Systems Certificate program includes the study of drones as an instrument to gather data used in the development and management of Geospatial Information Technology projects. Technicians in this field frequently utilize drones to generate, analyze, interpret, and communicate data derived by using GIS/GPS hardware and software applications.

The operation of drones exposes entities to various risks and potential liabilities, ranging from the operation of the drones to the collection and protection of all data collected.

### Rupprecht Law P.A. Subcontract

SCC has entered into a subcontract with Rupprecht Law P.A. under the U.S. Department of Labor TAACCCT GIS-PA Grant to provide legal and aviation consultant services to carry out the necessary functions of drone operations in the Precision Agriculture and Geographic Information Systems Certificate programs. This subcontract started on July 1, 2016 and ended on March 31, 2017.

### Licensing

Local governments, higher education institutions, and other public entities may operate drones upon receipt of a Certificate of Waiver or Authorization (COA) from the Federal Aviation Administration (FAA). Public entities and higher education institutions need to be aware of local and state regulations regarding the use and operation of drones, especially as these will continue to evolve over the coming years.

## Reporting

### **Annual Performance Report (APR)**

The Annual Performance Report (APR) is due no later than 45 days after the end of every fourth calendar quarter (November 14 report date for September 30 fourth quarter end date). The APR must include annual aggregate data regarding program participants. In addition, grantees must provide narrative information about the innovative achievements of their grant to date, and services provided to TAA-eligible individuals. The APR components include: 1) Grantee Identifying Information; 2) Cumulative Participant Outcomes; 3) Cumulative Participant Summary Information; 4) Achievements and Successes; 5) Services and Outcomes for TAA Eligible Individuals; and 6) Report Certification and Additional Comments.

Grantees are required to report data on a number of outcome measures on an annual basis. The nine outcome measures include: 1) Total unique participants served; 2) Total number of participants who completed a TAACCCT-funded program; 3) Total number of participants still retained in their program of study or another TAACCCT-funded program; 4) Total number of participants completing credit hours; 5) Total number of participants earning credentials; 6) Total number of participants enrolled in further education after grant-funded program of study completion; 7) Total number of participants employed after grant-funded program of study completion; 8) Total number of participants retained in employment after program of study completion; and 9) Total number of those participants employed at enrollment (incumbent workers) who receive a wage increase post-enrollment.

The last APR grantees submit will serve as the grant's Final Performance Report. This report should provide both annual and cumulative information on the grant's activities.

### **Quarterly Narrative Progress Report (QNPR)**

The Quarterly Narrative Progress Report is due no later than 45 days after the end of each calendar year quarter. The report must include quarterly information regarding grant activities, such as capacity building, best practices, and key challenges and issues. Every fourth quarterly progress report will also serve as an annual narrative summary. The last quarterly progress report that grantees submit will serve as the grant's Final Performance Report. This report must provide both quarterly and cumulative information on the grant activities. It must summarize project activities, employment outcomes and other deliverables, and related results of the project, and must thoroughly document the training or labor market information approaches used by the grantee.

### **Quarterly Financial Report**

A Quarterly Financial Status Report is required until such time as all funds have been expended or the grant period has expired. Quarterly reports are due 45 days after the end of each calendar year quarter.

## Evaluation

The SCC GIS Evaluation Plan (dated 06-23-2014) describes the anticipated evaluation questions and evaluation plan for this important regional project (see Appendix 29). The evaluation provides a continuous improvement process, as well as a means to formally track and interpret project outcomes. The comprehensive outcome measures are fully aligned with the required quantitative outcome measures designated by TAACCCT. These outcome measures include: 1) unique participants served, 2) participants completing the funded program of study, 3) participants retained in funded program of study, 4) credit hours completed, 5)

credentials earned, 6) enrollment in further education, 7) employment after the funded program of study, 8) participants retained in employment after the program of study, and 9) participants who have received wage increases. In addition, qualitative evaluation efforts provide an interpretive context and include feedback surveys, interviews, focus groups, and site visits.

The project evaluation process provides summaries and publications that document contributions to the literature on interventions in community college practices that have been funded by the TAACCCT grant program. Evaluation protocols are used to carefully analyze the development of this innovative program model that provides workers with education and skills to succeed in high-wage, high-skill, and high-need occupations.

The Intervention, building institutional capacity, is an evidence-based model for enhancing workforce development related to Geographic Information Systems (GIS) and Precision Agriculture (PA). SCC carries out the intervention at its campuses in Lincoln, Beatrice, and Milford, serving fifteen (15) counties in southeast Nebraska, with broad access to online education available anywhere. The project develops credentials that both stand-alone and stack to other programs.

The required quantitative data is collected and updated at the community college level by the Project Manager, Transition Advisors, and Institutional Research Office at SCC and forwarded to the external evaluators with personal data masked to ensure student confidentiality. Each participant is given a SCC GIS/PA identification code for tracking demographic, academic, and employment data. Agreements are established with Shain Evaluation and Consulting to track academic data, and with the Nebraska Department of Labor to track program participants' employment through the Unemployment Insurance and other databases. The external evaluation team works closely with the Project Manager to complete the summative data analysis and interpretation. The results are shared annually with the project leaders, the federal program officers, and other partners, stakeholders, and collaborating institutions.

The Implementation analysis is designed to provide the project staff with information concerning how the project is progressing and how the program can be fine-tuned to better match project goals. The evaluation team conducts formative assessment reviews and reports to the project team on a quarterly basis. An important element of implementation of this project is whether the project can bring the GIS program to scale. The program initially serves a limited number of participants who meet the criteria for participation. If the program establishes its effectiveness, it could involve a greater number of participants, which will depend on adequate staffing; communication to provide outreach to target markets; building alliances with business, support agencies, and community organizations; advocacy to build support for the program; continued and sustainable funding; disseminating information regarding the program to a wider regional and national audience; and building the capacity to expand and sustain the program.

The Outcomes/Impact analysis is designed to measure the project's success at attaining its goals over the four-year grant period. The analysis provides data and data summaries that document the project's contributions to the Department of Labor TAACCCT-sponsored community college interventions/innovations relative to workforce development. Evaluation protocols further analyze the development of this program model that provides workers with education and skills to succeed in high-wage, high-skill, and high-need occupations. The nine outcomes of TAACCCT as identified in the Solicitation for Grant Applications are integral to the evaluation process and the key dependent measures associated with the quantitative analyses. The nine outcomes include: 1) total unique participants served; 2) total number of participants completing the funded program of study; 3) total number of participants still retained; 4) total

number of participants completing credit hours; 5) total number of participants earning credentials; 6) total number of participants enrolled; in further education; 7) total number of participants employed after program of study completion; 8) total number of participants retained in employment; and 9) total number of participants employed who receive a wage increase.

There are challenges and limitations to the evaluation process associated with an extensive intervention which are recognized by both the evaluation team and the project leadership. The evaluation process carefully documents these limitations to statistically control for them when possible and to recognize them in the impact interpretations. These limitations include: 1) the grant has a short duration – four years, which will make the interpretation of long-term impact challenging; 2) the business needs for qualified employees with these skills will potentially cause the hiring of students out of the program prior to full completion; 3) for some students, remediation needs, particularly in mathematics, may delay full entry into the programs and further complicate the comparison process; and 4) there will be a limited number of students in both the intervention group and the control group, making some demographic variable interactions difficult to analyze.

Quarterly data summaries are completed throughout the four-year grant period to provide intermediate discussion points for project intervention and evaluation process refinements. Annual reports are more comprehensive and combine the quarterly summaries, and are distributed to a wide array of stakeholders for interpretation. Analyses also uses the context of an on-going case study format to support continuous process improvement that provides an interpretative context for the quantitative data summaries, with qualitative summaries using interviews, open-ended survey questions, focus groups, and site visits. The evaluation team meets with the Project Manager and project staff on at least a monthly basis to review the ongoing progress of the project, including an updated case study narrative representing the project model and result summaries of all data associated with the model intervention. In addition, an article will be developed for potential publication in an arbitrated journal. A copy of the Final Evaluation Report is uploaded on SkillsCommons.

## Conclusion

The policies and procedures documented in this Program Manual are to provide the SCC Resource Development staff with Standard Operating Procedures to carry out the requirements of the DOL ETA TAACCCT GIS-PA Grant.

In addition, the TAACCCT GIS-PA Grant underwent a Monitoring Site Visit and this Program Manual was one of the recommended actions by the Federal Project Officer.

**Federal Project Officer Monitoring Site Visit Recommended Action:** Grantee should consider developing written policies and procedures for core management functions and program operations which cover, at a minimum, the post-award activities outlined in 29 CFR 95 Subpart C.

The reviewer examined the grantee's administrative controls and discovered that the SCC program has no Policy and Procedure Manual to guide the activities of staff and program participants in the project. Participants benefit from a single source that describes their rights and responsibilities, what are the consequences for not meeting hallmarks of performance and the requirements for completing educational modules. Additionally, a staff guide is beneficial to outline the job duties, program structure, and management methodology for persons involved in



the project. An accurate and comprehensive operations manual is an essential element of good grants management. It supports the post-award requirements for effective operations prescribed at 29 CFR 95, Subpart C. In addition, it helps to ensure the sustainability of the project should any of the current staff discontinue their involvement.

*Applicable Citation(s):* 29 CFR Part 95, Subpart C, 95.51 Monitoring and Reporting Program Performance.

## Appendix 1

U.S. Department of Labor – Employment and Training Administration  
Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant  
Website: <https://www.doleta.gov/taaccct/>

## Appendix 2

U.S. Government Publishing Office – 29 CFR Part 95 Grants and Agreements with Institutions of Higher Learning

Website: <https://www.gpo.gov/fdsys/granule/CFR-2003-title29-vol1/CFR-2003-title29-vol1-part95>

Website: <https://www.gpo.gov/fdsys/pkg/CFR-2003-title29-vol1/pdf/CFR-2003-title29-vol1-part95.pdf>

## Appendix 3

U.S. Department of Labor – Code of Federal Regulations  
Subpart C: Post-Award Requirements

Website: [https://www.dol.gov/oasam/regs/cfr/29cfr/toc\\_Part0-99/0095.htm](https://www.dol.gov/oasam/regs/cfr/29cfr/toc_Part0-99/0095.htm)

Website: <https://www.gpo.gov/fdsys/pkg/CFR-2003-title29-vol1/pdf/CFR-2003-title29-vol1-part95.pdf>

## Appendix 4

### Geographic Information Systems Technician – Marketing and Sustainability

#### Marketing

1. Moving SCC GIS Tech web page up in the Google search rankings (May 2015)
2. Adding SCC GIS Tech program to GIS forums (June 2015)
  - a. <http://www.gislounge.com/gis-distance-learning/>
  - b. <http://edcommunity.esri.com/Careers/gis-degree-program/>
  - c. <http://spatialnews.geocomm.com/education/links/usa.html>
  - d. <http://www.esri.com/events/user-groups>
  - e. <http://www.geotechcenter.org/national-map.html>
3. NET grant
4. CEU/non-credit course/workshop
5. Email students that started related programs but didn't finish (Stu)
6. Workforce Nebraska
7. Placing ads on GIS websites
8. Liaising with private and public employers

#### Sustainability

1. Combine GIS certificate with land surveying program (a la precision ag)
2. Career Academy/SENCAP intro GIS course
3. Gen Ed GIS course
4. Begin hosting GIS Day at SCC

## **Appendix 5**

### **Precision Agriculture – Marketing and Sustainability**

#### **Marketing**

1. Radio ads
2. Husker Harvest Days, NeATA, Ag Expo, and other precision ag conferences
3. CEUs (e.g. crop advisors)
4. COOPs (SE Nebr. Coop/Farmer's Coop): help with contact list?
5. Extension (couple with counties – Paul Hay)
6. Teachers (Nebr. Dept. of Ed.)/workshops
7. Newspaper (rural, Daily Nebraskan, etc)
8. Employers

#### **Sustainability**

1. SENCAP/Career Academy?
2. Dual credentials earned by existing ag (Beatrice campus) students
3. Graduates who have an interest in this area
4. Current SCC students not on Beatrice campus

## **Appendix 6**

Creative Commons License

Website: <https://creativecommons.org/licenses/>

## **Appendix 7**

Southeast Community College Consolidated Records Retention Schedule

SCC Hub: <https://thehub.southeast.edu/empsrvcs/guidelines/Pages/default.aspx>

## **Appendix 8**

Southeast Community College Purchasing Handbook

SCC Hub: <https://thehub.southeast.edu/empsrvcs/guidelines/Pages/default.aspx>

## **Appendix 9**

U.S. Government Publishing Office – 2 CFR 215.40 Procurement Standards

Website: <https://www.gpo.gov/fdsys/granule/CFR-2005-title2-vol1/CFR-2005-title2-vol1-sec215-40/content-detail.html>

Website: <https://www.gpo.gov/fdsys/pkg/CFR-2005-title2-vol1/pdf/CFR-2005-title2-vol1-sec215-44.pdf>

## **Appendix 10**

U.S. Government Publishing Office – 25 CFR Ch. IV Disposal of Property

Website: <https://www.gpo.gov/fdsys/search/searchresults.action?st=disposal+of+property>

Website: <https://www.gpo.gov/fdsys/pkg/CFR-2005-title25-vol1/pdf/CFR-2005-title25-vol1-sec700-125.pdf>

## **Appendix 11**

Southeast Community College Guidelines for Grants

SCC Hub: <https://thehub.southeast.edu/empsrvcs/guidelines/Pages/default.aspx>

## **Appendix 12**

Core Monitoring Guide (used by Federal Project Officers) available through the U.S. Department of Labor – Education and Training Administration

## **Appendix 13**

Confidentiality of Student Records – SCC TAACCCT Grant

FERPA (Family Educational Rights and Privacy Act) – SCC Practices and Procedures

## **Confidentiality of Student Records – Southeast Community College (SCC)**

### **Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant**

#### **Office Procedures for Protecting Student Files**

The Student Participant files for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant are kept in a locked file drawer in the TAACCCT Grant office. The Project Manager and Administrative Assistant are the only staff who have access to these files. Keys for the file drawer are in the possession of the Project Manager and Administrative Assistant. The file drawer is locked in the absence of the TAACCCT Grant staff.

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### **Southeast Community College – Instructional Handbook Family Rights and Privacy Act (FERPA)**

#### **Appendix G: Family Educational Rights and Privacy Act (FERPA)**

##### **Family Educational Rights and Privacy Act: SCC Practices and Procedures**

FERPA, the Family Educational Rights and Privacy Act, was enacted by the United States Congress in 1974 and sets forth requirements regarding the privacy of student records. FERPA governs the release of these records as well as access to them.

##### **Public Information**

Directory information is information contained in an educational record of a student that generally would not be harmful or considered an invasion of privacy if disclosed. Southeast Community College has designated the following information as public or directory information and is listed in the SCC catalog as follows:

Name

Major Field of study

Dates of attendance

Most recent previous school attended

Degrees and Awards received  
Honors and Awards received  
Participation in officially recognized activities  
Weight and Height of athletic team members  
Parking permit number and auto license number

### **Private Information**

Items which can never be identified as directory information and cannot be released without written permission from the student are:

Student's Social Security Number  
Race  
Citizenship  
Gender  
Religious preference  
Grades  
GPA

### **Frequently Asked Questions**

1. Can I release a student's schedule to a parent or spouse?  
No. Unless you have written authorization from a student, you may not. Class schedules are not included in the list of directory information.
2. Can I release test scores, grades, or courses completed to parents or spouses?  
No. Unless you have written authorization from a student, you may not.
3. May I provide data from student records for research papers?  
Yes, but only under certain conditions. Please contact registration and record specific details.
4. Can I release a student's address or phone number?  
No. These are not designated as directory information.
5. Can I post student grades in the hallways, on bulletin boards, or in the classroom?  
The public posting of grades by either the student's name, institutional student identification number, or social security number without the student's written permission is a violation of FERPA. This includes posting of grades to a class/institutional website and applies to any public posting of grades for students taking distance education classes.
6. Can I post the dean's list?  
Yes. In the 2002-2003 SCC catalog, "honors" or "awards received", was added as directory information and, therefore, can now be posted without first obtaining written permission from each student.

## 7. Releasing information to parents

Once the student obtains the age of 18 or begins attending an institution of higher education regardless of age, FERPA rights transfer to the student. The term 'eligible student' is used in the law to denote this transfer of rights to the student.

An institution is not required to disclose information from the student's education records to any parent of a dependent student. However, it may exercise its discretion to do so.

## 8. E-mail grades

Grades are like any other 'educational record' and are protected by FERPA. You may email grades or other information from educational records to the student, as long as you know it is the student with whom you are communicating, and the system is secure. You do not have to have consent to disclose information to the student. Just be sure it is the student to whom you are disclosing the information.

## 9. Legitimate Educational Interest

A faculty member or school official, including student workers, performing a task or function specified in the institution's policy as constituting legitimate educational interest can gain access to a student's education record.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. This, however, does not give school officials the right to share that information with a third party without the student's written permission.

Although a person may be designated as a 'school official,' he or she does not have inherent rights to any or all education record information. The school official must demonstrate a legitimate educational interest (as opposed to a person of private interest) to have access to student records. Such information, when it has fulfilled its originally specified purpose, should be destroyed or returned to the original office for appropriate disposition.

Source:

<https://thehub.southeast.edu/empsrvcs/guidelines/Documents/Instructional%20Handbook.pdf#search=Instructional%20Handbook>.

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## **U.S. Department of Education – Family Educational Rights and Privacy Act (FERPA)**

### **General Information**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools must notify parents and eligible students annually of their rights under FERPA. The means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact the DOE at the following address:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520

Source: U.S. Department of Education, Family Educational Rights and Privacy Act webpage:  
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

The U.S. Department of Education is responsible for overseeing FERPA.

To view the U.S Government Publishing Office source document for FERPA, click on the following link: Title 34, Part 99--Family Educational Rights and Privacy.



This work for Mapping New Careers in Geospatial Technologies Project by Southeast Community College is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

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

### Appendix 14

TAACCT Grant Participant Flow Chart

Website:

[https://taaccct.workforcegps.org/resources/2017/01/04/14/45/Performance\\_Reporting\\_TA\\_Resource\\_-1-Reporting\\_Flow\\_Chart](https://taaccct.workforcegps.org/resources/2017/01/04/14/45/Performance_Reporting_TA_Resource_-1-Reporting_Flow_Chart)

### Appendix 15

Precision Agriculture/Geographic Information Systems Participant Intake Form

Southeast Community College

Mapping New Careers in Geospatial Technology

### Participant Intake Form

Today's Date

\_\_\_\_\_

#### STUDENT INFORMATION

1. Name (First, Middle, Last)

\_\_\_\_\_

2. SCC ID number

\_\_\_\_\_

3. SCC advisor name

\_\_\_\_\_

4. Working status upon enrollment

\_\_\_\_\_ Unemployed \_\_\_\_\_ Part-time \_\_\_\_\_ Full-time \_\_\_\_\_ Self-employed

5. If unemployed, receiving unemployment benefits?



\_\_\_\_\_ Yes \_\_\_\_\_ No

6. If employed, please indicate wage

\_\_\_\_\_

7. Is the wage:

\_\_\_\_\_ Hourly \_\_\_\_\_ monthly \_\_\_\_\_ annually

8. Occupation

\_\_\_\_\_

9. Military status

\_\_\_\_\_ Serving \_\_\_\_\_ Never served \_\_\_\_\_ Spouse of veteran

\_\_\_\_\_ Veteran/discharged

Definition of eligible veteran: an eligible veteran as a person who has served at least one day in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2). Veterans are entitled to Priority Service.

Definition of a eligible spouse of a veteran: a person who is the spouse of (a) any person who died of a service connected disability; (b) any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: (i) missing in action; (ii) captured in line of duty by a hostile force; or (iii) forcibly detained or interned in line of duty by a foreign government or power; (3) any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs.

10. Has the veteran been discharged?

\_\_\_\_\_ No, not yet \_\_\_\_\_ yes, honorably discharged \_\_\_\_\_ Discharged, not honorably

“Pursuant to the United States’ Jobs for Veterans Act (38 U.S.C. §§38-101 et seq.), veterans, and spouses of certain veterans (“Covered Persons”), shall be given priority over a non-covered person for the receipt of employment, training, and placement services provided under this program, notwithstanding any other provision of the law. If you are a veteran, or the spouse of a veteran, please notify Charles Brewer (Financial Aid Associate Director, [cbrewer@southeast.edu](mailto:cbrewer@southeast.edu), 402-437-2668), to inquire about receiving priority service.”

11. Designated with a disability? (optional)

\_\_\_\_\_ Yes \_\_\_\_\_ No

12. If yes, please indicate disability designation (optional)

\_\_\_\_\_

13. Pell Grant eligible

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Pending \_\_\_\_\_ Don't know

14. Currently enrolled at SCC (select all that apply)

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Lincoln Campus \_\_\_\_\_ Beatrice Campus \_\_\_\_\_ Milford Campus

15. Reason for entering program (Select all that apply.)

- Unemployed  Enhance skills  
 Recommended/required by employer  Learn more about GIS/PA careers/benefits  
 Required coursework toward AAS  Recommended by SCC instructor  
 To earn a GIS technician certificate  To earn a Precision Agriculture certificate  
 Other: \_\_\_\_\_

16. Declared area of concentration

- GIS technician  Precision Agriculture  
 Other: \_\_\_\_\_

17. Date(s) entered the GIS or PA program

\_\_\_\_\_

18. Current enrollment

- Fall Qtr  Winter Qtr  Spring Qtr  Summer Qtr

19. Current enrollment status

- Full-time (12+ credit hours)  Part-time (<12 credit hours)

20. Highest level of education completed so far

- Less than HS diploma/no GED  HS diploma/GED  
 Some college/no degree  Completed AA/AAS degree  
 Bachelor's degree  Graduate study above bachelor's

21. TAA status (US Dept of Labor's Trade Adjustment Assistance Program)

- Not eligible  TAA-eligible  TAA-enrolled  Don't know

22. Have you earned any industry certifications? If yes, please list below. (For example, OSHA (Occupational Safety and Health Admin), CW (certified welder), RN (registered nurse), LMHP (Licensed Mental Health Practitioner), etc.)

\_\_\_\_\_

23. Will you continue your education after you finish this program?

- Yes  No

24. If yes, please list school and program.

\_\_\_\_\_

25. What is your educational goal?

- Earn a degree  Earn a certificate  Professional update  
 Personal enrichment

\_\_\_\_\_ Explore a career area  
\_\_\_\_\_ other: \_\_\_\_\_

26. Secondary contact information (name, relationship to you, phone number, e-mail)

This project is funded by a \$2,507,462 Trade Adjustment Assistance Community College Career Training (TAACCCT) Grant. The TAACCCT grant, administered by the U.S. Department of Labor, is intended to train TAA-eligible, veteran and other unemployed or underemployed adults. The training also will be available to the public, incumbent workers and traditional college students. These grant funds will be used by Southeast Community College to develop two new certificate programs, Geographic Information Systems Technician Certificate and Precision Agriculture Certificate, and will increase SCC's capacity to provide current software and technology used in the increasingly complex, tech-rich agricultural and GIS-based workplaces.

By signing this, I acknowledge that I have read and understand the project's funding source and objectives as stated above.

STUDENT

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### **EQUAL OPPORTUNITY IS THE LAW**

It is against the law for this recipient of Federal financial assistance to discriminate on the following bases:

against any individual in the United States, on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief; and against any beneficiary of programs financially assisted under Title I of the Workforce Investment Act of 1998 (WIA), on the basis of the beneficiary's citizenship/status as a lawfully admitted immigrant authorized to work in the United States, or his or her participation in any WIA Title I-financially assisted program or activity.

The recipient must not discriminate in any of the following areas: deciding who will be admitted, or have access, to any WIA Title I-financially assisted program or activity; providing opportunities in, or treating any person with regard to, such a program or activity; or making employment decisions in the administration of, or in connection with, such a program or activity.

### **WHAT TO DO IF YOU BELIEVE YOU HAVE EXPERIENCED DISCRIMINATION**

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: the recipient's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose); or the Director, Civil Rights Center (CRC),

U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210.

If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient

to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient).

If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.

By signing this form, I certify that I have read and understand the Equal Opportunity statement above and that I understand that a copy of this statement can be provided to me upon request.

Printed Name: \_\_\_\_\_

STUDENT  
SIGNATURE: \_\_\_\_\_ DATE:  
\_\_\_\_\_

## **GRANT FUNDED STUDENT'S AUTHORIZATION TO DISCLOSE INFORMATION FROM EDUCATION RECORDS**

I understand that my educational records are protected by the Family Educational Rights and Privacy Act of 1974, and they may not be disclosed without my prior written consent. I hereby consent to the disclosure of the following education records pertaining to me to the persons and for the purposes as stated below.

I hereby authorize the following officials:

College officials and faculty members teaching courses in which I am currently (or was) enrolled to disclose the following:

- demographic or contact information, which may include social security number and other personally identifiable information
- employment status
- financial information, including financial aid, student account balance, and Veterans benefits
- academic records including, but not limited to placement test results, class schedule, interim and final grades, attendance, and any information regarding my academic progress prior to the final determination of grade to the following persons:
  1. Specific state and federal grant funders
  2. Educational institutions
  3. Lead agencies
  4. Fiscal administrators of grant programs for the following purposes:
    - to monitor, assist and determine eligibility for grant-funded programs
    - to monitor and assist with respect to retention and student support needs related to programs within Student & Career Services
    - for reporting requirements of specific grant programs; as well as for statistical analysis of grant outcomes
    - to monitor and assist with graduate placement needs and employment outcome tracking

I understand further that:

- Such records may be disclosed only on the condition that the party to whom the information is disclosed will not re-disclose the information to any other party without my written consent unless specifically allowed by law.
- I have the right to not consent to the release of my educational records for these purposes only by initialing the box below.
- This authorization remains in effect unless revoked by me in writing.

By signing this form, I certify that I agree to the disclosure of the records referenced above. This authorization and consent by me is valid for the life of the grant reporting period or until I revoke it in writing.


\_\_\_\_\_ I am opting out of signing this form and understand that I may not be eligible to receive grant-funded educational assistance because of this decision.

PRINTED NAME: \_\_\_\_\_

STUDENT

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_

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## Appendix 16

### TAACCCT Grant Participant Disclosure Information

#### TAACCCT Grant Participant Disclosure Information

##### SCC Veterans Coordinator Office contact information

###### Lincoln:

**Name:**

**Address:** Lincoln Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Email Address:**

###### Beatrice

**Name:**

###### Milford:

**Name:**

**Address:** Milford Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Email Address:**

##### Students with Disabilities Support Services contact information

###### Lincoln:

**Address:** Lincoln Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

###### Beatrice:

**Address:** Beatrice Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Milford:**

**Address:** Milford Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Transition Laboratory contact information**

**Lincoln:**

**Name:**

**Address:** Lincoln Campus, Address, City, State, Zip Code

**Phone Number:**

**Email Address:**

**Beatrice:**

**Address:** Beatrice Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Email Address:**

**Milford:**

**Name:**

**Address:** Milford Campus, Building/Room, Address, City, State, Zip Code

**Phone Number:**

**Email Address:**

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## What to do if You Believe You Have Experienced Discrimination

If you think that you have been subjected to discrimination under a WIA Title I-financially assisted program or activity, you may file a complaint within 180 days from the date of the alleged violation with either: the recipient's Equal Opportunity Officer (or the person whom the recipient has designated for this purpose); or the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, DC 20210. If you file your complaint with the recipient, you must wait either until the recipient issues a written Notice of Final Action, or until 90 days have passed (whichever is sooner), before filing with the Civil Rights Center (see address above). If the recipient does not give you a written Notice of Final Action within 90 days of the day on which you filed your complaint, you do not have to wait for the recipient to issue that Notice before filing a complaint with CRC. However, you must file your CRC complaint within 30 days of the 90-day deadline (in other words, within 120 days after the day on which you filed your complaint with the recipient). If the recipient does give you a written Notice of Final Action on your complaint, but you are dissatisfied with the decision or resolution, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date on which you received the Notice of Final Action.



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## Appendix 17

### Participant File Documentation Checklist

#### Participant File Documentation Checklist

**Staff Initials      Date**

- \_\_\_ \_\_\_\_\_ Department of Labor Grant Funded Project Statement
- \_\_\_ \_\_\_\_\_ Equal Opportunity Statement
- \_\_\_ \_\_\_\_\_ Veteran
  - \_\_\_\_\_ Student Referred to SCC VA Office
  - \_\_\_\_\_ Follow-up with Student
  - \_\_\_\_\_ DD-214
- \_\_\_ \_\_\_\_\_ Student with Disability
  - \_\_\_\_\_ Student Referred to SCC Disabilities Support Services
  - \_\_\_\_\_ Follow-Up with Student
  - \_\_\_\_\_ Other



\_\_\_\_ Proof of Enrollment (i.e., Census Enrollment Report)  
\_\_\_\_ Participant Contact Information  
\_\_\_\_ Phone Number:  
\_\_\_\_ Email Address:  
\_\_\_\_ TAA Eligible: \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Don't Know

### Outcome Data

\_\_\_\_ Date of Exit  
\_\_\_\_ Quarter Credential Earned  
\_\_\_\_ Credential  
\_\_\_\_ Transitions Lab Services \_\_\_\_ Yes \_\_\_\_ No

#### Employed

\_\_\_\_ Date \_\_\_\_ Wage Increase (Y or N)

#### Not Employed

\_\_\_\_ Date Verified (2<sup>nd</sup> Quarter)  
\_\_\_\_ Date Verified (3<sup>rd</sup> Quarter)  
\_\_\_\_ Date Verified (\_\_\_\_ Quarter)  
\_\_\_\_ Date Verified (\_\_\_\_ Quarter)

\_\_\_\_ Anecdotal (self-reported)



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## Appendix 18

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### **Appendix 19**

U.S. Department of Labor – Education and Training Administration

Fiscal and Administrative – Administrative Costs

Website: [https://www.doleta.gov/business/Fiscal\\_Administrative.cfm](https://www.doleta.gov/business/Fiscal_Administrative.cfm)

### **Appendix 20**

Financial Reporting Training and Employment Guidance Letter No. 13-12

Website: [https://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=6941](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=6941)

## Appendix 21

### Appendix H: Definitions and Usual Characteristics of Sub-grants vs. Subcontracts

#### DEFINITIONS

General Purpose\*

#### Sub-grants

An agreement that provides for the transfer of money or property to accomplish a public purpose of support or stimulation through the grant, as authorized under statute.

#### Subcontracts

Legal contract in which the purpose is to provide supplies and/or services.

Focus\*

Carries out one or more major programmatic functions in support of the goals of the grant.

Does not support the goals of the grant directly; instead the subcontractor provides supplies and/or services that are ancillary or supportive to the operation of the grant.

Recipient Responsibility\*

Has responsibility for programmatic decision making, adherence to applicable Federal program compliance requirements, and is able to determine which participants are eligible to receive Federal financial assistance.

Provides supplies and/or services for use by the prime grantee that are supportive to the operation of the grant. Subcontractor is subject to procurement regulations, but not programmatic compliance requirements and does not have decision-making authority pertaining to the grant.

#### USUAL CHARACTERISTICS

Terms and Performance Standards

#### Sub-grants

Less rigorous to their terms and conditions than contracts. Performance is measured against whether the objectives of the Federal grant are met.

#### Subcontracts

More rigorous to their terms and conditions. Performance is measured against the delivery of goods and services. The terms will define the deliverables and indicate when they are due.

Monitoring

Less regulated. If the task is not accomplished, there may be fewer legal and financial ramifications.

More heavily regulated and more likely to carry substantial legal or financial risk.

Scope of work

Scope of work, deliverables, and delivery schedule are more flexible and easier to amend when changes are necessary.

Scope of work may be less flexible and more difficult to amend. Firm delivery schedule with deliverables subject to rigorous inspection.

Payment Schedule

Fund usually drawn down by recipient or paid in lump sum. Payments are based on budgeted amounts rather than the unit cost of services.

Payment is usually made by invoice only after goods are delivered and services rendered. Advances are made under specific, limited circumstances. Payment is related to goods delivered or services rendered.

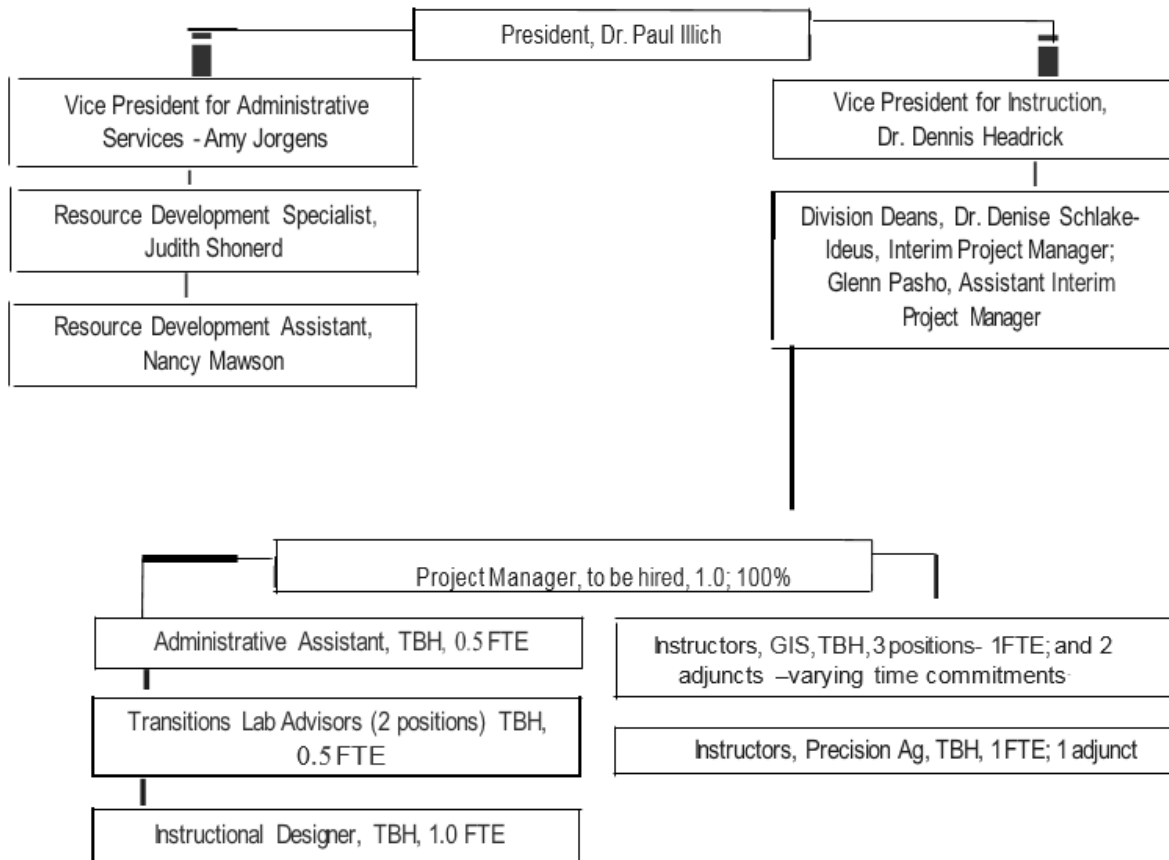
## Appendix 22

U.S. Department of Labor – Education and Training Administration  
The Workforce Innovation and Opportunity Act (WIOA)  
Website: <https://www.doleta.gov/wioa/>

## Appendix 23

SCC Organizational Chart – TAACCCT Grant

Southeast Community College ORGANIZATION CHART 2013



**Appendix 24**  
Project Personnel List

**SOUTHEAST COMMUNITY COLLEGE**  
**PROJECT PERSONNEL LIST (Federal Requirement)**

Instructions: For each federal grant you manage or direct, list all employees, part-time and full-time, who are paid with grant funds OR whose time is listed as a match/leveraged in the approved application. Include any employee paid (or listed as match/leveraged) during the current grant award period, whether still employed or not. List volunteers only if their time and effort is committed as a match/leveraged. Do not list contract workers who are not SCC employees. As needed, replicate boxes or add lines. Sign, date, and return a completed form for each grant to Resource Development (CEC Building). Retain a copy for your files. You will be asked to update this form annually. Maintain corroborating back-up documentation, including time sheets and time and effort forms.

Name: \_\_\_\_\_ Title \_\_\_\_\_

Signature \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Supervisor's Title: \_\_\_\_\_

1. Grant Name		2. Grant ID#	3. SCC Cost Center No.	4. Project Period
a. Names of Project Personnel paid with Grant Funds		b. Position Titles		c. Position's Immediate Supervisor (Name and Title if different from the name above.)
d. Project Personnel not paid by the grant but whose salary is listed as a match or leveraged to the project		b. Position Titles		c. Position's Immediate Supervisor (Name and Title)

**Appendix 25**

Selective Service Training and Employment Guidance Letter No.11-11, Change 2  
Website: <https://www.doleta.gov/dinap/TEGLs/TEGL12.cfm>

**Appendix 26**

U.S. Government Publishing Office – Project Equipment  
Website: <https://www.gpo.gov/fdsys/pkg/CFR-2011-title34-vol1/pdf/CFR-2011-title34-vol1-sec74-34.pdf>

**Appendix 27**

Federal Project Equipment Form

SOUTHEAST COMMUNITY COLLEGE

**FEDERAL PROJECT EQUIPMENT FORM**

(2 CFR Part 215 - Circular A-110.34(a)(1))

Instructions: The Federal definition of **equipment** is: tangible nonexpendable personal property including exempt property charged directly to the award having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. For each grant you manage or direct, list all equipment purchased with federal funds. If needed, add extra lines. If no equipment was purchased, initial the box on the form. An equivalent form may be used if all information below is included. Sign, date, and return the completed form to Resource Development (CEC Building). Retain a copy for each grant file. You will be asked to update this form annually.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date Form Signed: \_\_\_\_\_

1. Grant Name: TAA-GIS		2. Grant ID #: TC-25178-13-60-A-31		3. SCC Cost Center No.: 54-899-8993		4. Project Period: 10/1/13 to 9/30/17	
a. Item Description	b. Make/Model	c. Serial Number	d. Acquisition Date	e. Current Physical Location (Campus, Building, and Room)	f. Unit Acquisition Cost	g. Percent paid by federal funds	
<input type="checkbox"/> Initial in the box if you certify that no equipment meeting the federal definition was purchased with funds from this grant.							

## Appendix 28

### Equipment Purchase Request Form

#### EQUIPMENT PURCHASE REQUEST

**Project:** Mapping New Careers in Geospatial Technology

**Project #:** TC-25178-13-60-A-31

1. **Requested by:** Southeast Community College
2. **Contact:** [Click here to enter text.](#)
3. **Phone:** [Click here to enter text.](#)      **E-Mail:** [Click here to enter text.](#)
4. **Equipment Name and Model:** [Click here to enter text.](#)
5. **Approximate Cost (including installation):** [Click here to enter text.](#)
6.  **Competitive Bid**       **Sole Source**
7. **If a sole source, give explanation:** [Click here to enter text.](#)
8. **Where will equipment be located:** [Click here to enter text.](#)
9. **Description of how equipment will benefit the project:** [Click here to enter text.](#)
10. **Page number of approved SOW referencing the equipment:** page 11, 14, 15, budget narrative
11. **Useful Life of equipment:** [Click here to enter text.](#)
12. **How many participants will use the equipment by September 30, 2017:** [Click here to enter text.](#)
13. **Evidence that the grantee has written procurement procedures and follows them:**  
Southeast Community College has a written Purchasing Handbook and will follow its procurement procedures for all purchases. Purchases exceeding \$5,000 require a formal bidding procedure. The purchasing department will further follow the regulations set forth in CFR 215.43, ensuring that all procurement transactions are conducted to the maximum extent possible to provide practical, open, and free competition. The organization is committed to avoiding all organizational conflicts of interest and noncompetitive practices that may restrict or eliminate competition or otherwise restrain trade.  
Purchasing Records: SCC maintains records of transactions to demonstrate its open, free, and competitive purchasing processes. These records are open to federal review upon request and shall include: the basis for vendor/contractor selection; justification for lack of competition when competitive bids or offers were not obtained; and basis for award cost/price.

Submitted by: \_\_\_\_\_ (Signature) Date \_\_\_\_\_

Printed name \_\_\_\_\_ Title \_\_\_\_\_

Approved by: \_\_\_\_\_ (Signature) Date \_\_\_\_\_

Printed name \_\_\_\_\_ Title \_\_\_\_\_

## Appendix 29

SCC GIS Evaluation Plan – 06-23-2014

SCC: O:Drive / Resource Development / AA MASTER GRANT FILES – current grants / TAA GIS 2013-2017 / 10-EVALUATION / Evaluation Plan



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