



TRADE ADJUSTMENT ASSISTANCE COMMUNITY COLLEGE AND CAREER TRAINING (TAACCCT) GRANT

THIRD-PARTY REVIEW OF DELIVERABLES

Three Rivers College
“Rebuilding the Missouri Bootheel” Project

[Abstract](#)

This review provides a synopsis of completion of the deliverables undertaken by Three Rivers College for the TAACCCT Round 3 “Rebuilding the Missouri Bootheel” project.



Review Conducted by:
Mason Bishop
WorkED Consulting

INTRODUCTION

Rebuilding the Missouri Bootheel is a project funded through the U.S. Department of Labor’s Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program in Round 3. According to the Solicitation for Grant Applications, published by the Department in 2013:

“The overarching goals of the TAACCCT program are to: (1) increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare TAA-eligible workers and other adults for high-wage, high-skill employment or re-employment in growth industry sectors; (2) introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and (3) demonstrate improved employment outcomes.”

Each TAACCCT-funded project was required to identify sets of activities and deliverables to be accomplished during the period of performance. In addition, each TAACCCT-funded, Round 3 project was required to conduct a third-party review of deliverables, indicating whether those deliverables were finalized or not. Thus, the purpose of this paper is to present a brief summary of work on deliverables by Three Rivers College. The review was conducted by Mason Bishop, Principal of WorkED Consulting, who was hired as the Interim Project Director and then the Outcomes Specialist by Three Rivers College.

The following pages identify deliverables outlined in the Quarterly Narrative Report (QNR). They are provided in a table format to better display organization of the deliverables. Information for the review was gleaned primarily from interviews with Three Rivers officials and Quarterly Narrative Reports.

About the Reviewer:

Mason M. Bishop, Principal at WorkED Consulting, is a recognized national expert on employment and postsecondary education policy having served in executive management positions in Utah and Washington, DC. He has served as a community college vice president and as Deputy Assistant Secretary at the Employment and Training Administration, U.S. Department of Labor. As a consultant, Mr. Bishop provides both technical assistance and third-party evaluation services, and has subject matter expertise in development of career pathways, using qualitative data to inform continuous improvement practices, and methods of teaching and learning. Mr. Bishop has both a Bachelor of Arts degree and a Master’s Degree in Public Administration from Brigham Young University, and completed doctoral coursework and passed his field exam in Public Policy at George Mason University.

| Deliverable | Complete the Deliverable? | Products Developed |
|-------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1) Course competencies for each pathway for stackable credentials for certificates | YES | <p>TRC created three pathways with credentials:</p> <ol style="list-style-type: none"> Welding: A new AAS degree and technical certificates. Also integrated AWS SENSE. Advanced Manufacturing: An AAS degree and technical certificates with emphasis on robotics. Precision Agriculture: An AAS degree pathway with technical certificates. <p>TRC utilized career mentoring and integration of Adult and Continuing Education courses to offer course remediation tied to technical training. Through Continuing Education, TRC was able to offer eight-week courses to teach employability skills and developmental education.</p> |
| 1.2) 63 pieces of equipment and courseware | YES | TRC purchased equipment and supplies as indicated in the budget narrative. Agriculture equipment was purchased later in the grant period of performance. |
| 1.3) Plan and matrix of certification and accreditation options | YES | TRC developed and made available for participants the options available, including the pathways, courses, available certifications to associate's degrees and options for continuing education. |
| 1.4) High quality staff and faculty | YES | Welding instructors achieved AWS certification, and AWS SENSE standards and certifications were part of the welding career pathway. TRC hired two full-time welding instructors, and utilized part-time adjunct instructors in welding and manufacturing to provide increased capacity. |
| 1.5) 33 credits per pathway program will be defined | YES | 33 credits per pathway were identified, courses modified when necessary, and approved by the appropriate committees and accreditation-related processes. Technical certificates were made available at appropriate points in the pathway. |
| 1.6) PLA policies and practices that allow for up to 25 percent credit for any pathway program. | YES | TRC passed a PLA policy and Dr. Wes Payne conducted PLA workshops and led training on how to apply the PLA policy. PLA was available to participants for gaining credits toward completion of a pathway program. |

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| 1.7) Articulation agreements with partner universities for each pathway program | NO | TRC met with University of Missouri and Southeast Missouri State regarding articulation of technical pathways to four-year degree options. TRC was not able to get articulation agreements finalized, although the framework for one with Southeast Missouri State is in place. |
| 2.1) Career Tracking System | NO | TRC did not create or purchase a Career Tracking System. |
| 2.2) Online training that fits the technology of TRC and is interactive and user friendly for students | NO | TRC purchased the equipment necessary to provide online and hybrid training, and did undertake the process of developing online modules. However, hybrid and online options were not provided on a comprehensive basis to participants, so were not a part of the training strategy employed by TRC. |
| 2.3) Equipped labs to provide hands-on training using mobile skills lab technology | YES | TRC purchased and equipped a mobile lab for use in different communities in the service region. |
| 3.1) Refined pathways for 100% of participants by end of three years from training to employment | YES | TRC created three pathways with credentials: 1. Welding: A new AAS degree and technical certificates. Also integrated AWS SENSE. 2. Advanced Manufacturing: An AAS degree and technical certificates with emphasis on robotics. 3. Precision Agriculture: An AAS degree pathway with technical certificates. |
| 3.2) Internships for each pathway program or another work-based opportunity | NO | Internships were not offered as part of the program. |
| 3.3) Bi-annual regional forums | YES | TRC held regional forums in partnership with the local WIB and other employer associations and groups. |
| 4.1) Partnership agreements and sharing of knowledge | YES | TRC shared data and information with other institutions in the Missouri community college system, and collaborated with other TAACCCT projects, such as MOHEALTHWINS and MOMANUFACTURINGWINS. |
| 4.2) Bi-annual forums amount the three grantees to share lessons learned | YES | TRC participated in multiple USDOL forums and Missouri TAACCCT forums/meetings to share best practices and ideas for the project. |