

Greenville Technical College

South Carolina ACCELERATE TAACCCT Evaluation

Final Evaluation Report

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ACRONYM LIST

Acronym	Definition
AOT	Administrative Office Technology
APTC	Adult Post-Secondary Transition Center
AUT	Automotive Technology
CAEL	Council for Adult and Experiential Learning
CAO	Chief Academic Officer
CDS	Curricula Design Specialist
CMI	Center for Manufacturing Innovation
CNC	Computer Numeric Control
CPT	Computer Technology
CUCWD	Clemson University Center for Workforce Development
DEW	Department of Employment and Workforce
DVOP	Disabled Veterans Outreach Program
EEM	Electrical Engineering Manufacturing
EGT	Engineering Graphics Technology
GTC	Greenville Technical College
IMT	Industrial Maintenance Technology
ISP	Individual Service Plan
IST	Information Systems Technology
LVER	Local Veterans Employment Representative
LWIA	Local Workforce Investment Area
MOOC	Massive Open Online Course
MTT	Machine Tool Technology
ORMC	Outreach, Recruitment and Marketing Coordinator
PLA	Prior Learning Assessment
PM	Program Manager
SC ACCELERATE	South Carolina Adult College Completion through E-Learning Resources and Academic Tracks to Employment
SCC	Spartanburg Community College
SME	Subject Matter Expert
SNAP	Supplemental Nutrition Assistance Program
SWN	Smart Work Network
TAA	Trade Adjustment Assistance
TAACCCT	Trade Adjustment Assistance Community College and Career Training
TCL	Technical College of the Lowcountry
TCTC	Tri-County Technical College
TTC	Trident Technical College
UDL	Universal Design for Learning
USDOL	U.S. Department of Labor
WIA	Workforce Innovation Act
WIOA	Workforce Innovation and Opportunity Act
WLD	Welding
YTC	York Technical College

EXECUTIVE SUMMARY

SC ACCELERATE Overview

In 2012, the U.S. Department of Labor (USDOL) awarded Greenville Technical College (GTC) in Greenville, South Carolina a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. GTC and a consortium of five other technical colleges across South Carolina implemented the South Carolina Addult College Completion through E-Learning Resources and Academic Tracks to Employment (SC ACCELERATE) program.

Together, GTC and its consortium partners—Spartanburg Community College (SCC), Technical College of the Lowcountry (TCL), Tri-County Technical College (TCTC), Trident Technical College (TTC), and York Technical College (YTC)—designed SC ACCELERATE to provide services to TAA-certified workers, Veterans, and other unemployed adult jobseekers to connect them to available jobs and careers in fields such as advanced manufacturing and information technology. The consortium designed SC ACCELERATE to address a critical gap between the skills of older, unemployed adults and the skills required to obtain and retain employment in medium and high-skill, in-demand occupations in South Carolina.

The underlying theory of SC ACCELERATE was that innovative training strategies, new prior learning assessment options, and support services tailored to meet the unique needs of adult learners, would help participants earn credentials and develop the skills needed to successfully transition careers, gain employment in high-skill/high-wage occupations, and increase their earnings. To help achieve these goals, each consortium college implemented a variety of activities according to the following five program strategies:

1. Outreach, Marketing, and Recruitment;
2. Create Adult Post-Secondary Transition Centers (APTC);
3. Develop New Curricula and Redesign Existing Curricula;
4. Develop a Prior Learning Assessment (PLA) Plan; and
5. Entrepreneurship Training.

Consortium colleges employed these strategies to guide, align and sustain SC ACCELERATE throughout the grant's period of performance.

Evaluation Design

In June 2013, GTC awarded a contract to IMPAQ International, LLC (IMPAQ) to conduct an independent evaluation of SC ACCELERATE. IMPAQ was not able to access individual-level education, and labor market outcome data for SC ACCELERATE participants or comparison group members. Therefore, an impact evaluation was not feasible. Instead, resources previously allocated to the analysis of program impacts were used to expand the implementation study.

IMPAQ designed the implementation study to collect information to examine, highlight and understand program strategies and promising approaches associated with the SC ACCELERATE program. Some of the key research questions addressed by the implementation study include:

- What were the key components of the SC ACCELERATE and how were they delivered?
- What contributions did program partners make?
- What institutional management practices were employed to implement the project?
- What were the promising practices and lessons learned from SC ACCELERATE?

IMPAQ's evaluation design also included an analysis of participant characteristics and services received, as well as an outcomes analysis. Some of the major research questions these analyses addressed included:

- What was the level of program participation across colleges and what were the characteristics of participants?
- What services did participants receive?
- Did the SC ACCELERATE program meet its proposed goals and outcomes?

Implementation Findings

Throughout the grant period, strong leadership from both the consortium Project Director and individual college program managers facilitated effective and consistent governance of the SC ACCELERATE program. Continued support and contributions from key leadership at each college, who were not funded by the grant, also played a key role in successful implementation of the program strategies.

SC ACCELERATE implemented comprehensive outreach, marketing, and recruitment strategies at the consortium level, and combined these with targeted strategies at each college. SC ACCELERATE ensured consistency in branding and messaging across the consortium colleges.

Adult Post-Secondary Training Centers (APTCs) served as accessible points of contact for the program's participants. Although participants presented common issues at APTCs, each arrived with a unique background and service needs. Successful APTCs provided participants with personalized case management support and coordinated with workforce partners to deliver services and perform recruitment activities. To effectively meet each client's needs, APTC staff members had to become knowledgeable about college and community resources, which required them to have a significant amount of training and experience. However, APTC staff had large caseloads and administrative responsibilities, and many reported that they needed additional support.

The SC ACCELERATE consortium followed a rigorous curricular development process to create online, open source courses. Although the consortium's colleges incorporated cutting-edge equipment and technology into their curricula, the curricular redesign requirements were more intensive than staff anticipated. Other staff reported challenges included insufficient release time

for faculty and grant staff training and to work on curricular redesign, and difficulty finding qualified replacements for faculty who left the college.

Although the consortium colleges established PLA processes and procedures, all benefited from the consortium's engagement with the Council for Adult and Experiential Learning (CAEL), which helped make PLA processes more consistent across the colleges. PLA awareness sessions facilitated by CAEL and the Consortium Director revealed variations in how faculty and staff within each college understood current PLA processes and procedures, and identified possible opportunities to improve, update, and/or streamline their PLA process.

Participant Outcomes

Cumulatively, SC ACCELERATE exceeded its targets in terms of the total number of participants, participants retained in programs of study, and participants who completed credit hours. The program exceeded its goal of 270 participants; it served 433 unique participants. In addition, over the same period, the APTCs served 3,062 individuals in some capacity, whether through referrals or by providing access to resources available via the centers or at the member-colleges.

Exhibit SC ACCELERATE Cumulative Targets and Status

Outcome Measure	Goal	Status as of March 2016
Total unique APTC participants ¹	270	433
Total number of participants who completed a TAACCCT-funded program of study	84	70
Total number of participants still retained in their program of study or other TAACCCT-funded program	134	552
Total number of participants completing credit hours	200	523
Total number of participants earning credentials	80	132
Total number of participants enrolled in further education after TAACCCT-funded program of study completion	14	3
Total number of participants employed after TAACCCT-funded program of study completion	71	8
Total number of participants retained in employment after program of study completion	58	64
Total number of participants employed at enrollment who received a wage increase post-enrollment	6	10

¹ SC ACCELERATE originally proposed to report the number of participants in TAACCCT-funded programs of study, but the reported figures include participants in both TAACCCT-funded and non-TAACCCT-funded programs. Participants are individuals who meet the program's eligibility criteria of being a veteran or TAA participant or an adult 25 years or older.

Conclusions

Future research designs on similar programs should allow for an adequate follow-up period to measure the educational and labor market outcomes of program participants. Identifying and collecting these individual-level data are necessary prerequisites for more rigorous evaluation designs. A quasi-experimental impact evaluation design, for example, would require these data for a valid comparison group. However, collecting these data presents considerable challenges.

1. INTRODUCTION

In September 2012, the U.S. Department of Labor (USDOL) through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 2 program awarded a grant to the consortium of colleges led by Greenville Technical College (GTC) in Greenville, South Carolina. The grant funded implementation of the South Carolina Addult College Completion through E-Learning Resources and Academic Tracks to Employment (SC ACCELERATE) program. SC ACCELERATE is a consortium of 6 colleges in South Carolina that cover 6 local workforce investment areas and serve 17 counties. The program aims to develop, improve, and expand educational opportunities and career pathways for adult learners to prepare them for careers in advanced manufacturing. The program serves Trade Adjustment Assistance (TAA) certified workers, veterans, and their spouses, and all adults 25 years and older.

In July 2013, Greenville Technical College (GTC) awarded a contract to IMPAQ International, LLC (IMPAQ) to serve as the third-party evaluator of the SC ACCELERATE program. IMPAQ is responsible for all components of the evaluation process. In this Final Evaluation Report, IMPAQ presents its findings from the evaluation of SC ACCELERATE over the three-year period of performance.

1.1 TAACCCT Goals and Objectives

Originally enacted in January 1975 and amended several times, the TAA Program assists U.S. workers who have lost their jobs because of international trade. The TAA Program enables these workers to obtain the skills, credentials, resources, and support necessary to reenter the job market. Certified workers may receive benefits and services, such as skills assessment, career counseling, and supportive services. Such workers also are eligible for up to 130 weeks of wage subsidies while they participate in full-time training. This particular benefit is referred to as Alternative Trade Adjustment Assistance (ATAA) and Reemployment Trade Adjustment Assistance (RTAA). TAA participants may also receive Trade Readjustment Allowances (TRA), which are *“income support available in the form of weekly cash payments to workers who are enrolled in a full-time training course and have exhausted their unemployment insurance.”* In addition to these benefits, TAA participants receive funding to pay for college or training tuition costs.²

USDOL, in coordination with the U.S. Department of Education, awards TAACCCT grants to community colleges and universities to develop innovative training programs for TAA-certified workers and other adults in fields such as advanced manufacturing, healthcare, and transportation. TAACCCT grants support efforts by individual schools and community college consortia to enhance the skills of workers for in-demand occupations and promote partnerships with local employers. The program is designed to improve TAA-eligible workers’ learning outcomes, employment outcomes, and job retention rates. To achieve this goal, the grants

² See for more details: https://www.doleta.gov/tradeact/docs/program_brochure2014.pdf

emphasize curricular development and the delivery and attainment of industry-recognized credentials. TAACCCT programs include five core elements: evidence-based design, stacked and latticed credentials, online and technology-enabled learning, transferability and articulation, and strategic alignment with workforce/education stakeholders.

In September 2012, USDOL awarded \$500 million in TAACCCT Round 2 grants to 297 community colleges and universities, including 27 awards to consortia (totaling nearly \$360 million) and 27 awards to individual institutions (totaling about \$78.3 million).³ Each state and the District of Columbia received at least \$2.5 million in dedicated funding for community college career training programs. GTC received a \$14.1 million grant to implement the SC ACCELERATE program on behalf of a consortium of six community colleges.

USDOL is interested in fostering continuous improvement throughout program implementation and understanding the impact of TAACCCT grants. Each grantee, therefore, is required to subcontract with a third-party evaluator. The evaluations should inform the grantees' development of innovative and effective program models to align workforce skills with the skills that employers need.

1.2 Evaluation Overview

As the third-party evaluator, IMPAQ conducted a mixed-methods evaluation of this program. Specifically, IMPAQ performed an evaluability assessment, a performance assessment, and formative and summative implementation evaluations. IMPAQ also provided technical assistance to staff as requested.

The overall evaluation addressed the following key research questions:

1. What are the main program components? How effectively are participating colleges able to implement the program model? What are the strengths and challenges of the approach?
2. Have consortium colleges built effective partnerships across respective service areas? What does it take to build effective partnerships?
3. What challenges did the colleges encounter during program implementation? What steps did the grantee take to overcome these challenges?
4. What best practices in program implementation were identified by each of the key stakeholders?
5. What service delivery and/or system reform innovations are expected to improve impacts for participants?
6. Under what conditions can these innovations be most effectively replicated?

³ U.S. Department of Labor, Employment and Training Administration. (2012). *Obama administration announces \$500 million in community college grants to expand job training through local employer partnerships*. [News Release]. Retrieved from: <http://www.dol.gov/opa/media/press/eta/ETA20121885.htm>

7. What types of emerging ideas regarding how colleges deliver services or reform systems seem most promising for further research? Under what conditions are these ideas most effective?
8. What directions for future research on the country's public workforce system, and workforce development in general, were discovered?

To address these research questions, IMPAQ worked with GTC to confirm and enhance its understanding of the program's interventions, strategic relationships among consortium partners, and outcomes of interest. IMPAQ developed a program logic model to articulate the theory of change behind the interventions based on our thorough review of the program's relevant documentation. We describe the model in more detail in Section 1.3.

According to IMPAQ's original evaluation plan, we planned to conduct a quasi-experimental impact analysis, outcomes analysis, and cost-benefit analysis to answer the following research questions:

1. What was the impact of SC ACCELERATE on improving educational achievements, employment, job retention, and earnings outcomes of participants?
2. What were the program's "true" costs and benefits to the government, community colleges, individual participants, and society at large?

We encountered two significant challenges related to the availability of data and the timing of participants' exits from the program during the 2014 project year that made it infeasible for the evaluation team to conduct the quasi-experimental impact analysis, outcomes analysis, and cost-benefit analysis as originally planned. First, the consortium experienced delays in implementing the course redesigns, which did not give us sufficient time to follow-up with participants to analyze participants' outcomes. Second, the consortium did not have consent from the proposed comparison group to release individual demographic, school enrollment, or unemployment insurance (UI) wage data, which made it impossible for IMPAQ to create a valid comparison group for the impact study. IMPAQ submitted an Evaluation Design Change memorandum in February 2015 that explained these challenges and their implications for the evaluation design. Due to these limitations, the evaluation team also proposed expanding the implementation study.

To conduct the implementation evaluation, IMPAQ conducted three rounds of site visits to the consortium colleges. IMPAQ conducted semi-structured interviews with the program's staff and stakeholders, focus groups with participants, and an extensive document review. IMPAQ conducted the site visits in November 2013, April 2015, and February 2016. During the first visit, IMPAQ gathered information to inform the evaluation design and identify early successes and challenges experienced by each college. IMPAQ summarized findings from the initial site visit in a memorandum and delivered it to the Consortium Director in January 2014. In addition, IMPAQ sent two evaluation assessment surveys to the consortium colleges, in March and November 2014, to collect updated information on implementation since the first round of site visits. IMPAQ delivered the survey results in May 2014 and January 2015.

In the second round of site visits, in April 2015, IMPAQ focused on progress made in implementing the program's key strategies, partnerships, and challenges. We presented the results from this round of site visits in the Interim Evaluation Report. The final round of visits occurred in February 2016, prior to the end of the grant implementation period.⁴ The Final Evaluation Report provides a summary of findings from all three rounds of site visits. It provides comprehensive documentation and summative evaluation results for all of the program's implementation activities and progress made through July 2016.

1.3 SC ACCELERATE Overview

South Carolina has experienced significant economic challenges as a result of the decline in South Carolina's manufacturing sector from 2000 to 2010 (especially in low-skill textile manufacturing), which was compounded by the recession of 2008. One important challenge is the gap between the skill levels of older workers who have been displaced from their jobs (including TAA-certified workers) and the higher skill levels needed for in-demand jobs—particularly within the advanced manufacturing industry sector. SC ACCELERATE was launched in October 2012 to overcome this challenge.

SC ACCELERATE is a federally funded four-year grant designed to help older adults, especially those whose jobs have been negatively affected by international trade, make the transition to more highly skilled jobs in advanced manufacturing. The SC ACCELERATE consortium consists of six technical and community colleges:

- Greenville Technical College (GTC, lead)
- Spartanburg Community College (SCC)
- Technical College of the Lowcountry (TCL)
- Tri-County Technical College (TCTC)
- Trident Technical College (TTC)
- York Technical College (YTC)

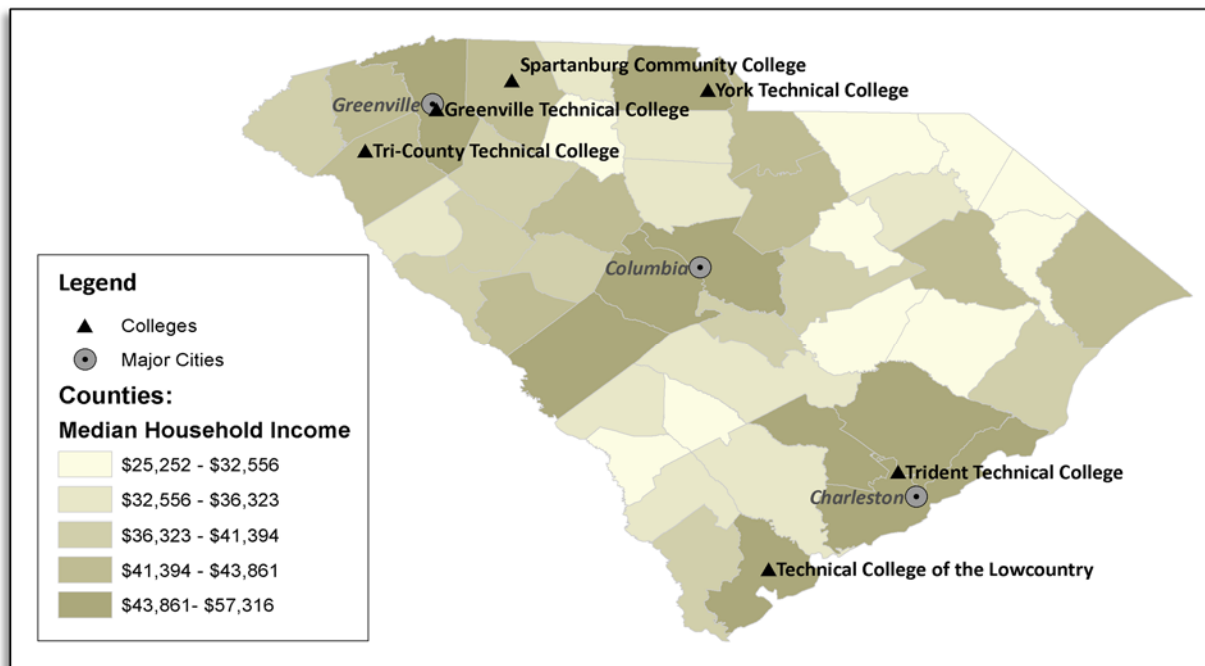
The map in Exhibit 1.1 shows the location of each of the SC ACCELERATE Consortium colleges as well as the median household income by county. The colleges generally are located in higher-income counties; however, a number of lower-income counties are in close proximity to most of the colleges. The program was intended to provide services to about 270 individuals throughout the period of performance.

The SC ACCELERATE project emphasizes specific strategies to promote the successful transition of adult learners into careers in advanced manufacturing. These strategies include targeted supportive services, new online course offerings, individual assessments, and entrepreneurship

⁴ Adult Post-Secondary Transition Center (APTC) activities extended through March 2016 (an additional 3 months). Furthermore, curricula design/redesign and Prior Learning Assessment (PLA) strategies are still in process and the college Project Directors continue to be funded by the grant.

training. A team at the Clemson University Center for Workforce Development (CUCWD) assisted the colleges with designing and developing online courses for adult learners. The project team at GTC and staff at each college coordinated this effort.

Exhibit 1.1: Median Household Income in South Carolina by County, 2013



Source: U.S. Census Bureau, American Community Survey, 2013.

1.3.1 Target Populations and Eligibility Requirements

SC ACCELERATE targets the TAA-eligible population and a broader community of adult learners in areas of South Carolina in which significant numbers of workers lost their jobs due to trade liberalization. The SC ACCELERATE grant covers 6 local workforce investment areas that include 17 counties in South Carolina. Although the grant established Adult Post-Secondary Training Centers (APTCs), the program also aims to remove barriers to education and employment for any individual who is interested in receiving services. The APTCs have an open door policy and will not deny services to anyone. However, only eligible individuals are counted as participants in the program for grant reporting purposes.

Individuals are eligible to participate in SC ACCELERATE if they are students enrolled at a member-college and meet at least one of the following eligibility criteria:

- **TAA-eligible workers:** Workers who have become unemployed due to trade liberalization and are included in a certified TAA plan.
- **Veterans and spouses of veterans:** Individuals who have served in the United States Armed Forces and have been honorably discharged from military service, as well as their spouses.

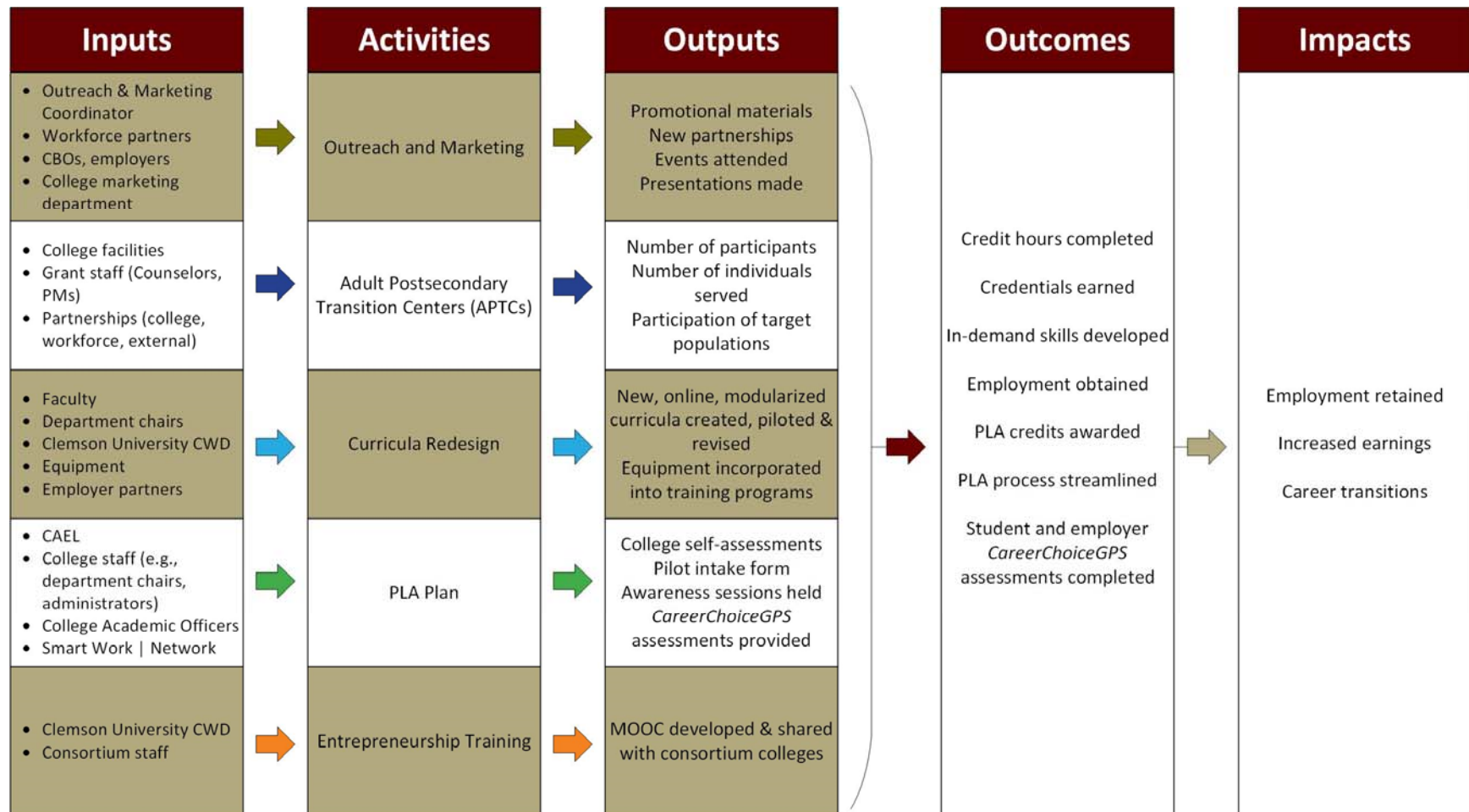
- **Adults 25 years or older:** Unemployed, underemployed, dislocated, or incumbent workers.

Veterans and their spouses have first priority for service through the APTCs, followed by TAA-eligible workers, and then all other eligible individuals.

1.3.2 SC ACCELERATE Program Logic Model

Exhibit 1.2 presents the logic model for the SC ACCELERATE program. A logic model visually represents how a program's leaders envision that the proposed interventions will translate into desired outcomes and impacts. IMPAQ organized the main features and relationships into five categories: inputs, activities, outputs, outcomes, and impacts. Inputs are the materials and resources used by the program to carry out the program's core activities. Outputs are the products and services that result from the activities. Outcomes are the benefits received by the program's participants, and impacts are the changes in the organizations, communities, and systems that result from the program.

Exhibit 1.2: SC ACCELERATE Program Logic Model



SC ACCELERATE's core inputs included USDOL grant funding and other leveraged resources, as well as the professional staff involved with the program; instructional design and prior learning assessment experts (contractors); community and workforce partners; and, new equipment. SC ACCELERATE program activities consist of the five strategies that the consortium proposed:

1. Create Adult Post-Secondary Transition Centers (APTC);
2. Outreach, Marketing, and Recruitment;
3. Develop a Prior Learning Assessment (PLA) Plan;
4. Develop New Curricula and Redesign Existing Curricula; and
5. Entrepreneurship Training.

The program's various activities within each strategy resulted in a number of outputs. For instance, APTC's outputs included the number of participants that they served from the target populations: veterans (and their spouses), TAA-eligible workers, older individuals, unemployed individuals, and incumbent workers. The newly redesigned courses and the entrepreneurship training massive open online course (MOOC) were a significant output of the curricular development and redesign strategy.

Intermediate outcomes included credit hours completed, credentials earned, in-demand skills developed, PLA credits awarded, and the development of a consortium wide PLA plan. The broader impacts, or long-term outcomes, that the program expected to generate included successful career path transitions, increased earnings, and job retention. By means of these outcomes and long-term impacts, the consortium sought to build capacity to enhance workforce skills to meet the needs of both adult learners and employers in advanced manufacturing.

1.4 Description of Program Strategies

SC ACCELERATE was built on a foundation of five key evidence-based strategies for success. This section provides an overview of each strategy. In Chapters 3 through 7, IMPAQ further describes the design and implementation approach of each strategy, as well as provides information on the consortium-led activities to date.

1.4.1 Outreach, Marketing, and Recruitment

The SC ACCELERATE outreach and marketing strategy built on previous evidence that to recruit adult participants successfully programs must use messages targeted to adult learners, have an effective website, and offer flexible course options to enable adult learners to complete coursework at times that are convenient. For branding purposes, SC ACCELERATE designed a logo, and capitalized the acronym to enhance its name recognition. Although each college was responsible for its own outreach and recruitment activities, the consortium helped to coordinate these activities to ensure some consistency amongst colleges.

1.4.2 Create Adult Post-Secondary Transition Centers (APTC)

Because adult learners tend to have more barriers to educational success than traditional students, one of the key components of the program was to provide an array of wraparound services. These services were tailored towards adult learners to support college enrollment, foster successful school-to-career transitions, and promote retention. APTCs were set up in each of the colleges and staffed with experienced case managers who coordinated the provision of these services, which helped to improve student retention and completion rates.

1.4.3 Develop a Prior Learning Assessment Plan

Evidence suggests that Prior Learning Assessment (PLA) processes, which give students credit for prior work or military experience, enable students, especially older students, to experience better academic outcomes and accelerate their attainment of credentials and/or degree completion.⁵ The consortium aimed to make PLA processes more consistent across colleges and improve PLA marketing and communication to current and potential students, and brought in the Council for Adult and Experiential Learning (CAEL) as a facilitator.

1.4.4 Develop New Curricula and Redesign Existing Curricula

The program adapted existing course curricula to an online or hybrid environment. Online courses provide adult learners with more flexibility to complete their coursework and options to complete their studies on an accelerated schedule. Evidence suggests that adult students have more success with blended learning compared to distance- or classroom-based learning.⁶ Moreover, technology-enabled resources and tools enable students to move more rapidly through an academic program. The program leveraged the expertise of the Clemson University Center for Workforce Development (CUCWD) to review and format redesigned curricula according to Universal Design for Learning (UDL)⁷ and Open Learning Initiative⁸ criteria. Furthermore, the consortium colleges used grant funding to purchase upgraded, cutting edge advanced manufacturing equipment to incorporate into the revised curricula.

1.4.5 Entrepreneurship Training

In an effort to promote the development of South Carolina's small business sector, the consortium proposed to develop a curriculum for entrepreneurship training that could be shared

⁵ Council for Adult and Experiential Learning. (2010). *Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes*. Chicago, IL. Retrieved from: http://www.cael.org/pdfs/pla_fueling-the-race

⁶ McCain, M. L. (2009). *The power of technology to transform adult learning: Expanding access to adult education & workforce skills through distance education*. New York, NY: Council for Advancement of Adult Literacy. Retrieved from: http://www.caalusa.org/POWER_OF_TECH.pdf

⁷ See also: Center for Applied Special Technology (CAST). (2011). *Universal design for learning guidelines, Version 2.0*. Wakefield, MA. Retrieved from <http://www.udlcenter.org/aboutudl/udlguidelines>.

⁸ See also: Carnegie Mellon University, Open Learning Initiative. Retrieved from <http://oli.cmu.edu/>

with the consortium colleges and potentially all of South Carolina's 16 technical colleges. Although some colleges had entrepreneurship training courses in place, the courses were not necessarily geared to the advanced manufacturing sector. CUCWD is in the process of developing a massive online open course (MOOC), a modularized curriculum that will educate students about the requirements and realities of self-employment in general and in the advanced manufacturing sector.

1.5 Report Purpose and Structure

As described above, in this report, IMPAQ describes its assessment of how the consortium implemented and operated the SC ACCELERATE program, based on three in-depth site visits conducted by IMPAQ's evaluation team and extensive document review. IMPAQ's analysis includes a description of the organizational context for implementation and its partnership dynamics. In the report, IMPAQ also examines the program's model and compares it to the implementation strategies actually used at each of the six colleges. In so doing, IMPAQ details the challenges faced, best practices, successes, and lessons learned from the SC ACCELERATE implementation. In documenting each component of the program in detail, this report also serves as a guide to entities that plan to implement similar programs in other workforce areas. The report, thus, will inform the activities of future initiatives to build pathways for successful transitions for adult learners into careers in advanced manufacturing. The results of this study will also inform emerging initiatives that are interested in implementing similar programs about service delivery change and system reform by identifying practices that seem most promising for further research and determining under which conditions those changes can be replicated and be most effective.

In Chapter 2, IMPAQ describes the program's participants' characteristics. In Chapter 3, IMPAQ outlines the leadership structure that guided the program's implementation. In Chapters 4 through 7, IMPAQ describes each of the program's strategies, findings across colleges, and specific challenges and lessons learned. Chapter 8 concludes the report: IMPAQ describes the challenges that the colleges encountered during implementation and the solutions that they devised, as well as a series of lessons learned and recommendations. IMPAQ presents its methodology and a set of program documents collected from each site's implementation activities in the appendices.

2. ANALYSIS OF PARTICIPANT CHARACTERISTICS AND SERVICES RECEIVED

In this chapter, we examine the local labor market context in which the program operated and provide an analysis of the characteristics of the program's participants, and early performance data. In Section 2.1, we discuss the labor market characteristics specific to South Carolina. In Sections 2.2 and 2.3, we present detailed demographic information on the participants and the program's performance respectively. In Section 2.4, we summarize the main findings.

2.1 South Carolina Labor Market Characteristics

Since the late 1990s, South Carolina, like the United States as a whole, has experienced substantial economic restructuring, with long-term declines in the manufacturing sector and a rise in service-sector jobs.⁹ Labor-intensive manufacturing either shifted overseas or became uncompetitive due to liberalized trade regimes. More recently, however, higher value segments of manufacturing have begun to grow again for a number of reasons (Exhibit 2.1). Because manufacturing jobs tend to pay better and offer more benefits than other jobs with similar education requirements, states that have a historically strong manufacturing base, such as South Carolina, have begun to focus their economic development, industrial recruitment, and workforce training initiatives on attracting advanced manufacturing companies. SC ACCELERATE is one of many similar initiatives nationwide that aim to bridge the gap between a low-skilled workforce and the medium- to high-skilled positions in advanced manufacturing that employers seek to fill.

South Carolina has two distinct geographical and cultural regions: the Lowcountry,¹⁰ from the Sandhills to the coast, and the Upstate or Upcountry, north and west of the Sandhills. Since the decline of plantation agriculture, the Lowcountry has primarily focused on tourism and is less industrialized than Upstate. In the last year, however, Charlestown has been the fastest growing metropolitan area in South Carolina.¹¹ A new Volvo plant will open in Berkeley County, outside of Charleston that may bring up to 4,000 direct jobs.¹² Statewide, manufacturing added 3,200

⁹ Clayton, D. (2011, September). *South Carolina's manufacturing growth leads the Southeast out of recession: A study of manufacturing employment and investment in South Carolina*. Columbia, SC: South Carolina Department of Commerce. Retrieved August 3, 2015 from http://sccommerce.com/sites/default/files/document_directory/manufacturing_-_a_study_of_manufacturing_employment_and_investment_in_south_carolina.pdf

¹⁰ The Lowcountry generally includes Beaufort, Berkeley, Charleston, Colleton, Dorchester, Hampton, and Jasper counties.

¹¹ South Carolina Department of Employment and Workforce, 2015.

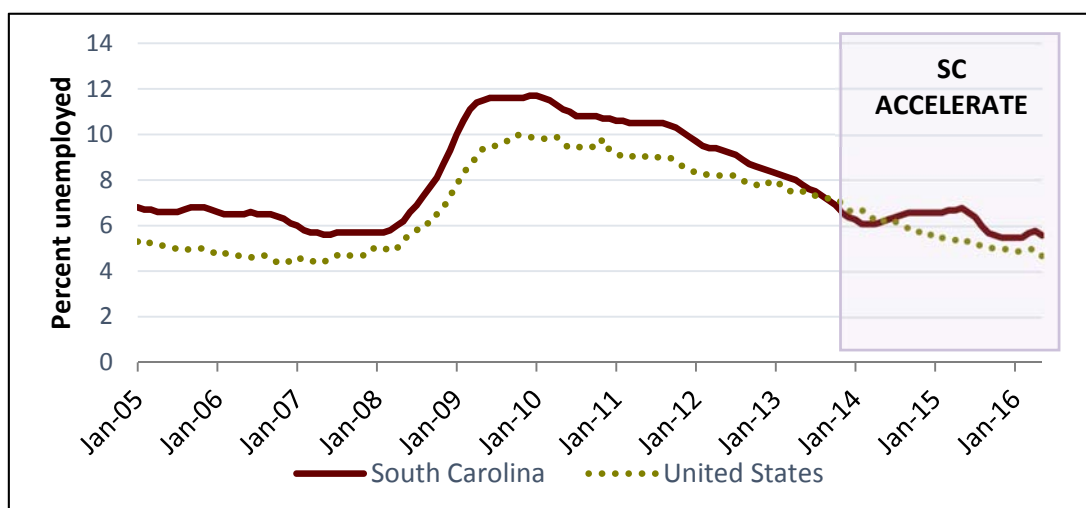
¹² South Carolina Department of Employment and Workforce, Business Intelligence Department. (2015, April). *Insights*, 5(3). Retrieved from http://lmi.dew.sc.gov/lmi%20site/Documents/Insights/Insights_April_2015.pdf. See also: Bennett, J. & McWhirter, C. (2015, May 11). "Volvo Car to build first U.S. car plant in South Carolina," *Wall Street Journal*, retrieved July 10, 2015 (<http://www.wsj.com/articles/volvo-car-corp-to-build-plant-in-berkeley-county-sc-1431340237>).

jobs between March 2015 and 2016,¹³ and manufacturing employment has grown roughly 4.3 percent since the recession.¹⁴

2.1.1 Unemployment, TAA, and Dislocated Worker Population

South Carolina's unemployment rate throughout the Great Recession of 2007–2009 and its aftermath was higher than the U.S. unemployment rate (Exhibit 2.1). The SC ACCELERATE program began at the tail end of the recovery period, when unemployment was gradually declining in South Carolina. Unemployment in South Carolina fell to roughly the same rate as the U.S. unemployment rate in 2013, but started to exceed the national rate again starting 2014.

Exhibit 2.1: Unemployment Rate in South Carolina, 2005–2016



Source: Bureau of Labor Statistics, Local Area Unemployment Statistics, June 7, 2016.

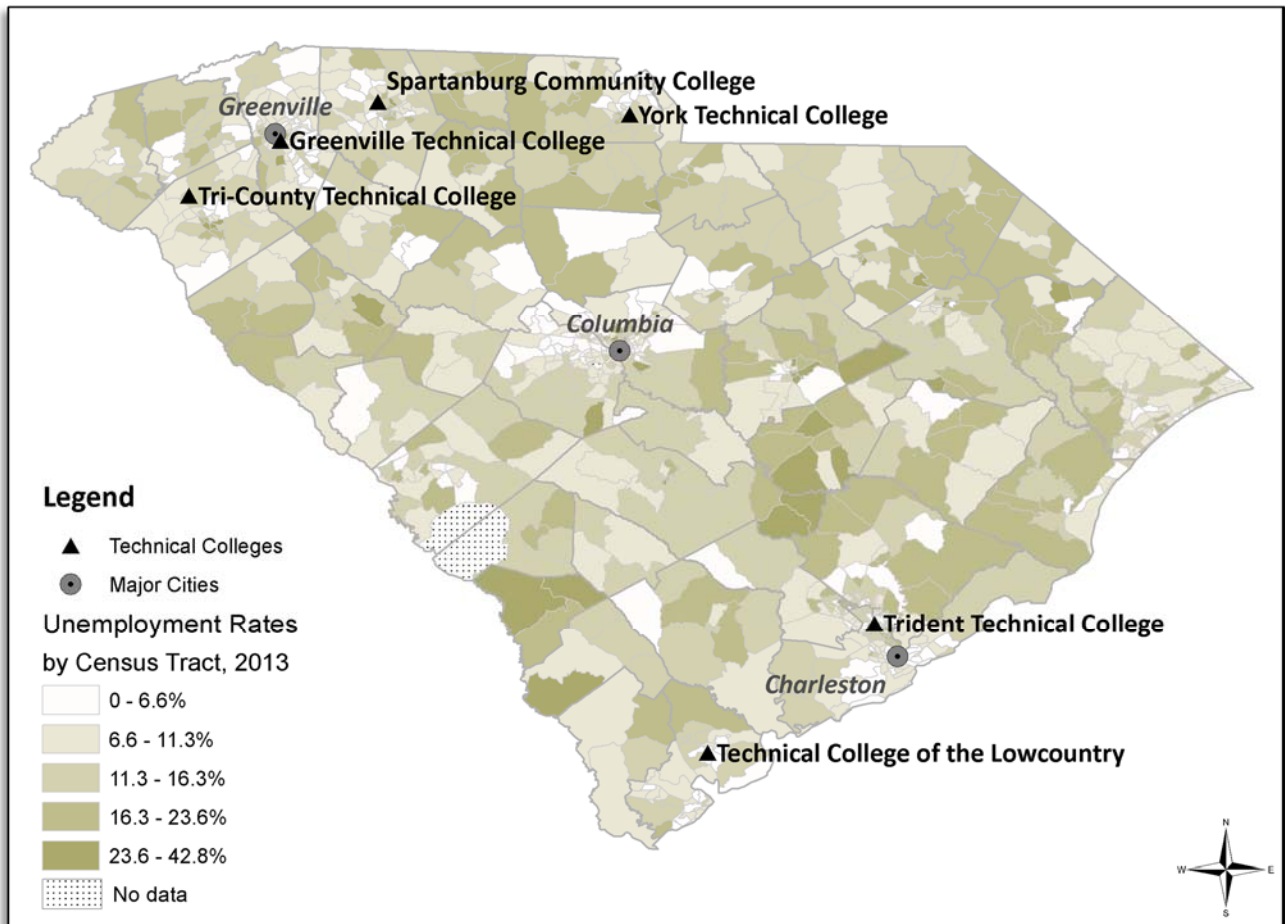
Within South Carolina, the unemployment rate varies considerably: the rates generally are somewhat higher in the southern half of the state (including the Lowcountry) than in Upstate. Exhibit 2.2 shows unemployment in South Carolina by census tract, which illustrates unemployment variation between and within the metropolitan areas of South Carolina. IMPAQ confirmed the difference in unemployment rates between Upstate and the Lowcountry during the site visits. However, the census tracts with the highest unemployment rates in South Carolina tend to be the most rural areas of the state (darker-shaded areas in Exhibit 2.2) rather than in one region or the other (Lowcountry or Upstate).

¹³ South Carolina Department of Employment and Workforce, Business Intelligence Department. (2016, March). *Insights*, 6(2). Retrieved from:

https://lmi.dew.sc.gov/lmi%20site/Documents/Insights/Insights_March_2016.pdf

¹⁴ Clayton, D. (n.d.). *South Carolina's manufacturing growth leads the southeast out of recession: A study of manufacturing employment and investment in South Carolina*. Columbia, SC: South Carolina Department of Commerce. Retrieved from http://sccommerce.com/sites/default/files/document_directory/manufacturing_-_a_study_of_manufacturing_employment_and_investment_in_south_carolina.pdf.

Exhibit 2.2: Unemployment Rates in South Carolina by Census Tract, 2013



Source: American Community Survey, Percent Unemployed Over Age 16 (2013).

The TAA-eligible population in the local workforce investment areas (LWIAs) that are covered by SC ACCELERATE has declined overall in recent years, according to data from SC Works (Exhibit 2.3). This is not surprising because of the post-recession recovery. However, two LWIAs did not conform to this trend: Lowcountry and Trident. Both of these LWIAs are located in the Lowcountry region, indicating that trade-related layoffs continue to grow in that region.

Exhibit 2.3: Estimated Number of TAA-Certified Workers 2007–2012 and 2010–2015

Local Workforce Investment Area	College	TAA workers 2007–2012	TAA Workers 2010–2015
Greenville	Greenville Technical College	773	301
Upstate	Spartanburg Community College	999	134
Lowcountry	Technical College of the Lowcountry	303	346
Worklink	Tri-County Technical College	1,873	1,079
Trident	Trident Technical College	238	436
Catawba	York Technical College	1,520	642
Consortium	All	5,706	2,938

Source for 2007-2012: SC ACCELERATE Grant Proposal, c.f. South Carolina Department of Employment and Workforce (2012), p. 8.

Source for 2010-2015: SC Works, Labor Force Employment and Unemployment TAA Decisions. Retrieved June 9, 2015 from <https://scworks.org/taa.asp>.

2.1.2 Employment Trends in Advanced Manufacturing

Advanced manufacturing grew in South Carolina during the grant period, especially from 2013 to 2014. The number of workers employed in advanced manufacturing increased by 6.6 percent from 2012 to 2014 (BLS QCEW, 2015).¹⁵ This trend mirrors that of the United States as a whole, although the rate of growth of South Carolina's advanced manufacturing sector exceeded that of the U.S. (2.1 percent).

Exhibit 2.4: Employment in Advanced and Traditional Manufacturing

	2012	2013	2014
South Carolina			
Traditional manufacturing	87,852	86,767	93,823
Advanced manufacturing	84,112	84,129	89,659
Total	171,964	170,896	183,482
United States			
Traditional manufacturing	5,544,889	5,583,322	5,658,412
Advanced manufacturing	6,340,604	6,391,899	6,476,384
Total	11,885,493	11,975,221	12,134,796

Source: Bureau of Labor Statistics, Quarterly Census of Employment and Wages (QCEW). See Appendix 2.1 for the evaluation team's definitions of advanced manufacturing based on 6-digit NAICS codes.

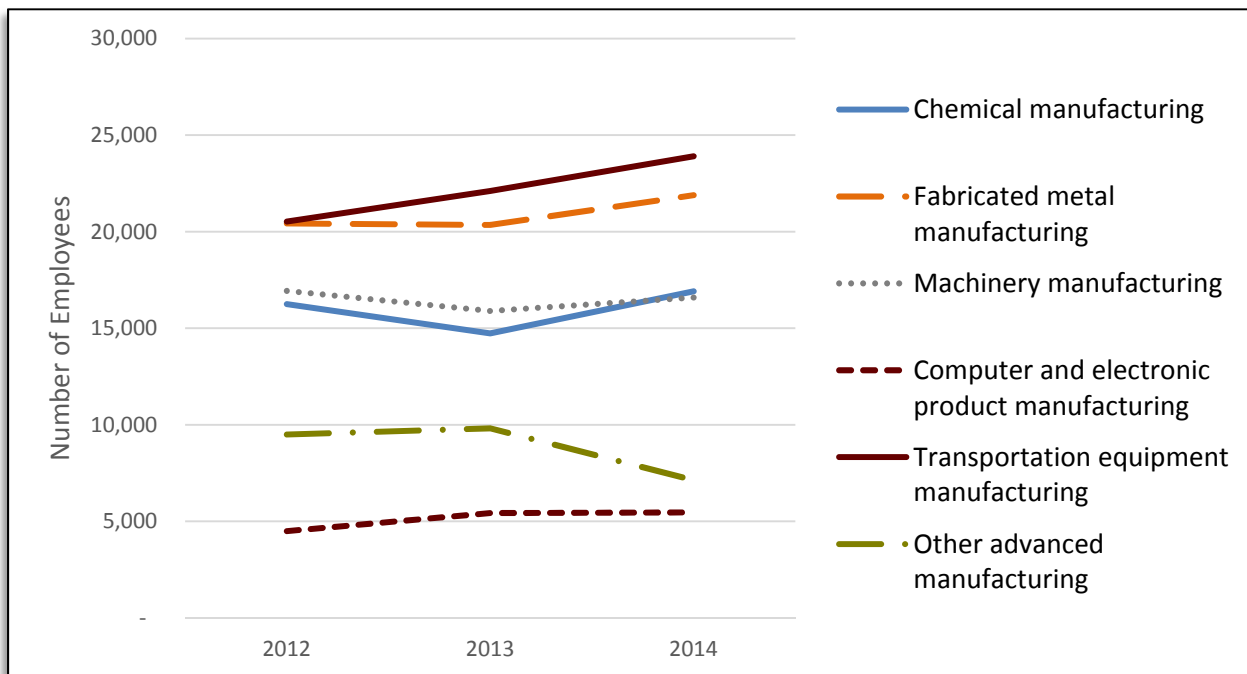
Several sub-sectors of advanced manufacturing are now growing in South Carolina, which is notable because from 2000 to 2010, South Carolina lost roughly 125,000 manufacturing jobs.¹⁶ In 2014, the segments of advanced manufacturing that had the most workers in South Carolina were transportation equipment manufacturing and fabricated metal manufacturing (Exhibit 2.5).

¹⁵ Traditional manufacturing also grew over this period, at a rate of 6.8 percent (BLS QCEW, 2015).

¹⁶ Clayton, D. (n.d.). *South Carolina's manufacturing growth leads the southeast out of recession: A study of manufacturing employment and investment in South Carolina*. Columbia, SC: South Carolina Department of Commerce. Retrieved from http://sccommerce.com/sites/default/files/document_directory/manufacturing_-_a_study_of_manufacturing_employment_and_investment_in_south_carolina.pdf.

South Carolina also has a growing aerospace manufacturing sector, including major manufacturers such as Boeing (SC Department of Employment and Workforce, 2014).

Exhibit 2.5: Employment in Advanced Manufacturing in South Carolina, 2012-2014



Source: Bureau of Labor Statistics, QCEW. See Appendix 2.1 for the evaluation team's definitions of advanced manufacturing based on 6-digit NAICS codes

2.2 Program Participation to Date

2.2.1 Program Participation Definitions

In this section, IMPAQ summarizes how the program tracked participants, and examines participation levels. SC ACCELERATE served a broad community of adult learners in South Carolina. The Consortium classified all individuals served at APTCs in two categories: *participant* and *individuals served*. If an individual met SC ACCELERATE's eligibility requirements, he or she became a *participant* after he or she completed the required intake forms. The individual was considered *enrolled* as of that date. *Total participants* was the number of enrolled participants. The consortium tracked participants according to sub-groups originally defined by USDOL as:

- *Enrolled* in a grant-funded program of study; or
- *Not-enrolled* in a grant-funded program of study.

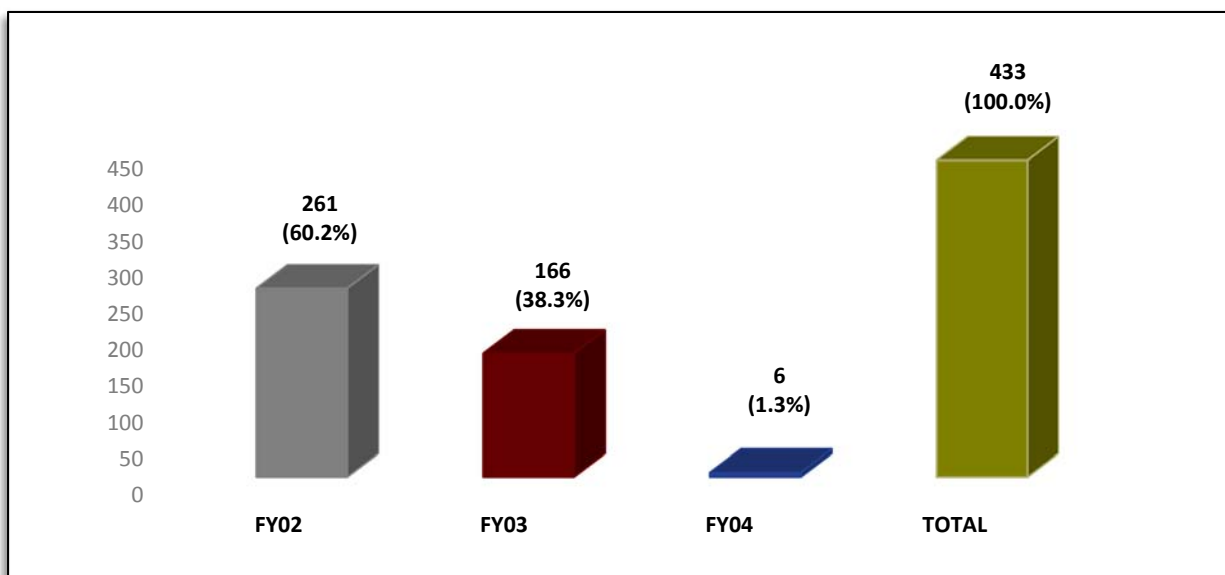
The second type of classification was *individuals served*. Individuals served were those clients who did not meet eligibility criteria to be a *participant* in the program. SC ACCELERATE did not turn away any individual who requested services. Accordingly, individuals who were ineligible for the program received referrals to community resources and were allowed to participate in any

APTC service such as résumé workshops, soft skills training, etc. Anyone could receive services through the APTCs, and the consortium maintained a record of *total clients served* even if an individual was ineligible for SC ACCELERATE.

2.2.2 Consortium-wide Participation

The goal of the consortium was to serve 270 unique participants, including 120 in Year 2 and 150 in Year 3. The consortium did not set participation goals for Year 1 due to its focus on the program's start-up. Exhibit 2.6 shows the program's participation rate over the grant period. The participation rate far exceeded the original goals for the program with 433¹⁷ participants as of March 2016. The majority of the eligible participants received services within the first two years: 261 (60 percent) participants in Year 2 and 166 in Year 3.

Exhibit 2.6: Eligible Participants per Year



Source: SC ACCELERATE TAACCCT Proposal and consortium participant data.

In addition, over the same period, the APTCs served 3062 individuals in some capacity, whether through referrals or by providing access to resources available via the centers or at the member-colleges. Out of these 3062 individuals, more than half (52.58 percent) were served between October-September 2015. Exhibit 2.7 shows that in Year 2, GTC served the largest share of individuals at 37.7 percent, followed by YTC with 28 percent. In Year 3 and Year 4, TCTC served the largest share with 35 percent and 59.3 percent, respectively.

¹⁷ The SC ACCELERATE SharePoint monthly dashboard shows 433 unique participants. This includes all of the individuals who expressed interest in receiving the services but who did not eventually complete the intake form.

Exhibit 2.7: Individuals Served by SC ACCELERATE Program Over the Grant Period (October 2014-March 2016)

College	Individuals Served		
	October-September 2014	October-September 2015	October-March 2016
Greenville Technical College (GTC)	477 (37.70%)	168 (10.43%)	33 (17.64%)
Spartanburg Community College (SCC)	83 (6.56 %)	86 (5.34%)	23 (12.29%)
Technical College of the Lowcountry (TCL)	71 (5.61%)	432 (26.83%)	20 (10.69%)
Tri-County Technical College (TCTC)	199 (15.73%)	563 (34.96%)	111 (59.35%)
Trident Technical College (TTC)	80 (6.32%)	52 (3.22%)	0 (0.00%)
York Technical College (YTC)	355 (28.06%)	309 (19.19%)	0 (0.00%)
Total*	1265 (41.31%)	1610 (52.58%)	187 (6.11%)

*Parentheses show the percentage out of total 3062 individuals served for that particular period.

Exhibit 2.8 shows the demographic characteristics of the participants. The demographics of the participants varied between the colleges. Overall, the program served more men than women (70 percent men as compared to 30 percent women). YTC had more women than men, but the rest of the colleges enrolled men at dramatically higher rates than women. Veterans' rates of participation were quite high: more than one-quarter of all participants qualified under the veterans' eligibility category. In most colleges, the share of TAA participants was substantially lower than that of veterans with the exception of TCL and YTC. Out of 437 participants in the program, 146 (33.4 percent) were incumbent workers.

Exhibit 2.8: Demographics of SC ACCELERATE Participants

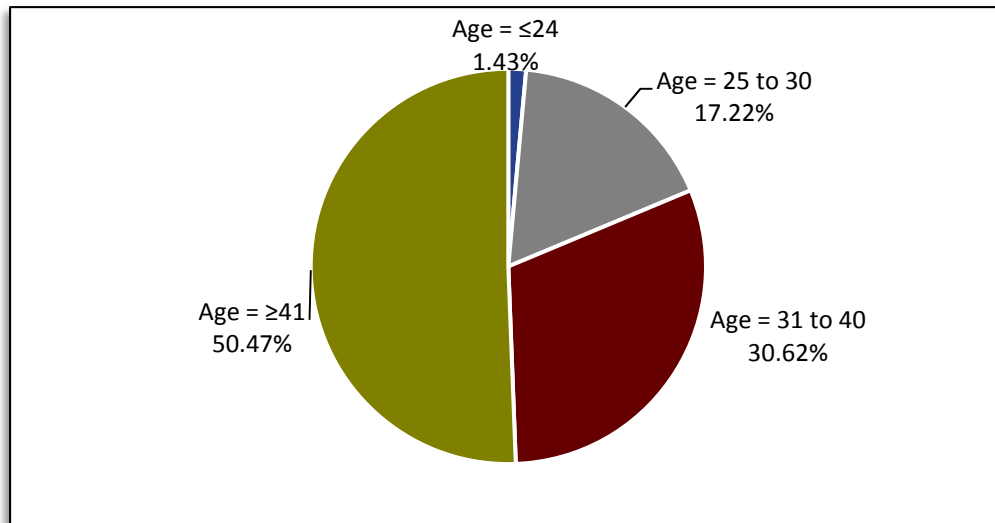
College	Women	Men	Veterans	TAA	Incumbent
Greenville Technical College (GTC)	38(29.23%)	75(24.75%)	37(32.45%)	4(10.25%)	42(28.76%)
Spartanburg Community College (SCC)	11(8.46%)	39(12.87%)	5(4.38%)	3(7.69%)	23(15.75%)
Technical College of the Low (TCL)	19(14.61%)	30(9.90%)	6(5.26%)	11(28.2%)	10(6.84%)
Tri-County Technical College (TCTC)	14(10.76%)	66(21.78%)	24(21.05%)	8(20.51%)	18(12.32%)
Trident Technical College (TTC)	25(19.23%)	78(25.74%)	35(30.70%)	5(12.82%)	44(30.13%)
York Technical College (YTC)	23(17.69%)	15(4.95%)	7(6.14%)	8(20.51%)	9(6.16%)
TOTAL*	130 (29.74%)	303 (69.33%)	114 (26.08%)	39 (8.92%)	146 (33.40%)

*Parentheses show the percentage out of total 437 participants.

Note: Not all participants chose to disclose these data elements.

Exhibit 2.9 shows the age distribution of the participants. Although 18.65 percent of participants reported to be under the age of 30, 50.47 percent of participants reported that they were over the age of 40 and another 30.62 percent reported that they were between 31 and 40 years-old. These data suggest that the consortium successfully recruited adult learners, veterans, and incumbent workers. However, women and TAA-eligible workers participated at lower rates.

Exhibit 2.9: Age of SC ACCELERATE Participants



Source: SC ACCELERATE TAACCCT Proposal and consortium participant data

Whites and African-Americans were the most well represented racial groups in the program with a total of 249 and 145 participants respectively. As Exhibit 2.10 shows, White participants were concentrated predominantly in three colleges: GTC (26.36 percent), TCTC (25.10 percent), and TTC (23.43 percent). Out of 145 African-American participants, more than 55 percent were concentrated in GTC and TTC. American Indians, Asians, and individuals claiming more than one race had the lowest participation rates in the program with only 13 of 437 total participants. Moreover, 18 of 437 participants identified themselves as Hispanic or Latino ethnicity; GTC served 38.88 percent of these participants.

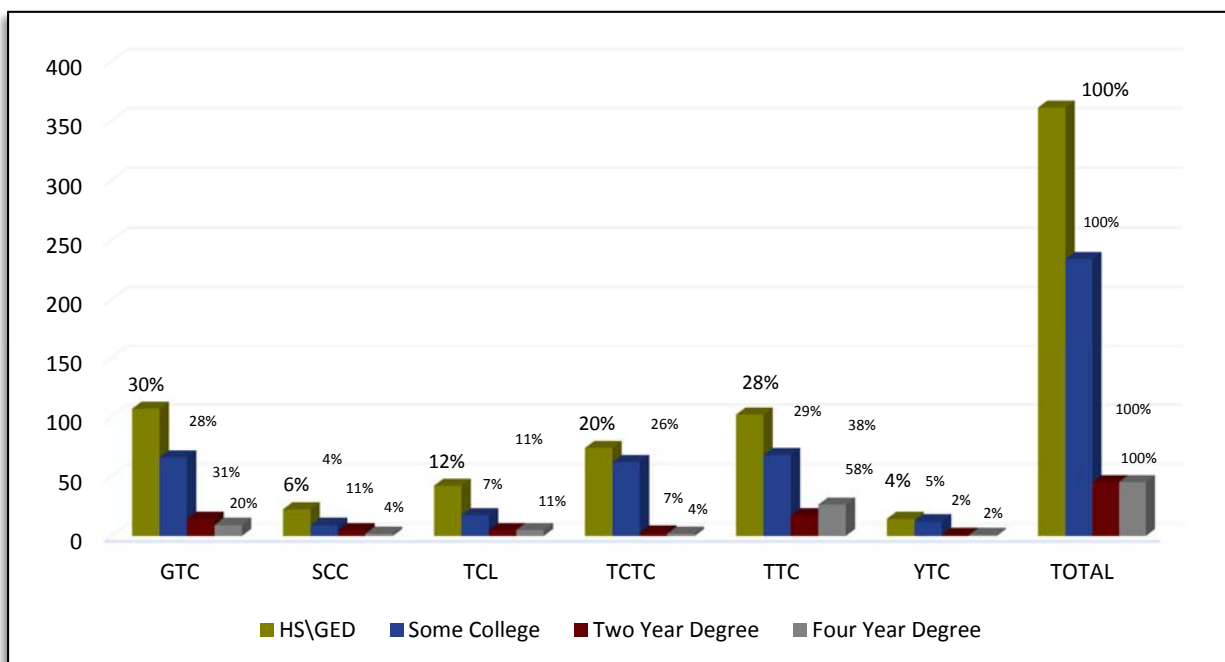
Exhibit 2.10: Race Distribution of SC ACCELERATE Participants by College

College	White	African American/ Black	American Indian/Alaskan Native	Asian	More than one race	No Self-Disclosure
Greenville Technical College (GTC)	64 (26.36%)	42 (30.00%)	0 (0.00%)	2 (25.00%)	3 (30.00%)	2 (11.76%)
Spartanburg Community College (SCC)	30 (18.00%)	11 (4.28%)	2 (50.00%)	2 (12.50%)	1 (0.00%)	5 (17.64%)
Technical College of the Low (TCL)	18 (7.53%)	26 (18.57%)	0 (0.00%)	1 (12.50%)	1 (10.00%)	4 (23.52%)
Tri-County Technical College (TCTC)	60 (25.10%)	16 (11.4%)	0 (0.00%)	1 (12.50%)	1 (10.00%)	2 (11.76%)
Trident Technical College (TTC)	56 (23.43%)	36 (25.71%)	2 (50.00%)	2 (25.00%)	4 (40.00%)	3 (17.64%)
York Technical College (YTC)	21 (8.78%)	14 (10.00%)	0 (0.00%)	1 (12.50%)	1 (10.00%)	3 (17.64%)
TOTAL*	249 (56.97%)	145 (33.18%)	4 (0.91%)	9 (2.05%)	11 (2.51%)	19 (4.34%)

*Parentheses show the percentage out of total 437 participants.

The program highly benefited participants who had a high school education/GED or some college. Exhibit 2.11 shows that each college served more individuals with HS/GED and some college as compared to those with two-year or four-year degrees. Of participants at GTC and TTC, 30 and 28 percent respectively had a high school education, and 28 and 29 percent of participants had some college.

Exhibit 2.11: Educational Status of SC ACCELERATE Participants



Source: SC ACCELERATE TAACCCT Proposal and consortium participant data

2.3 Performance

The consortium colleges initially tracked participants' data manually and in Excel, but eventually they shared data through a secure SharePoint site across colleges. The participants' data included the number of participants in and individuals served by the program, their eligibility status (veteran, TAA, etc.), enrollment status, and demographics (gender, age, etc.). The data also included whether participants exited from SC ACCELERATE after they completed a grant-funded or other program of study, or if they dropped out. When the participant exited the program, the follow-up forms used by the APTC indicated whether staff would follow up with them at 3, 6, 9, and 12 months after exit. Each of the colleges reported its program performance to the consortium staff at GTC on a weekly basis, and the consortium provided quarterly reports to USDOL.

Exhibit 2.12¹⁸ shows that the SC ACCELERATE program exceeded its targets in terms of the total number of participants, participants retained in their program of study, participants completing credit hours, number of credentials earned, participants that retained employment after the program, and participants who received a wage increase post-enrollment. Participants who completed a TAACCCT-funded program, 70, is very close to the cumulative goal of 84. The number of participants enrolled in further education, and employed after program completion is expected to increase and will be reported as more students complete their program of study.

Exhibit 2.12: SC ACCELERATE Cumulative Targets and Status

Outcome Measure	Goal	Status as of March 2016
Total unique APTC participants ¹⁹	270	433
Total number of participants who completed a TAACCCT-funded program of study	84	70
Total number of participants still retained in their program of study or other TAACCCT-funded program	134	552
Total number of participants completing credit hours	200	523
Total number of participants earning credentials	80	132
Total number of participants enrolled in further education after TAACCCT-funded program of study completion	14	3
Total number of participants employed after TAACCCT-funded program of study completion	71	8
Total number of participants retained in employment after program of study completion	58	64
Total number of participants employed at enrollment who received a wage increase post-enrollment	6	10

Source: SC ACCELERATE TAACCCT Proposal and consortium participant data.

Exhibits 2.13-2.16 show the cumulative targets and status by college over the grant period and indicate that the extent to which the colleges met the set targets varied significantly. GTC and TTC had the highest total unique APTC participants with 25.63 percent and 23.57 percent respectively (Exhibit 2.13). TTC had the highest total numbers of participants who completed a TAACCCT funded program with 32.86 percent, followed by YCC with 24.3 percent (Exhibit 2.14).

¹⁸ In preparing for closeout stages of the SC ACCELERATE grant, the Consortium made requests to FPO to reopen previous year submissions to DOL. Changes were made to Year 2 and Year 3 based on the actual participant files. Due to the APTC no longer being in action, the annual reports in SharePoint were not changed. However, changes were made to reflect the actual data on the 9160's. The "Outcome Measures" reported in Exhibit 2.12 came from the Consortium totals for Year 4 using the Monthly Dashboard at SharePoint site. Refer to the 9160 for the updated and most recent data on cumulative targets and status.

¹⁹ SC ACCELERATE originally proposed to report the number of participants in TAACCCT-funded programs of study, but the reported figures include participants in both TAACCCT-funded and non-TAACCCT-funded programs. Participants are individuals who meet the program's eligibility criteria of being a veteran or TAA participant or an adult 25 years or older.

Exhibit 2.15 shows that only three colleges had participants who retained employment after the program ended TCTC (85.94 percent), TCL (10.94 percent) and SCC (3.13 percent). Exhibit 2.16 presents the distribution of credentials earned by institution: TCL led with 37.88 percent participants earning credentials.

Exhibit 2.13: Total Unique APTC Participants

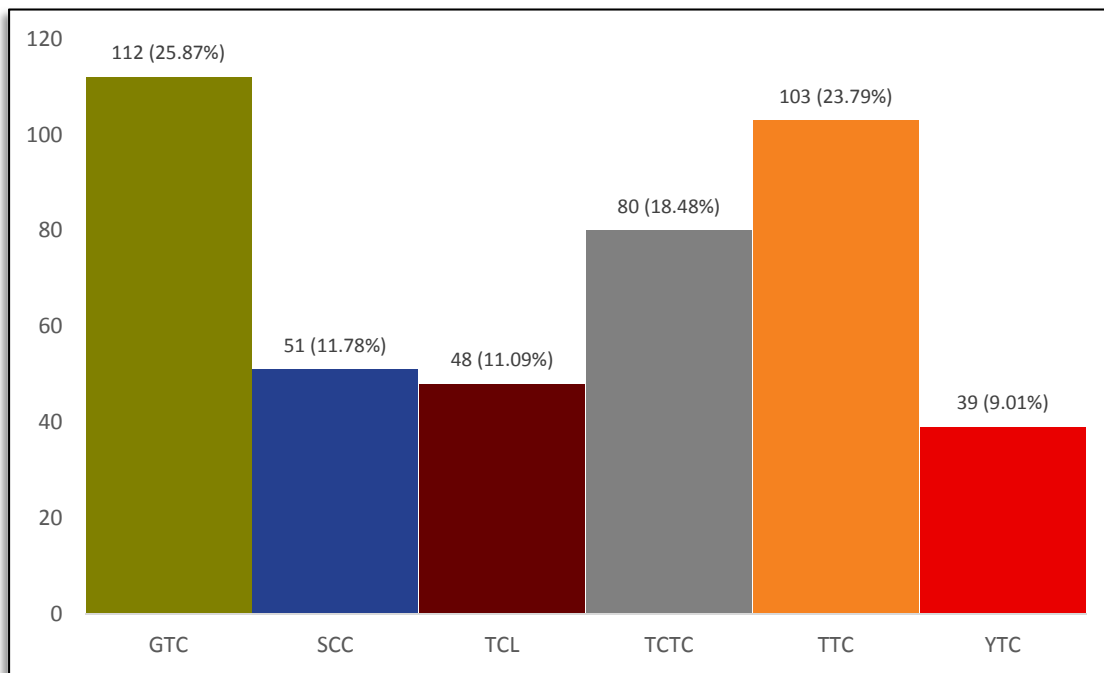


Exhibit 2.14: Total Number of Participants: Completed a TAACCCT-Funded Program of Study

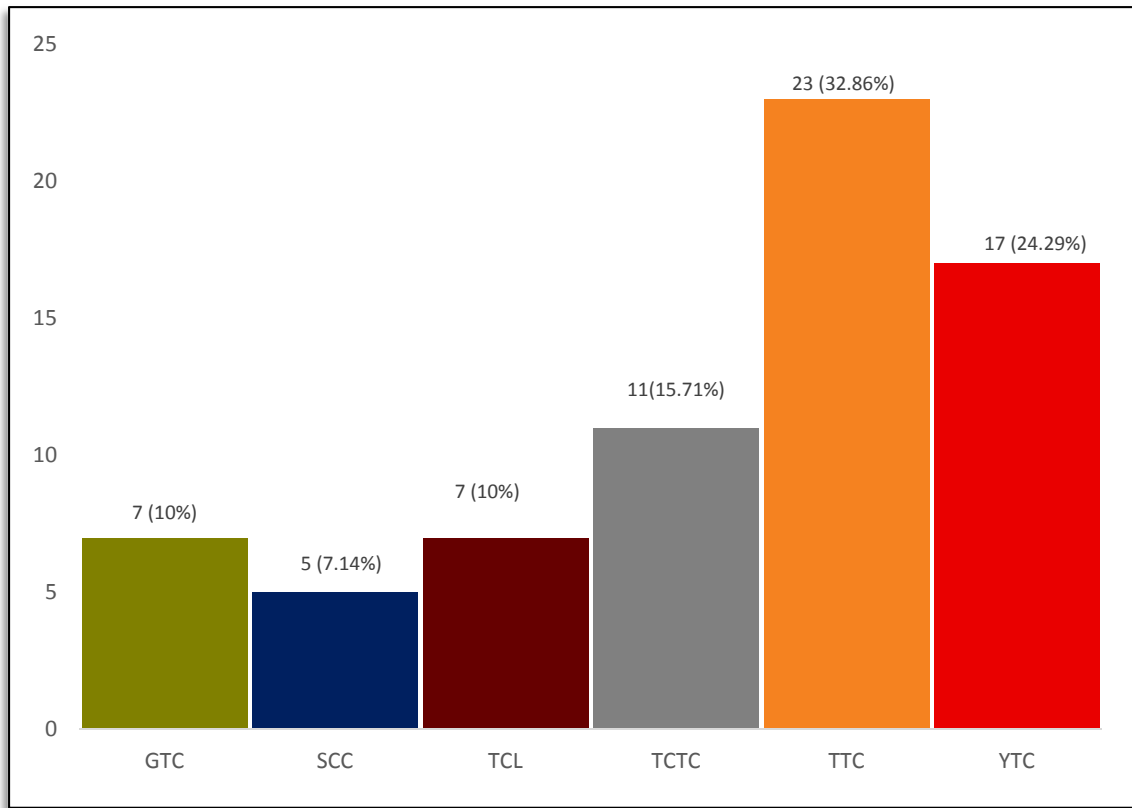


Exhibit 2.15: Total Number of Participants: Retained in Employment after Program of Study Completion

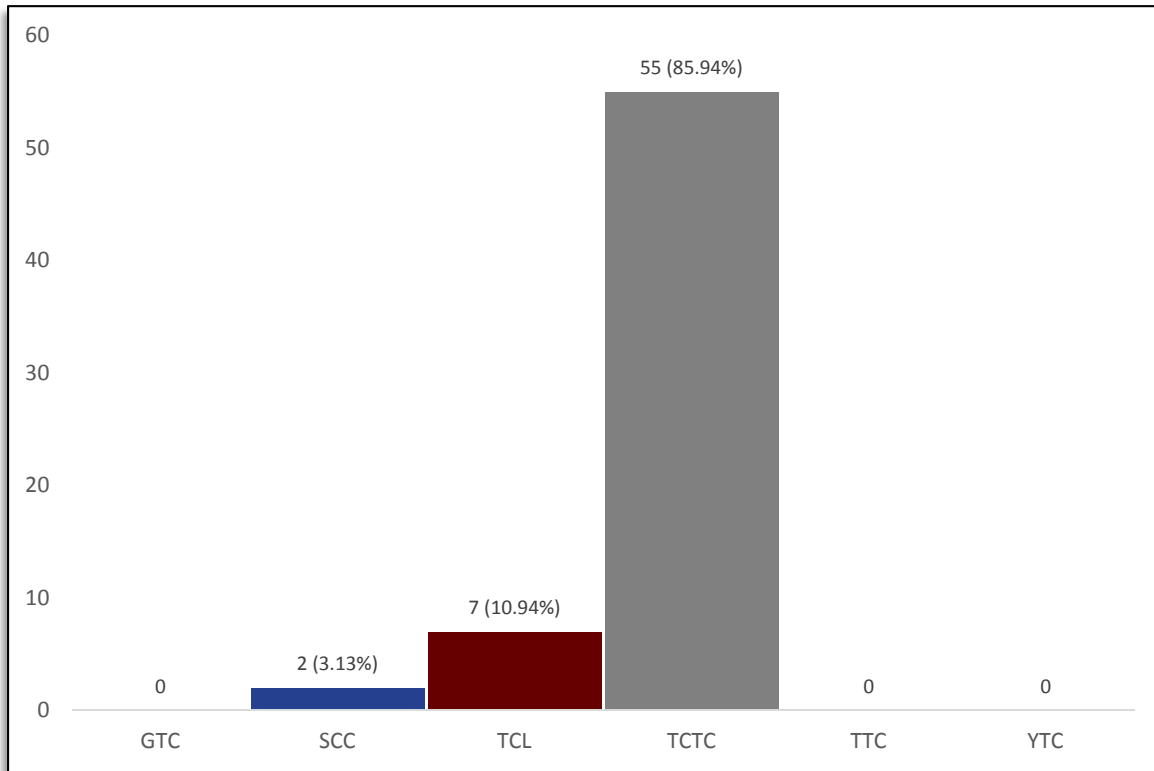
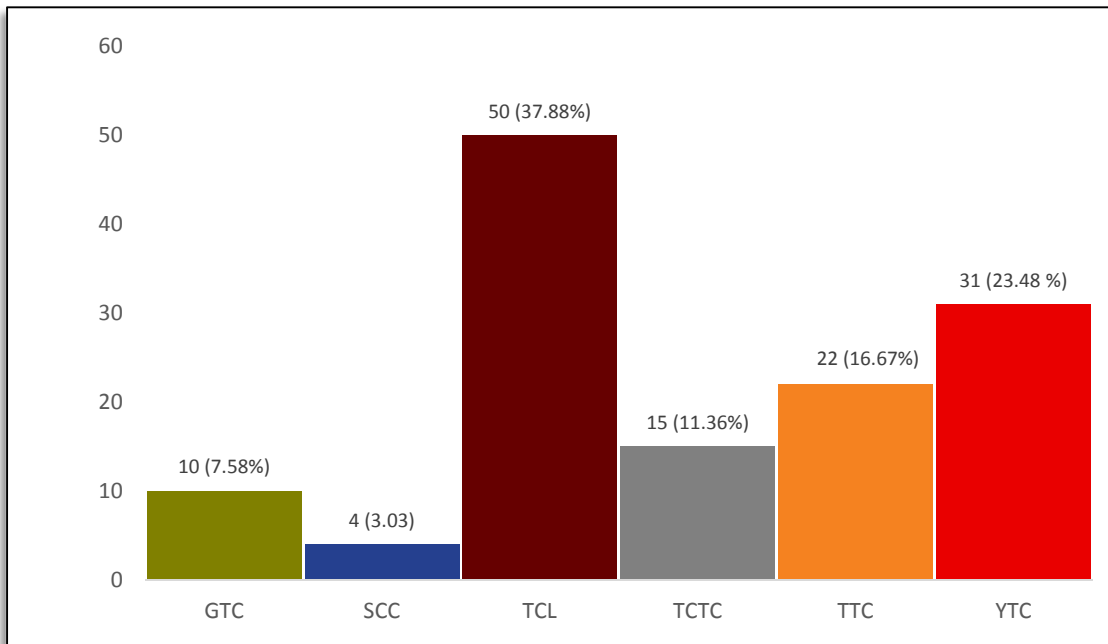


Exhibit 2.16: Total Number of Participants: Earning Credentials



Source: SC ACCELERATE TAACCCT proposal and consortium participant data.

2.4 Summary

In this chapter IMPAQ summarized the program's participation levels, participants' demographics, and performance. In addition, the chapter provided an overview of the economy and labor market conditions in South Carolina to clarify how the Upstate and Lowcountry regions differ from each other, although in recent years the Lowcountry appears to have attracted more interest from employers willing to invest in the state, particularly in the Charleston area. Given the growing trends in manufacturing in South Carolina, specifically in advanced manufacturing, SC ACCELERATE played a role in helping to ease the transitions of the workforce and to meet the needs of advanced manufacturing employers.

3. SC ACCELERATE LEADERSHIP SYSTEM

In this chapter, we outline the leadership and coordination structure of the SC ACCELERATE program. In the first section, we describe how the program provided leadership to implement the program's five key strategies, and the roles and responsibilities of staff. In the next section, we delineate how consortium staff share information and describe the communication processes in place to align efforts amongst the colleges in the consortium.

3.1 Leadership and Strategic Planning

Leadership. The consortium staff recognizes that leadership is a fundamental component of the SC ACCELERATE program and its overall governance. Through their personal actions, consortium staff guide, align, and sustain the program. Exhibit 3.1 summarizes the program's leadership structure, which includes the consortium staff at GTC and other staff based at each college.

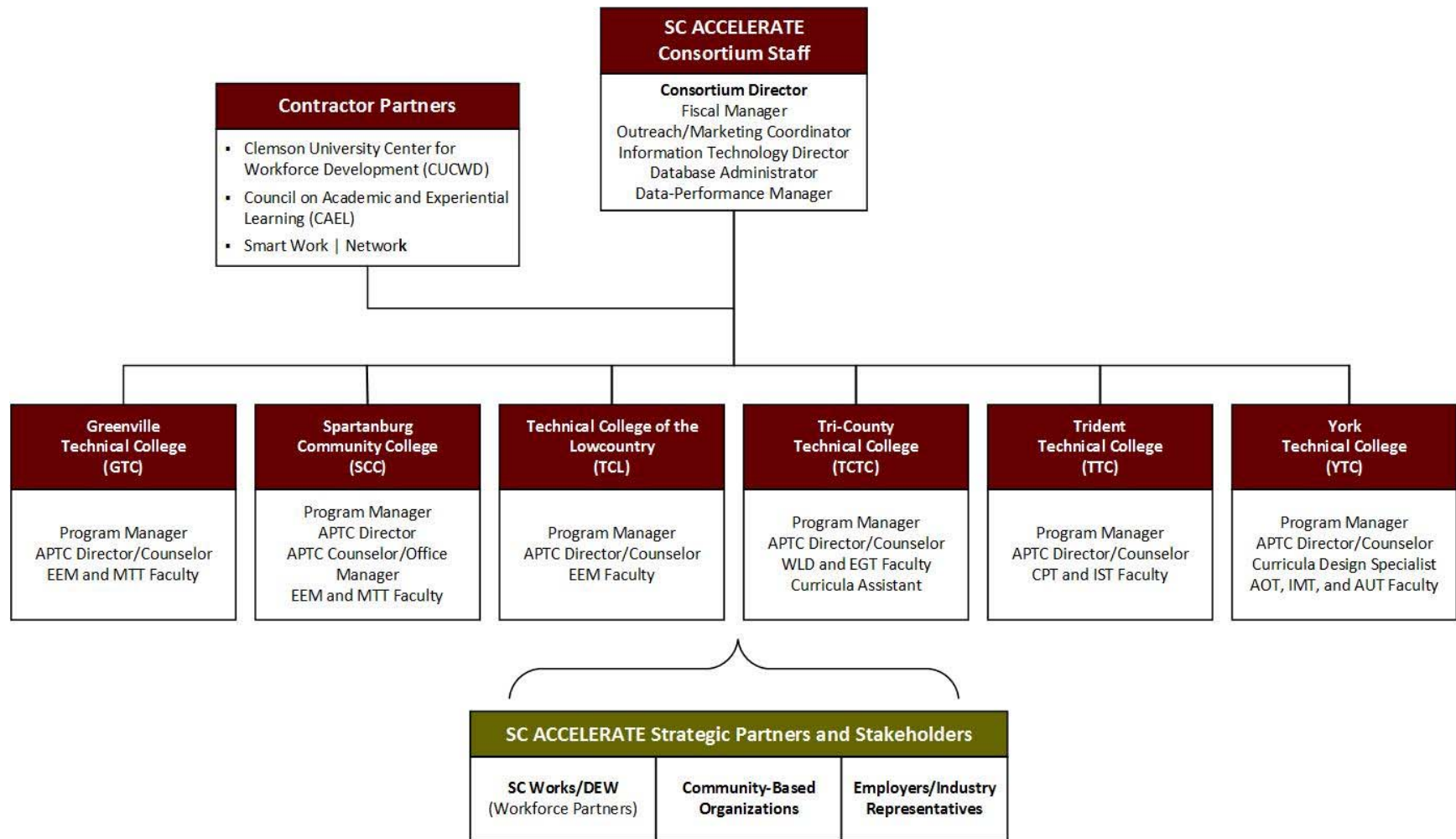
One of the required TAACCCT Round 2 Core Elements (core element #5) is "Strategic Alignment" with key stakeholders including (1) employers and industry, (2) the public workforce system, and (3) educational institutions and other organizations. The consortium includes several strategic partnerships that are integral to successful implementation of the SC ACCELERATE program. For example, the consortium has partnered with the Clemson University Center for Workforce Development (CUCWD) to work with the colleges to develop new curricula and redesign existing curricula (strategy #4). CUCWD brings to the program extensive experience and resources in e-learning research, application, and instructional design. The consortium also partnered with the Council on Academic and Experiential Learning (CAEL) to develop a consortium-wide PLA process (strategy #3). CAEL is a 501(c)(3) nonprofit organization that pursues work at all levels within the public and private sectors to enhance learning opportunities for adults around the world. CAEL advocates on behalf of adult learners to increase access to education and economic security, and to develop and provide effective services and tools. CAEL conducts research and works with adult learners, postsecondary education institutions, employers, and government to achieve its vision.²⁰ In addition to these two partners, the consortium and individual colleges work closely with the following strategic partners and stakeholders:

- SC Works/Department of Employment and Workforce (DEW) (Workforce Partners)
- Community-based organizations
- Employers/industry representatives
- Smart Work | Network

We further describe the roles of these organizations in the chapters on the individual colleges. Taken together, all of these staff and partners constitute the SC ACCELERATE program team.

²⁰ <http://www.cael.org/miscellaneous/main-about-us>

Exhibit 3.1: SC ACCELERATE Organizational Chart



3.1.1 Roles and Responsibilities

SC ACCELERATE Consortium Staff

- ***Consortium Director.*** The Consortium Director oversees every component of the SC ACCELERATE program and is responsible for oversight of its day-to-day operations. The director leads the planning and development of the program and coordinates with all six consortium colleges to ensure that the program stays on track and meets all federal and state requirements. The director supervises the planning and operation of the APTCs; consortium-level marketing, recruitment, and outreach activities; and curriculum redesign/development across the consortium. The Consortium's Fiscal Manager, Outreach and Marketing Coordinator, Information Technology Director, and Data Manager all report to the Consortium Director. All PMs collaborate with and receive USDOL guidance from the Consortium Director but are supervised by local college leadership.
- ***Fiscal Manager.*** The Fiscal Manager from Greenville Technical College oversees the fiscal management of all of the grant funds that SC ACCELERATE receives from USDOL for the six colleges and the CUCWD. The manager's role is to compile and submit all financial reports in compliance with USDOL's requirements.
- ***Outreach & Marketing Coordinator.*** The Outreach and Marketing Coordinator develops and distributes a variety of marketing materials regarding grant-funded activities in a variety of media. The coordinator helps to ensure that all grant-related public materials follow federal, state, and college procedures and requirements. The coordinator's responsibilities include building relationships with the consortium colleges, conducting informational seminars, creating informational materials for the colleges, and developing innovative strategies to generate awareness of the SC ACCELERATE program and services.
- ***Information Technology Director.*** The Information Technology Director is responsible for coordinating technology strategies, equipment acquisitions, and implementation to ensure that deliverables are provided on-time and within budget. The IT Director also serves as a liaison between users and IT staff and writes specifications of system interfaces.
- ***Database Administrator.*** The Database Administrator oversees all database administration activities associated with the SharePoint site. The Database Administrator ensures the integrity of the database, guaranteeing that the data stored in it are secure and protected against loss. The Database Administrator also collects and organizes all of the participants' data from the colleges and provides aggregated information to the Consortium Director.
- ***Data-Performance Manager.*** A Data-Performance Manager position was added to the consortium staffing structure in a budget modification approved by USDOL in March 2015. The individual started in November 2015. The Data-Performance Manager manages the administrative affairs of the consortium office and facilitates data collection, maintenance, analysis, statistical reporting, and continuous improvement related to the SC ACCELERATE grant. This position works directly with the Consortium Director, Fiscal Manager, member-college Program Managers, and IMPAQ to design sound statistical data analysis from concept through presentation.

Clemson University Center for Workforce Development (CUCWD)

- ***CUCWD Instructional Designer.*** The CUCWD Instructional Designer works with each of the colleges to provide guidance on the structure of general learning, online learning, universal design practices, and templates to help instructors redesign the courses. The CUCWD also provides in-person training to the colleges' grant staff on the universal design components and selection of the courses used in the redesign process. In addition, the instructional designer reviews all deliverables and provides suggestions for improvement to ensure, among other things, that learning objectives are clear and measurable, there is substantive content with adequate examples and appropriate media, and that UDL principles are properly adhered to.

Council for Adult and Experiential Learning (CAEL)

- ***CAEL Staff.*** The consortium contracted CAEL to provide subject matter expertise and technical assistance to develop a consortium-wide PLA plan. CAEL works closely with the consortium PLA Task Force, which is composed of the Consortium Director, the college Program Managers, and other staff. The Task Force's activities have included facilitating awareness sessions to review the PLA process and procedures currently in place at each college, and developing and implementing a pilot PLA intake assessment tool.

Smart Work | Network

- The consortium contracted with Smart Work | Network to provide predictive *CareerChoiceGPS* assessments to all current and potential program participants (i.e., students meeting the SC ACCELERATE eligibility criteria), as well as benchmark GPS assessments for employees in variety of occupational roles at local business and manufacturers.

***Consortium College Staff*²¹**

- ***Program Managers.*** The college Program Manager (PM) oversees the implementation of all SC ACCELERATE strategies at the college level and reports directly to the Consortium Director on the status of implementation, program participation, and outcomes. The PM is also responsible for the project's budgeting, supervising the work of the APTC, and assisting with all program activities including outreach, curricula redesign, and networking with stakeholders and partners. The PM plays an active role in the curricula redesign strategy by serving as a liaison between CUCWD and the college's faculty. The PM, by communicating CUCWD's guidance and recommendations, resolves questions and assists faculty in developing courses.
- ***APTC Directors/Counselors.*** The APTC Directors/Counselors work closely with the PM.²² They provide comprehensive counseling and case management services for participants and other individuals seeking assistance from the APTC. Their responsibilities include providing program information, academic planning, and counseling; tutoring; holding academic workshops;

²¹ Organizational structures for each college are reported in Appendix 3.1.

²² Only Spartanburg Community College has a separate APTC Counselor.

conducting outreach and marketing; providing job search assistance services; and partnering with workforce and community stakeholders to provide additional services.

- **Curricula Design Specialist (CDS) and Curricula Assistant.** The Curricula Design Specialist position is unique to YTC²³ and the Curricula Assistant position is unique to TCTC. These positions were created specifically to support the college faculty in designing and redesigning the curricula. These staff serve as liaisons between CUCWD and each college's faculty, and help faculty interpret the instructional design requirements and processes. They also provide direct assistance by taking the written content developed by the instructors, incorporating and transcribing audio/visual content, editing and formatting, and reviewing each module to ensure that it adheres to Universal Design for Learning (UDL) and open source requirements.
- **Faculty.** The college faculty involved in the grant support the Program Manager in redesigning the curricula to ensure that they meet institutional standards and that the redesigned courses are implemented successfully. Each instructor is responsible for developing original, open source, module-based online content for each course and ensuring that the courses adhere to UDL principles and comply with other applicable DOL and consortium requirements. Instructors develop the courses using an iterative review process.

Strategic Partners and Stakeholders

- **SC Works/Department of Employment and Workforce (DEW).** The SC ACCELERATE teams at each college coordinate with several SC Works/DEW partner programs, most notably the Trade Adjustment Assistance (TAA) and Workforce Innovation Act (WIA) Adult/Dislocated Worker programs. Local TAA and WIA case managers work with the APTC teams to coordinate referrals of potential program participants, disseminate information about the program, and provide employment and training services. SC Works' program partners also include Vocational Rehabilitation, the Supplemental Nutrition Assistance Program (SNAP), and veterans' representatives.²⁴ They provide support services such as financial assistance, SNAP benefits, employment/training services, counseling, and housing assistance.
- **Community-based Organizations.** The SC ACCELERATE program also coordinates outreach and service delivery with an array of community-based organizations. The specific organizations vary across colleges, but examples include the Upstate Warrior Solution, Palmetto Warrior Connection (Wounded Warriors), community churches, local libraries, Goodwill Industries, and the Salvation Army.
- **Employers and Industry Representatives.** The employer community supports implementation of the SC ACCELERATE program in several ways. Employers and representatives from industry serve on program advisory committees to provide guidance on curricula redesign; sponsor internships, co-ops, and other work-based learning opportunities

²³ The Distance Learning Chair at YTC serves as the Curricula Design Specialist and oversees the development and implementation of Desire to Learn (D2L), which is the online learning management system used by YTC. The CDS is part of the college's Center for Teaching and Learning.

²⁴ For example, the Local Veterans Employment Representation (LVER) and Disabled Veterans Outreach Program (DVOP) specialist, funded through the Jobs for Veterans State Grants.

for students; hire the program's participants; and participate in employer information events, workshops, and various networking activities.

3.1.2 Communications Processes

SC ACCELERATE prioritized internal communication to align processes and procedures amongst SC ACCELERATE's six sites. The program used email messages, a SharePoint site, semi-annual project overview meetings, conference calls, monthly [online Blackboard](#) meetings, and regular site visits by the Consortium Director to facilitate continuous, real-time interactions among program leaders and staff. We describe each of these communications channels in detail below.

Communication has been a key component of aligning processes and procedures across SC ACCELERATE's six colleges.

SC ACCELERATE Consortium Meetings. The consortium staff convened semi-annual consortium meetings (facilitated by the Consortium Director) to plan, coordinate, and provide updates on all of the program's activities. The initial meeting was held shortly after the award of the grant and focused on strategic planning. The second meeting was held in July 2013, and included consortium staff members, technical college staff, CUCWD representatives, prior-round TAACCCT grantee representatives, and the evaluation team. In addition, winter and summer summits were held in January and September 2014, which included presentations by CUCWD on the curricula redesign process and by CAEL on the PLA Task Force activities. Similar meetings were held in January and September 2015. There was also a grant close-out meeting held in February 2016 to discuss the process for ending APTC activities, transitioning participants to other college services, pending curriculum design activities, and sustainability plans.

SharePoint. The SC ACCELERATE program used SharePoint, a web application developed by Microsoft, to coordinate the program and communicate with staff. The SharePoint website is an Internet portal that all program staff accessed. It served as a repository and centralized distribution center for all materials related to the program. In addition, the portal has a consortium calendar and data reporting dashboard. The grant's staff stated that they encountered difficulties navigating the SharePoint site, and some duplication of data entry efforts. The consortium database administrator worked diligently throughout the project to lessen these difficulties.

Monthly Blackboard Meetings (Initiated and Hosted by Consortium Director). Program staff with similar roles across sites engaged in monthly teleconferences to discuss challenges faced by a particular site and to share effective strategies to serve the program's participants. These meetings were essential to ensure that the program continually responded to the needs of the target population. The meetings focused on communicating status updates, timelines, and action plans, and included a round table for technical college staff in the consortium to share challenges, successes, and lessons learned.

Phone Calls, Emails, Ad hoc Communication. The Consortium Director used phone calls and emails for regular and ad hoc communication with site Program Managers and CUCWD. The Program Managers also communicated informally with each other across sites to share best practices and opportunities for collaboration.

Site Visits. The Consortium Director made formal, site visits to each college twice yearly to assess the program’s performance and financial accountability, and identify college-specific challenges and successes. The director worked to develop an “SC ACCELERATE Co-Grantee Performance Guide” to facilitate this process. The development of the guide, which includes 81 structured questions for each program site, was informed by the Core Monitoring Guide and the Core Monitoring Review provided by the original USDOL Project Officer.

4. OUTREACH, MARKETING AND RECRUITMENT

In this chapter we discuss common components of the overall outreach, marketing, and recruitment strategies implemented by SC ACCELERATE and its consortium colleges. We also discuss our findings on the program's successes, challenges, and lessons learned.

4.1 Overall Implementation Strategy

The consortium hired an Outreach, Recruitment and Marketing Coordinator (ORMC) in the fourth quarter of the first program year to coordinate consortium-wide outreach, recruitment, and marketing activities and provide as-needed assistance to the colleges' Project Managers (PM) with college-specific activities. The coordinator ensured that all colleges branded the SC ACCELERATE program consistently. The coordinator developed and distributed a variety of marketing materials that highlighted grant-funded activities. The coordinator had the following responsibilities:

The Outreach, Recruitment and Marketing Coordinator ensured consistent and standardized branding of the SC ACCELERATE program across all colleges.

- Built relationships with the consortium colleges,
- Conducted informational seminars,
- Created informational materials/templates for the colleges,
- Developed innovative strategies to generate awareness of the SC ACCELERATE program and services, and
- Ensured that all grant-related public materials followed federal, state, and college procedures and requirements.

Each SC ACCELERATE consortium college was responsible for outreach, marketing, and recruitment activities, performed primarily by APTC staff. Staff promoted their programs to potential participants using a variety of outreach strategies, both within the college (internal) as well as outside the college (external). Exhibit 4.1 lists common strategies used by the consortium colleges.

Exhibit 4.1: Internal and External Outreach, Marketing, and Recruitment Strategies

Internal Strategies	External Strategies
<ul style="list-style-type: none">▪ SC ACCELERATE website▪ Classroom presentations▪ Targeted mailings▪ Attendance at on-campus events▪ Internal referrals	<ul style="list-style-type: none">▪ SC ACCELERATE website▪ Coordination with workforce partners▪ Coordination with veterans' organizations▪ Attendance at off-campus events▪ Community outreach/partnerships

In general, the consortium conducted outreach and recruitment activities in similar ways at the colleges. At the same time, each college had the flexibility to build on targeted outreach channels that were specific to the context in its respective community.

SC ACCELERATE based its outreach, marketing, and recruitment strategies on promising practices identified by prior research.²⁵ Although each consortium member implemented a tailored approach to outreach, marketing and recruitment, each incorporated these components.

Targeted messaging and recruitment, an effective web presence, and flexible program options are important components of a successful recruitment strategy for adult learners.

4.1.2 Targeted Messaging and Recruitment

Program Managers and APTC staff developed targeted, programmatic recruitment strategies, which proved to be more effective than “drive-by” recruiting strategies and made efficient use of limited grant funds and staff time. We provide examples of these targeted messaging and recruitment strategies below.

School Based Recruitment. The colleges conducted targeted recruitment to current students. Grant staff conducted in-class presentations about the program in courses in the targeted programs of study to generate awareness and interest in the program. In addition to these classroom presentations, staff also attended various on-campus events. Colleges also used their information management system(s) to identify students who met the program’s eligibility criteria. Staff would then email/mail or otherwise contact these students to provide them with program information. Some colleges’ staff worked closely with their on campus veteran resource centers/veterans associations to conduct outreach to veterans at the college.

Community and Workforce Partners. In order to build awareness of the program in their communities, each college conducted outreach at local events, such as career fairs, and leveraged partnerships with community-based organizations and other social service agencies. All APTC Directors developed networks of community-based partner organizations and coordinated outreach activities with them.²⁶ These were often the same partners with whom APTC Directors coordinated participant support services. PMs and APTC Directors collaborated with their contacts at SC Works, particularly with the TAA, WIA/WIOA, and Veterans Affairs Vocational Rehabilitation staff, to coordinate referrals of potential program participants, disseminate information about the program, attend enrollment events, and provide services.

²⁵ Lane, P. (2012). Strategies for Success: Promising Ideas in Adult College Completion. Western Interstate Commission for Higher Education: Boulder, Colorado.

²⁶ Examples include Upstate Warrior Solution, Palmetto Warrior Connection (Wounded Warriors), community churches, local libraries, Goodwill Industries, and the Salvation Army.

Exhibit 4.2: Logo



Mailings & Fliers. For branding purposes and to enhance name recognition, SC ACCELERATE had a logo, in Exhibit 4.2, in which the acronym was capitalized to enhance name recognition. All of the consortium’s colleges had staff develop customized SC ACCELERATE informational flyers and brochures using the logo and acronym. Staff distributed these

materials during school-based and community-based recruitment activities and events.

Business closures. Grant staff coordinated with TAA case managers to conduct targeted outreach, marketing, and recruitment activities with employees of local businesses during, or in anticipation of, layoffs. In these instances, grant staff provided TAA case managers with informational and promotional materials about APTC services to pass along to TAA-certified workers. Grant staff worked closely with the workforce partners to ensure that current and potential future dislocated workers were informed about the SC ACCELERATE program and their eligibility to receive employment and supportive services.

4.1.3 Effective Web Presence

Websites. As a part of its outreach, marketing, and recruitment strategy, SC ACCELERATE created a consortium-wide website www.scaccelerate.com. This website’s “START HERE” menu was featured prominently in the center of the top masthead. This menu provided important information to potential participants including eligibility requirements, programs offered, and next steps. The website’s home page also prominently featured a link to participant testimonials.

In addition, each consortium college developed content for its own SC ACCELERATE website. While schools’ individual sites contained customized information, all sites all used consistent formatting and branding. These websites provided an overview of the school’s program, listed the eligibility requirements and enrollment steps, and provided contact information for the APTC Director and the PM.

While colleges’ individual websites contained customized information, they all used consistent SC ACCELERATE formatting and branding.

Social Media. Colleges utilized social media strategies to raise awareness of their programs by having a presence on Twitter and Facebook. TCL created a YouTube video. To do so, grant staff worked with a local news channel to produce a video in which the PM discussed program services, eligibility information, benefits to students and employers, the enrollment process, and contact information.

4.2 Findings Across Consortium

4.2.1 Challenges

Although SC ACCELERATE met its outreach, marketing, and recruitment goals, staff faced the following three challenges in particular, which we discuss in further detail below:

1. Delayed recruitment
2. Recruiting TAA Individuals
3. Shared time

1. Delayed Recruitment. The significant amount of time required for filling the grant-funded Program Manager and APTC staff positions at each college and the initial onboarding and training, resulted in a delay in participant recruitment (which did not start until approximately Spring 2013). Once hired, these staff spent the first several months of their tenure learning about their college's organizational structure, administrative processes, existing student services, and the student demographics. Although staff used this time to prepare to effectively recruit and serve program participants, it was difficult to carry out comprehensive recruitment activities concurrently. Furthermore, the consortium Outreach, Recruitment, and Marketing Coordinator did not start work until the fourth quarter of the first program year. All colleges were actively recruiting participants by fall 2013.

2. Recruiting TAA Individuals. All consortium colleges reported that it was challenging to recruit TAA individuals. Although TAA participants were a target population for the SC ACCELERATE program, it was challenging for the program to recruit substantial numbers of TAA individuals despite concerted efforts by program staff to do so. This may be attributable to the actual size of the TAA population in the college service areas, which is relatively small and has declined (in most areas) since the grant application was developed (see Exhibit 2.3: Estimated Number of TAA-Certified Workers 2007–2012 and 2010–2015).

3. Shared Time. The consortium's ORMC position was not a full-time position, but one that was half-time for the consortium and half-time specific to GTC. Some consortium staff members commented that it would have been helpful to have a full-time person in this position who was focused on the outreach and marketing needs of the consortium schools, particularly because this position was responsible for issuing final approval of all marketing materials. Therefore, similar grant initiatives in the future may consider including a full-time outreach and marketing coordinator for each member college.

4.2.2 Successes

The consortium originally proposed to serve a total of 270 unique participants during the life of the grant. In fact, the consortium enrolled 437 participants total, and, in addition, served 3062 individuals in some capacity through the APTCs. SC ACCELERATE served far more participants

than it proposed to serve. The comprehensive outreach, marketing, and recruitment strategies employed by the consortium colleges and the Consortium Outreach, Recruitment and Marketing Coordinator, as well as participant “word-of-mouth” testimonials, all contributed to SC ACCELERATE exceeding its participation goals. The program’s successes include, but are not limited to, the following:

1. Personal touch
2. Participant powered recruitment
3. Branding

1. Personal Touch. Grant staff attributed their success with outreach, marketing, and recruitment in part to developing a personal connection with their communities and other partners. These connections provided the program with access to the target populations. Staff shared that speaking individually to people and helping them to understand the benefits of the program was the most effective outreach strategy.

2. Participant Powered Recruitment. Grant staff asked participants to become the program’s voice, to disseminate program information, and to serve as program ambassadors to their communities. Because participants in the program had personal experiences with the grant staff and the program’s services, they were in the best position to share their experiences with others. Staff reported that TAA students were very effective at recruiting and marketing.

It was common for a current or past participant to refer a fellow student to the program.

3. Branding. The consortium-wide logo and marketing strategies helped ensure that the colleges spread the program’s message consistently. Outreach materials such as flyers, tear-cards, and the consortium-wide website all utilized the same design.

4.2.3 Lessons Learned and Suggestions

SC ACCELERATE’s success with outreach, marketing, and recruitment demonstrates which efforts to connect potential participants with grant programming were successful.

1. Right People, Right Time. Consortium staff met adult students in common areas to talk to them about what they are doing, and what their needs are. Staff learned that during the high peak times of the term, it was best to be visible in the areas in which students congregated. A number of grant staff reported that many of their school’s students lacked awareness of the services to which they were entitled; staff set up SC ACCELERATE tables or booths in high traffic hallways to provide information and as an effective outreach, marketing, and recruiting strategy.

Consortium staff worked to “get to the right people at the right place at the right time.”

2. Account for Colleges’ Hiring Timeframes. Each consortium school had its own hiring process for grant staff, most of which spanned several months. Each school had challenges hiring within

the six months originally planned for startup by USDOL. It took schools more time to get set up and fully staffed than anticipated. Staff suggested allowing for more time to fully account for the complexities of the hiring processes. This issue was recognized by USDOL, and as a result SC ACCELERATE was given a six-month internal operating extension.

3. Close coordination with SC Works was ideal. One consortium college benefited from having grant staff resources co-located with SC Works. Others were located near SC Works offices. Close coordination between the program and SC Works enabled the program to streamline referrals of potential participants to and from workforce partner programs such as TAA, WIA, Wagner-Peyser-funded employment services, veterans' representatives, and others. In addition, close coordination made it easier for the APTC Director to present information about the program at WIA and TAA orientation/intake sessions.

4. Internal Communication. Many staff members worked hard to champion their programs to the faculty and staff of their schools, but it was not uncommon for colleagues to be misinformed, which led to improper referrals. Some reported that they learned that it was critical not to just communicate with the department heads—because they usually don't proactively disseminate information within the department—but also to follow up with individual departmental faculty and staff.

5. ADULT POST-SECONDARY TRANSITION CENTERS

In this chapter, we discuss another key component of SC ACCELERATE—the Adult Post-Secondary Transition Centers’ (APTCs) provision of an array of support services to participants. APTC staff provided tailored services to adult learners to support and facilitate college enrollment, retention, completion, and successful school-to-career transitions. In this chapter, we discuss the overall implementation strategy of the APTCs, including process flow, approach to case management, service delivery strategies, and key services. We then present our evaluation findings from across the consortium and discusses challenges, successes, and lessons learned.

5.1 Overall Implementation Strategy

APTCs were established in each consortium college to house and coordinate the provision of support services to participants. Adult learners tend to have more barriers to educational success than traditional students and access to support services has been shown to improve adult students’ retention and completion rates.^{27,28}

The consortium colleges opened their APTCs between April 2013 and November 2013. Although each college’s staffing arrangements varied in practice due to vacancies and other factors, in general all had an on-site SC ACCELERATE Project Manager who was responsible for overseeing all of the program’s implementation activities, budgeting, and tracking participants’ outcomes. The APTC Director/Counselor delivered and coordinated services for SC ACCELERATE participants. The APTC Director/Counselor also worked to integrate the APTC services externally with SC Works and various community-based partners, and internally with student service functions at the college.

APTC counselors empowered participants and helped them succeed by continually providing them with information and resources using a case management approach.

In order to standardize processes across colleges, the consortium developed APTC policies and procedures and intake/assessment/follow-up forms that were used by each college. See Appendix 5.1 to view the intake/assessment/follow-up forms.

5.1.1 Process Flow

When a potential participant contacted the APTC with interest in services, the APTC Director first verified the individual’s eligibility. Even if individuals did not meet the eligibility requirements, APTC Directors met with these individuals to assess their needs and provide assistance. APTC Directors did not provide case management services to these individuals, nor did they record

²⁷ Deggs, D. (2011). Contextualizing the perceived barriers of adult learners in an accelerated undergraduate degree program. *The Qualitative Report*, 16(6), 1540-1553.

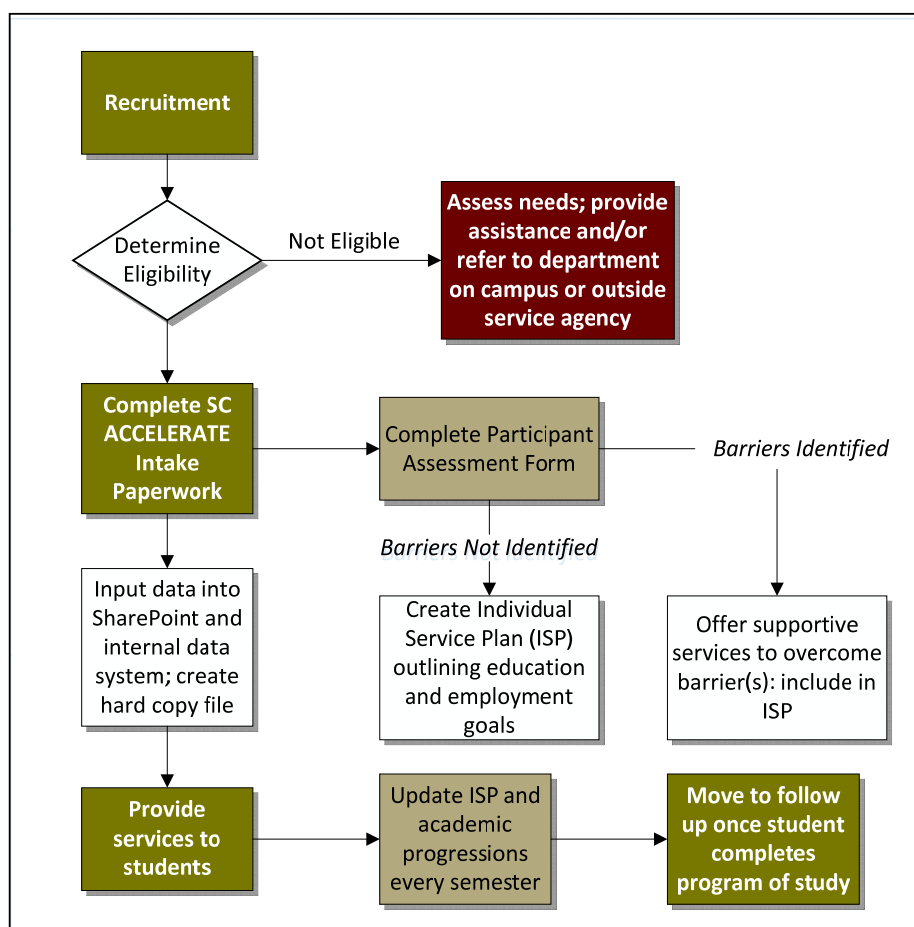
²⁸ Hoffman, L., Reindl, T., & Bearer-Friend, J. (2011). *Complete to compete: Improving postsecondary attainment among adults*. National Governors Association Center for Best Practices: Washington, DC.

their interactions with these individuals in the project’s data management and reporting system (SharePoint).

If the individual met the program’s eligibility criteria, the APTC Director worked with the individual to complete the SC ACCELERATE intake paperwork.²⁹ Most of the information from these forms was summarized and entered into a shared tracking spreadsheet in the consortium SharePoint site; some of the more detailed information was stored in case notes and/or the college’s internal information management system.

The APTC Director then conducted a comprehensive assessment with the participant to determine his or her educational and employment goals, explore any potential barriers, and identify any support services needed. Based on the assessment results, the APTC Director and the participant worked together to develop an Individual Service Plan (ISP), which was updated at least every semester. After the student completed the program of study, the APTC Director recorded the individual’s education and employment outcomes on a follow-up form.

Exhibit 5.1: APTC Process Flow



* This flow chart was adapted from materials developed by Trident Technical College.

²⁹ These include the SC ACCELERATE Intake Form, Case Management File Checklist, and Participant Assessment Form.

5.1.1 Personalized Case Management Approach

APTC staff provided times for participants to meet without having to make an appointment in advance. All APTC staff reached out to their clients at regular intervals to check on their needs and offer support. Participants appreciated the APTC staff's responsiveness and accessibility and noted that they were able to have regular contact with staff through email, phone calls, or in-person meetings.

APTC staff utilized a variety of assessments to help students identify potential educational and employment barriers. They worked closely with each client to develop an ISP to address barriers. The staff either provided services directly or made immediate referrals to other service departments within the college or to external organizations, such as SC Works or SC Department of Social Services. To provide appropriate referrals, APTC staff researched services available at their college. They maintained their knowledge and developed a service network by communicating regularly with staff from student services, academic affairs departments, faculty members, and others.

Staff often provided “warm referrals” by making the connection with the participant.

5.1.2 Service Delivery Strategies

The APTC was a core component of the SC ACCELERATE program. As defined in the APTC policies and procedures manual, the APTC was intended to *“facilitate college entry and completion, including comprehensive assessments, targeting advising, development of clearly defined career pathways, and other supportive services to achieve success.”* APTCs provided services for two categories of people: participants and individuals served. A *participant* was a student who met the program's eligibility criteria of veteran status, TAA participant, or adult 25 years or older. *Individuals served* were clients served by the APTC who did not meet the program's eligibility criteria. The APTC had an open-door policy and served any interested individual; however, the APTC gave priority to those who met the program's eligibility criteria.

The colleges tailored the specific APTC services and service delivery strategies to best meet the needs of their student populations, but APTC services generally were categorized as shown in Exhibit 5.2 and documented in the APTC policies and procedures manual.

Exhibit 5.2: APTC Service Delivery Strategies

Service Delivery Strategy	Services (Examples)
Assessment	<ul style="list-style-type: none">▪ Case management team coordination▪ Needs assessment▪ GED preparation (referral)▪ Academic and workforce readiness assessments▪ ACT WorkKeys▪ Prior Learning Assessment
Career Planning	<ul style="list-style-type: none">▪ Pathway options▪ Interest assessments▪ Advising▪ Workshops▪ Career trends▪ Online tools▪ Online orientation▪ Industry tours and guest presenters
Preparation and Supplemental Development Education	<ul style="list-style-type: none">▪ Math, English, reading▪ Computer literacy▪ Preparation for enrolling in online courses▪ Specialized orientation for adults
Program Options	<ul style="list-style-type: none">▪ Hybrid learning options▪ Modular curriculum▪ Apprenticeships, co-ops, and internships▪ Tech Scholars▪ Job coaches
Soft Skills Development	<ul style="list-style-type: none">▪ Job search▪ Résumé writing▪ Mock interviews
Follow-up and Tracking	<ul style="list-style-type: none">▪ Regular contact with APTC staff from entry to completion and exit point

Although SC ACCELERATE did not provide direct financial aid to participants, the APTC played a key role in facilitating applications for financial aid and coordinating services provided by other programs. The APTC staff provided a number of services directly to participants, but they emphasized service delivery coordination (with other partners within and outside the college) so that services were not duplicated. For each participant, the colleges documented details on all APTC services that were delivered using five standardized forms (included in Appendix 5.1). APTC staff maintained paper copies of all completed forms and manually entered the data elements from all forms into the SharePoint site.

5.1.3 Key Services

Through focus groups and interviews, participants identified APTC services that they particularly valued. Participants most frequently identified the following as key services: assessments, tutoring, advising, résumé writing, and workshops.

Needs Assessment. Many participants who enrolled in SC ACCELERATE experienced challenges such as financial problems, childcare needs, and health issues. APTC staff connected participants who had these and other challenges to appropriate supportive services available at the college and in the community. For some participants, these assessments and subsequent referrals enabled them to continue to participate in the program.

One participant captured a sentiment shared by others: “If it was not for this team, I would not be enrolled in school today.”

Tutoring. Participants often requested tutoring from APTC. APTC participants commonly needed help with their academic performance. Many participants needed remedial education. Participants reported that they benefited from the tutoring services provided, or made available, by APTC staff members.

Advising. Participants shared how important it was for them to have someone with whom they could talk and build affinity. APTCs became a part of students’ support networks. Several participants reported they felt that APTC staff had their best interests in mind. APTC Staff directed students to financial aid sources, helped to fill out forms, and provided access to computers and the internet. Staff also provided guidance to participants on their academic choices, such as course selection, and financial aid. APTC staff advised participants, but did not make decisions for students.

Résumé Writing. Participants requested assistance from APTC with writing résumés. All APTCs helped students with job applications, mock interviews, and writing their résumés. In addition, APTC staff provided letters of recommendation on behalf of participants who sought employment; sent emails to participants about hiring events, career fairs, and employability workshops; and forwarded job and internship leads to participants.

Workshops. APTC staff worked to build a bridge between a participant’s academic engagement with the college and employment or employability. APTC staff found that workshops were a popular way to provide participants with information relevant to employment and workforce readiness. APTCs produced workshops on financial management, small businesses, communication and teamwork skills, soft skills training, mock interviewing, résumé writing and critiquing, networking skills, personal finance, and entrepreneurship. See Appendix 5.2 for a sample of workshop flyers developed by SCC.

5.1.3 APTC Close-Out Activities

Grant funding for the APTCs expired at the end of March 2016. APTC Directors/Counselors began planning for the transition in early 2016. As a part of planning, the consortium asked each college to develop a plan to sustain the grant-funded activities, including the services provided in APTCs. Each school created a unique plan detailing the services that it intended to sustain. All planned to leverage currently available student services and campus resources, like tutoring services. None planned to sustain the one-on-one case management support provided by the APTC Managers. Some schools intended to provide student advising to participants through division

advising centers that correspond with a student's program of study. Others intended to ensure that individuals co-enrolled in WIOA or TAA receive case management through these programs.

Consortium staff developed a formal APTC close-out process for each APTC to use to ensure that APTC staff properly notified current program participants and guided them towards other resources to continue to receive services. The SC ACCELERATE Checklist—APTC Transition and Operation Sustainability articulated this process, which called for APTC staff to complete the following nine tasks:

1. Determine division/department at the college that will receive and maintain participant files
2. Update participant files
3. Discuss transfer process and content of file with the identified/determined division
4. Provide participants with uniform exit letter
5. Ensure all self-developed grant documents are saved in local shared drive
6. Update notes on current participants
7. Update dashboard information
8. Acquire DOL reporting data element from college
9. Coordinate DEW information requests

See Appendix 5.3 for copies of the checklist and letter templates.

5.2 Findings Across Consortium

5.2.1 Challenges

IMPAQ observed that each of the consortium's APTCs faced the following common challenges:

1. Keeping students engaged
2. Retaining participants
3. Experiencing a heavy workload
4. Customizing services
5. Connecting to employers.

1. Keeping Students Engaged. The APTC Director mentioned that it was difficult to strike a balance between being too intrusive and not providing enough assistance. The director found that students often need regular contact and encouragement to be successful in their endeavors, but too much or too little intervention may dissuade the student from continuing to work with the APTC. At the same time, program staff reported that it was challenging to keep students motivated and engaged, because many students had multiple responsibilities and found it

difficult to transition back to an academic environment. The APTC staff noted that a key challenge was keeping students engaged throughout the process. They constantly had to think “outside the box” to keep students engaged with the program because the program had limited funding for activities and was unable to offer direct financial assistance to participants. The staff emphasized that it was very important to establish and maintain close relationships with their clients, so that they could provide tailored assistance without applying a “cookie cutter” approach.

2. Retention and Certificate and Degree Completion. Because consortium schools offered classes that taught skills that were in high demand by local employers, some APTCs lost students who completed specific courses, but not all of the courses required for certificates. Some participants exited their training program to obtain employment before they earned a certificate or degree. Some already had industry experience and only needed the specialized training provided by one or two particular courses. At TCTC, staff observed that some students dropped out of their certificate program before completion, because the skills that they had learned in one particular course were in such high demand that employers recruited some students immediately after they finished the course.

3. Heavy Workload. In general, the staff at the APTCs faced challenges managing the high workload. To provide optimal assistance to participants, and to ensure that the information that they provided was accurate, the APTC staff had to be highly knowledgeable about college processes, requirements, procedures, and services. This required that they engage in extensive discussions and time with different departments. The staff also reported that they had high caseloads and faced challenges in providing customized services based on the individual needs of each student due to lack of time and insufficient staffing. At some centers, this was exacerbated by vacancies in APTC positions.

4. Customizing Services. All of the program’s clients were different, and the APTC Director was committed to treating each participant as an individual and customizing services to meet his or her unique needs. APTC staff shared that they found it challenging to customize services because of the volume of their caseload.

5. Connection to Employers and Assistance with Finding Employment. Some participants mentioned that they had insufficient networking opportunities with employers. These participants initially believed that the program would provide them with a direct connection to employers. The program did not regularly offer these opportunities at some of the consortium colleges. These participants mentioned that the program should have an individual who would go to companies and build relationships with the college and the program’s participants. They also suggested that the program would benefit if it provided more paid internships with local employers.

5.2.2 Successes

IMPAQ observed that each of the consortium's APTCs adopted the following common successful strategies and practices:

1. Served as a single point of contact
2. Gave guidance
3. Provided personalized case management
4. Was accessible
5. Connected with veterans.

1. The APTC Served as a Single Point of Contact. Participants and staff mentioned that one of the most beneficial aspects of the APTC was that it provided a single point of contact to address their questions, concerns, and service needs. Clients did not have to find the wide range of support services available on their own, including academic supports (e.g., advising, tutoring), employment supports (e.g., résumé assistance, career exploration, information about job fairs, job referrals), and other services (e.g., health care assistance, financial aid, childcare). Participants also commented that having one point of contact and one place on campus to go to have their questions and needs addressed was extremely helpful.

Participants commented that having one point of contact and one place on campus to go to have their questions and needs addressed was extremely helpful.

The APTC staff pointed participants in the right direction and walked them through the entire process to ensure that their needs were met. The staff also connected participants with resources and services outside of the college, such as financial assistance for books and supplies. This was particularly helpful for older adults who were new students, tended to have multiple responsibilities, and had difficulties finding the time to navigate college processes on their own. Students and grant staff at all of the colleges stressed the importance of having access to a variety of services in one place without having to schedule an appointment in advance. The APTCs' open door policy and flexible schedule were important because of the participants' characteristics—they were students who often had to work and had family obligations outside of school.

2. Guidance for New Students. Participants greatly appreciated the APTCs' one-on-one assistance with applying for financial aid and student loans, registering and enrolling for classes, finding tutoring assistance, and learning basic computer skills. Participants noted that the APTC provided personalized, one-on-one attention, which other college service providers or departments were unable to do because they served the entire student population regardless of age. Participants mentioned that the APTC staff showed them where their classes were on campus, introduced them to their instructors, and provided other basic information, such as how to obtain a parking permit. Participants benefited from APTC staff help with scheduling classes.

3. Personalized Case Management Approach.

Several focus group participants noted that the APTC staff was in regular contact with them to check on their academic progress and to assess any issues and related service needs. Based on feedback collected from 18 focus groups across the consortium colleges, participants shared that one of the most beneficial aspects of the APTC

Participants valued the personalized attention they received and felt that having APTC staff as a constant support helped them to stay motivated and encouraged them to pursue their goals.

centers was the personalized approach to case management they encountered. Each of the APTC Directors/Counselors performed thorough assessments and worked to provide and coordinate an array of services and information to the program's participants and other students based on their specific needs. Participants shared that they came to see their APTC counselors as another significant source of support at the college. The personal relationships cultivated by the APTC staff were, for many clients, a critical part of the support system they needed to pursue and achieve their educational and career goals.

4. Accessibility. Participants appreciated the accessibility of the APTC Directors and noted that they were able to speak to the director at their convenience without having to make an appointment in advance. Easy accessibility helped students juggle multiple obligations without becoming overwhelmed or discouraged. College-based advisors and other staff were not always able to spend sufficient time with these individuals since they serve all students at the college.

5. Connected with veterans. APTCs engaged veterans successfully. To reach out to veterans, APTC Directors attended Veterans' Services meetings and other events both on and off campus. Consortium colleges that had veterans' centers benefited from sharing referrals and information with these centers, which are places where veterans complete homework, conduct research, or relax. APTC staff posted new information about upcoming veterans' events and made sure that clients who were veterans were first to receive new job leads and referrals.

5.2.3 Lessons Learned and Suggestions

APTCs were a key component of SC ACCELERATE's service delivery model and, as such, APTC staff needed to be knowledgeable about all of the various processes, requirements, procedures, and services within their college. Staff engaged in extensive and lengthy discussions with different departments to acquire this knowledge to maximize the assistance that they could provide to participants and to ensure that the information that they provided was accurate. APTC staff members' interactions with the school's other resources helped to generate campus buy-in and awareness of the SC ACCELERATE program.

Whether the APTC was located in proximity to other workforce development resources and services mattered. For instance, students and staff noted that the co-location of the APTCs at GTC and TCTC near SC Works and the Industrial Technology Center,

Having APTC staff members interact with school resources helped generate campus buy-in and awareness of the SC ACCELERATE program.

respectively, provided more convenient access to services and helped streamline referrals to these organizations and service delivery. With SC Works, students worked with career development specialists at the office for employment assistance, and they attended workshops related to résumé development, basic computer skills, mock interviews, and other job search skills. Future grant programs should consider offering program services at or near SC Works to effectively leverage and coordinate these types of services.

APTCs should consider finding ways to work closely with businesses that employ participants. For example, one APTC (TCL) worked out an arrangement with a local employer to develop an apprenticeship program. The apprenticeship program enabled students to gain work experience while completing their academic studies and obtain the credentials to help them advance in that job. Prior to the apprenticeship program, students left the academic program to obtain employment, but then had to pay for their courses having not completed a degree.

6. CURRICULA DEVELOPMENT AND REDESIGN

In this chapter we discuss all of SC ACCELERATE’s activities related to developing new curricula and redesigning existing curricula for individual courses and programs selected by the consortium’s colleges, as well as entrepreneurship training development. We begin the chapter by describing the overall implementation strategies that the program used to develop and redesign the curricula. Next, we present high-level findings across the consortium, including the status of curricular development at each college, and discuss challenges encountered and key successes achieved throughout the program’s implementation. In the chapter’s final section we discuss the program’s plans to sustain aspects of the strategy after the grant period has expired.

6.1 Overall Implementation Strategies

The consortium and individual colleges designed new curricula and redesigned existing curricula under grant strategy #4, and had several approaches to implement strategy #5 (entrepreneurship training development).

6.1.1 Curriculum Development by Consortium Colleges

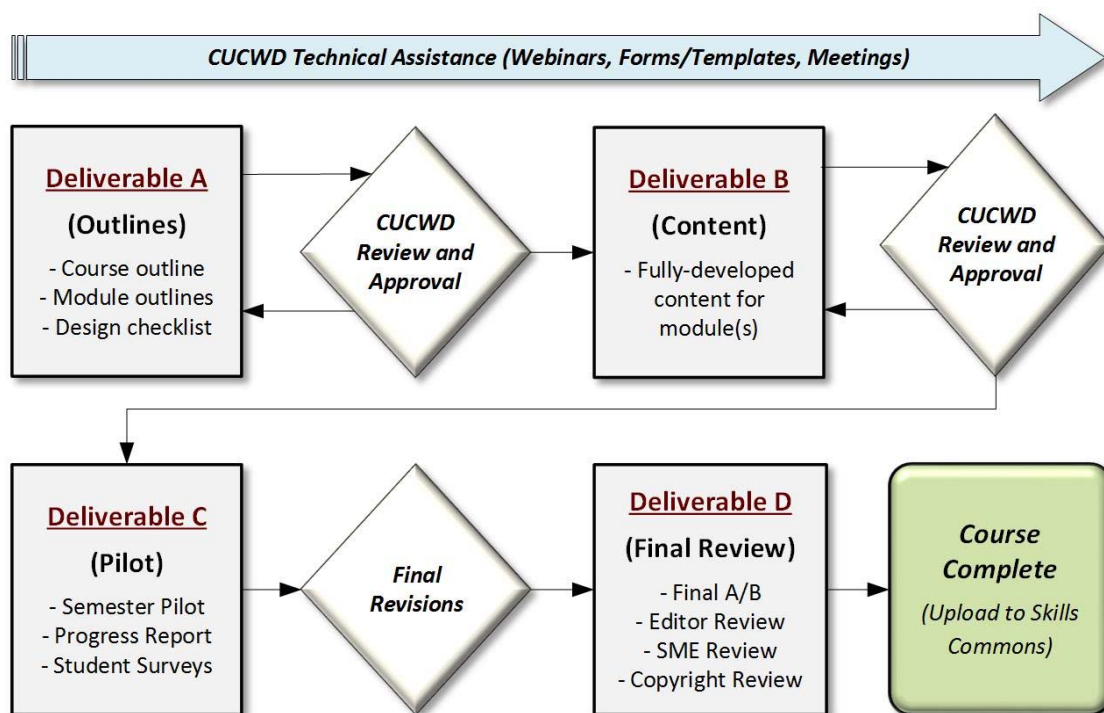
The individual colleges initially selected the programs of study and specific courses either to redesign or develop from scratch. The colleges decided which courses and programs to focus on based on several factors. Several colleges based their decisions simply on the local industries’ demand for more students trained and certified in the targeted occupations (e.g., skilled welders, CNC programmers). Prior to the grant’s award, advanced manufacturing programs had already been identified as priority training programs; local employers had expressed a need for skilled employees. One college decided to focus on the lowest performing courses with high withdrawal rates. Another college chose general introductory courses³⁰ because those courses could lead to several different career pathways. Finally, some of the colleges offered the same or very similar courses; therefore, that other colleges had selected or chosen to offer certain courses already factored into the other colleges’ decision-making processes because the consortium did not want to duplicate efforts and design/redesign the same courses.

As noted in the introduction, the consortium contracted with the Clemson University Center for Workforce Development (CUCWD) to help implement the curricular development strategy. Specifically, CUCWD’s role was to review all curricula developed through the grant to ensure that they met DOL’s standards, and to develop the entrepreneurship training modules. In addition, CUCWD provided upfront and ongoing technical assistance through webinars and various ad hoc communications to all individuals involved in the process. Based on its prior experience in a similar role working with the Round 1 TAACCCT ASSIST grantees, CUCWD developed a highly

³⁰ Trident Technical College selected (1) Computer Technology (CPT) 282: Information Systems Security, and (2) Information Systems Technology (IST) 253: LAN Service Support. CPT 282 provides a comprehensive framework for cybersecurity/information security. IST 253 provides a broad overview of virtualization technologies and products.

rigorous, iterative review process for curricular development. The process consisted of several overarching steps that encompassed curricular development, various reviews, piloting, and revision. A high-level overview of this process is illustrated in Exhibit 6.1 and described further below.³¹ The Interim Evaluation Report provides additional details on each specific step in the process. Forms and other technical assistance materials developed by CUCWD are shown in Appendix 6.2.

Exhibit 6.1: Curriculum Development Process Overview



Deliverable A and Deliverable B. The first step in the curricula design process was for the college's course designer to complete Deliverable A. This deliverable contained the outlines for the course and its individual modules. After CUCWD reviewed and approved Deliverable A, the course designer began to develop Deliverable B. This deliverable was much more detailed and resource intensive, and included all of the substantive discussion and content for the individual modules that constituted the course. CUCWD developed detailed instructions, with associated templates and checklists, to complete each deliverable (see Appendix 6.2).

The Deliverable B modules had to meet the consortium's standards for the amount of instructor-created open text, and adhere to UDL principles. The consortium required that at least 60 percent of all course content be instructor-created (original content), and open text (copyright-free); this was the minimum amount required to produce what Creative Commons and USDOL recommended and considered to be a viable, OPEN course design. The remaining 40 percent of

³¹ See Appendix 6.1 for a more detailed graphical representation (flowchart) of the process.

the course content could be derived from existing open sources, but that material was intended only to supplement the original content.

The course content also had to adequately address UDL principles.³² The instructions specified that the content for each module must be presented in a variety of ways to appeal to different types of learners (presentations, videos, pictures, screen shots, voice recordings). Furthermore, the modules needed to include activities and assessments that offered a variety of ways for students to demonstrate what they have learned.

Clemson University Center for Workforce Development (CUCWD) Review and Approval. After CUCWD received the deliverables from the college, CUCWD reviewed them to ensure that they had adequate original, open-source content, were in an editable format, had a Creative Commons license (or equivalent), and adhered to UDL principles. Depending on the results of its review, CUCWD either sent an approval notice or recommendations for changes to the PM.

Pilot (Deliverable C). After CUCWD and the other parties had reviewed and approved all modules, the course was ready to be piloted. During the pilot stage, instructors were encouraged to keep a record of any revisions that they recommended be made to the course (organized by module). CUCWD created a bi-weekly progress report template that the instructors could use for this purpose (see Appendix 6.3). At the end of the pilot, students who took the course were asked to complete a survey to gather their feedback, which was used to further inform revisions (see Appendix 6.4). It should be noted that USDOL did not require the pilot test phase; rather, CUCWD recommended it as a best practice.

Final Revisions/Deliverable D. Next, the program incorporated all of the revisions identified during the pilot into Deliverables A and B, and then performed reviews. These final reviews included a Subject Matter Expert's (SME) review (for technical content), an editor's review, and a copyright review, as described below:

- **SME Review.** In addition to the CUCWD review, each college was required to hire a SME to review the course's materials. The SME completed a "Subject Matter Expert Review Form" (see Appendix 6.2) as part of this process. The form asked questions related to (1) learning objectives and orienting questions, (2) content, (3) assessments, (4) learning activities, and (5) tools and media. The SME was also asked to provide recommendations to improve the course and other constructive feedback.
- **Editor and Copyright Review.** Each college also was required to secure a professional editor to review the deliverable's materials. In addition, each school was required to review the deliverables for possible copyright infringement and to ensure that all materials had a Creative Commons license that was properly attributed prior to the pilot. CUCWD did not

³² UDL is defined by the National Center on Universal Design for Learning as "a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs." <http://www.udlcenter.org/aboutudl/whatisudl>

actually verify that the colleges completed this process, nor did it independently review the materials for possible copyright infringement. Rather, CUCWD recommended this step as a best practice and left it to the colleges to implement.

Course Completion. After the colleges completed the final reviews and implemented any final revisions, they submitted the course content (with a separate list of final revisions made) in a zip file template to Skills Commons (the DOL TAACCCT Repository). After the content was uploaded to Skills Commons, CUCWD performed a final quality control check of all of the materials. As part of the grant, the consortium purchased two servers that reside at Clemson University. All of the curricula created by the colleges were stored on the servers before being uploaded to Skills Commons. All curricular deliverables that were uploaded to Skills Commons can be downloaded and used by any entity across the country that has received approval to access the site.

6.1.2 Entrepreneurship Training

CUCWD developed the entrepreneurship training course under the oversight of the Consortium Director. The original project work plan (included with the initial grant application) indicated that the entire course would be developed and available to adult learners by September 30, 2015. However, due to unanticipated turnover in instructional design staff at CUCWD, the full course was not completed until August 2016. The training modules did not have to go through the same review process and deliverable stages as did the curricula developed by the colleges.

The entrepreneurship training course provides students with a general awareness of the rigors of starting a business so they can make an informed decision about whether it is the right path for them.

The online course is in a massive open online course (MOOC) format and consists of seven modules. The first two modules provide introductory information about self-employment, the process of starting a business, and the associated financial requirements and challenges. The course provides students with a general awareness of the rigors of starting a business so that they can make an informed decision about whether it is the right path for them. The remaining modules provide more specific information about starting a business in the advanced manufacturing industry. Although some of the colleges already have entrepreneurship training available, they do not have it available in an online format with modules.

In addition to the MOOC development, the consortium has allocated funds to pay for an entrepreneurship training consultant to deliver workshops at each college (at no cost to the colleges).

6.2 Findings Across Consortium

6.2.1 Status of Curriculum Development by College

According to the original project work plan, all of the course development or redesign activities were to be completed by September 30, 2015. However, a number of unexpected challenges resulted in delays; we discuss these challenges in section 6.2.3. Although the bulk of the activities have been completed, the consortium will continue work on this strategy through the end of the grant's period of performance. Exhibit 6.2 summarizes the status of Deliverables A through D for each course by college (as of September 1, 2016).³³ Following the exhibit, we describe the status by college in more detail and discuss pending activities.

The Deliverable A column in Exhibit 6.2 indicates if (and when) the course outline was completed and approved. The Deliverable B columns identifies the number of modules to be developed and the number that are approved, reviewed (with comments from CUCWD), submitted (pending review), or incomplete.³⁴ The Deliverable C column identifies when the course is expected to be piloted (or when it was piloted), if it is currently planned. The Deliverable D column shows which courses have been fully piloted, revised based on the pilot's feedback, and have completed the remaining review processes (i.e., SME, editor, and copyright reviews). The Interim Evaluation Report provided a description of each course and specific information about curricular changes and equipment purchases.

Exhibit 6.2: Status of Curricula Design and Redesign Deliverables (as of 9/01/16)

College	Course	Deliverable Status			
		Deliverable A (Outline)	Deliverable B (Modules Completed / Total Modules)	Deliverable C (Pilot)	Deliverable D (Final)
GTC	EEM 140	Completed	4/10 approved 6/10 reviewed	No Pilot	Pending
	EEM 151	Completed	3/12 approved 7/12 reviewed 2/12 submitted	No Pilot	Pending
	EEM 215	Completed	20/20 reviewed ¹	No Pilot	Pending
	MTT 145	Completed	1/5 approved 4/5 reviewed	No Pilot	Pending
	MTT 252	Completed	1/4 approved 3/4 reviewed	No Pilot	Pending
	MTT 253	Completed	3/4 reviewed 1/4 incomplete	No Pilot	Pending
SCC	MTT 255	Completed	5/5 approved	No Pilot	Pending
	EEM 221	Completed	6/6 approved	No Pilot ²	Pending
TCTC	EGT 265	Completed	4/4 approved	No Pilot	Complete
	WLD 204	Completed	6/6 approved	Summer 2015	Complete
YTC	AOT 133	Completed	3/3 approved	Spring 2015	Complete ³

³³ The status of each course is based on Course Status Summary documents provided by CUCWD.

³⁴ **Approved:** CUCWD completed its review of the module; if revisions were recommended by CUCWD, they were successfully completed by the college. **Reviewed:** CUCWD completed its review of the module and returned comments/suggested revisions; the colleges need to address comments and resubmit to CUCWD. **Submitted (pending review):** The first iteration of the module was developed and submitted to CUCWD for review, and the initial review is in process. **Incomplete:** CUCWD has not received the initial version of the completed module.

College	Course	Deliverable Status			
		Deliverable A (Outline)	Deliverable B (Modules Completed / Total Modules)	Deliverable C (Pilot)	Deliverable D (Final)
TTC	AUT 161	Completed	7/7 approved	Fall 2015	Complete ⁴
	IMT 102	Completed	7/7 approved	Summer 2015	Complete ⁵
	CPT 282	Completed	7/7 approved	Spring 2015	Complete ⁶
	IST 253	Completed	4/4 approved	Fall 2015	Complete ⁷
TCL	EEM 231	Completed	6/6 approved	No Pilot	Pending
ALL	16 Courses	16 Complete (100%)	Approved: 64 / 110 (58%)	Completed: 6 No Pilot: 10	Completed: 7 Pending: 9
			Reviewed: 43 / 110 (39%)		
			Submitted: 2 / 110 (2%)		
			Incomplete: 1 / 110 (1%)		

¹ Creating Lab Instructional Supports (video demos and assessments) for 20 labs.

² EEM 221 is on its third instructor and the turnover has caused delays. To complete the course, the current instructor is doing Deliverables B and C concurrently. Module development has been abandoned. Instead, SCC is developing six lesson plans with supplemental resources. The course will be taught regularly, but the lesson plans will be introduced into the course as they are completed to pilot them.

^{3, 4, 5} Deliverable D zip folders uploaded to Skills Commons are missing certain documentation.

^{6, 7} CUCWD has not reviewed Deliverable D zip folders uploaded to Skills Commons.

Status across consortium. The consortium's colleges included a total of 16 courses in the curricular design and redesign strategy. CUCWD has approved the outlines for all courses (Deliverable A). The colleges planned to develop a total of 109 modules across all courses. The colleges have developed almost all of the modules (97 percent). CUCWD has approved more than half of these modules (58 percent) and has reviewed and nearly completed work on the rest (39 percent). Only one module is incomplete and has not been submitted to CUCWD. Turnover in CUCWD's personnel resulted in significant delays in the review process.

Six courses have been successfully piloted. Ten of the courses will not be piloted; as noted earlier, the pilot phase is not a requirement but a best practice recommended by CUCWD. Seven courses are complete and the remaining nine are pending (although many are very near completion).

Pending activities. It appears that two of GTC's courses (MTT 252 and 253) may not be completed due to inadequate resources and time available. GTC and the Consortium Project Director also made the decision to contract with Microburst Learning to take over development of four of the six courses (EEM 140, 151, 215 and MTT 252). Among other service offerings, Microburst Learning specializes in developing and providing customized and pre-built online courses.³⁵

For five of the completed courses (see YTC and TTC), Deliverable D has been completed but the folder uploaded to Skills Commons is incomplete and missing items such as the signed Deliverable A and B forms, completed copyright and SME review forms, and accessibility reports. For courses that were not piloted, CUCWD has asked the colleges to have their SMEs perform "teachability" reviews to inform potential revisions for Deliverable D. For courses that were piloted, the course instructors administered student surveys; in a few cases, these were not conducted or CUCWD is

³⁵ <http://www.microburstlearning.com/index.html>

still awaiting the results. Colleges will use the students' feedback to inform potential revisions to Deliverable D.

SCC has had difficulty completing the EEM 221 course due to significant instructor turnover (three different instructors). To complete the related deliverables within the grant's timeline, SCC, CUCWD, and the Consortium Project Director decided to create lesson plans with course support resources (rather than engaging in a full-scale redesign). Similarly, TCL has had difficulty completing the EEM 231 course due to an initial lack of instructor availability. However, constant delays by CUCWD created a critical bottleneck in the fluidity of the completion process. TCL has also contracted with Microburst Learning to take over development of the course.

6.2.2 Status of Entrepreneurship Training

All of the entrepreneurship modules have been completed by CUCWD and uploaded to Clemson's EducateWorkforce platform.³⁶ Exhibit 6.3 lists the titles of each module. EducateWorkforce is an online portal used to house MOOC materials that can be accessed remotely by approved users (e.g., college instructors). The platform facilitates multiple instructional delivery methods including videotaped lectures, virtual reality simulations, interactive assessments, and open textbooks. Initially, the plan was to have only five modules but CUCWD decided to increase the number to seven. The content for each module is designed to be delivered in one hour or less, making it suitable for instructors to incorporate each module easily into sections of a course syllabus. Alternatively, the complete set of modules may constitute a full course.

Initially, the colleges planned to pilot the training modules before they were implemented fully. However, the colleges were reluctant to agree to the pilot because they had not seen the completed product. In addition to EducateWorkforce, the completed course will be uploaded to Skills Commons, which allows anyone with access to download and use the modules.

Exhibit 6.3: List of Entrepreneurship Modules

No.	Title of Module
1	An Introduction to Small Companies and the Entrepreneurs Who Build Them
2	An Introduction to Patents and Reviewing Intellectual Property
3	Techniques to Create a Team of Advisors and Mentors
4	From Operations to Pro Forma Financial Statement
5	Market Analysis
6	Strategy Development and Business Planning
7	Seed Financing

6.2.3 Challenges

The consortium's colleges encountered a number of challenges developing new curricula and redesigning existing curricula while implementing the program. The consortium's colleges

³⁶ See: https://educateworkforce.com/courses/course-v1:CUCWD+ENT101+2016_Spring/about

encountered the following six fundamental challenges, which we describe in greater detail using college-specific examples where applicable.

1. Unclear initial understanding of curricular design requirements and insufficient training
2. Insufficient time allocation for faculty
3. Constraints on faculty availability
4. Turnover
5. Delayed start
6. Delay in Entrepreneurship Training MOOC

1. Unclear initial understanding of curricular design requirements and insufficient training.

Among the six colleges, faculty and grant staff uniformly reported that they did not fully understand the scope of the curricular development strategy at the outset of the project. As the requirements and standards set by the consortium and CUCWD became clearer over time, faculty and staff realized that the level of effort and resources that were required to achieve the project's milestones and complete the deliverables on schedule were much greater than they had anticipated.

A key issue was the faculty's and staff's lack of familiarity with UDL principles and how to incorporate them into the course redesign. This was particularly difficult for instructors who came from industry and were accustomed to teaching in hands-on learning environments. Most instructors were not education experts who had experience in instructional design. Many instructors also did not realize the amount of original material that they had to create. Some thought the redesign would entail re-writing existing materials using textbooks to develop the content.³⁷ Faculty also struggled to distinguish between what constituted original content versus content that had to be attributed to other open source materials or was considered proprietary.

At the beginning, some faculty (at TCTC and YTC for instance) thought the objective was purely to take existing courses/certificate programs, and accelerate the time to completion by compressing the timeframe. These instructors reported that they were unaware of, or misinterpreted, the requirement that they develop online components. It is not entirely clear how these requirements were misunderstood since CUCWD and the Consortium Director had presented extensive, detailed training to all colleges periodically throughout the project starting as early as March 2013.

Finally, faculty indicated that although CUCWD conducted numerous on-site, online, and conference call training sessions, CUCWD provided an inadequate amount of training and failed to allocate sufficient time to learn about CUCWD's and USDOL's requirements.

³⁷ The standards set by the consortium (which exceeded DOL requirements) was that a minimum of 60 percent of course content would be original, while up to 40 percent could be taken from open sources.

2. Insufficient time allocated for faculty. Faculty and grant staff mentioned that the colleges did not allocate them sufficient release time to work on the curricular redesign; accordingly, they were unable to meet all of the requirements and still stay on schedule.³⁸ For example at GTC, each instructor requested a full two years of release time (to complete three courses each) based on the level of effort they anticipated to complete the deliverables on schedule. Without full release from teaching and other obligations, these instructors knew that they would have significant difficulty meeting the timeline. Some instructors (from SCC and TCTC for example), estimated that the release time that was made available amounted to only two to five hours per week to work on the redesigns.

3. Constraints on faculty availability. In addition to not having enough time allocated to the task, faculty found it very difficult to find time to work on the curricular redesign, even during their scheduled release time, because of multiple obligations outside of classroom instruction. Examples included serving on committees, facility maintenance, hosting tours, working with employers, and advising students outside of class hours. Other initiatives also interfered with the availability of instructors and department heads; for example, GTC's establishment of the Center for Manufacturing Innovation (CMI).

4. Turnover. Turnover among essential staff, including Program Managers at each college, college faculty, and the CUCWD Instructional Designer, posed significant challenges. Turnover with grant-funded PMs stunted progress and caused delays, especially because the incoming PM needed substantial onboarding time to learn the process, understand the requirements, and become informed about the status of the college's deliverables and pending activities.

Several instructors at the colleges who were initially assigned to work on the course redesigns left their positions midway through course development (in some cases, multiple instructors within one college³⁹). Finding experienced and qualified faculty to cover the responsibilities and courses was difficult for several reasons. Qualified candidates who had relevant industry experience (1) did not necessarily have teaching experience, (2) could demand higher salaries working in industry, and (3) might have been hesitant to take on a grant-funded, temporary position.

Turnover at CUCWD later in the grant period also caused delays and communication problems. The original CUCWD Instructional Designer left the position in June 2015. A new curriculum coordinator was hired in February 2016 to assume the responsibilities. An interim coordinator from CUCWD was assigned during this period, but her availability was severely limited as this was not her primary position at CUCWD and she had to fulfill her other commitments outside of the

³⁸ Faculty release time is defined as time given off from teaching and other responsibilities to focus on research funded by a grant.

³⁹ For example, at SCC there have been three different instructors working on the EEM 221 course. There was a gap of nearly six months before the replacement instructor was assigned.

project. This resulted in significant delays reviewing submitted deliverables from the colleges and providing feedback.⁴⁰

5. Delayed Start. For one college, implementation of the course redesign strategy did not begin until Year 2 of the grant. This college was hesitant to begin course redesign activities until all of the equipment was received. The instructors also could not move forward with anything, including purchasing the equipment, until the PM had been hired and was familiar with the course redesign strategy. The hiring process at each college was lengthy process and took nearly six months.

6. Delay in Entrepreneurship Training MOOC. In addition to unanticipated staff turnover, CUCWD was backlogged with work related to the curricula development at each college, as well as other tasks that fell outside of the scope of SC ACCELERATE. These issues adversely affected the timeline for the Entrepreneurship Training module development and delivery of the full MOOC. Due to the delay, the completed MOOC did not undergo a pilot phase at the colleges before full implementation. The colleges were reticent to pilot the course until it was finalized and available for review.

6.2.4 Successes

Despite all of the challenges described in the preceding section, there were also several key successes achieved throughout the program's implementation, as well as best practices identified. These include, but are not limited to:

1. Rigorous quality standards for curriculum development imposed by consortium
2. Curricula design specialist/curricula assistant
3. Incorporating cutting-edge equipment and technology into the curriculum
4. Expanded capacity and access for students through flexible lab and course schedules
5. Professional Development for staff
6. Entrepreneurship Training Workshops

We describe the successes listed above in more detail below using college-specific examples where applicable.

1. Rigorous quality standards for curriculum development imposed by consortium. The consortium imposed a comprehensive and rigorous curricular redesign development process to ensure that new curricula developed under the grant met the highest standards before they were shared externally. The iterative development, review, and approval process for the curricula ensured that requirements, standards, and best practices set forth by USDOL and CUCWD were achieved before each curriculum advanced to the next deliverable stage. The process included

⁴⁰ According to several staff interviewed, what used to take the original curriculum coordinator at CUCWD two days to review and turn around to colleges took up to a month or more with the interim coordinator.

in-depth reviews by industry subject matter experts and curricular design specialists to ensure that (1) the subject matter content was aligned properly with current industry practices, and (2) instructional design for the online components fully adhered to UDL principles. Although not required by USDOL, the consortium also instituted a pilot phase (Deliverable C) to provide opportunities to further refine the curriculum based on the experiences of both instructors and students. Finally, the consortium maintained its commitment to a high level of original, open source content for each course (minimum of 60 percent).

2. Curricular design specialist/curricular assistant. These positions were unique to two of the six consortium colleges, and their work helped relieve instructors of much of the time and effort required to complete the course modules. These individuals helped translate CUCWD's and USDOL's guidance and requirements related to UDL and open source requirements into actionable items for faculty. They also assisted in reviewing draft deliverables before they were submitted to CUCWD. For those colleges that did not have a curricular design specialist on staff, the PM served as a liaison between CUCWD and the faculty to communicate the requirements.

3. Incorporating cutting-edge equipment and technology into the curriculum. Through grant funding, the colleges purchased significantly upgraded training equipment and new technologies. The updated equipment ensured that training programs were relevant to employers' needs for current skills, and improved the immediate employment opportunities for graduates who were trained on the equipment. For example, SCC purchased a 5-axis computer numeric control (CNC) machine, which is cutting edge technology in the industry. The Machine Tool Technology (MTT) department chair commented that a number of local manufacturing companies in the surrounding area came to the college to view and learn more about the machine; several of them subsequently purchased the same piece of equipment and expressed interest in hiring students who were trained to use it. The complexity of the machine, however, also presented a challenge. The 5-Axis CNC machine (versus the more traditional 4-axis or even 3-axis) is so advanced that to date instructors been unable to incorporate it into the curriculum. It is difficult for instructors to find the time needed to be trained so that they can then train the students. The Interim Evaluation Report provides detailed information on the equipment that each college purchased.

4. Expanded capacity and access for students through flexible lab and course schedules.

Students are able to complete the online portions of the redesigned courses at any time and from any place if they have an Internet connection. For some of the hybrid courses that have in-person lab requirements, students are able to access the labs on the weekend during set hours to complete lab exercises. The

Students, particularly those who are employed, appreciate flexible lab and course schedules because they enable students to access the lab equipment to complete their exercises at convenient times.

Electrical Engineering Manufacturing (EEM) lab at GTC, for example, is open for four hours a day during the week and has Saturday hours. Students, particularly those who are employed, appreciate flexible schedules, because they enable students to access the lab equipment to complete their exercises at times that are convenient for them. This flexible scheduling also allows students outside the college's traditional service area to complete the courses.

5. Professional development for staff. The grant has provided faculty and other staff with an opportunity to learn how to effectively incorporate UDL principles into course curricula. These opportunities were helpful for the staff's continued professional growth. The grant also has provided new opportunities for faculty and other staff to work with each other and learn more about college programs, services, and internal processes and procedures, which has helped faculty and staff to build new relationships and mentorships.

6. Entrepreneurship Training Workshops. The colleges' staff and students provided positive feedback on the free workshops delivered by the entrepreneurship training consultant. A student from GTC, for example, used the information from the workshop—with ongoing advice from the consultant—to develop a business plan to develop and market an innovative, low-cost shooting range concept. However, despite the positive feedback, not all of the colleges accepted the offer for the free training workshops.

6.3 Sustainability Plans

As noted earlier in the chapter, SC ACCELERATE originally projected that the curricular development and redesign activities and related deliverables would be complete by September 30, 2015 (the end of program Year 3). However, these activities have extended into Year 4; the program plans to finalize all remaining deliverables by the end of the grant period, September 30, 2016.

Prior to the start of Year 4, the Consortium Director asked each college's PM to assess the different grant strategies and activities, and create plans based on the input of and direction from the college's leadership, to sustain (or not sustain) certain aspects of the program. Below, we describe the plans that the colleges developed to sustain the curriculum development efforts, including the entrepreneurship training, beyond the life of the grant. At this point, not all colleges have clearly articulated plans to sustain the effort, but each college has the capability to update its project sustainability plan through the end of the grant period and after the grant's end. The plans that we present below are subject to change.

GTC will continue to pursue the development of online, modularized courses. There is an overall strategic movement towards creating modular courses at GTC and offering fractional credit to meet the needs of employers and students. The college will incorporate the courses that it created under the grant into many other curricular innovations that will shape the Center for Manufacturing Innovation (CMI).

Developmental staff at GTC also designed contextualized reading courses to support students in the CNC and electrical courses and to improve students' retention and success rates. GTC, however, has delayed this work because of difficulty scheduling the course within the dense timeline of the curriculum. The college's staff continue to develop ideas to address this scheduling issue, and if the course improves students' retention and success rates, then the college is expected to offer the course in other academic divisions.

TCTC has recognized the curriculum's redesign success and will continue possible future plans to offering these online/hybrid courses. This will give students a alternative form of learning other than the traditional classroom setting.

YTC has decided to sustain online course development for other courses at the college. Funds to support the sustained efforts will come partially from the Center for Teaching and Learning. YTC will need additional funding, likely from the college's operating budget, to continue providing professional development for teaching strategies to improve development of eLearning courses.

At TTC, course managers will maintain and update the new curricula on an as-needed basis, consistent with the college's policies and procedures. This will ensure the continued use of the new/redesigned course components after the grant.

TCL will ensure that the curricular components developed under the grant will be sustained and largely supported by tuition and fees from non-TAA eligible students.

SCC's sustainability plan at this point does not identify any specific plans to sustain the curricular development efforts. However, SCC has the opportunity to update its sustainability plan until the end of the grant and afterwards. SCC currently is focused on completing the remaining deliverables prior to the end of the grant's period of performance.

Overall, all of SC ACCELERATE's consortium colleges have recognized the value, from an academic standpoint, of having curricula available in an online format, especially for adult learners who benefit significantly from the flexibility it provides. All of the colleges have stated their intention to continue moving forward with putting more of their curricula into an online format.

Entrepreneurship Training. The entrepreneurship training MOOC will be utilized beyond the life of the grant. Any instructor (within or outside of the consortium) who is granted access to the portal will be able to access the modules and incorporate them into his or her syllabi/lesson plans. Alternatively, colleges will be able to use the full series of modules to offer a complete entrepreneurship training course.

7. PRIOR LEARNING ASSESSMENT

In this chapter, we describe the SC ACCELERATE consortium's member colleges' implementation of the Prior Learning Assessment (PLA) strategy. The consortium's primary initiative under this strategy has been to develop a consortium-wide PLA plan. However, under the rubric of the PLA strategy, the consortium later decided to launch a separate but related strategic initiative to conduct *CareerChoiceGPS* assessments for eligible students and local businesses. This initiative is addressed separately within each section of this chapter.

In the first section, we discuss the overall PLA implementation strategy and describe the goals, objectives, and major implementation activities that the consortium accomplished. In the second section, we discuss findings across the consortium, including challenges and successes. In the final section, we describe the colleges' sustainability plans for the PLA strategy.

7.1 Overall Implementation Strategy

7.1.1 Develop a Consortium-Wide PLA Plan

Prior learning assessments enable adult learners to earn non-traditional college credit for their work experience and other prior learning, including military and volunteer experience. Research indicates that a well-established, researched, and validated PLA system can increase students' persistence and graduation rates, and accelerate the time in which students will complete the program and attain credentials.^{41,42}

All of the consortium colleges already offer some forms of PLA.⁴³ However, the 16 colleges that make up South Carolina Technical Education System operate autonomously under local authority and do not function as a unified state system; as such, formal PLA processes are applied unevenly amongst the consortium colleges. For this reason, the SC ACCELERATE consortium proposed to develop a consortium-wide PLA plan through the SC ACCELERATE program to standardize, streamline, and develop common definitions for the PLA process among the colleges, and not to replace or change existing PLA policies and procedures at the colleges. In addition, by standardizing PLA processes among the colleges, the consortium sought to increase current and potential adult students' awareness and understanding of PLA options, processes, and procedures through consistent marketing and messaging. The consortium's long-term goals are

Long-term goals are to increase institutional and system capacity to recognize prior learning, and ultimately increase the number of adults with postsecondary credentials.

⁴¹ Brigham, C. & Klein-Collins, R. (2010). *Availability, use and value of Prior Learning Assessments within community colleges*. The Council for Adult & Experiential Learning: Chicago, Illinois.

⁴² Ebersole, J. (2010). Degree completion: Responding to a national priority. *Continuing Higher Education Review*, 74, 23-31.

⁴³ For example, College-Level Examination Program (CLEP), Advanced Placement (AP), DANTES Subject Standardized Test (DSST), Corporate and Military Credits, Excelsior Exams, challenge exams, skills demonstrations, portfolios, etc.

to increase institutional and system capacity to recognize prior learning, and ultimately increase the number of adults who receive postsecondary credentials.

The consortium contracted with the Council for Adult and Experiential Learning (CAEL) to provide PLA subject matter expertise, technical assistance, and training, and to help facilitate the program's numerous activities related to developing a consortium-wide PLA plan. With CAEL's assistance, the consortium developed a multi-pronged approach to accomplish the PLA strategy's objectives. For the purpose of this report, we have organized the overall approach into the following seven key activities:

1. PLA Awareness Session and Training Workshops
2. Establish PLA Task Force
3. PLA Environmental Scan
4. PLA Intake Tool Pilot
5. PLA Process Mapping
6. Develop a Consortium-wide PLA Plan
7. Establish PLA Charter Group

The flowchart presented in Exhibit 7.1 illustrates the sequence of these activities and how they relate to one another. Below, we describe these activities in detail and summarize implementation progress and accomplishments to date.

1. PLA Awareness Session and Training Workshops. One of the consortium's first activities related to the PLA strategy was an initial workshop that included key representatives from the consortium's colleges.⁴⁴ This workshop, facilitated by CAEL, was held at the July 2013 consortium-wide meeting. Attendees at the initial workshop included chief academic officers (CAOs), vice presidents, department chairs, representatives from the college's registrar and student services offices, faculty, and others involved in implementing PLA. In this initial session, participants addressed the basics of PLA and learned about how each different college's staff members understood each college's current PLA process and procedures. This session revealed considerable variation across colleges.

After the initial awareness session, CAEL continued to conduct numerous other PLA training workshops, conference calls, webinars, and presentations to member colleges to further efforts across the consortium to advance and sustain SC ACCELERATE accomplishments. CAEL also facilitated the ongoing Task Force meetings and delivered two PLA Task Force Report presentations during the 2014 winter and summer consortium summit meetings that summarized interim results from the Task Force and member colleges' activities, and discussed upcoming plans.

⁴⁴ Prior to the start of the grant, the consortium colleges spent time examining their "in-place" PLA systems to help establish a baseline understanding of how PLA processes and procedures worked at their college.

The winter summit meeting presentation in January 2014 covered a variety of topics. Participants discussed high level topics including consortium- and institution-level goals, PLA basics, and an introduction to the PLA Task Force. The presentation also covered PLA resources available from CAEL and roles and responsibilities for implementing the initial steps to develop a PLA program. The summer Summit meeting presentation in September 2014 covered institution-specific and consortium level accomplishments to date, professional development activities in place at each college, improvement tools and a sample action plan, excerpts from the registrars' survey results, and preliminary information about the pilot PLA's intake assessment tool.

A "Fundamentals of PLA" webinar session was held in February 2016. Subsequently, in March 2016, CAEL conducted a series of role-specific "PLA Project Charter academic webinars." This series included separate webinar sessions for (1) faculty/academic affairs staff,⁴⁵ (2) advisors and admissions staff,⁴⁶ and (3) administration staff,⁴⁷ including registrars, institutional research staff, academic administrators, and other front-line student support roles beyond advising.⁴⁸

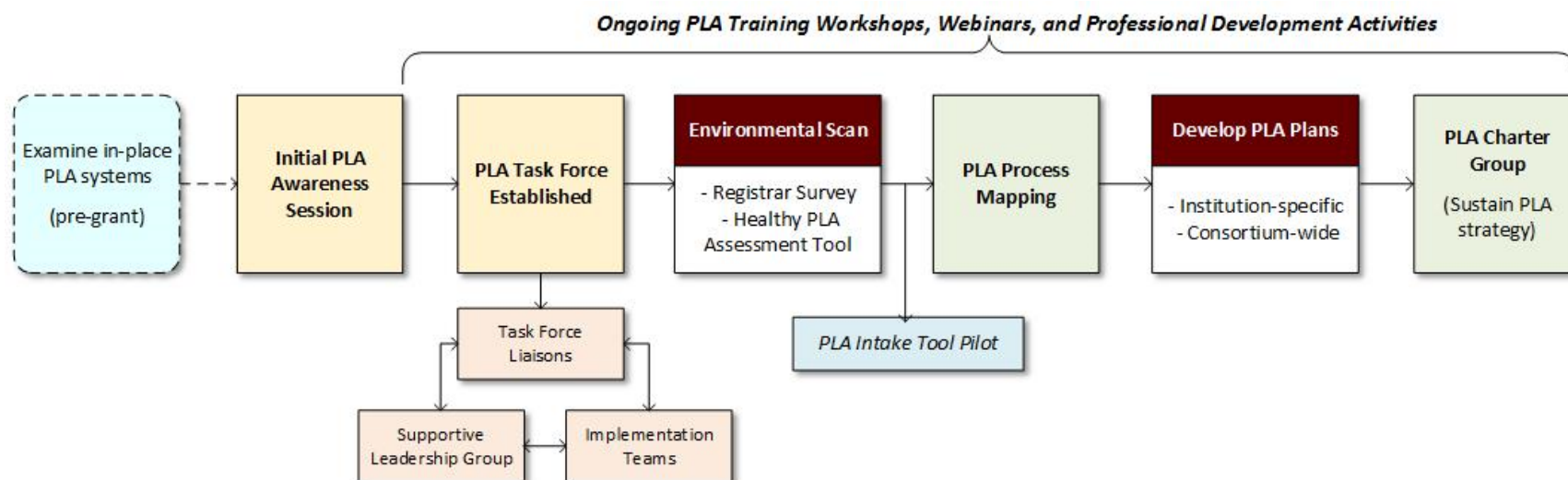
⁴⁵ See: <https://cael.adobeconnect.com/p44kp3ll7x5/>

⁴⁶ See: <https://youtu.be/YMnvYvw4lrU>

⁴⁷ <https://cael.adobeconnect.com/p8lux7q6vgl/>

⁴⁸ See webinar flyers in Appendix 7.1. Note: Link to Fundamentals of PLA webinar not accessible.

Exhibit 7.1: Overview of PLA Strategy Activities



2. Establish PLA Task Force. To coordinate ongoing activities and move the PLA strategy forward, the consortium established a PLA Task Force in January 2014 to lead the overall development of a consortium-wide PLA plan and to assist with institutional PLA plan implementation. The Task Force consisted of the Consortium Director, SC ACCELERATE Program Managers, and other college members involved in implementing the PLA.⁴⁹ Each college nominated representatives to serve on the Task Force, which met monthly throughout the grant period.

For the initial formation of the Task Force, CAEL recommended a “PLA liaison” structure consisting of campus-based Supportive Leadership Groups and PLA Implementation Teams, which was instituted. The Supportive Leadership Groups met sparingly and included the college President, Vice President of Academic Affairs, Vice President of Student Affairs, Admissions, Registrar, and Deans. The responsibilities of these high-level decision-makers included providing initial go-ahead and approval for key decision points. The PLA Implementation Teams met more frequently and comprised a cross-functional team consisting of faculty, registrars, subject matter experts, and PLA advocates. Initially, Task Force members served as primary liaisons with the Supportive Leadership Groups and PLA Implementation Teams. Over time, college representation on the Task Force changed based on members’ availability and role.

To achieve the strategy’s goals, the Task Force implemented an iterative process of professional development and planning on campuses. The PLA Task Force served as a catalyst enabling consortium members to accomplish the following institution-specific aims: engage campus leadership teams and CAOs; analyze PLA policies and identify the types of PLA credit awarded; provide PLA professional development;⁵⁰ develop maps of PLA processes from enrollment onward; identify opportunities to improve PLA processes; and, modify the pilot PLA intake tool based on feedback.

3. PLA Environmental Scan. Each consortium member continuously assessed the state of the PLA systems in place at the respective college. As noted earlier, this process began even before the start of the grant period. The consortium used several methods to facilitate and standardize the assessment process, including administering an environmental scan questionnaire, reviewing course catalogues, conducting gap analyses, and implementing a Healthy PLA assessment tool. In addition, the consortium surveyed all 16 South Carolina Registrars to collect information on the use of PLA across the state.

Example environmental scan questions:

- *How would a student or faculty member find out about the PLA options available?*
- *Who suggests PLA options to students and when?*
- *Who determines whether the prior learning is related to the program of study and if credit should be awarded?*
- *How is PLA communicated to faculty, college leadership, and community partners?*

⁴⁹ Such as Registrar, Financial Aid, Instructors, Associate Deans/Deans, Student Services, Marketing, Continuing Education.

⁵⁰ PLA 101 at YTC, TCTC, and SCC

The environmental scan questionnaire included a list of common PLA types. Each college was asked to identify whether the college currently offered the PLAs. The questionnaire also included a series of qualitative questions to better understand the PLA process. Consortium members analyzed college catalogues and course offerings to determine how many types of PLA were offered, and to obtain information on the PLA processes. Participating colleges also performed “swim lane” analyses to help map the PLA processes and identify any gaps. When analysts diagram a business process that involves more than one department, “swim lanes” enable them to clarify not only the steps and the person or entity responsible for those steps, but also how and whether delays, mistakes, or cheating are most likely to occur.⁵¹

As the consortium clarified its expectations to assess the member colleges’ PLA systems systematically over time, the consortium (with guidance from CAEL) developed a “Healthy PLA Assessment Tool” to enhance the PLA information collection and assessment activities. The tool is included in Appendix 7.2. Each college was asked to rate their institution, on a scale from 1 to 5, with respect to 24 different statements that were organized into the following 6 topic areas:

1. PLA Policy and Procedures
2. Academic Criteria
3. Assessment
4. Student Support
5. Infrastructure
6. Oversight and Research

Each college used the results to establish a baseline of performance prior to the start of any PLA-related initiatives, and to check progress over time.

The Registrars’ survey asked each Registrar to indicate the types of PLA that were accepted at their college, to define the PLA processes that were used, and to describe the methods for marketing PLA options and communicating information to faculty and students, among other questions.⁵²

4. PLA intake tool pilot. Concurrent with the ongoing PLA system assessment process, CAEL developed an online PLA intake tool that participating consortium colleges piloted from July 2015 until the following winter semester. The tool, which was customized by CAEL for the SC ACCELERATE program, was developed to actively “frontload” the PLA process for students, advisors, and faculty, with the objective of strengthening, streamlining, and promoting PLA during the student intake process. The consortium also created a guide for students on how to complete the PLA tool. Based on feedback from the colleges, the consortium revised the tool and currently is implementing it through the three institutions participating in the PLA Charter Group (GTC, SCC, and TCTC).

⁵¹ https://en.wikipedia.org/wiki/Swim_lane

⁵² Eleven responses were collected out of sixteen campuses.

5. PLA Process Mapping. The member colleges mapped out the information from the PLA system “self-assessments” via their respective Task Force members to provide faculty and staff members involved in the PLA process with a clear understanding of the process and steps for students to obtain prior learning credit. However, only three of the colleges, GTC, SCC, and TCTC, accomplished specific process mapping. The other colleges opted to help develop a consortium-wide plan only, as required, noting that their actual internal PLA process was acceptable and did not need to be modified.

6. Develop a Consortium-wide PLA Plan. An initial consortium-wide PLA plan was drafted in August 2014 and supplemental information to support the strategies continued to be incorporated into the plan over the course of the program. The Consortium Director and CAEL did considerable work to strengthen the individual plan components after the initial plan was drafted. The Consortium Director and CAEL also continued to meet with the member colleges’ CAOs to outline PLA status and discuss sustainable PLA strategies. They issued numerous iterations as the colleges accomplished benchmarks. We include the most recent version of the draft plan in Appendix 7.3.

7. Establish PLA Charter Group. Three participating SC ACCELERATE colleges, GTC, SCC, and TCTC,⁵³ established a PLA Charter Group to replace the Task Force. The participating colleges charged the group with advancing the Task Force’s plans and recommendations. Consistent with the SC ACCELERATE grant’s overarching goal, the group’s objectives are to develop and implement a robust PLA system to “increase the enrollment, progress, completion, and work-readiness of adult students,” and, in conjunction with PLA implementation, “increase [colleges’] focus on the adult student population through marketing and internal awareness.”⁵⁴ The PLA Charter Group Board was made up of the three colleges’ CAOs, the Consortium Director, and CAEL. The full group’s membership included smaller teams consisting of key “implementers” who were involved at various points in the PLA process. For example, for GTC, these representatives included staff from corporate and career development, career services, financial aid, admissions, advising, marketing, and the registrar. The GTC CAO actively recruited the group’s members.

The PLA Charter Group is charged with moving forward the plans and recommendations of the Task Force.

7.1.2 CareerChoiceGPS Assessments

In August 2015, the consortium contracted with the *Smart Work Network (SWN)* to provide *CareerChoiceGPS*⁵⁵ assessments to all current and potential program participants (i.e., students who met the SC ACCELERATE’s eligibility criteria), as well as benchmarking assessments for current employees in varying occupations at local businesses and manufacturers (the assessment instrument is the same). The original grant work plan did not include the assessments; however, the Consortium Director elected to pursue this opportunity because of available funds and

⁵³ At their discretion, YTC, TCL and TTC elected not to participate in the PLA Charter Group.

⁵⁴ The PLA Project Charter (The New Normal): See Appendix 7.4.

⁵⁵ GPS = Growing Professionally the Smart way).

because the Director anticipated that the assessments would provide positive, sustained benefits. CAEL also indicated that the *CareerChoiceGPS* assessment is an excellent first step in a viable PLA process and would, therefore, further support the PLA strategy.

The *CareerChoiceGPS* is intended to “provide South Carolina manufacturing industry leaders with a formula and the assessments for matching their most critical job roles to SC Technical College students.”⁵⁶ The benchmarking assessments are administered at local businesses by SWN to identify the specific attributes of a successful employee within a particular industry/occupation type. Participating companies will receive a reliable, customized, predictive hiring model that they can use to assess and select future job candidates. The companies can provide these data to SC technical colleges to identify the best matches, according to the company’s selection criteria, with the students’ assessments.

The student assessments can provide predictive evidence about the certificate or degree programs and associated career paths for which the individual is best suited. Proper alignment of students’ interests, skills, and abilities with related education programs (and corresponding career pathways) may improve the likelihood of achieving their educational and employment objectives. Using predictive analytics to generate individual “fit scores” for more than 60 different career families and hundreds of job roles, the *CareerChoiceGPS* matches students’ profiles to the validated profiles of high performers in hundreds of job fields.⁵⁷ The data can be used by colleges’ admissions and career services teams to advise their students about educational programs and career opportunities that align with their assessment results. The *CareerChoiceGPS* is a nationwide product; colleges, thus, can use information about national trends. With this grant effort, however, the SC technical schools will examine local industry and connect students with local employers.

The *CareerChoiceGPS* data can be used by colleges’ admissions and career services teams to advise their students about educational programs and career opportunities that align with their assessment results.

Based on SC ACCELERATE’s current contract with SWN, the assessments will be available for one year until spring 2017. Assessments were offered to all six SC ACCELERATE member-colleges; however, only three decided to take advantage of this resource: GTC, SCC and TCTC. The Consortium paid for \$165,000 worth of assessments for each college. This includes 18,000 total assessments in addition to validation of the accompanying data via participating colleges and industry partners. The consortium reallocated to the participating colleges the assessments that it originally had allotted to the non-participating colleges.

⁵⁶ “Creating a Sustainable Blueprint for Matching Technical College Students with Advanced Manufacturing and other High-Demand Industries in South Carolina”. Smart Work | Network. February 1, 2016.

⁵⁷ “Smart Work | Network and SC ACCELERATE: Bringing the Power of ‘Big Data’ to South Carolina’s Technical College Adult Learners”. Carolina Creative Press Release.

The participating colleges are still rolling out the initiative. SWN is working with the leadership at GTC, SCC, and TCTC to embed the assessments into various aspects of student engagement. In addition to the first three colleges mentioned, SWN is offering *CareerChoiceGPS* assessments to SC ACCELERATE's industry partners across South Carolina to build a valid database while assisting those businesses and their local educational institutions in providing an education-to-career connection to citizens.⁵⁸ The consortium also has started offering these assessments to non-consortium colleges as well if they find it a useful resource.

7.2 Findings Across Consortium

Below we discuss some of the major findings related to developing a consortium-wide PLA plan and conducting the *CareerChoiceGPS* assessments. We discuss challenges and successes, as applicable, within the findings.

Assessment of current PLA systems revealed considerable variation. Although the colleges already had established PLA processes and procedures, the initial awareness session and subsequent college surveys revealed considerable variation in how different staff members understood PLA options, processes, and procedures. In the session, participants also helped identify possible opportunities to improve or streamline existing PLA systems, even for those colleges that originally did not feel a need to change or improve their processes.

Excerpts from the registrars' survey results, as presented in CAEL's Task Force Report in September 2014, supported this finding. Results showed variation in acceptance among other SC technical colleges of PLA used by military (MOS and DSST) and wide variance in who suggests PLA options to students. CAEL's analysis indicated that registrars know more about PLA options than faculty, yet, internal PLA processes beyond the registrar vary widely, and many institutions are passive, leaving students with the responsibility of obtaining information about PLA.⁵⁹ Based on these findings, CAEL recommended that colleges improve their marketing to publicize PLA options available to the military; ensure that PLA responsibilities are outline appropriately and consistently; and, implement a proactive approach to advising new and prospective students.

A well-designed PLA intake tool can increase the number PLA credits awarded. Some of the students who completed the pilot assessment provided feedback that the tool was long and too cumbersome to complete—it took students one to two hours, on average, to complete. However, the consortium staff believed that any comprehensive and worthwhile PLA will take at least that long to complete. They reported that the time investment is worthwhile, especially considering the time and money it could potentially save students if they are exempt from taking one or more courses. Furthermore, incorporating the PLA assessment into the initial student engagement/intake process ensures that all possible PLA options are being provided to students.

⁵⁸ The CareerChoice GPS assessments were in the process of being rolled out at the time of IMPAQ's final site visit. Therefore, IMPAQ was unable to gather participant feedback on this topic in the focus groups.

⁵⁹ See PLA Task Force Report, September 10, 2014, in Appendix 7.5.

Inadequate and inconsistent PLA marketing to students. The colleges' internal review and assessment of their existing PLA systems revealed that the marketing of PLA to current and prospective students (adults in particular) was inadequate and that colleges communicated inconsistent information about the process, procedures, requirements, and so forth. This finding indicated that the colleges need for more visible, active, clear, and consistent PLA communication strategies for outreach and marketing activities.

Support needed from leadership to develop state-wide PLA plan. One of the college respondents noted that the college's PLA processes did not change as a result of the grant because the current plan works and the college did not think it needed to be changed. This respondent also commented that South Carolina is not ready to develop a state-wide PLA plan and suggested that there should be a statewide mandate to develop a state-wide plan with robust, standardized PLA systems in place at each college, which the colleges would take seriously. Despite the fact that college presidents knew of the requirement of SC ACCELERATE to develop a consortium-wide PLA plan, the respondent suggested that support from the Commission of Higher Education would be necessary to develop such a plan, and that these leaders should have talked about the plans for PLA and the goals of the grant prior to the awarding grant to make it a viable effort. This is why the Consortium Director presented grant strategies and goals to college leaders early on in the project. However, due to the lack of buy-in and support from all senior-level leaders, consortium-wide PLA did not get traction. It should be noted that the consortium leadership's management and accomplishment of their PLA strategy was identified as one of many "best practices" during the grant's DOL management audit/review.

CareerChoiceGPS Assessments. Despite the fact that the *CareerChoiceGPS* assessments were going to be provided free of charge to the consortium colleges, three of the colleges decided not to accept them. Although the assessment is online and SWN was contracted to interpret the results, and train college staff as needed, for unknown reasons staff at some colleges were reluctant to participate. With approval from college leadership to implement the GPS assessments as part of PLA strategy, the participating colleges recently held training sessions for relevant departments to determine the most viable areas to use the assessments for student success.

7.3 Sustainability Plans

CAEL is preparing to present professional development on PLA for the consortium to explain to faculty and staff how PLA works, and PLA's importance to their daily work, the work of the college, and students' success. This professional development session will be retained for future presentations to new faculty and staff at the consortium colleges.

GTC is continuing to map out the PLA process and the steps for students to obtain prior credit within each area of study at the college. Eventually, GTC plans to roll out a PLA marketing program across campuses to assist faculty and staff in administering PLA assessments. This will assist the college in recruiting and retaining students, and encouraging them to persist with and complete their studies.

GTC was one of the three colleges involved in the “post Task Force” PLA Charter Team—the other two colleges include SCC and TCTC. SCC and TCTC indicated that they intend to use SC ACCELERATE-developed PLA tools and resources to enhance their institutions’ credit for prior learning process but they did not outline this in their initial sustainability plans. However, each college has the capability of updating their project sustainability plan through the end of the grant period and post-grant. This is anticipated to happen for both SCC and TCTC. The SC ACCELERATE consortium also foresees this occurring with the other three colleges once they witness the advantages of doing so as exemplified by GTC, SCC and TCTC.

Finally, it should be noted that the PLA intake tool developed by CAEL, in collaboration with SC ACCELERATE, is in the process of being scaled up and implemented nationwide. The tool has been renamed the “PLA Intake Accelerator” in recognition of SC ACCELERATE’s contributions.

8. LESSONS LEARNED AND RECOMMENDATIONS

In this report we discussed the main components of SC ACCELERATE and how the consortium colleges implemented each of these components. We also identified ways in which the consortium effectively leveraged key partnerships and subject matter experts to ensure quality in the design and delivery of the program's activities and related deliverables. For each program strategy, we presented the successes that resulted from the strategy's implementation and the challenges that confronted the program. We identified these successes and challenges based on our numerous interviews with the program's staff and stakeholders,⁶⁰ extensive document review, in-depth focus groups with the program's participants, and analysis of program participation data.

In this chapter, we outline the primary lessons that we learned from the implementation evaluation. Lessons learned refer both to positive experiences that yielded successful results, and to negative experiences that resulted from malfunctioning processes, weaknesses, or undesirable influences. These lessons provide valuable insight on the types of changes to service delivery and/or reforms or innovations to the program's systems that would improve outcomes for participants and would benefit from further research. Furthermore, these lessons demonstrate the program's innovations that were most effective and the circumstances in which other entities can replicate them successfully.

In the next section, we present a synopsis of lessons learned through the program's implementation successes and challenges, which we organize according to the related SC ACCELERATE strategy or program management activity. Following this discussion, we present our overall recommendations.

8.1 Lessons Learned

8.1.1 Outreach, Marketing, and Recruitment

SC ACCELERATE exceeded the number of participants it proposed to serve by 60 percent as a result of the outreach, marketing, and recruitment strategies employed by the program. The program's successes in outreach, marketing, and recruitment likely resulted from common key strategies including staff taking advantage of good timing and recruiting participants with a personal touch. Staff shared that their most effective outreach strategy was speaking with individuals to help them understand the potential benefits of the program. The program's other key recruitment strategies included participant referrals, consistent branding, coordinating with SC Works, and championing the program within the colleges. Colleges successfully recruited new participants by asking current participants to refer their peers to the program. SC ACCELERATE ensured consistency in branding and messaging across the consortium colleges. The consistent

⁶⁰ Including, among others, the Consortium Director, other consortium-level grant staff, the CUCWD instructional designer; Program Directors, APTC staff, college faculty, and workforce partners.

branding helped staff champion SC ACCELERATE within their colleges. Moreover, the colleges coordinated with SC Works to ensure that they received referrals from workforce partner programs.

Even with many successes, SC ACCELERATE staff found that certain aspects of outreach, marketing, and recruitment were challenging. Some staff shared that they experienced delays in recruiting participants because they participated in the program's in-depth start up activities. Moreover, all consortium colleges had challenges recruiting TAA individuals despite focused efforts to reach out to this population. Some consortium staff members also shared that their lack of access to a full-time marketing and outreach coordinator was challenging.

8.1.2 Adult Post-Secondary Transition Centers (APTC)

SC ACCELERATE's APTCs served participants successfully. The centers were accessible, offered participants flexible options, provided guidance to participants who were also new students, functioned as a single point of contact, and delivered personalized case management services. Participants shared that they found it helpful to access a variety of services in one place. In addition, participants benefited from assistance from a staff person who provided them with helpful guidance and offered flexible options. Participants noted that the APTC's staff's ability to provide participants with a personalized experience, based on a participant's specific needs, made a difference to them. Participants who were older adults who were new students, and needed help navigating the college environment, found the individualized assistance particularly helpful.

Participants shared that it was helpful to be able to access a variety of services in one place.

The program also confronted challenges in implementing the APTCs. Perhaps not surprisingly, some of the challenges resulted from conditions and circumstances in which APTCs were unable to provide participants with flexible, accessible, and/or personalized services. At times, APTC staff reported having to balance high caseloads while keeping up with the college's processes, requirements, procedures, and services. APTC staff reported that at these times, they had difficulties providing customized services because of limited time and insufficient staffing. Other challenges APTC staff experienced included retaining participants, keeping them engaged, and connecting them to employers.

8.1.3 Develop New Curricula and Redesign Existing Curricula

SC ACCELERATE designed and implemented a highly rigorous curricular development and review process to ensure that the products developed under the grant met the highest quality standards in terms of creating original, online, open-source content that incorporated multiple strategies to address Universal Design for Learning (UDL) principles. Because of this rigorous process, SC ACCELERATE's proposal to develop new curricula and redesign existing curricula for 16 courses across 6 consortium colleges may have been overly ambitious. It was overly ambitious for GTC in particular, which proposed six courses.

The program devised the curricular development deliverables and associated timeline during the grant writing stage. As such, the program was unable to predict with precision the amount of time and resources that the program would need to successfully achieve all of the milestones within the proposed timeframe.⁶¹ Across colleges, faculty and grant staff reported that they did not fully understand the scope and requirements of the curricular development strategy initially. The faculty who worked on the strategy were hands-on trainers and generally had experience in industry; they were not necessarily experienced educators with in-depth knowledge of curricular design principles and techniques.

As the program's understanding of the scope became clearer over time, the timeline began to appear unrealistic and the level of resources that colleges could dedicate to the strategy appeared insufficient (faculty release time). This was compounded by other issues and unforeseen circumstances: scheduled faculty release time was often consumed by other responsibilities (e.g., student advising, facilities maintenance, employer engagement), and unexpected faculty and grant staff turnover resulted in delays. Furthermore, the start of the curricular design activities was delayed because the instructors could not proceed (including purchasing equipment) until the SC ACCELERATE PM was hired and became familiar with the course redesign strategy. The hiring process at each college was lengthy and took approximately six months.

Hiring an experienced Curricula Design Specialist to serve as a liaison between college faculty, Project Managers, and CUCWD allowed one college to mitigate challenges and expedite curriculum development.

YTC, one of the consortium colleges, successfully mitigated some of these issues by hiring an experienced Curricula Design Specialist to serve in a liaison role between the college faculty, SC ACCELERATE PM, and CUCWD. This enabled the instructors to focus on the technical content of the curriculum while the Curricula Design Specialist worked with them to address other aspects, such as addressing UDL guidance/principles.

Despite these challenges, SC ACCELERATE's consortium colleges made significant progress on the curricular design/redesign while maintaining a high level of rigor and quality. As of September 1, 2016, SC ACCELERATE had completed seven of the 16 courses (i.e., Deliverable D is complete). The consortium also has approved fully the majority of modules for the remaining courses, or CUCWD has reviewed them and recommended minor changes. The consortium expects to complete all courses by the end of the grant's period, and likely will complete them earlier. After the courses are fully implemented, students will be able to complete the online portions of the redesigned courses at any time and from any place they have an Internet connection, which will greatly expand access to the programs for adult learners inside and outside of the colleges' traditional services areas.

⁶¹ In the original TAACCCT grant application, the course development/redesign and implementation of new/redesigned courses was anticipated to be completed by September 30, 2015, the end of program Year 3.

SC ACCELERATE successfully incorporated significantly upgraded training equipment and new technologies into the targeted programs. By integrating this equipment, the program ensures that the colleges' training programs will respond and be relevant to employers' needs for employees who have current skills, which will improve the immediate employment opportunities for graduates. Finally, the program's efforts on this strategy provided the colleges' faculties and other staff with opportunities to learn how to effectively incorporate UDL principles into course curricula. These opportunities contributed to the continued professional growth of faculties and staff.

8.1.4 Develop a Prior Learning Assessment (PLA) Plan

Although each SC ACCELERATE college participated in the development and implementation of the various PLA strategy activities, there was some initial hesitation to revisit and potentially change PLA processes and procedures already established at each college. However, through PLA awareness sessions, ongoing training workshops, and a thorough "self-assessment" process, colleges began to identify potential deficiencies in their processes and opportunities for improvement.

For example, there was substantial variation in how the staff and students at each college understood internal PLA processes, procedures, and options. The PLA activities also revealed that the colleges' marketing and communication of PLA options and processes to current and prospective students (adults in particular) was somewhat inadequate and inconsistent. Colleges also discovered that students were responsible for finding out about the PLA.

The findings indicated that colleges should outline PLA responsibilities properly, and incorporate visible, clear, and consistent PLA communication strategies in their student outreach and marketing activities. They also indicated that colleges should implement a more proactive approach to advise new and prospective students about PLA. The PLA intake tool piloted by the colleges provided anecdotal evidence that a well-designed PLA intake tool, "frontloaded" during the student enrollment process, can increase the number of PLA credits awarded and make the options clear to the student. Although all of the consortium colleges valued and benefited from the PLA assessment and professional development activities, only three of the colleges continued to work with the consortium on further PLA strategy development through the PLA Charter Group.

8.1.5 Entrepreneurship Training

Students' need and demand for entrepreneurship training from South Carolina technical colleges was understood prior to the grant, which was why SC ACCELERATE included the strategy. SC ACCELERATE identified an important need to provide students and faculty with clear information about how to start and run a business. Self-employment is an attractive option to many students, particularly those who live in more rural areas where long-distance commutes can be a significant barrier to employment. However, many students do not fully realize the risks, difficulties, and requirements of starting a business. The first module in the Entrepreneurship Training series

addresses this issue and focuses on the realities of general self-employment; subsequent modules focus on business development and self-employment in manufacturing, specifically.

Progress on the modules was delayed due to the absence of a CUCWD instructional designer for nearly a full year. Because the modules were still under development during the final site visit activities, IMPAQ was not able to gather CUCWD's perspectives on final lessons learned.

Now that the training modules are complete, the program will make them available for any instructor to use. This will give instructors the flexibility to provide entrepreneurship training to their students without requiring that students enroll in a separate course. Instructors can choose one or more of the modules to incorporate into their course syllabi, as needed. Alternatively, the complete set of modules may constitute a full course.

8.2 Recommendations

In this section, we present overarching recommendations based on the program's key successes and challenges, and the lessons that we learned from the program's strategies and project management activities. We hope that these recommendations will be useful to the consortium's colleges, other grantees implementing similar programs in the future, USDOL, and other third-party evaluators.

Outreach, Marketing, and Recruitment

- ***Develop targeted outreach strategies for efficiency.*** The use of college management information systems to identify students who met the eligibility criteria helped staff target prospective participants. Classroom visits by SC ACCELERATE staff to the targeted training programs to present information about the program's students also proved effective. Colleges were able to identify the target populations by leveraging the support of and collaborating with public workforce system staff (e.g., WIOA, Wagner-Peyser, TAA, Veterans programs, Adult Education, Vocational Rehabilitation).
- ***Ensure consistency in the program's branding and messaging across and within consortium colleges.*** The consortium should educate relevant college staff (e.g., admissions, faculty, academic affairs, etc.) on the program's services and benefits so that they are able to properly inform potential participants and make appropriate referrals. Although the consortium marketing coordinator provided information and materials to each college for subsequent distribution and discussion between local college program managers, APTC staff, and college departments, this further dissemination didn't always occur. It would behoove future grantees for similar initiatives to have a full-time marketing and outreach coordinator to improve the depth of dissemination.
- ***Involve program participants in outreach.*** Word-of-mouth was an effective way to promote the program and recruit new participants. By providing testimonials, endorsing the program (through online videos and social media posts), and serving as "program ambassadors" to

promote the program to peers, participants lent credibility to the program and demonstrated the benefits of participation.

Adult Post-Secondary Transition Centers

- ***Replicate/sustain the APTC model to effectively address the needs of adult learners.*** APTCs were particularly helpful for adult students because they provided them with a single point of contact to address all of their questions and service needs. Many adults, particularly dislocated workers and those who had significant barriers to employment, needed personalized, one-on-one attention to successfully navigate college administrative processes, obtain support services, and succeed academically. Colleges that implement a similar case management model may improve enrollment, retention, education, and employment outcomes for adult learners.
- ***Allow time to onboard grant staff.*** Before the APTC staff were able to serve participants effectively, they needed a significant amount of time to learn about the college's organizational structures, administrative processes, programs, and services. APTC staff also needed time to build relationships with community partners and learn about the types of services and resources available. Grant staff who will fill similar case management positions should anticipate a steep learning curve and have sufficient time for onboarding.

Develop a Prior Learning Assessment Plan

- ***Develop clear and consistent marketing of PLA options and processes to students.*** SC ACCELERATE's colleges recognized that they needed to improve how they promoted and communicated PLA options and processes to students. PLA information should be easy for students to find and understand. Moreover, colleges should provide standardized information in their resources, such as course catalogues, and marketing tools, such as college websites.
- ***Ensure relevant college staff understand the PLA's process and options at their college.*** Our evaluation of SC ACCELERATE's PLA strategy activities revealed that there was considerable variation among the different staff members' understandings of each college's PLA options, processes, and procedures. To ensure that students receive accurate and consistent information about PLA, staff who have varying roles in different departments within the same college should develop a uniform understanding of the PLA. Examples of relevant staff include faculty, advisors, and academic affairs, admissions, including testing center staff and financial aid department employees, and administrative officers, such as registrars, academic administrators, and other front-line student support roles beyond advising.
- ***Engage PLA subject matter experts.*** The SC ACCELERATE consortium benefited greatly from CAEL's technical support, PLA subject matter expertise, and guidance, as it implemented the PLA strategy's activities. Organizations that plan to develop new and/or revise existing PLA processes should consider engaging PLA experts to assist with professional development and help design and coordinate activities.

- **Consider implementation of a PLA intake tool.** Colleges may want to consider implementing a proactive approach to PLA by developing a comprehensive PLA “intake tool” and “frontloading” it into the admissions and enrollment process. This approach may increase the number of students who take full advantage of PLA options and receive college credits based on their prior learning experience.

Develop New Curricula and Redesign Existing Curricula

- **Include a dedicated curricular design specialist in the staffing structure.** Programs should hire an experienced curricular design specialist to work exclusively on curricular design and redesign efforts because having one specialist focused on the efforts creates efficiencies, improves quality, and expedites progress. A curricular design specialist (1) helps SMEs/faculty develop the curricular components and materials that don’t require subject matter expertise; (2) performs formatting and editing tasks; (3) assesses adherence to UDL principles; (4) ensures that the materials comply with requirements for open-source content (proper attributions, citations, tags, etc.); and, (5) liaises with entities such as CUCWD or USDOL to translate guidance and recommendations for faculty.
- **Hire a curriculum developer.** In the SC ACCELERATE implementation, instructors had limited availability to work on curriculum development, even if they were provided with release time or overload pay. Many faculty became overburdened and considered the time allocated for curricular development to be inadequate. This resulted in faculty turnover and significant delays. Programs should hire a temporary curriculum developer to alleviate these challenges; however, it may be difficult to find someone who has the necessary expertise and who is willing to take a temporary, grant-funded position.
- **Anticipate high level of effort and develop contingency plans.** Programs that intend to adhere to a rigorous curricular development and review process, such as the one instituted by SC ACCELERATE, which entailed numerous courses and significant curricular changes, level of effort, and staffing resources, must plan carefully. The programs should devise contingency plans, such as contracting with a third-party curricular developer in the event of turnover. It may also be useful to articulate in the Solicitation for Grant Applications (SGA) specific guidance and recommendations.
- **Make entrepreneurship training modules available to all technical colleges.** It is essential that students who are interested in self-employment fully understand the rigorous requirements, risks, and steps that are involved. The open-source, online, modularized entrepreneurship training course that SC ACCELERATE developed is a highly effective solution. It will provide to instructors throughout South Carolina a menu of pre-packaged training modules that they can choose to incorporate into their lesson plans.

Program Management

- **Allow an extended period of time to fully staff the grant’s positions.** SC ACCELERATE’s colleges reported that it often took at least six months to fill a single grant position. Program Managers had to follow the college’s hiring process and comply with all rules and regulations,

which took a lot of time. The hiring process also took a long time because it was difficult to fill temporary, grant-funded positions.

- ***Develop centralized data repository.*** The SC ACCELERATE consortium developed a SharePoint site to enable the colleges to share information easily with one another and streamline reporting activities. The site housed in one central location participation data, outcomes data, and other key program documentation from all of the colleges, which all consortium staff could access.

Evaluation

- ***Confirm access to individual-level data.*** External evaluators who conduct an impact study or rigorous outcomes analysis should confirm that individual-level data on participants and control group members are available and accessible at the outset of the project. Evaluators also should initiate discussions with the grantee's staff and data owners to discuss and clarify data requests. The evaluators should develop and execute a data sharing agreement to obtain and document the commitments from data providers.

9. APPENDICES

Appendix 2.1: Definitions of Advanced Manufacturing NAICS CODES

Appendix 3.1: College Organizational Structures

Appendix 5.1: APTC Standardized Forms

Appendix 5.2: SCC Sample Workshop Flyers

Appendix 5.3: APTC Close-Out Process Forms

Appendix 6.1: Curricular Development Process Details

Appendix 6.2: CUCWD Technical Assistance Materials

Appendix 6.3: Pilot Bi-weekly Progress Report

Appendix 6.4: Student Survey Questionnaire

Appendix 7.1: PLA Webinar Flyers

Appendix 7.2: Healthy PLA Assessment Tool

Appendix 7.3: Consortium-Wide PLA Plan

Appendix 7.4: The PLA Project Charter (The New Normal)

Appendix 7.5: PLA Task Force Report

APPENDIX 2.1: DEFINITIONS OF ADVANCED MANUFACTURING NAICS CODES

There are not yet any standard definitions that classify NAICS industry categories as “advanced” rather than as “traditional” manufacturing. For this report, IMPAQ drew upon the definitions that the New Jersey Department of Labor created in Spring 2015.⁶² IMPAQ expanded New Jersey’s transportation equipment manufacturing definitions to include automobile manufacturing, because while this is not a large sector in New Jersey, it is a growing sector in South Carolina and often involves high-tech, automated manufacturing processes. Table 1 provides all of the advanced industry categories in detail.

Table 1. Definitions of Advanced Manufacturing NAICS Codes

NAICS code	Description
Chemical manufacturing	
325110	Petrochemical Manufacturing
325120	Industrial Gas Manufacturing
325130	Synthetic Dye and Pigment Manufacturing
325180	Other Basic Inorganic Chemical Manufacturing
325193	Ethyl Alcohol Manufacturing
325194	Cyclic Crude, Intermediate, and Gum and Wood Chemical Manufacturing
325199	All Other Basic Organic Chemical Manufacturing
325211	Plastics Material and Resin Manufacturing
325212	Synthetic Rubber Manufacturing
325220	Artificial and Synthetic Fibers and Filaments Manufacturing
325311	Nitrogenous Fertilizer Manufacturing
325312	Phosphatic Fertilizer Manufacturing
325314	Fertilizer (Mixing Only) Manufacturing
325320	Pesticide and Other Agricultural Chemical Manufacturing
325411	Medicinal and Botanical Manufacturing
325412	Pharmaceutical Preparation Manufacturing
325413	In-Vitro Diagnostic Substance Manufacturing
325414	Biological Product (except Diagnostic) Manufacturing
325510	Paint and Coating Manufacturing
325520	Adhesive Manufacturing
325611	Soap and Other Detergent Manufacturing
325612	Polish and Other Sanitation Good Manufacturing
325613	Surface Active Agent Manufacturing
325620	Toilet Preparation Manufacturing

⁶² Timian, J. (2015). *New Jersey’s Advanced Manufacturing Cluster: Spring 2015*. Retrieved from <http://lwd.state.nj.us/labor/lpa/pub/empecon/advvmfg.pdf>.

NAICS code	Description
325910	Printing Ink Manufacturing
325920	Explosives Manufacturing
325991	Custom Compounding of Purchased Resins
325992	Photographic Film, Paper, Plate, and Chemical Manufacturing
325998	All Other Miscellaneous Chemical Product and Preparation Manufacturing
Fabricated metal manufacturing	
332111	Iron and Steel Forging
332112	Nonferrous Forging
332114	Custom Roll Forming
332117	Powder Metallurgy Part Manufacturing
332119	Metal Crown, Closure, and Other Metal Stamping (except Automotive)
332215	Metal Kitchen Cookware, Utensil, Cutlery, and Flatware (except Precious) Manufacturing
332216	Saw Blade and Handtool Manufacturing
332311	Prefabricated Metal Building and Component Manufacturing
332312	Fabricated Structural Metal Manufacturing
332313	Plate Work Manufacturing
332321	Metal Window and Door Manufacturing
332322	Sheet Metal Work Manufacturing
332323	Ornamental and Architectural Metal Work Manufacturing
332410	Power Boiler and Heat Exchanger Manufacturing
332420	Metal Tank (Heavy Gauge) Manufacturing
332431	Metal Can Manufacturing
332439	Other Metal Container Manufacturing
332510	Hardware Manufacturing
332613	Spring Manufacturing
332618	Other Fabricated Wire Product Manufacturing
332710	Machine Shops
332721	Precision Turned Product Manufacturing
332722	Bolt, Nut, Screw, Rivet, and Washer Manufacturing
332811	Metal Heat Treating
332812	Metal Coating, Engraving (except Jewelry and Silverware), and Allied Services to Manufacturers
332813	Electroplating, Plating, Polishing, Anodizing, and Coloring
332911	Industrial Valve Manufacturing
332912	Fluid Power Valve and Hose Fitting Manufacturing
332913	Plumbing Fixture Fitting and Trim Manufacturing
332919	Other Metal Valve and Pipe Fitting Manufacturing
332991	Ball and Roller Bearing Manufacturing

NAICS code	Description
332992	Small Arms Ammunition Manufacturing
332993	Ammunition (except Small Arms) Manufacturing
332994	Small Arms, Ordnance, and Ordnance Accessories Manufacturing
332996	Fabricated Pipe and Pipe Fitting Manufacturing
332999	All Other Miscellaneous Fabricated Metal Product Manufacturing
Machinery manufacturing	
333111	Farm Machinery and Equipment Manufacturing
333112	Lawn and Garden Tractor and Home Lawn and Garden Equipment Manufacturing
333120	Construction Machinery Manufacturing
333131	Mining Machinery and Equipment Manufacturing
333132	Oil and Gas Field Machinery and Equipment Manufacturing
333241	Food Product Machinery Manufacturing
333242	Semiconductor Machinery Manufacturing
333243	Sawmill, Woodworking, and Paper Machinery Manufacturing
333244	Printing Machinery and Equipment Manufacturing
333249	Other Industrial Machinery Manufacturing
333314	Optical Instrument and Lens Manufacturing
333316	Photographic and Photocopying Equipment Manufacturing
333318	Other Commercial and Service Industry Machinery Manufacturing
333413	Industrial and Commercial Fan and Blower and Air Purification Equipment Manufacturing
333414	Heating Equipment (except Warm Air Furnaces) Manufacturing
333415	Air-Conditioning and Warm Air Heating Equipment and Commercial and Industrial Refrigeration Equipment Manufacturing
333511	Industrial Mold Manufacturing
333514	Special Die and Tool, Die Set, Jig, and Fixture Manufacturing
333515	Cutting Tool and Machine Tool Accessory Manufacturing
333517	Machine Tool Manufacturing
333519	Rolling Mill and Other Metalworking Machinery Manufacturing
333611	Turbine and Turbine Generator Set Units Manufacturing
333612	Speed Changer, Industrial High-Speed Drive, and Gear Manufacturing
333613	Mechanical Power Transmission Equipment Manufacturing
333618	Other Engine Equipment Manufacturing
333911	Pump and Pumping Equipment Manufacturing
333912	Air and Gas Compressor Manufacturing
333913	Measuring and Dispensing Pump Manufacturing
333921	Elevator and Moving Stairway Manufacturing
333922	Conveyor and Conveying Equipment Manufacturing

NAICS code	Description
333923	Overhead Traveling Crane, Hoist, and Monorail System Manufacturing
333924	Industrial Truck, Tractor, Trailer, and Stacker Machinery Manufacturing
333991	Power-Driven Handtool Manufacturing
333992	Welding and Soldering Equipment Manufacturing
333993	Packaging Machinery Manufacturing
333994	Industrial Process Furnace and Oven Manufacturing
333995	Fluid Power Cylinder and Actuator Manufacturing
333996	Fluid Power Pump and Motor Manufacturing
333997	Scale and Balance Manufacturing
333999	All Other Miscellaneous General Purpose Machinery Manufacturing
Computer and electronic product manufacturing	
334111	Electronic Computer Manufacturing
334112	Computer Storage Device Manufacturing
334118	Computer Terminal and Other Computer Peripheral Equipment Manufacturing
334210	Telephone Apparatus Manufacturing
334220	Radio and Television Broadcasting and Wireless Communications Equipment Manufacturing
334290	Other Communications Equipment Manufacturing
334310	Audio and Video Equipment Manufacturing
334412	Bare Printed Circuit Board Manufacturing
334413	Semiconductor and Related Device Manufacturing
334416	Capacitor, Resistor, Coil, Transformer, and Other Inductor Manufacturing
334417	Electronic Connector Manufacturing
334418	Printed Circuit Assembly (Electronic Assembly) Manufacturing
334419	Other Electronic Component Manufacturing
334510	Electromedical and Electrotherapeutic Apparatus Manufacturing
334511	Search, Detection, Navigation, Guidance, Aeronautical, and Nautical System and Instrument Manufacturing
334512	Automatic Environmental Control Manufacturing for Residential, Commercial, and Appliance Use
334513	Instruments and Related Products Manufacturing for Measuring, Displaying, and Controlling Industrial Process Variables
334514	Totalizing Fluid Meter and Counting Device Manufacturing
334515	Instrument Manufacturing for Measuring and Testing Electricity and Electrical Signals
334516	Analytical Laboratory Instrument Manufacturing
334517	Irradiation Apparatus Manufacturing
334519	Other Measuring and Controlling Device Manufacturing
334613	Blank Magnetic and Optical Recording Media Manufacturing

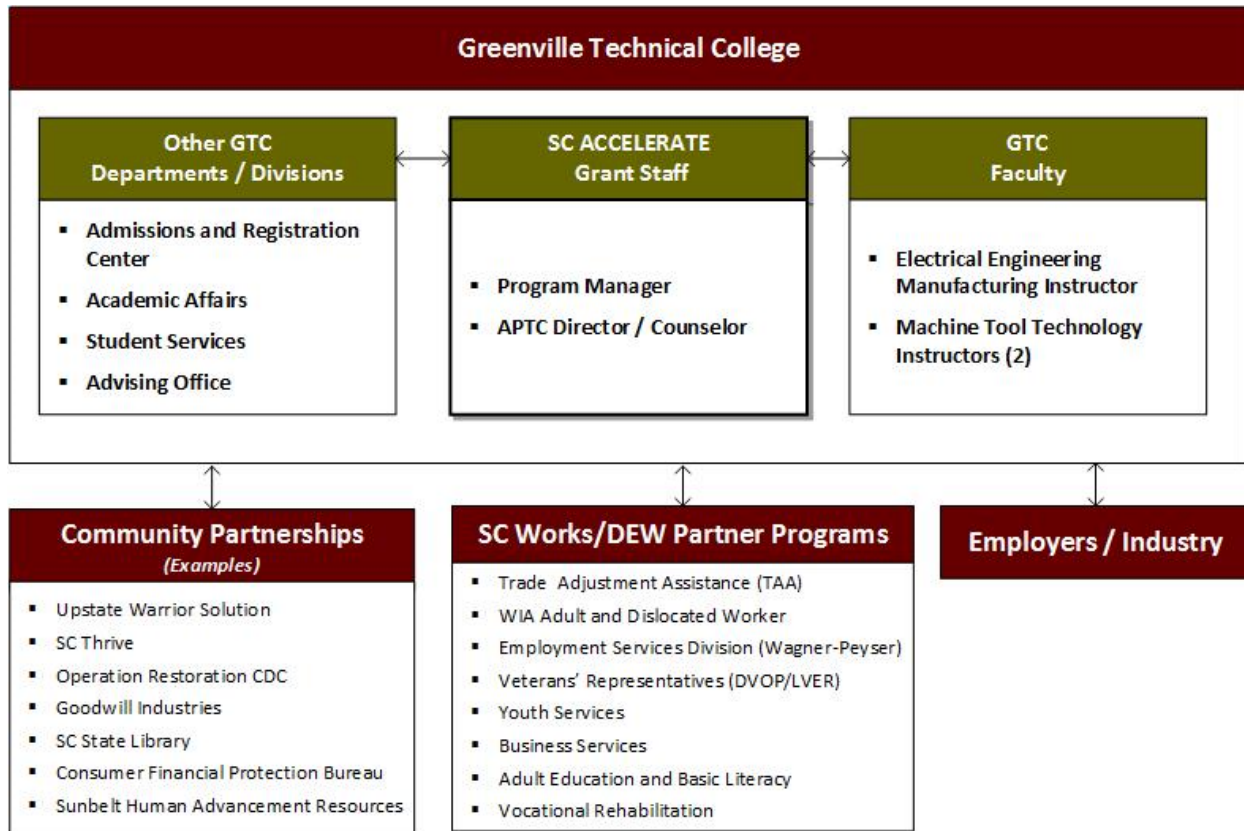
NAICS code	Description
334614	Software and Other Prerecorded Compact Disc, Tape, and Record Reproducing
Transportation equipment manufacturing	
336111	Automobile Manufacturing
336112	Light Truck and Utility Vehicle Manufacturing
336120	Heavy Duty Truck Manufacturing
336211	Motor Vehicle Body Manufacturing
336212	Truck Trailer Manufacturing
336213	Motor Home Manufacturing
336214	Travel Trailer and Camper Manufacturing
336310	Motor Vehicle Gasoline Engine and Engine Parts Manufacturing
336320	Motor Vehicle Electrical and Electronic Equipment Manufacturing
336330	Motor Vehicle Steering and Suspension Components (except Spring) Manufacturing
336340	Motor Vehicle Brake System Manufacturing
336350	Motor Vehicle Transmission and Power Train Parts Manufacturing
336360	Motor Vehicle Seating and Interior Trim Manufacturing
336370	Motor Vehicle Metal Stamping
336390	Other Motor Vehicle Parts Manufacturing
336411	Aircraft Manufacturing
336412	Aircraft Engine and Engine Parts Manufacturing
336413	Other Aircraft Parts and Auxiliary Equipment Manufacturing
336414	Guided Missile and Space Vehicle Manufacturing
336415	Guided Missile and Space Vehicle Propulsion Unit and Propulsion Unit Parts Manufacturing
336419	Other Guided Missile and Space Vehicle Parts and Auxiliary Equipment Manufacturing
336510	Railroad Rolling Stock Manufacturing
336611	Ship Building and Repairing
336612	Boat Building
336991	Motorcycle, Bicycle, and Parts Manufacturing
336992	Military Armored Vehicle, Tank, and Tank Component Manufacturing
336999	All Other Transportation Equipment Manufacturing
Other advanced manufacturing	
324110	Petroleum Refineries
324121	Asphalt Paving Mixture and Block Manufacturing
324122	Asphalt Shingle and Coating Materials Manufacturing
324191	Petroleum Lubricating Oil and Grease Manufacturing
324199	All Other Petroleum and Coal Products Manufacturing
327211	Flat Glass Manufacturing

NAICS code	Description
327212	Other Pressed and Blown Glass and Glassware Manufacturing
327213	Glass Container Manufacturing
327215	Glass Product Manufacturing Made of Purchased Glass
335311	Power, Distribution, and Specialty Transformer Manufacturing
335312	Motor and Generator Manufacturing
335313	Switchgear and Switchboard Apparatus Manufacturing
335314	Relay and Industrial Control Manufacturing
339112	Surgical and Medical Instrument Manufacturing
339113	Surgical Appliance and Supplies Manufacturing
339114	Dental Equipment and Supplies Manufacturing
339115	Ophthalmic Goods Manufacturing
339116	Dental Laboratories

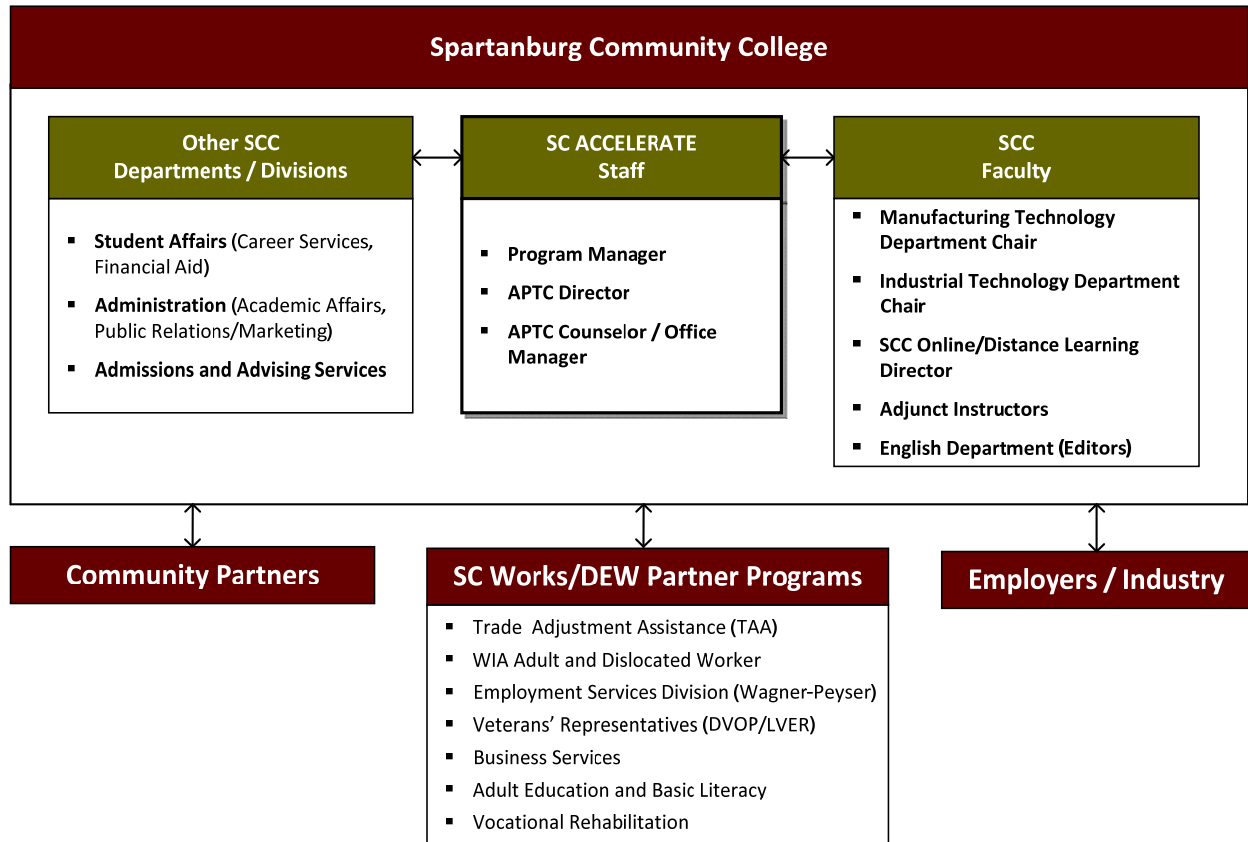
APPENDIX 3.1: COLLEGE ORGANIZATIONAL STRUCTURES

- Greenville Technical College Organizational Structure
- Spartanburg Community College Organizational Structure
- Technical College of the Lowcountry Organizational Structure
- Tri-County Technical College Organizational Structure
- Trident Technical College Organizational Structure
- York Technical College Organizational Structure

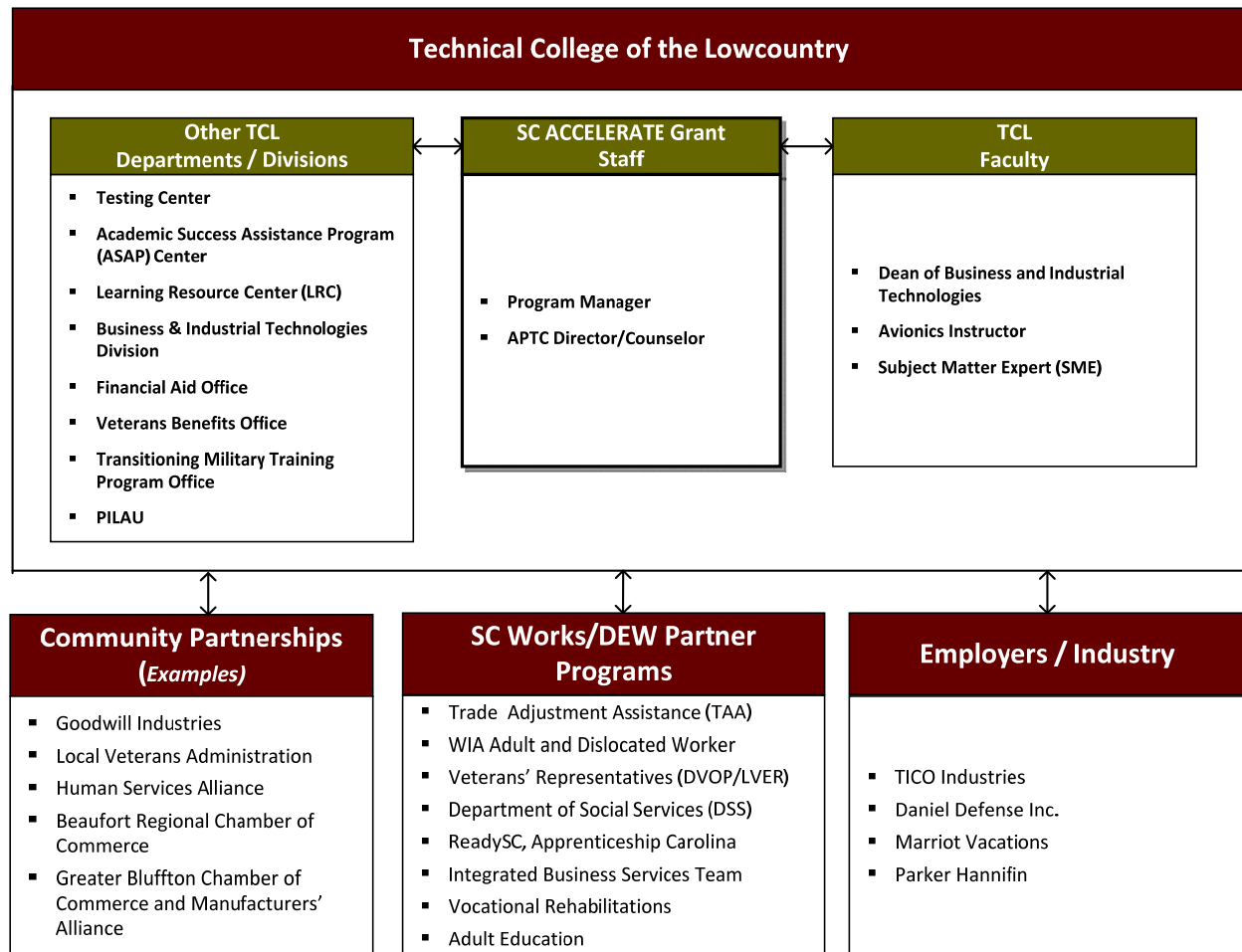
Greenville Technical College Organizational Structure



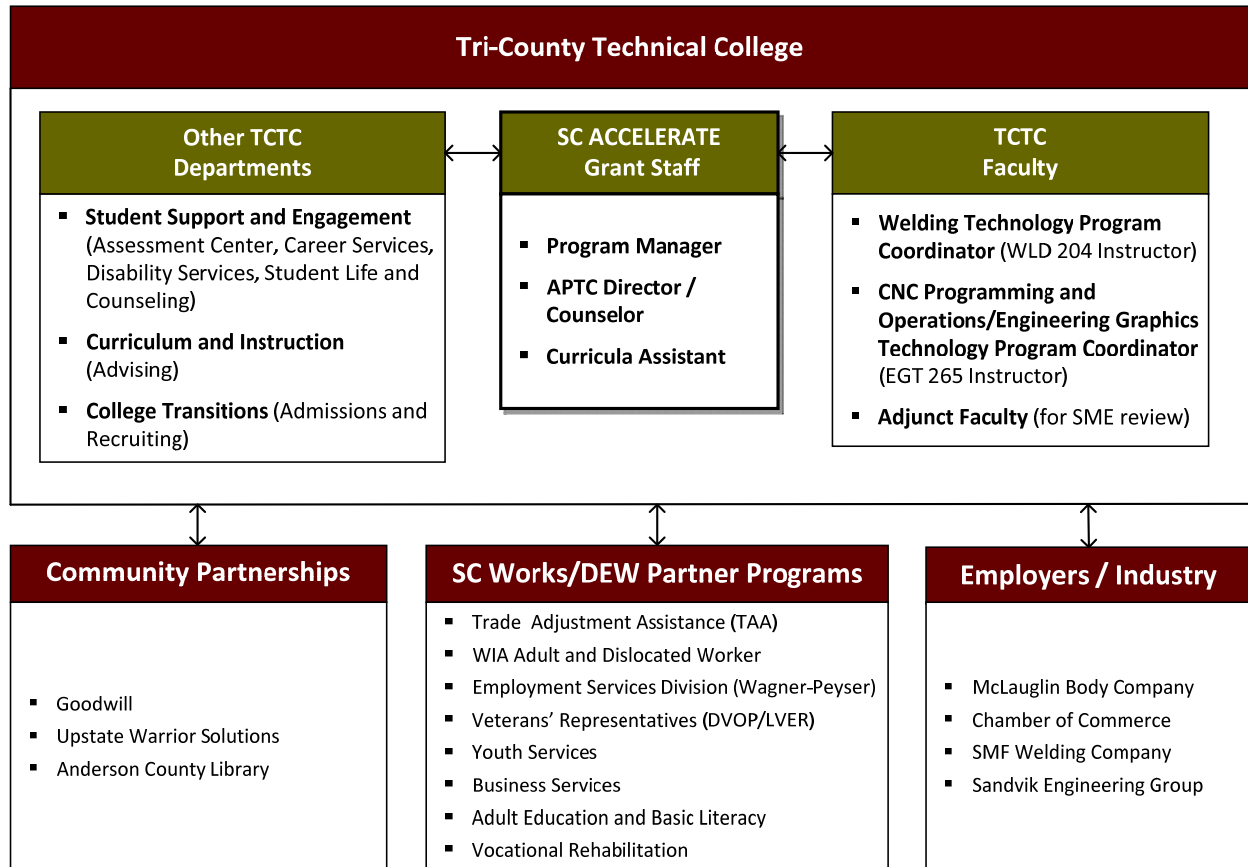
Spartanburg Community College Organizational Structure



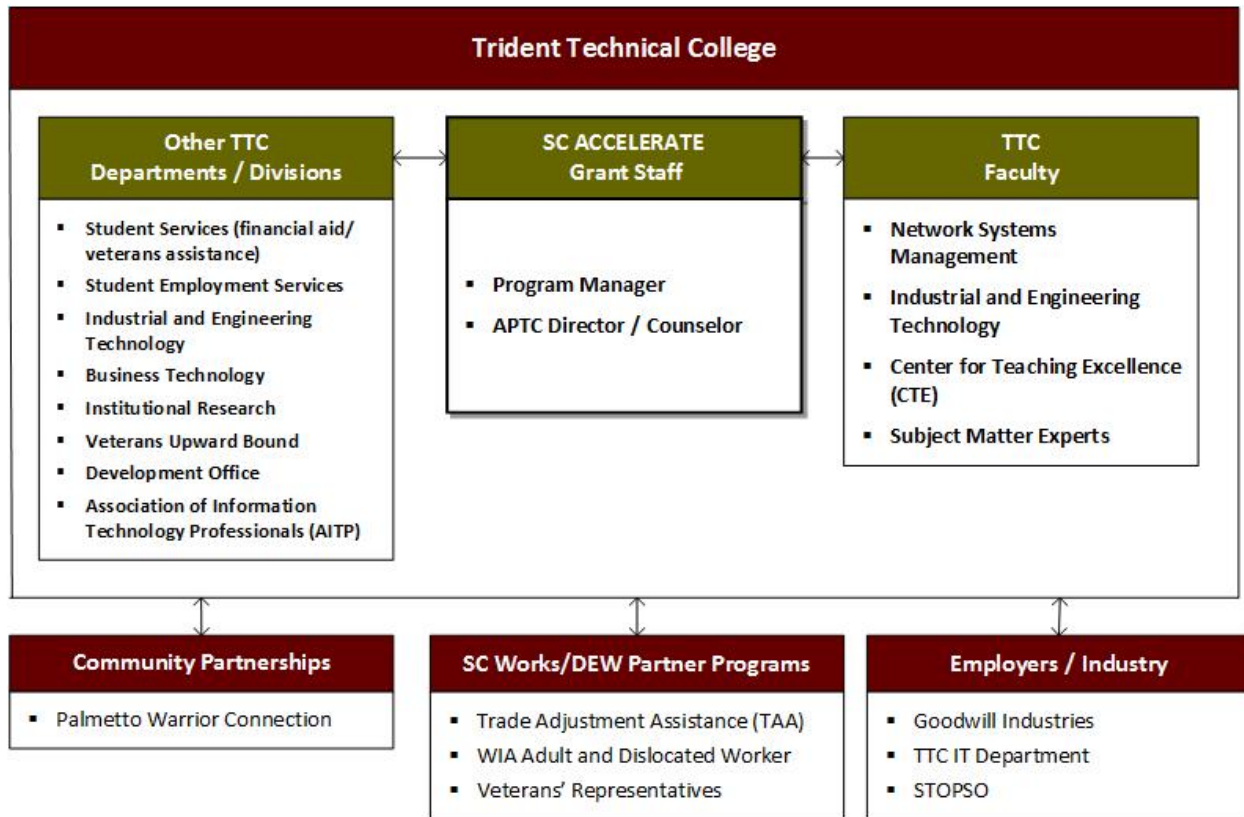
Technical College of the Lowcountry Organizational Structure



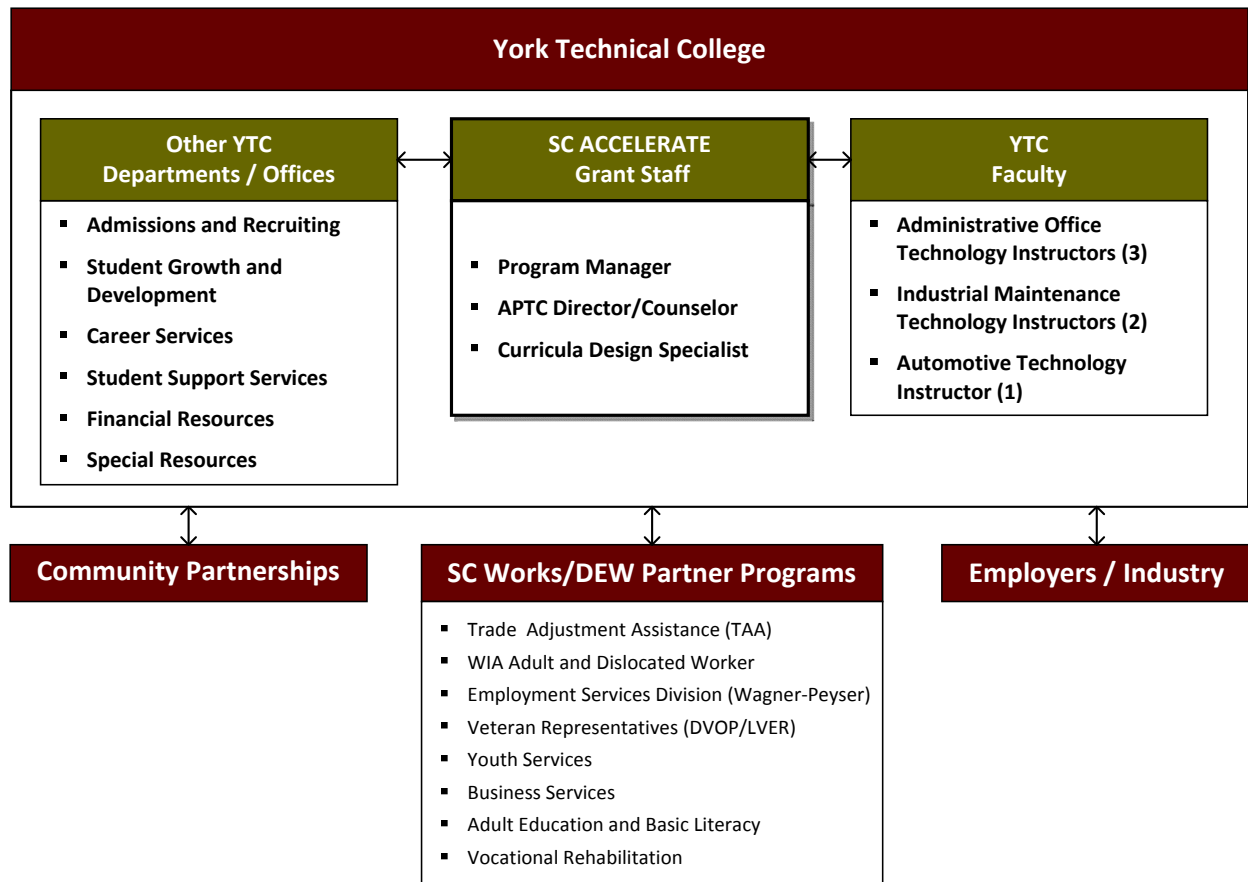
Tri-County Technical College Organizational Structure



Trident Technical College Organizational Structure



York Technical College Organizational Structure



APPENDIX 5.1: APTC STANDARDIZED FORMS

- Form 1: SC ACCELERATE Participant Intake
- Form 2: SC ACCELERATE Case Management File Checklist
- Form 3: SC ACCELERATE Participant Assessment Form
- Form 4: SC ACCELERATE Individual Service Plan
- Form 5: SC ACCELERATE Follow-Up

**SC ACCELERATE Participant Intake**

College: _____ Social Security Number: _____ Student ID: _____

1. Name: _____ 2. Date of Birth: ____/____/____
Last First MIAddress: _____
Street/Apt # City/State Zip Code

Home Phone (____) _____ Cell Phone (____) _____

E-Mail Address: _____

How did you learn about the SC ACCELERATE Program?

____ Instructor ____ Website ____ Classroom Presentation ____ Other (Please specify) _____

Disclosure: Your completion of the following questions is requested for reporting purposes only.

3. Gender: Male ____ Female ____ No Self-Disclosure ____

4. Race: American Indian/Alaskan Native ____ Asian ____ White ____ African American/Black ____
Native Hawaiian/Pacific Islander ____ More than One Race ____ No Self-Disclosure ____

5. Hispanic/Latino Ethnicity: Yes ____ No ____ No Self-Disclosure ____

6. School Status: Full-Time ____ Part-Time ____

7. Incumbent Worker (see reverse for definition): Yes ____ No ____ No Self-Disclosure ____

8. Veteran Status (see reverse for definition): Veteran Classification #1 ____ Veteran Classification #2 ____
Veteran Classification #3 ____ Not a Veteran ____

9. Do you have a disability (see reverse for definition)? Yes ____ No ____ No Self-Disclosure ____

10. Pell-grant eligible: Yes ____ No ____ No Self-Disclosure ____

11. TAA eligible? Yes ____ No ____ No Self-Disclosure ____

Eligibility Determination

The individual is:

- ☐ A Veteran or Spouse of a Veteran
☐ TAA Eligible
☐ Adult age 25 or older

If an individual is not eligible for the APTC Program list why not and note where the individual was referred to for services that best fit their need:

Incumbent Worker:

Participant who is already employed at the time of enrollment.

Veteran Classification #1:

Individual served in the active U.S. military, naval, or air service for a period of less than or equal to 180 days, and was discharged or released from such service under conditions other than dishonorable.

Veteran Classification #2:

Individual served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; or was discharged or released because of a service connected disability; or as a member of a reserve component under an order to active duty pursuant to section 167 (a), (d), or, (g), 673 (a) of Title 10, U.S.C., served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.

Veteran Classification #3:

Individual is a (a) the spouse of any person who died on active duty or of a service-connected disability, (b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U.S.C 101 and the regulations issued thereunder, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days: (i) missing in action; (ii) captured in the line of duty by a hostile force; or (iii) forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any person who has a total disability permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.

Disability Definition:

Individual with any "disability," as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. (For definitions and examples of "physical or mental impairment" and "major life activities," see paragraphs (1) and (2) of the definition of the term "disability" in 29 CFR 37.4, the definition section of the WIA non-discrimination regulations.)

SC ACCELERATE Non-Discrimination Policy and Privacy Notification

NON-DISCRIMINATION POLICY

The SC ACCELERATE Program and participating Technical Colleges, including _____ College, are equal opportunity institutions and do not discriminate on the basis of race, color, religion, national or ethnic origin, creed, marital status, veteran status, disability, sex, or age in its admission policies, programs, activities, or employment practices. SC ACCELERATE is an equal opportunity program. Auxiliary aids and services are available upon request to individuals with disabilities.

SELECTIVE SERVICE REGISTRATION

Determination of Selective Service registration status must be made prior to enrollment in DOL/ETA funded activities and services. Only those male job seekers in compliance with the registration requirements are eligible to participate in activities funded by the TAA grant.

PRIVACY ACT

In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552a), you are hereby notified that the Department of Labor is authorized to collect information to implement the Trade Adjustment Assistance Community College and Career Training Program under 19 USC 2372 – 2372a. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participant progress. Providing this information, including a social security number (SSN) is voluntary; failure to disclose a SSN will not result in the denial of any right, benefit or privilege to which the participant is entitled. The information that is collected on this form will be retained in the program files of the grantee and may be released to other Department officials in the performance of their official duties.

RELEASE OF PERSONAL & PERFORMANCE INFORMATION

I consent to the release of my academic performance records. These include, but are not limited to my attendance report, my instructor's evaluation (including grades) and commentary on my progress as well as my counselor's opinions. In addition, I consent to the release of all admissions records, including personal identifying information in order to track administrative data. These records may also be provided to an independent evaluator to assess the impact of SC ACCELERATE. Such records will be used by the SC ACCELERATE staff for the purpose of job development, program evaluation, and supportive services.

Signature of Applicant: _____ **Date:** _____

SC ACCELERATE Staff: _____ **Date:** _____

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. This solution is copyrighted by the institution that created it. Internal use, by an organization and/or personal use by an individual for non-commercial purposes, is permissible. All other uses require the prior authorization of the copyright owner.

**SC ACCELERATE Case Management File Checklist**

Name: _____ Student ID: _____

College: _____ Date of Enrollment: _____

Document	Yes/ No	Date	APTC Staff Initial	Notes
1. Intake Form	<input type="checkbox"/> Yes <input type="checkbox"/> No			Complete with all required data elements
1. Verification of Address	<input type="checkbox"/> Yes <input type="checkbox"/> No			Copy of Driver's License / State Photo ID
1. Admission Form	<input type="checkbox"/> Yes <input type="checkbox"/> No			Copy of Admissions Form from College
1. Signed Equal Opportunity & Privacy Notification	<input type="checkbox"/> Yes <input type="checkbox"/> No			
3. Participant Assessment Form	<input type="checkbox"/> Yes <input type="checkbox"/> No			
4. Individual Service Update and Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Semester Individual Service Plan Update						
	2013		2014		2015	
	ISP Update	APTC Staff Initial	ISP Update	APTC Staff Initial	ISP Update	APTC Staff Initial
Spring						
Summer						
Fall						

Participant Signature: _____ Date: _____

SC ACCELERATE Staff Signature: _____ Date: _____

SC ACCELERATE provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.

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SC ACCELERATE Participant Assessment Form

Participant Name: _____

Student ID: _____

Accessibility Barrier	Supportive Service Offered to Overcome Barrier
<input type="checkbox"/> Basic Math & English Skills / ESL	
<input type="checkbox"/> Vocational Skills / Work Readiness Issues / Soft Skills	
<input type="checkbox"/> Long Term Unemployed	
<input type="checkbox"/> Education	
<input type="checkbox"/> Transportation / Long Commute / Driver's License	
<input type="checkbox"/> Housing Issues	
<input type="checkbox"/> Limited Internet Access	
<input type="checkbox"/> Campus Hours	
<input type="checkbox"/> Financial	
<input type="checkbox"/> Long Term TANF	
<input type="checkbox"/> Child Care	
<input type="checkbox"/> Ex-offender/Probation / Legal Issues	
<input type="checkbox"/> Mental Health Issues	
<input type="checkbox"/> Domestic Violence Issues	
<input type="checkbox"/> Medical Care Issues	
<input type="checkbox"/> Substance Abuse Issues	
<input type="checkbox"/> Other (please specify):	

Income and Resources	Amount	Participant Initial
*Incumbent Worker Wage		
Unemployment – UI Benefits		
TRA/TRADE		
VRAP		
Pension/Retirement		
SS/SSI		
TANF / SNAP		
Financial Aid		
Other (please specify):		

Education

High School Diploma / GED	<input type="checkbox"/> Yes <input type="checkbox"/> No
Some College	<input type="checkbox"/> Yes <input type="checkbox"/> No
Two Year Degree	<input type="checkbox"/> Yes <input type="checkbox"/> No
Four Year Degree	<input type="checkbox"/> Yes <input type="checkbox"/> No

Program of Study:

- ☐ Manufacturing
☐ Architecture & Engineering
☐ Computers / IT
☐ Transportation & Materials Moving
☐ Other: _____

Semester / Year You Plan to Begin: _____

Work History:

Last or Current Place of Employment: _____
 Job Title: _____
 Dates of Employment: Start ____ / ____ / ____ End ____ / ____ / ____
 Reason for Leaving: _____
 Wages (per Hour) if Currently Employed: _____ Hours Worked per Week: _____

Previous Place of Employment: _____
 Job Title: _____
 Dates of Employment: Start ____ / ____ / ____ End ____ / ____ / ____
 Reason for Leaving: _____

Career Portfolio Checklist			
Item	Hard Copy	Received	If not received, date to complete
Resume	Updated copy to include most recent training and work experience	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Cover Letter	Hard copy of Example	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Workshop Certificates – Resume, Job Search, Financial Literacy, Critical Thinking, College Orientation & Digital Communication	Copy of certificate for each workshop completed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Work Keys	Copy of most recent assessment score	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Internships, apprenticeships, or special projects	Copy of evaluations, certificates and or hard copy of projects completed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Degree, Diploma, or Certificate of Completion	Hard copy	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Notes: _____

Participant Signature _____ Date _____
 SC ACCELERATE Staff Signature _____ Date _____

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SC ACCELERATE Individual Service Plan (ISP) Update

Name: _____ Student ID: _____

College: _____ Date of last Case Management Note: _____

Data Element	Definition	Update	Notes
Continued Enrollment in Grant-Funded Program	If the individual is still enrolled in the original or a new grant-funded program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Continued Enrollment in Other Education	If the individual is still enrolled in other (non-grant-funded) education programs	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Number of Credit Hours	# of credit hours completed during each reporting year.	#	
Total Number of Earned Credentials	# of credentials earned during each reporting year.	#	
Earned Certificate in Less Than One Year	If the individual earned a certificate in less than one year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Earned Certificate in More Than One Year	If the individual earned a certificate in more than one year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Earned Degree (Any Degree)	If the individual earned a degree.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Entered Another Education Program	If the individual entered another educational program or enrolled in further education after completing a grant-funded program. Leave blank if the individual has not completed a grant-funded program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of Placement Into Employment	Record the date the individual was placed into employment. Leave blank if the individual did not complete a grant-funded program or did not enter employment.		
Entered Employment	If the individual entered employment in the quarter after completing a grant-funded program. Leave blank if the individual has not completed a grant-funded program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Retained in Employment	If the individual retained employment in both the first and second quarters after entering employment. Leave blank if the individual has not entered employment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Wage Increase for Incumbent Workers	If the individual was an incumbent worker at enrollment and received a wage increase at any time after becoming enrolled. Leave blank if the individual was not an incumbent worker.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Participant has utilized the following services:

- ☐ Adult Postsecondary Transition Center
- ☐ Online & Technology-Enriched Learning Opportunities
- ☐ Student Coaching & Other Supports for Adult Learners
- ☐ Prior Learning Assessments
- ☐ Entrepreneurship Training

Education	
Goal:	
Objective:	Target Date:
Strategy:	

Employment	
Goal:	
Objective:	Target Date:
Strategy:	

Supportive Services	
Goal:	
Objective:	Target Date:
Strategy:	

I certify that I have reviewed the above plan and agree to its contents.

Participant Signature _____

Date _____

SC ACCELERATE Staff Signature _____

Date _____

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SC ACCELERATE Follow-Up

Name: _____ Student ID: _____

College: _____ Date of Completion or Exit: _____

☐ 3 Month Follow-Up ☐ 6 Month Follow-Up ☐ 9 Month Follow-Up ☐ 12 Month Follow-Up

Data Element	Definition	Update	Notes
Earned Certificate in Less Than One Year	If the individual earned a certificate in less than one year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Earned Certificate in More Than One Year	If the individual earned a certificate in more than one year.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Earned Degree	If the individual earned any degree.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Entered Another Education Program	If the individual entered another educational program or enrolled in further education after completing a grant-funded program. Leave blank if the individual has not completed a grant-funded program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Date of Placement Into Employment	Record the date the individual was placed into employment. Leave blank if the individual did not complete a grant-funded program or did not enter employment.		
Entered Employment	If the individual entered employment in the quarter after completing a grant-funded program. Leave blank if the individual has not completed a grant-funded program.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Retained in Employment	If the individual retained employment in both the first and second quarters after entering employment. Leave blank if the individual has not entered employment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Wage Increase for Incumbent Workers	If the individual was an incumbent worker at enrollment and received a wage increase at any time after becoming enrolled. Leave blank if the individual was not an incumbent worker.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Wage at date of enrollment: _____ Current Wage: _____

Check only one:

☐ Completed Grant Funded Program Date: _____
☐ Completed Non-Grant Funded Program Date: _____
☐ Exit Without Completion* Date: _____

*Notes: _____

APTC Staff Signature _____ Date _____

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APPENDIX 5.2: SCC SAMPLE WORKSHOP FLYERS

WORKSHOP: Networking 101

John Powell, Resource Specialist



Bringing Employers and Job Seekers Together

"An equal opportunity employer/program"

"Auxiliary aids and services available upon request to individuals with disabilities"



Tuesday, August 26, 2014

9:00AM

Spartanburg Community College

Dan L. Terhune Student Services Building

Meeting Room 109

If you have questions visit us in suite 102 in the Student Services Building at Spartanburg Community College or contact:

Tameesha Curry

curryt@sccsc.edu

864-592-4372

Mock Interview Mondays & Resume Critique Wednesdays

Student Services Building
Suite102

Offered by SC ACCELERATE

www.scaccelerate.com

June
&
July
2015

Mock Interviews
Mondays
2:30 - 4:30 pm

Resume Critique
Wednesdays
2:30 - 4:30pm

Light Refreshments
available



Interviewing Skills Workshop

Thursday, February 5, 2015

3:00 PM

Spartanburg Community College

Dan L. Terhune Student Services Building, Meeting Room 109

PRESENTED BY

Kenneth Taylor

Facilitator Outreach Coordinator

SC WORKS

Bringing Employers and Job Seekers Together

"An equal opportunity employer/program"

"Auxiliary aids and services available upon request to individuals with disabilities"

For more information visit us at
Spartanburg Community College,
Student Services Building, Suite 102

or contact:

Tameesha Curry

by email curryt@sccsc.edu or by phone at 864-592-437

APPENDIX 5.3: APTC CLOSE-OUT PROCESS FORMS



TransitionForm

Greenville

SC ACCELERATE Checklist – APTC Transition and Operation Sustainability

Consortium Member College

Form Completed by (name / position):

APTC Director:

Program Manager:

Program Manager's Supervisor:

null

Summary of Procedures for Transferring SC ACCELERATE APTC Files and Activities

The APTC Director, Program Manager, and college leadership will decide what division within the college will receive active files upon closure of the APTC. Suggested divisions within the college include Career Services, Student Records, Admissions, Veteran Services, or a Dean of a Department you have worked with throughout the grant. The APTC Director will deliver all inactive APTC files to the Program Manager, no later than March 30, 2016 or 24 hours prior to leaving their position. After March 31, 2016, or upon the APTC Director leaving, the Program Manager (or appropriate designee) is responsible for making sure the APTC files are kept secure. Participant's graduation, employment, or wage information will be accessible via IR data retrieval and be reported on the annual 9160 by the Program Manager or college representative.

Program Managers will coordinate with college leadership to determine the appropriate location for inactive files and ensure delivery to said location at the college no later than Sep 26, 2016 or 24 hours prior to leaving their position.

Action	Planned Start Date	Status	Date Completed
Program Mgr., APTC Dir., and necessary college leadership/staff determine division/department at the college that will receive and maintain participant files (Decision is communicated to Consortium Dir.)	02/04/2016		mm/dd/yyyy
APTC Dir. updates all participant files/forms prior to March 31, 2016 and file transfer actions	02/04/2016		mm/dd/yyyy
Program Mgr. and APTC Director meet with the determined division to discuss transfer process and file content	02/18/2016		mm/dd/yyyy
APTC Dir. provides uniform exit letter to their SC ACCELERATE participants	03/04/2016		mm/dd/yyyy
APTC Dir. ensures all self-developed grant electronic documents are saved in a local shared drive and location is communicated to and accessible by the Program Mgr.	03/18/2016		mm/dd/yyyy
APTC Dir. provides Program Mgr. with up-to-date excel spreadsheet on current participants	03/18/2016		mm/dd/yyyy
APTC Dir. provides Program Mgr. with updated dashboard information	03/18/2016		mm/dd/yyyy
If not already established, Program Mgr. and APTC Dir. request access for necessary DOL reporting/data elements from the college IT/IR	12/15/2015		mm/dd/yyyy
Program Mgr. coordinates necessary employment (DEW) information request with appropriate college department (IR) for all their participants	12/15/2015		mm/dd/yyyy

SC ACCELERATE Checklist – APTC Transition and Operation Sustainability

Consortium Member College: _____ Form Completed by (name / position): _____

APTC Director: _____ Program Manager: _____ Program Manager's Supervisor: _____

Summary of Procedures for Transferring SC ACCELERATE APTC Files and Activities

The APTC Director, Program Manager, and college leadership will decide what division within the college will receive active files upon closure of the APTC. Suggested divisions within the college include Career Services, Student Records, Admissions, Veteran Services, or a Dean of a Department you have worked with throughout the grant. The APTC Director will deliver all inactive APTC files to the Program Manager, no later than March 30, 2016 or 24 hours prior to leaving their position. After March 31, 2016, or upon the APTC Director leaving, the Program Manager (or appropriate designee) is responsible for making sure the APTC files are kept secure. Participant's graduation, employment, or wage information will be accessible via IR data retrieval and be reported on the annual 9160 by the Program Manager or college representative.

Program Managers will coordinate with college leadership to determine the appropriate location for inactive files and ensure delivery to said location at the college no later than Sep 26, 2016 or 24 hours prior to leaving their position.

#	Action	Planned Start Date	Status	Date Completed
1.	Program Mgr., APTC Dir., and necessary college leadership/staff determine division/department at the college that will receive and maintain participant files (Decision is communicated to Consortium Dir.)	2/4/2016		
2.	APTC Dir. updates all participant files/forms prior to March 31, 2016 and file transfer actions	2/4/2016		
3.	Program Mgr. and APTC Director meet with the determined division to discuss transfer process and file content	2/18/2016		
4.	APTC Dir. provides uniform exit letter to their SC ACCELERATE participants	3/4/2016		
5.	APTC Dir. ensures all self-developed grant electronic documents are saved in a local shared drive and location is communicated to and accessible by the Program Mgr.	3/18/2016		
6.	APTC Dir. provides Program Mgr. with up-to-date excel spreadsheet on current participants	3/18/2016		
7.	APTC Dir. provides Program Mgr. with updated dashboard information	3/18/2016		
8.	If not already established, Program Mgr. and APTC Dir. request access for necessary DOL reporting/data elements from the college IT/IR	12/15/2015		
9.	Program Mgr. coordinates necessary employment (DEW) information request with appropriate college department (IR) for all their participants	12/15/2015		
10.				



Date: <insert date letter is sent >

Dear Participant:

On behalf of the South Carolina ACCELERATE Consortium, we would like to congratulate you on your accomplishments. The SC ACCELERATE program was designed to expand educational and career pathways for adult learners in 17 counties across South Carolina, preparing them for diverse high-skill/high-demand occupations. We have been impressed with your achievements and desire at developing and maintaining academic and personal success.

Because SC ACCELERATE is a time-limited Federal grant funded program, we, as your APTC counselors, will not be available to assist you after 31 March 2016. However, we know the strategies we've helped you develop will provide a lasting impact on the development of human capital throughout the state. Please be assured that other members of the college will continue to monitor your progress and provide academic and personal support if needed. Your specific point of contact will be <insert name of representative, specific location, and contact information>.

Someone will be contacting you again in the near future and ask that you provide us with feedback on your education and career status. We commend you for the progress made thus far and thank you for being a part of SC ACCELERATE.

Sincerely,

<insert signature line>

<insert name of school and contact information>



Date: <insert date letter is sent >

Dear : <person responsible of files and students after APTC closes>

As you know, effective 31 March 2016 <college> students who are SC ACCELERATE participants will no longer be served via our Adult Postsecondary Transition Center. We are confident the services offered and individual assistance provided to these students has proven instrumental to their academic and career success. However, starting 1 April 2016, these students will no longer be receiving services from the APTC and in turn, may come to you for guidance. Accordingly, we have attached a list of our participant names and ID numbers for your use.

Thank you, again. It has been a pleasure serving these students.

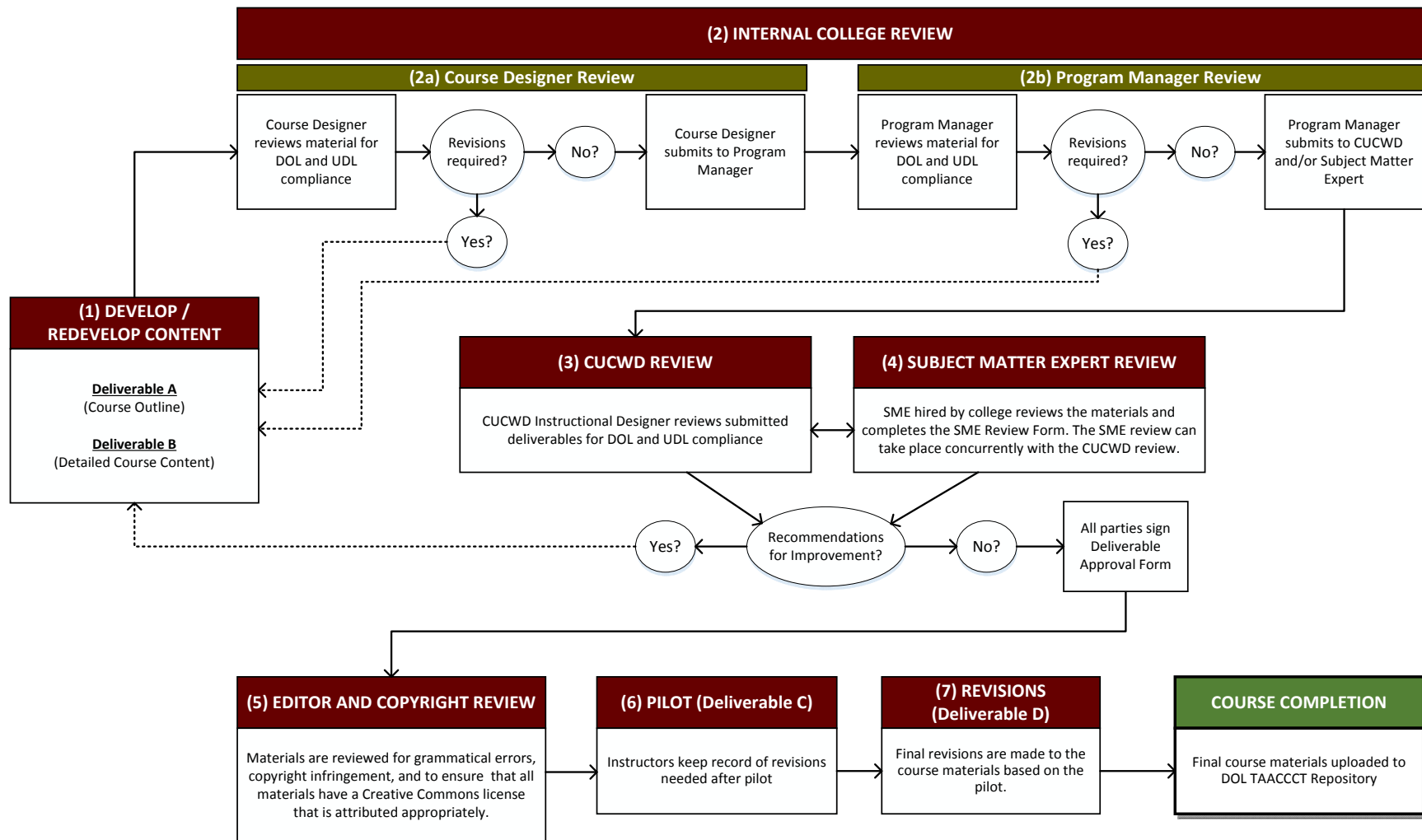
<insert signature line>

<insert signature line>

APTC Director

Program Manager

APPENDIX 6.1: CURRICULAR DEVELOPMENT PROCESS DETAILS



APPENDIX 6.2: CUCWD TECHNICAL ASSISTANCE MATERIALS

- Deliverable A and Deliverable B Templates
- Instructions for Developing and Reviewing Deliverable A and B
- Deliverable Approval Form
- Subject Matter Expert Review Form

SC ACCELERATE - Deliverable A Template

To expedite the review and approval process, please:

- ☐ Address your plans (in your module outlines and instructional design checklists) for meeting important aspects of the *Universal Design for Learning (UDL)* concepts:
 - Discuss how you will present information in a variety of ways so that different learners (visual, auditory, foreign, disabled, etc.) can engage in the learning process.
Explanation and Examples: <http://www.udlcenter.org/aboutudl/udlguidelines/principle1>
 - Include a variety of assessments that give the different types of learners in your course an opportunity to demonstrate what they have learned. In addition to multiple choice tests and quizzes, include assessments that involve physical interaction or the performance of skills (See Checkpoints 4-6 in the UDL Interactive Summary for specific examples). Explanation and Examples: <http://www.udlcenter.org/aboutudl/udlguidelines/principle2>
 - Design activities that are relevant, valuable, and meaningful to the learners (create real world connections). Try to provide your learners with opportunities to participate actively and reflect on their performance (see Checkpoints 7 and 9 in the UDL Interactive Summary for specific examples). Explanation and Examples: <http://www.udlcenter.org/aboutudl/udlguidelines/principle3>
- ☐ Write objectives that address a variety of cognitive levels and make sure you write them in a way that will allow you to measure whether or not students achieved the objective. See the following links for verb ideas and further explanation:
<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>
and <https://www.box.com/shared/29zcv17u4bb1b0ozigz0>
See the following link for examples of effective and ineffective objectives:
<http://www.naacis.org/docs/announcement/writing-objectives.pdf>

As you begin/continue planning your course, remember that a Creative Commons license is required for all DOL funded information. Try to use Copyright free photos and Open Educational Resources available to you on the following link: <https://www.box.com/shared/kqm4yeihfpn02sb0yvpuo>

Questions related to Creative Commons? Email: taa@creativecommons.org



Course Outline

Course #: Course Name

1. Module 1 Name

- 1.1. Topic 1
 - 1.1.1. Subtopic
 - 1.1.2. Subtopic
- 1.2. Topic 2
 - 1.2.1. Subtopic
 - 1.2.2. Subtopic
- 1.3. Topic 3
 - 1.3.1. Subtopic
 - 1.3.2. Subtopic

2. Module 1 Name

- 2.1. Topic 1
 - 2.1.1. Subtopic
 - 2.1.2. Subtopic
- 2.2. Topic 2
 - 2.2.1. Subtopic
 - 2.2.2. Subtopic
- 2.3. Topic 3
 - 2.3.1. Subtopic
 - 2.3.2. Subtopic

3. Module 1 Name

- 3.1. Topic 1
 - 3.1.1. Subtopic
 - 3.1.2. Subtopic
- 3.2. Topic 2
 - 3.2.1. Subtopic
 - 3.2.2. Subtopic
- 3.3. Topic 3
 - 3.3.1. Subtopic
 - 3.3.2. Subtopic

4. Module 1 Name

- 4.1. Topic 1
 - 4.1.1. Subtopic
 - 4.1.2. Subtopic
- 4.2. Topic 2
 - 4.2.1. Subtopic
 - 4.2.2. Subtopic
- 4.3. Topic 3
 - 4.3.1. Subtopic



4.3.2. Subtopic

5. Module 1 Name

5.1. Topic 1

5.1.1. Subtopic

5.1.2. Subtopic

5.2. Topic 2

5.2.1. Subtopic

5.2.2. Subtopic

5.3. Topic 3

5.3.1. Subtopic

5.3.2. Subtopic

6. Module 1 Name

6.1. Topic 1

6.1.1. Subtopic

6.1.2. Subtopic

6.2. Topic 2

6.2.1. Subtopic

6.2.2. Subtopic

6.3. Topic 3

6.3.1. Subtopic

6.3.2. Subtopic

*****Continue to list additional topics and subtopics as necessary*****

Contact

(insert your contact information here – see the example below)

Course Author: Joe Smith

Clemson University Center for Workforce Development

110 Freeman Hall | Department of Industrial Engineering

Clemson University | Clemson SC-29634

Email: cucwd@clemson.edu



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SC ACCELERATE

Module Outline

Module Name

Course ID:

Module ID:

Total time required:

Prerequisites:

Tools and Materials:

- Item 1
- Item 2
- Item 3

Warnings/Caution:

If appropriate list any warnings or cautions

Goal

The goal of this module is to provide ...

Topics Covered

- 1.1. Topic
- 1.2. Topic
- 1.3. Topic...

You can copy and paste the main topics (subtopics not necessary here) listed for each module in the course outline.

Assessment

- Assessment Type: brief description
- Assessment Type: brief description
- Assessment Type: brief description...

In addition to formal tests and quizzes, be sure to include assessments that (1) provide poor test-takers with an opportunity to express what they have learned, and (2) provide all students with opportunities to assess their own learning.

Objectives

Learner will be able to:

- Objective 1
- Objective 2
- Objective 3
- Objective 4

Make sure your objectives (1) are measurable, and (2) address a variety of cognitive levels. For examples, visit <https://www.box.com/shared/4y4kqs3nlejgn2tl195> and <https://www.box.com/shared/29zcv17u4bb1b0ozigz0>.

Labs

- Describe any labs or outside activities required here



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Instructional Design Checklist

Each item in the checklist is designed to keep us on track with the DOL requirements. Please complete one checklist for the entire course by answering yes or no for each sub-item and providing brief comments about your plans to address the items.

For this deliverable, you are still in the planning phase, so you only have to provide a brief comment on what you plan to do to address each item. The items with red writing in the comment section are those that are most emphasized by the DOL and require a brief comment.

		Course:	
		Author:	
Standard		Present (Y/N)	Comments
Item 1. Overall Course Outline			
1.1	Course Outline divided into modules is provided		
Item 2. One Page Module Outline			
2.1	Main goal/overview of module briefly stated		
2.2	Topics covered are listed and are in the order they appear in the course		
2.3	Assessments are listed and briefly described		
2.4	Objective(s) listed		
2.5	If relevant, labs are listed and described		
2.6	Other information (course ID, module ID, total time required, prerequisites, warnings/cautions, and contact information) is provided		
Item 3. Objectives			
3.1	Objectives are listed and measurable		
3.2	Cognitive outcomes direct students to accomplishments on multiple levels especially the five higher intellectual levels (Bloom's Taxonomy)		
Item 4. Module Content and Materials			
4.1	A pretest and/or appropriate module opener is included		
4.2	Module employs a student-centered approach.		Insert a brief description of your plans for this item
4.3	Module includes relevant examples and authentic (real-world) material.		Insert a brief description of your plans for this



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			item
4.4	Unoriginal resources and materials used in the course are cited (<i>author of the module must ensure that citations are correct</i>).		
4.5	Text color, font size, and type are consistent throughout the course with proper headings and formats. Colors used are high contrast and fonts are easy to read.		
Item 5. Exercises and Closers			
5.1	Exercises support teaching of the material presented in the module.		
5.2	Exercises support authentic (real-world) applications.		
5.3	Appropriate module closers are included, examples may include: -summary of key points (reviewing objectives of module) -list of definitions -review questions -other appropriate closers		
Item 6. Labs (if appropriate for course)			
6.1	Physical Labs: -Introduction -Materials and methods -Requirements for successful lab completion		
6.2	Virtual Labs: -Instructions -Requirements for successful lab completion -Description of visualization		
Item 7. Assessments			
7.1	The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.		
7.2	The multiple assessment methods are utilized.		Insert a brief description of your plans for this item based on the assessments you discussed in your module outline.
7.3	Students have multiple opportunities to measure their own learning progress (practice quizzes, study questions, etc...)		Insert a brief description of your plans for this item based on the



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			assessments you discussed in your module outline.
7.4	Assessments are clearly identified		
7.5	Answers/samples for assessments are included		
Item 8. Accessibility Insert a brief description of your plans for Accessibility next to the items that apply to you.			
8.1	Course materials provide equivalent alternatives to auditory and visual content (Ultra Hal Text-to-Speech Reader may also be suggested to the learner)		
8.2	When possible, media should be accompanied by closed-captions or a transcript		
8.3	Visual elements should be text-captioned and contain appropriate ALT attribute tags		
8.4	The course materials ensure screen readability		
8.5	Sufficient contrast is used in the font and background colors (use of special fonts or special character sets is avoided)		
Item 9. Universal Design of Learning Principles For ideas to address the UDL standards, visit https://app.box.com/s/6pa11lkd9swt88414b2n			
9.1	Principle 1: Provide multiple means of <u>representation</u> Examples may include: -Module design includes strategies for all learning styles (visual, auditory, tactile) -Accessibility standards (#8 above) have been met -Pre-teach vocabulary, highlight key terms -Use multiple media		Insert a brief description of your plans for this item
9.2	Principle 2: Provide multiple means of action and <u>expression</u> Examples may include: -Provide multiple examples -3D models, CAD drawings, virtual manipulatives -Interactive web tools -Guide goal setting: give prompts, models, checklists for completion, etc...		Insert a brief description of your plans for this item
9.3	Principle 3: Provide multiple means of <u>engagement</u> Examples may include: -Give learners choice in perceived challenge, tools, timing, content used, etc... -Design authentic activities -Provide opportunities for personal response and self-reflection/evaluation -Provide charts, schedules, rubrics, norms, etc...		Insert a brief description of your plans for this item
Item 10. Instructor Resources			
10.1	Resources for instructors (answers, teaching notes, recommendations, etc...) are included where appropriate		



Content Area Expert Check & Self-Check (CUCWD is not responsible for checking these items)			
a	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.		
b	The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.		
c	The instructional materials are technically accurate and have been reviewed by a content area expert.		
d	Graphics are appropriate and well utilized.		
e	If a mini lecture is appropriate, the PowerPoint should include: -highlights of instructional content and key points of module -individual slides do not include too many words or too much information -contains appropriate media (pictures, videos, links, etc...) -lecture outline/script included -lecture is around 20 minutes		
f	<u>Copyright Considerations:</u> Unoriginal content is licensed for use in curriculum and appropriately attributed (see www.creativecommons.org for more attribution information)		



Version | Course ID | Rev 2013
SC ACCELERATE

SC ACCELERATE - Deliverable B Template

To expedite the approval process, please make sure you can answer "yes" to the following questions:

- ☐ Are your Deliverable B components (open text, assessments, media, and other instructional resources) organized in a manner that another school or instructor could easily take them and incorporate them into their learning management system?
- ☐ Does the information in your Deliverable B documents align with your Deliverable A outlines?
 - If you make changes once you get into Deliverable B, please make the appropriate changes to your Deliverable A documents.
- ☐ Does your open text section include enough copyright-free content to provide students with information regarding the key concepts?
 - The open text should not be a lesson plan, but does not need to be as detailed as a textbook. It should guide students through the module concepts with elements such as your original content, activities and assessments, and hyperlinks to additional content and activities that may be proprietary.
- ☐ Do your learning activities and assessments align with the stated objectives? Is it clear that each objective is being learned and assessed somewhere in the content?
- ☐ Do your learning activities and assessments offer students a variety of ways to demonstrate what they have learned (i.e. tests, discussion prompts, projects, portfolios, hands-on activities, etc.)?
- ☐ If you already teach this course face-to-face, is the same content covered in your online course (just in a different format)?
 - Sometimes it is easier to think of how you would teach a face-to-face class (one class from start to finish). Then think of how you can complete those same tasks in an online classroom. So if you start a class with a problem on the board, provide a problem to start each module in your online course. You could even provide a demonstration of how to solve the problem later in the module.
- ☐ Do your Deliverable B components present the content in a variety of ways to appeal to different types of learners (e.g. presentation, voice recordings, video demonstration, screen shots, etc.)?
- ☐ Did you provide a way for learners to practice the skills and knowledge within the content (student recorded demonstration, practice equations, blueprint writing/programming)?



Module Name

Objective

Students will be able to:

- Objective 1
- Objective 2

These should be the same objectives found within your module outlines.

Orienting Questions

- ✓ Outcome #1
- ✓ Outcome #2
- ✓ Outcome #3



Except where otherwise noted, this work was created by **[insert your name]** and is licensed under the Creative Commons Attribution 3.0 Unported License. To view a copy of this license, visit <http://creativecommons.org/licenses/by/3.0/> or send a letter to Creative Commons, 444 Castro Street, Suite 900, Mountain View, California, 94041, USA.

INTRODUCTION

Type introduction (summary) to entire module here.

Paragraph 2

Paragraph 3 (if needed)

1.1 TOPIC NAME *(Your topics should align with the topics in your course outline)*

Briefly summarize your first main topic here

1.1.1 SUBTOPIC NAME

Type content here

1.1.2 SUBTOPIC NAME

Type content here

Add Subtopics as necessary

ACTIVITY OR ASSESSMENT

Some topics will have multiple activities or assessments and some might not have any. Please change this document to meet the needs of your course.

1.2 TOPIC NAME *(Your topics should align with the topics in your course outline)*

Briefly summarize your first main topic here (use the same style guidelines given for the Introduction). Also, the Heading 1 topics should coordinate with the topics covered in the 1 page module outline.

1.2.1 SUBTOPIC NAME

Type content here

1.2.2 SUBTOPIC NAME

Type content here

Add Subtopics as necessary

ACTIVITY OR ASSESSMENT

Some topics will have multiple activities or assessments and some might not have any. Please change this document to meet the needs of your course.

1.3 TOPIC NAME *(Your topics should align with the topics in your course outline)*

Briefly summarize your first main topic here (use the same style guidelines given for the Introduction). Also, the Heading 1 topics should coordinate with the topics covered in the 1 page module outline.

1.3.1 SUBTOPIC NAME

Type content here

1.3.2 SUBTOPIC NAME

Type content here

Add Subtopics as necessary

ACTIVITY OR ASSESSMENT

Some topics will have multiple activities or assessments and some might not have any. Please change this document to meet the needs of your course.

Add Topics and Subtopics as necessary

MAJOR CONCEPTS

KEY CONCEPTS

Summarize the module into a small list of major concepts (I would aim for between 3 and 5 and be sure that some relate to your learning outcomes). Use bullets to distinguish each concept and write a few sentences explaining the concept.

- Review concept 1
- Review concept 2
- Review concept 3
- Review concept 4

KEY TERMS

Term 1 (use the table to list the terms used)

Term 4

Term 2

Term 5

Term 3

Term 6

LABS *(Delete this section if it does not apply to your course)*

PHYSICAL LABS

-Introduction

-Materials and methods

-Requirements for successful lab completion

VIRTUAL LABS

-Instructions

-Requirements for successful lab completion

-Description of visualization

ASSESSMENT

The following assessment ideas are just to help you get started. Feel free to use or delete any of them, but be sure to include your course assessments and answers below.

ANSWERS TO ACTIVITIES

ACTIVITY #

Give a general idea of what the instructor should look for in the answers to activities throughout the Open Text

ACTIVITY #

MODULE REINFORCEMENT

Multiple Choice Questions

Insert questions here that will review the entire module. Create around 25 true/false and multiple choice questions. Try to ensure that you have low, medium, and high levels of questions.

True or False: Read the following questions and determine whether the statement is true or false.

Multiple Choice: Read the following questions or statements and select the best answer.

Answer Key

True or False	Multiple Choice

DISCUSSION PROMPTS

DISCUSSION PROMPT TITLE #1

Insert a question for a discussion board here.

DISCUSSION PROMPT TITLE #2

Insert a question for a discussion board here.

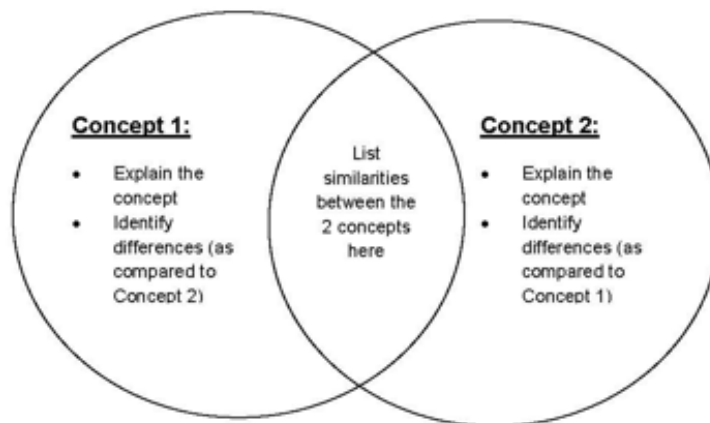
CRITICAL THINKING

Choose one or two formative assessments to include here:

- Directed Paraphrasing: ask students to create an original definition or explanation, in their own words, of a concept(s) presented in this module
- One Sentence Summary: ask students to create a summary of a key topic or concept within this module in 1 sentence AND answering the following questions; "Who does what to whom, when, where, how, and why?"
- Sequencing Events: ask students to explain a sequence of events ordered either chronologically, by process, cause and effect, natural happenings, etc...
- Compare and contrast key concepts: give students the table below and ask them to fill it in using two given concepts

	Concept #1	Concept #2
Define or explain each concept		
Explain how the concepts are similar		
Explain how each concept is different with respect to specific attributes		

- Venn Diagram (compare and contrast): ask students to use the diagram below to guide them in drawing their own Venn Diagram; be sure to also ask students to summarize at the end



- Explain a process: ask students to explain a process presented in this module

PUTTING NEW KNOWLEDGE TO WORK

Job Description	Immediate Supervisor	Task	Result of Task
As part of your job as a _____ (insert an appropriate job title for the task to be given)	... your immediate supervisor, _____ (insert the job title of a typical immediate supervisor if available)	... has asked you to _____ (explain a typical job task that might utilize content from this module)	... which will _____ (explain the result of the task or how it will be used)

Student Instructions:

Propose a plan of action to complete the task – complete each step below.

1. List the tools, materials, or supplies that you will need to complete the given task.
2. Explain the process in the order you will complete each step.
3. Sketch the process if appropriate.
4. Explain how you would evaluate the successful completion of your work on the task.

Grading Rubric for Instructors:

	Comprehensive coverage (25 points)	Contains most key information (24-20 points)	Contains key information, but with gaps (19-15 points)	Contains some information (14-10 points)	Missing most or all information (9-0 points)
1. A complete list of tools, materials, supplies is given					
2. Each step in the process is correctly explained in the correct order.					
3. Detailed sketch of process is included (if appropriate to the task given)					
4. Explanation of evaluation of completion is given					
Total					

FURTHER STUDY

Provide brief information here about where students can get more information on this topic (leading organizations, libraries focused on this topic, etc...). Be sure that the information is nonproprietary, reliable, and fairly static (something we won't have to change often).

ATTRIBUTION TABLE

Author/s	Title	Source	License
EX: CharlieHipHop	Lets get moving	www.charliehiphop.com/lets_get_movin.mp3	BY-NC-SA 3.0



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.

Instructions for Developing and Reviewing Deliverable B

***Click on the orange, underlined words to visit the associated hyperlinks**

☐ Complete the **Deliverable A Template** –

- **Course outline** (1 per course) contains the following:

- Course #
- Course Name
- Module Names
- Appropriate number of topics and subtopics

****Remember, these topics and subtopics will become your headings in Deliverable B so be sure they read as headings and are topics that will require ample discussion.**

- **Module Outlines** (1 per module in each course) contain the following:

- Course ID & Module ID
- Total time required – be specific (i.e. hours, weeks, etc.)
- Prerequisites, Tools and Materials, Warnings/Caution – If there are none, you can erase these prompts from the template
- Goal – Should be student centered (The goal of this module is to provide *students...*)
- Topics – You don't have to include your subtopics here but you do need to include the same topics you listed in your course outline
- Assessments – List at least 3 forms of assessments. In addition to formal tests and quizzes, be sure to include assessments that (1) provide poor test-takers with an opportunity to express what they have learned, and (2) provide all students with opportunities to assess their own learning. Examples might include in-module activities, hands-on activities, discussion prompts, real world scenarios, one sentence summaries of key concepts, word searches, etc. (see the assessment section of the **Deliverable B Template** for more examples).
- Objectives –
 - Should differ from one module to the next
 - Should be measurable (avoid verbs like "Understand" because they are difficult to measure)
 - Should address multiple cognitive levels of **Blooms Taxonomy**
 - Should align with assessments

- **Instructional Design Checklist** (1 per course) should be completed by:

- Answering yes or no for each sub-item
- Providing brief comments about plans to address the items. Especially in the areas with red writing.

Instructions for Developing and Reviewing Deliverable B

Please use the [Deliverable B Template](#)

☐ Complete Course Information Provided –

- *Required* - Appropriate course information is provided (Course ID, Module ID, Module Title)
- *Required* - Objectives are listed, measureable, and address multiple cognitive levels
- *Optional* - Module goal is provided and student centered (*provide the student...*)
- *Optional* - Orienting questions are listed and align with the module goal and objectives

☐ User-Friendly Organization –

- Module is organized with clearly defined headings for topics, subtopics, and important sections
- Module has an adequate introduction and conclusion/summary
- Text color, font size, and type are consistent throughout the course
- Colors used are high contrast and fonts are easy to read

☐ Substantive Discussion that includes plenty of authentic (real world) examples -

- Each topic and subtopic provides an adequate amount of substantive information written by the instructor...

****Instructors can use passages from open text books (example below) as long as the instructor provides new discussion and uses the open text passages as supplementary discussion. The example below is an example of a good balance between instructor-written and open source text. Also, if they use open source text, it should be set apart (in a text box preferably) from their original writing and should have an attribution attached to it.**

1.1 EARLY EARTH

Planet Earth was lifeless as it formed approximately 4.5 billion years ago. Signs of life have been uncovered in the fossil record around 3.5 billion years ago. An important question is what was occurring during the period between the time Earth formed and the origination of life. There are hypotheses about this "prebiotic evolution." In the early 1900s two scientists, Alexander Oparin and John B. S. Haldane, speculated that the conditions of early Earth were conducive to synthesize organic molecules from inorganic ones.

Instructor-Written

Prokaryotes, the First Inhabitants of Earth

When and where did life begin? What were the conditions on Earth when life began? Prokaryotes were the first forms of life on Earth, and they existed for billions of years before plants and animals appeared. The Earth and its moon are thought to be about 4.54 billion years old. This estimate is based on evidence from radiometric dating of meteorite material together with other substrate material from Earth and the moon. Early Earth had a very different atmosphere (contained less molecular oxygen) than it does today and was subjected to strong radiation; thus, the first organisms would have flourished where they were more protected, such as in ocean depths or beneath the surface of the Earth. At this time too, strong volcanic activity was common on Earth, so it is likely that these first organisms—the first prokaryotes—were adapted to very high temperatures. Early Earth was prone to geological upheaval and volcanic eruption, and was subject to bombardment by mutagenic radiation from the sun. The first organisms were prokaryotes that could withstand these harsh conditions.

Open Textbook Passage

This passage was created by [Open Stax College](#). [Creative Commons Attribution License \(CC BY 3.0\)](#)

Attribution

****When supplementing your materials with existing open source materials, remember that the "spirit of the grant" is for us to create new, open instructional materials to add to the existing materials already out there. Though we are allowed to use the existing materials to supplement new materials, the majority of what we submit should be instructor-created and open source.**

☐ Ample opportunity provided for students to practice the concepts introduced in each section –

- Each section does not need an activity (especially if some sections are short), but activities need to be frequent enough to fully reinforce the main concepts and they should vary in format and challenge level (multiple choice, T/F, discussion, word search, scenarios, etc.). Answers to activities should be provided in the designated section at the end of the module.
- Instructors can use some existing, open source activities (wisc online, kahn academy, etc.), but the majority of the activities need to be instructor-created.

□ **Key Terms are bolded/highlighted/colored so they stand out to students –**

- All bolded terms are also found in a key terms list and glossary. In lieu of providing a written definition/glossary, instructors could also:
 - Link key terms to websites with definitions and further information about the terms
 - Link the key terms to previously created notecards on websites such as www.studyblue.com

These power tools are powered by electricity and operated from an **AC** power source (wall receptacle) or a **DC** power source (battery). An example of an electric tool is the circular saw shown below (Figure 2).



Figure 2 – Circular Saw
(by Rasbak, CC BY-3.0)

□ **Pictures are labeled appropriately –**

- Figure #, Title, Author, License info if applicable
- Discussion refers students to pictures via specific figure numbers

□ **Substantive, appropriate media provided in each module –**

- Some form of media is required in every module. This could be a narrated PowerPoint, demonstration video, etc. Instructors are required to make their own media for at least half of the modules in a course. The other media can be taken from an open source like YouTube. The only time they can use a proprietary video is if they direct students to the video via a hyperlink and instructions provided within the open text. This should not be done often as links tend to die and the media could become obsolete.
- Anytime instructors include media, a transcript should also be provided to students. If it is a YouTube video, they can instruct students to click on the Closed Captions icon at the bottom of the video to turn on closed captions. Closed captions on YouTube makes mistakes. If you notice that Closed Captions is not accurate, let them know they will need to do the following:

FYI – Closed Captions Icon

1. Click on the Transcript icon

2. Select, Copy, and Paste flawed transcript into a word document

3. Edit the document and provide to students or place it under the video.

English (automatic captions)

0:01 follow the steps to use a circular saw safely and efficiently
 0:05 to be sure to wear the appropriate personal protective equipment step
 0:10 number one
 0:10 secure the material to be cut and ensure it is properly supported
 0:14 step number two make your cut mark with a pencil
 0:18 or other marking tool the
 0:24 the
 0:26 step number three make sure the tool is unplugged
 0:29 the
 0:32 and then and just the blame Dept this sickness is the word you're cutting
 0:37 plus 1 for 7 inch
 0:48 place the front edge at the base plate on the work said the guy I'm not
 0:52 and the blade or in line with the cut mark start this off
 1:00 after the blade has moved up to full speed move this off forward and about

☐ Adequate End-of-Module Assessments –

- Instructors do not have to choose all of the assessment formats provided in the Deliverable B Template, but the ones they choose need to:
 - Measure the stated learning objectives
 - Be consistent with course activities and resources
 - Vary in format and challenge level (multiple choice, T/F, discussion, word search, scenarios, etc.)
 - Include answers or at least possible answers in a separate answer key

☐ Course materials provide alternatives to auditory and visual content –

- Instructors could suggest that students use Ultra Hal Text-to-Speech Reader or they could include a link to a text reader such as Voki
- The media component and accompanying transcript and pictures with proper figure numbers/titles count in this area
- Sufficient contrast is used in the font and background colors and overall aesthetics and organization appeals to multiple learning styles

☐ Course materials have the proper license and the attribution table is complete –

- All materials they create using the grant funds must have a Creative Commons License or a license of equal leniency (public domain, standard YouTube License, etc.).
- Here are some Creative Commons Resources:
 - DOL Statement: <http://open4us.org/services/#Supportforopenlicensing>
 - Description of CC BY Licenses: <http://creativecommons.org/licenses/>
 - The Best Search Engine for Pictures and Videos with CC BY or equal Licenses: <http://search.creativecommons.org/>
- Some important tips related to the use of Proprietary material:
 - Instructors can provide students with a link to material that is copyrighted
 - Instructors can use a proprietary text book in their classroom, but the only element from that textbook that they can include in their DOL materials is the title of the book and chapters for reading assignments.

Online Course Deliverable Approval

ACCELERATE Online Course Deliverable A Approval Form

Course Name: _____

Course ID Number: _____

Consortium College: _____

The signatures below are used as an indication that the course deliverable for the above referenced curriculum has met the following requirements:

- ☐ Includes 1 Course Outline using the template format
- ☐ Includes 1 Module Outline for each module listed in the course outline. These should:
 - Comply with the template format provided by CUCWD
 - Incorporate the elements discussed in the template instructions regarding UDL standards and effective learning objectives
- ☐ Includes 1 Instructional Design Checklist that adheres to the instructions provided above the checklist within the template

Additionally, the signatories understand that the course material will become the property of the respective college and available to other colleges through the Department of Labor.

Course Developer (Consortium College)

Date

Program Manager (Consortium College)

Date

Clemson Approval of Course Structure

Date

V1 May 23, 2013

Online Course Deliverable Approval

ACCELERATE Online Course Deliverable B Approval Form

Course Name: _____

Course ID Number: _____

Consortium College: _____

The signatures below are used as an indication that the course deliverable deliverable for the above referenced curriculum has met the following requirements:

- ☐ Includes a Deliverable B Template (Open Text Document) that adheres to the instructions provided on page 1 of the template provided by CUCWD
- ☐ Includes only open source learning tools (pictures, activities, videos, etc.) and a completed attribution table
- ☐ Includes some form of media created by the instructor (demonstration videos, narrated PowerPoint, etc.)
- ☐ Includes all necessary instructional design materials (rubrics, handouts, etc.)

Additionally, the signatories understand that the course material will become the property of the local college and available to other colleges through the Department of Labor.

Course Developer (Consortium College)

Date

Program Manager (Consortium College)

Date

Subject Matter Expert

Date

Clemson Approval of Course Structure

Date

V1 May 23, 2013

Subject Matter Expert Review Checklist

Course/Module ID: _____	SME Name: _____
Project Director: _____	Target Date of Review Completion: _____
Course Instructor: _____	SME Signature: _____

Dear Subject Matter Expert ,

Thank you for agreeing to review this course! The Instructional Designer at Clemson University and the Faculty Course Designer at your college will draw on your subject knowledge and experience in the discipline to develop and release a course that will deliver the utmost in quality.

Please provide specific rationale for your responses, regardless of the level to which you agreed with each statement. Your substantive, constructive feedback is critical to the success of this course, and important for faculty to clearly identify whether or not they have satisfactorily achieved the requirement.

Content Component	N/A= Not Applicable	1= Strongly Disagree	2= Disagree	3= Neither agree nor disagree	4= Agree	5= Strongly Agree	Comments	Recommendations for Improvement
I. The Learning Objectives and Orienting Questions:								
a. Describe outcomes that that be measured by assessments throughout the course.	N/A	1	2	3	4	5		
b. Are stated clearly.	N/A	1	2	3	4	5		
c. Appropriately designed for the level of the course.	N/A	1	2	3	4	5		
d. Address the key concepts discussed within the content and associated with the course/module topic.	N/A	1	2	3	4	5		
II. The Module Introduction:	N/A	1	2	3	4	5		
a. Conveys the purpose of the course/module	N/A	1	2	3	4	5		
b. Conveys the structure of the course/module.	N/A	1	2	3	4	5		
c. Clearly states the prerequisite knowledge in the discipline and/or any required competencies.	N/A	1	2	3	4	5		

Subject Matter Expert Review Form

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III. The Content:								
a. Contributes to the achievement of the stated learning objectives.	N/A	1	2	3	4	5		
b. Is clear, complete, and adequately prepares students for positions in the 21 st century world of manufacturing.	N/A	1	2	3	4	5		
c. Is up-to-date and meets the current industry standards.	N/A	1	2	3	4	5		
d. Conveys how the instructional materials are to be used to complete the learning activities.	N/A	1	2	3	4	5		
e. Presents a variety of perspectives on the course content.	N/A	1	2	3	4	5		
f. Includes appropriate citations for all resources, photos, and materials.	N/A	1	2	3	4	5		
g. Includes a clear distinction between required and optional materials.	N/A	1	2	3	4	5		
IV. The Assessments:								
a. Measure the stated learning objectives and are consistent with course activities and resources.	N/A	1	2	3	4	5		
b. Measure multiple cognitive levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation)	N/A	1	2	3	4	5		

Subject Matter Expert Review Form

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c. Are sequenced, varied, and appropriate to the student work being assessed.	N/A	1	2	3	4	5		
d. Provide students with multiple opportunities to measure their own learning progress.	N/A	1	2	3	4	5		
e. Provide students with a variety of ways to express what they have learned.	N/A	1	2	3	4	5		
V. The Learning Activities:								
a. Promote the achievement of the stated learning objectives.	N/A	1	2	3	4	5		
b. Provide opportunities for interaction that support active learning and multiple learning styles.	N/A	1	2	3	4	5		
c. Are relevant to the topic and applicable to real-world scenarios	N/A	1	2	3	4	5		
VI. The Tools and Media:								
a. Support the course learning objectives.	N/A	1	2	3	4	5		
b. Support student engagement and guide the student to become an active learner.	N/A	1	2	3	4	5		
c. Are logical, consistent, efficient, and easy to navigate.	N/A	1	2	3	4	5		

Subject Matter Expert Review Form

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d. Provide students with easy access the technologies required in the course/module.	N/A	1	2	3	4	5		
e. Are current and complete.	N/A	1	2	3	4	5		

ADDITIONAL COMMENTS/RECOMMENDATIONS

APPENDIX 6.3: PILOT BI-WEEKLY PROGRESS REPORT



Bi-Weekly Progress Report



The following template is to be completed on a bi-weekly basis throughout the course pilot.

- Fill out the designated sections during each two-week reporting period.
- Submit the document to your project director at the end of **each** two week period.
- Provide detailed comments (the completed form will serve as a resource for you and your project directors).
- Each course will be revised during Deliverable D of the ASSIST grant.



Bi-Weekly Progress Report



College:	
Instructor:	
Course ID:	
Course Length (weeks)	
Pilot Start Date:	

Start and End Dates for weeks 1 - 2:	
--------------------------------------	--

Activities Completed During Reporting Period
>

Issues For Immediate Attention
>

Suggested Changes For Post-Pilot Revisions
>



Bi-Weekly Progress Report



College:	
Instructor:	
Course ID:	
Course Length (weeks)	
Pilot Start Date:	

Start and End Dates for weeks 3 - 4:	
---	--

Activities Completed During Designated Period
>

Issues For Immediate Attention
>

Suggested Changes For Post-Pilot Revisions
>



Bi-Weekly Progress Report



College:	
Instructor:	
Course ID:	
Course Length (weeks)	
Pilot Start Date:	

Start and End Dates for weeks 5 - 6:	
--------------------------------------	--

Activities Completed During Designated Period
>

Issues For Immediate Attention
>

Suggested Changes For Post-Pilot Revisions
>

Bi-Weekly Progress Report

College:	
Instructor:	
Course ID:	
Course Length (weeks)	
Pilot Start Date:	

Start and End Dates for weeks 7 – 8:	
---	--

Activities Completed During Designated Period
➤

Issues For Immediate Attention
➤

Suggested Changes For Post-Pilot Revisions
➤

*****Add report periods as necessary*****

APPENDIX 6.4: STUDENT SURVEY QUESTIONNAIRE

Student Survey Questionnaire

1. The course materials helped me achieve _____ of the learning objectives stated at the beginning of course.
 - ☐ All
 - ☐ Most
 - ☐ Some
 - ☐ None
2. The online course materials were organized in a logical manner that was easy to follow and absorb.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
3. The content was easy to learn because it was presented in multiple formats (audio, video, etc.).
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
4. The hyperlinks to information, content, or activities related to the course were helpful.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ No hyperlinks were provided
 - ☐ Hyperlinks were provided but did not work
5. Reading assignments, other than those found in the course textbook, were made available to me through websites and/or documents found within the online course materials.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree

6. I was given the opportunity to express what I learned through the course materials in ways besides traditional tests and exams (i.e. essays, portfolios, projects, etc.).
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
7. I was given opportunities to test my own comprehension and understanding of the course materials.
 - ☐ Strongly Agree
 - ☐ Agree
 - ☐ Neither Agree nor Disagree
 - ☐ Disagree
 - ☐ Strongly Disagree
8. The quality of the materials used for this course were:
 - a. Better than the quality of the course contents in my other courses.
 - b. About the same as the quality of the contents in my other courses.
 - c. Worse than the quality of the course contents in my other courses.
9. The materials for this course were:
 - a. Easier to use than the materials in my other courses.
 - b. About as easy to use as the materials in my other courses.
 - c. More difficult to use than the materials in my other courses.
10. Please share any additional comments regarding the course materials you experienced in this course.

APPENDIX 7.1: PLA WEBINAR FLYERS



Credit where Credit is due.

The New Normal: The Prior Learning Assessment (PLA) Charter Project

Hold the Dates!!

Prior Learning Assessment (PLA) Webinar Series

February 26: Webinar #1: Fundamentals of PLA

9:00-10:30 AM: <https://cael.adobeconnect.com/scplabasics/>
Conference Number: 866-539-1040; Access code: 2002678

March 11, 2016: PLA Roles & Responsibilities

<https://cael.adobeconnect.com/scplaroles/>

Conference Number: 866-539-1040; Access code: 2002678

- Faculty—9:00-9:45 AM
- Student Support Professionals—10:00-10:45 AM
- Staff & Administration—11:00—11:45 AM

We urge you to attend these webinars, delivered by the Council on Adult and Experiential Learning (CAEL), a national leader in the field of adult education. The webinars are intended to support the PLA initiative on our campus. The PLA initiative is focused on attracting, retaining, and graduating more adult college students.

- Everyone should attend Webinar #1 (to be recorded for further access).
- The March 11 webinars are role-specific. Faculty and staff who play multiple roles in PLA implementation should attend the relevant webinars.





Credit where Credit is due.

The Prior Learning Assessment (PLA) Charter Project:
A three-institution collaboration to attract, retain, and graduate more adult students.

Prior Learning Assessment (PLA) Webinar Series #2

We will be presenting three, role-specific webinars on Friday. We urge you to attend all relevant these webinars, based on your role/s in implementing PLA. Please note that some material may overlap between webinars. The webinars are delivered by the Council on Adult and Experiential Learning (CAEL), a national leader in the field of adult education.

March 11, 2016: PLA Roles & Responsibilities

<https://cael.adobeconnect.com/scplaroles/>

Conference Number: 866-539-1040; Access code: 2002678

Faculty/Academic Affairs — 9:00-9:45 AM

- The CAEL Standards
- Adult Learning Theory
- The Role of Faculty
- PLA Options
- Best Practices in Assessment

Advisors and Admissions (including testing center staff and financial aid) — 10:00-10:45 AM

- Benefits for students
- PLA Options
- PLA and Enrollment
- Financial Aid Concerns
- Identifying good PLA Candidates
- PLA Intake Tool

Staff & Administration (including registrars, IR, academic administrators, and other front-line student support roles beyond advising) — 11:00-11:45 AM

- PLA Options
- Increasing Utilization
- PLA Data and Its Benefits
- Administrative Considerations and Principles
- Process Improvements



APPENDIX 7.2: HEALTHY PLA ASSESSMENT TOOL

PLA Process Self-Assessment Standard Work

Instructions:

1. Go to the "QUESTIONS" sheet in the file.
2. Rate your institution for each statement in each section on a scale of 1 through 5.
 - 2A. A "1" rating indicates that your institution is weak in this area.
 - 2B. A "5" rating indicates that your institution is strong in this area.
 - 2C. An area that does not apply should be left blank.
3. Go to the "RESULTS" sheet in the file.
4. Observe the average results in each category.
 - 4A. Ratings in the 1 to 2 range are areas that need work.
 - 4B. Ratings above three are probably acceptable but can still be used to prioritize continuous improvement opportunities.
5. Use this tool to establish a baseline of performance at the start of an initiative and a method for checking progress over time.

Healthy PLA Self-Assessment

Name of Institution

Date

Name

Position

1.0	Policies and Procedures	Rate 1-5	Comments / Ideas for Improvement
	A range of PLA methods is provided.(See PLA Survey).	1	
	Policy regarding credit awards (student eligibility, applicability, limits, transcription, transfer) is	1	
	Business processes are in place and are reasonable, including student fees and faculty compensation.	1	
	PLA is an integral part of the college's outreach and marketing.	1	
2.0	Academic Criteria	Rate 1-5	
	Policies conform with CAEL Principles 1-5	2	
	Faculty are responsible for ensuring academic rigor for PLA.	2	
	Learning outcomes articulate learning, not learning processes.	2	
	Faculty support the PLA program and assist in its implementation.	2	
3.0	Assessment	Rate 1-5	
	Assessors are trained to do assessment.	3	
	A regular program of professional development is implemented, especially for new staff.	3	
	Faculty assessors are appropriately compensated.	3	
	Testing centers, faculty assessors, and/or external resources (like LearningCounts) are readily available.	3	
4.0	Student Support	Rate 1-5	
	Students regularly receive help in understanding PLA and in making decisions.	4	
	Students receive clear and accessible information about the PLA program.	4	
	Students have options for financial support to cover PLA costs.	4	
	Faculty and other staff understand PLA policy and processes.	4	
5.0	Infrastructure	Rate 1-5	Comments / Ideas for Improvement
	Administrative processes conform with CAEL Principles 6-10	5	
	The PLA process is facilitative, consistent, and designed to encourage policy implementation.	5	
	The college implements the policy consistently across personnel and departments/divisions.	5	
	Internal players know their roles & responsibilities and have the knowledge, and resources to implement	5	
6.0	Oversight and Research	Rate 1-5	Comments / Ideas for Improvement
	A data collection process for PLA has been established.	6	
	Institutional research includes questions about use and impact of PLA program, including progression	6	
	PLA information is regularly shared with faculty, staff, and leadership.	6	
	The college regularly reviews data and processes for continuous improvement.	6	

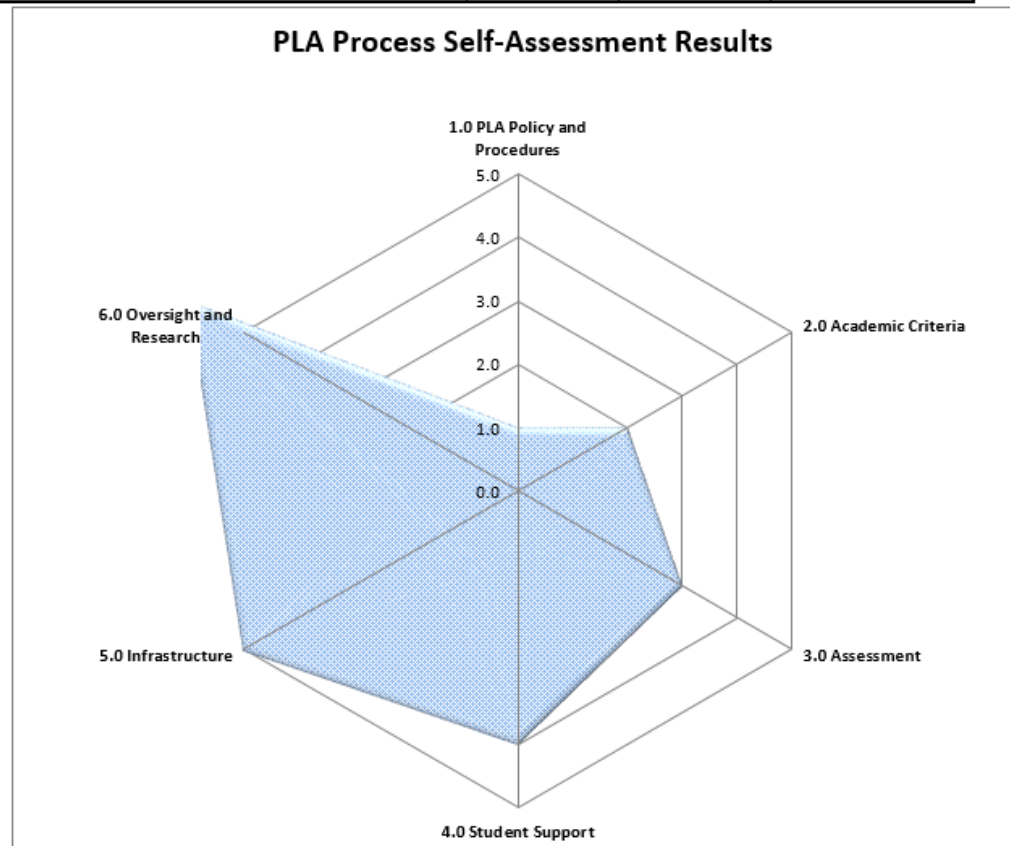
PLA Process Self-Assessment Results

Institution

Date

Name

SECTION	SECTION POINTS	# OF QUESTIONS	SECTION AVG
1.0 PLA Policy and Procedures	4	4	1.00
2.0 Academic Criteria	8	4	2.00
3.0 Assessment	12	4	3.00
4.0 Student Support	16	4	4.00
5.0 Infrastructure	20	4	5.00
6.0 Oversight and Research	24	4	6.00
OVERALL PLA PROCESS AVERAGE			3.50



APPENDIX 7.3: CONSORTIUM-WIDE PLA PLAN

SC ACCELERATE PLA Plan

Plan Components

Institutional Actions:

- Each campus conducts a scan of the “Current State of PLA.”
- Each campus produces an institutional plan for continuous improvement.
- PLA policies and administrative processes conform with the CAEL Principles.
- PLA Policy Statements appear as dedicated sections in college catalogues. Common headings are possible.
- Colleges provide at least four types of PLA methods.
- PLA processes on each campus are clearly delineated and published in college catalogues.
- Colleges provide professional development for faculty and staff, which results in deep knowledge of PLA and a common understanding of the PLA processes on campus.
- Assessors are provided regular training on assessment theory and practice.
- Colleges provide supportive infrastructure, including business processes and resources.
- Each campus uses PLA as a component on its website and in other promotional materials.

Consortia Actions:

- PLA Task Force conducts statewide survey of registrars to determine consistencies and gaps.
- PLA Task Force develops and disseminates surveys, mapping tools, campus action plans, and continuous improvement tools to facilitate work on individual campuses.
- Based on registrar’s survey and individual campus work, the PLA Task Force recommends policies and procedures.
- PLA Task Force collaborates with CAEL to expand and improve Intake Tool.
- PLA Task Force sponsors a statewide forum to disseminate recommendations and resources.
- SC ACCELERATE develops marketing themes and materials for use Consortium-wide and/or statewide.

Timeline

Date	Strategy	Responsible Party/ies
Spring-Summer 2014	Develop process maps, tools, surveys	CAEL, PLA Task Force
Spring-Summer 2014	Develop, send, and analyze registrar survey	Celia Bauss, Eduardo Chen
Summer-Fall 2014	Conduct Current State of PLA surveys	CAEL, PM, Task Force (TF) Liaison
Summer-Fall 2014	Develop Campus PLA Action Plans	PM,TF Liaison, campus teams
Spring-Fall 2014	Conduct PD on campuses	CAEL, PM, TF Liaison
Summer 14-Spring 15	Redesign Intake Tool	CAEL, VP of IT, PI, Task Force
Winter 2015	Recommend PLA policies & procedures	Task Force, PI, CAEL
Winter 2015	Campuses approve, implement changes	PM, TF Liaison, PI
Winter 2015	Disseminate tools & resources	PI, Task Force, CAEL
Spring 2015	Sponsor statewide PLA forum	PI, CAEL, Task Force
Fall 2014-Summer 15	Carry out public awareness campaign	PI, Task Force, Campus Teams

APPENDIX 7.4: THE PLA PROJECT CHARTER (THE NEW NORMAL)

The PLA Charter Project (The New Normal)



What is it?

The PLA Charter Project is a collaborative effort to increase the enrollment, progress, completion, and work-readiness of adult students. It is an outgrowth of SC ACCELERATE,¹ a program aimed at expanding educational and career pathways for adult learners in South Carolina's expanding manufacturing sector.

How are we going to assist adult learners?

A key strategy is to implement a robust PLA (Prior Learning Assessment) system which will give adult learners the opportunity to receive college credit for college-level learning which occurred outside the college classroom. In conjunction with PLA implementation, colleges will increase their focus on the adult student population through marketing and internal awareness.

What is PLA?

PLA is a set of *well-established, researched and validated methods* for assessing non-collegiate learning for college credit. The term "CPL," or Credit for Prior Learning, has the same meaning.

Why PLA?

PLA has been shown to increase persistence and graduation rates and to decrease time to completion. Associate degree students who received PLA credit were twice as likely to persist to completion as non-PLA students, and PLA students took more courses than non-PLA students. These effects held true regardless of institutional size, student GPA, age, gender, race/ethnicity, and financial aid status.²

Who does PLA?

All three participating institutions currently offer some forms of PLA. These may include CLEP, AP, DSST (standardized tests specific to military specialties), Corporate and Military Credit Recommendations from the American Council on Education (ACE), institutional challenge exams, skills demonstrations, portfolios, and more. A 2012 ACE survey found that 92% of colleges approved use of some form of PLA³. PLA is in widespread use at public 2-year colleges. SACSCOC, along with the other regional higher education accreditation agencies, accepts PLA.⁴

How do we know that PLA is sufficiently rigorous to demonstrate college-level learning?

CAEL's *Standards, Principles, and Procedures for Assessing Learning*⁵ are accepted by ACE, AACRAO, and CHEA (Council on Higher Education Accreditation).

If we are already doing PLA, why are we here?

The PLA process "touches" many campus roles. A healthy PLA program includes clear policies and procedures, high academic criteria, student support, trained faculty assessors, supportive infrastructure, and oversight & research. A strong PLA program is consistent, transparent, rigorous, and adequately resourced. A recent survey provides some data as to the strengths and weaknesses of each institution. Your campus team will be working to analyze these data, finalize institutional processes, and plan strategies for addressing gaps and launching new processes.



¹ Funded by the U.S. Department of Labor's Employment and Training Administration.


² Fueling the Race to Postsecondary Success, (2010), Council on Adult and Experiential Learning. Chicago, IL.

³ Credit for Prior Learning Practice: 60 Second Survey (December 2014). Advancing Global Higher Education. American Association of Collegiate Registrars and Admissions Officers.

⁴ Holding Fast at Arm's Length:


⁵ Assessing Learning: Standards, Principles & Procedures, second edition.(2006). Morry Fiddler, Catherine Marienau, and Urban Whitaker.

APPENDIX 7.5: PLA TASK FORCE REPORT




SC ACCELERATE


Prior Learning Assessment




September 10, 2014
PLA Task Force Report
Joel Simon & Trish Paterson



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SC ACCELERATE Goals

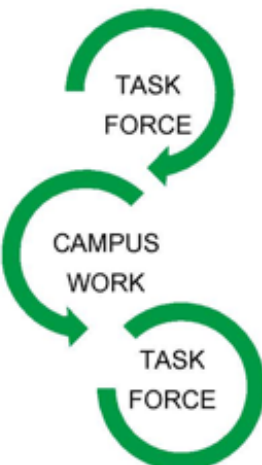



- Increase institutional and system capacity to **recognize prior learning**
- Increase the **number of adults** with postsecondary credentials
- Align **PLA programs**, language across institutions
- **Use PLA** as one way to support the other ACCELERATE goals




PLA Task Force: Intertwined and Iterative

- Purpose: Lead Consortium to leverage PLA for college credentialing
 - Develop a plan everyone can implement;
 - Lead institutional PLA plan implementation.
- Membership: 1/institution; role diversity
- Facilitation: CAEL

PLA Task Force Membership

- *Celia Bauss*, Registrar, SCC
- *Matthew Woodall*, Welding Instructor, TCTC
- *Chuck Morton*, Director, Brashier Campus, GTC
- *Mike Brumbach*, Interim Associate Dean for Industrial Engineering Technology, YTC
- *Noel Nadolny*, Program Manager, TTC
- *Ken Flick*, Dean of Business and Industrial Technologies, TCLC
- *Mark Stewart*, Director, SC ACCELERATE






Institution-specific Accomplishments

- ✓ Campus leadership teams engaged.
- ✓ CAOs engaged.
- ✓ PLA policies analyzed.
- ✓ Types of PLA credit awarded identified.
- ✓ Professional development provided.
- ✓ PLA Action Plans developed.
- ✓ PLA processes from enrollment onward mapped.
- ✓ Processes for improvement identified.
- ✓ Intake Tool being modified.



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Professional Development

- PLA 101 at York Tech and Tri-County
- PLA 101 planned for Spartanburg
- Possible session for CAOs
- Ongoing support from CAEL


6







Improvement Tools


- Catalog analysis
- Surveys & Analysis
- “Swimlane”
- SIPOC
 - Supplier
 - Inputs
 - Process
 - Outputs
 - Customer







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Sample Action Plan: Spartanburg Community College

- **Part I** – Communicate with supporting leadership (Use CAEL & SCC ACCELERATE materials).
- **Part II** – Define *Current State* of each SCC department's and/or division's PLA process.
- **Part III** – Analyze each division's/department's *Current State* of PLA for any differences. Define opportunities for improvement and standardization.
- **Part IV** – Using results of Part III, define *Future State* (new & updated PLA process) and communicate results.
- **Part V** – Present and communicate collective PLA processes & communication methods for action.

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Consortium Accomplishments

- ✓ PLA Task Force, Program Managers, and Director lead work.
- ✓ Registrars' Survey administered and analyzed.
- ✓ "Healthy PLA" assessment tool developed.
- ✓ Intake Tool being modified for APTC pilot.
- ✓ PLA Plan components identified.



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Registrars' Survey-Excerpts

Results

- **Eleven responses** (out of sixteen campuses) were collected.
- Registrars indicated acceptance of CLEP, AP, Joint Services Transcripts, certifications and challenge exams.
- There is variance in acceptance of PLA used by military (MOS and DSST).
- There is wide variance about who suggests PLA options to students.

Analysis

- Registrars know more about PLA options than faculty.
- Internal processes beyond the registrar vary widely.
- Obtaining information about PLA is largely a student responsibility, with a passive stance by many campuses.

Recommendations

- **Increase acceptance of PLA related to the military.**
- **Publicize acceptance of CLEP, AP, Joint Services Transcripts, etc.**
- **Ensure PLA responsibilities are outlined appropriately and consistently .**
- **Implement a proactive approach to advising new and prospective students.**

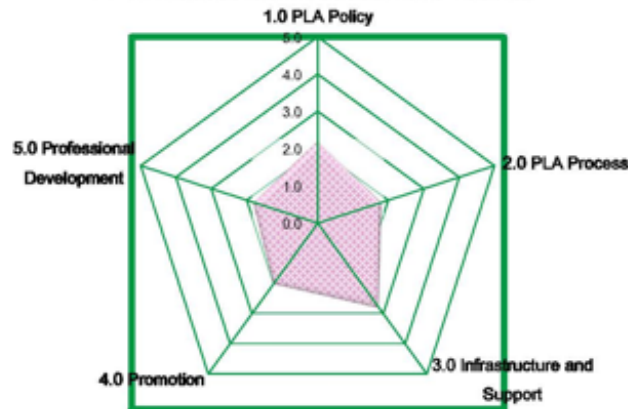
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Healthy PLA Site Assessment

SECTION	SECTION POINTS	# OF QUESTIONS	SECTION AVG
1.0 PLA Policy	11	5	2.20
2.0 PLA Process	9	5	1.80
3.0 Infrastructure and Support	14	5	2.80
4.0 Promotion	10	5	2.00
5.0 Professional Development	9	5	1.80
OVERALL PLA PROCESS AVERAGE			2.12

PLA Process Self-Assessment Results



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Intake Tool



- Developed by CAEL to “frontload” the PLA process for students, advisors, and faculty
- Strengthens and streamlines PLA
- Helps promote PLA
- Customization for SC ACCELERATE in process



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Still to come!

- Intake Tool customized.
- Further campus-level implementation.
- Finalized PLA Plan.
- “Toolkit” of comprehensive resources to accompany Plan.
- Dissemination for sustainability.



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QUESTIONS & SUGGESTIONS



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