# CLTCC

TAACCCT, Central Louisiana Manufacturing Center of Excellence
Agreement # TC-25145-13-60-A-22

Final Grant Year Report, 2017
Section 2 of 2 Background Information

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# Central Louisiana Technical Community College
# Manufacturing Center of Excellence

The final evaluation report discusses key findings related to the **Central Louisiana Technical Community College Manufacturing Center of Excellence (CLTCC MCE)** program. (For clarity of this report, the Center is labeled as the Manufacturing Training Center; however, the originally funded project was labeled as the Manufacturing Center of Excellence. Both nomenclature represent the same facility.) The purpose of the report is to inform the U. S. Department of Labor about program benchmarks and outcomes achieved during the implementation of Central Louisiana Manufacturing Center of Excellence project from October 2013 through September 2017. The CLTCC MCE served a total of 1,845 participants using TAACCCT grant funds.

## I. Program Introduction

**The Central Louisiana Technical Community College Manufacturing Center of Excellence** (CLTCC MCE) is a four-year project funded by the Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant program. The grant was awarded in September 2013 to Central Louisiana Technical Community College (CLTCC), who partnered with regional manufacturing companies, economic development agencies, and the local workforce investment board to implement the grant objectives through October 1, 2013 to September 30, 2017.

The charge of the **CLTCC Manufacturing Center of Excellence** was to provide industrial/technical, academic, occupational and customized/specialized training leading to industry-based certifications, technical certificates, diplomas, and associate degrees. Through partnerships and the College, the project would better prepare incumbent workers in manufacturing and train unemployed, underemployed and non-employment ready individuals to respond to industry needs. At the same time, stronger employment preparation was intended to strengthened the local and regional economies and provide more stability to low income households. A list of the partners can be seen in **Appendix A.**

### Background Information

Central Louisiana Technical Community College (CLTCC) is a comprehensive two-year technical and community college offering certificates, diplomas, and associate degrees to prepare individuals for high wage, high skill, and high demand careers.

CLTCC serves 11 parishes (Allen, Avoyelles, Catahoula, Concordia, Grant, LaSalle, Rapides, Natchitoches, Sabine, Vernon, Winn) through its nine campus locations. Seven of the campus locations are in central Louisiana.

The main campus is in Alexandria, which Forbes magazine identified as


Figure 1 CLTCC Service

one of the top 25 cities to obtain a job. Figure 1 shows the service areas of the Central Louisiana Technical and Community College.

The central region of the State has been touted for its significant growth potential because of commitment of local development agencies and an increase of industries choosing to stay in or relocate to the area. In short, the region is particularly well-positioned to move from "good to great" as a place for smart, efficient, profitable and growing businesses.

A review of labor market data indicates central Louisiana employment in the manufacturing industry will outpace the average (total) of all other industries. Hence, it is a necessity to have a workforce that is educated, skilled, reliable and motivated to realize this growth potential, overall for the region and more specifically for the manufacturing industry.

Within the 11 parishes served by CLTCC, there were no other educational or training programs in manufacturing. CLTCC further conducted an analysis of the income and educational levels of households in its service area as well as industry needs for skilled employees to further document the necessity for the project.

There is a demonstrated need to expand and improve Central Louisiana Technical and Community College's capacity to deliver education and career training resulting in a workforce ready to step into high wage, high skill, and high demand jobs in the manufacturing industry.

To address this issue and the priorities of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, CLTCC formed a strategic partnership with local and regional manufacturing companies, economic development agencies, and the local workforce investment board to create the **Central Louisiana Technical Community College Manufacturing Center of Excellence**. This collaborative partnership was instrumental in the College's ability to strengthen current offerings and tailor curricula to meet manufacturing employers training needs and workforce requirements.

The target population for participation in CLTCC's Manufacturing Center of Excellence programs are Trade Adjustment Assistance (TAA) – eligible workers impacted by foreign trade or company outsourcing. Other adults targeted for recruitment included individuals in customer service and jobs with low-skill employment requirements and new hires or incumbent workers needing training or seeking to advance their career paths in the manufacturing industry.

The CLTCC Manufacturing Center of Excellence programs served by TAACCCT grant included the following: Industrial Instrumentation and Electrical Technology (IIET), Industrial Manufacturing Technology (IMFG), Industrial Maintenance Technician (IMTE), Industrial and Welding Technology (WELD/WTLD) programs. All departmental programs offered various levels of specializations within those departments. Some specializations include Operator Apprenticeship Program, Maintenance Apprenticeship Program, Programmable Logic Control courses, Process Controls courses, Autodesk Inventor Design Software, Welding Technology, Electrical and Instrumentation, Millwright Technology and CNC Machine Tool Technology.

The CLTCC Manufacturing Center of Excellence project adopted four evidence-based strategies supported by related research findings and lessons learned from the national workforce development field. Career and technical education programs motivate students to get involved in their learning by engaging them in problem solving activities resulting in construction of knowledge and providing them with hands-on experiences which enabled them to apply that knowledge in real-world environments.

The four strategies identified follow:

1) Leverage of previously funded TAACCCT projects, specifically from a component of the Bossier Parish consortium manufacturing curriculum;
2) Work-based training opportunities, specifically employer internships/co-ops, job coaches/mentors and on-site tours of work environments;
3) Innovative educational technology incorporating blended courses and equipment enhancement, including the use of state-of-the-art industry approved equipment; and
4) Partnerships with external and internal stakeholders.

## II. Evaluation Design

The purpose of the evaluation was to determine the extent to which CLTCC met the standards for preparing students for employment in the areas identified by the grant proposal. That level of preparation was assessed not only on the skills attained for physical execution of a given employment assignment but also on the individual's acquired capacity to sustain employment given factors of life affiliation, i.e., capacity to integrate in a work environment, attitude to deal with human interaction variations, and emotional stability to handle stressors that may impact work performance.

The primary goal of the CLTCC MCE evaluation was to collect, analyze and interpret data to determine which project elements were related to positive outcomes and impacts on program participants' lives. The evaluation design included using formative, process and summative evaluative methods.

The objectives were to: 1) conduct formative evaluation to determine benefits of project interventions and the processes leading to programs outcomes; 2) process analysis to determine if CLTCC implemented strategies as proposed and allocated resources as planned; 3) include a summative evaluation to determine to what extent the CLTCC MCE achieved project outcomes (TAACCCT outcome measures); and, 4) provide impact analysis to determine if strategies and funding lead to better outcomes.

Multiple evaluation strategies were deployed to strengthen the capacity of administrators/faculty, participants, and community stakeholders, and outreach initiatives to improve the effectiveness, efficiency and quality of program service delivery. Included among the evaluation

strategies was feedback from the two most important constituencies/benefactors of the project: participants and industry partners/employers.

**Implementation Evaluation Questions**

There were four overarching evaluation questions articulated in the Solicitation for Grant Applications (SGA) guiding the evaluation, which are listed below:

1. How were the key activities and strategies of the CLTCC -MCE project implemented?
2. To what extent were the key CLTCC MCE activities and strategies implemented as planned?
3. What changes were made to the project during the implementation and for what reasons?
4. To what extent is the CLTCC MCE project sustainable and transferable?

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**Summative Evaluation Questions**

The overall evaluation strategy of the TAACCCT focused on addressing four questions as outlined below:

1. To what extent did the CLTCC MCE achieve project outcomes (i.e. TAACCCT outcomes measures)?
2. To what extent has the CLTCC MCE project improved CLTCC's ability to deliver education and manufacturing programs (impact outcomes)?
3. How does the CLTCC MCE project support participants' success (i.e. educational growth, skill preparation and performance)?
4. What are the lessons learned that impacted the implementation and participant outcomes?

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**Process Evaluation Questions**

1. How was the curriculum selected, used and/or created?
2. What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations)
3. Did CLTCC implement the strategies and utilize grant resources as indicated?
4. What curricular delivery methods were offered?

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**Research Questions**

1. What support services were offered, and if so, through what methods?
2. Which contributions from partners were most critical to the success of the grant program?
3. How were programs improved or expanded using grant funds?
4. How do we know these factors contributed to the success of participants in terms of their educational growth, skill preparation and performance, job readiness, confidence and willingness to be employed and to stay employed?

## III. Project Design

The Central Louisiana Technical Community College project design incorporated evidence-based strategies of Work-Based Training Opportunities and Career Pathways for Adult Workers. The logic model as seen in Figure 2 serves as the conceptual framework for the formative and summative evaluation designs. The model depicts the connections between resources to implement the project; strategies that support participant success; outputs from the incorporation of the strategies; mediating factors and TAACCCT outcomes.

**Figure 2 Logic Model**

| Resources | Strategies | Outputs | Intermediate Outcomes | Outcomes |
|---|---|---|---|---|
| TAACCCT Project manager<br><br>Industry experts<br><br>Local employers<br><br>CLTCC Faculty<br><br>Rapides Parish Workforce Investment Board<br><br>Community stakeholders | Collaborate with employer and workforce partners.<br><br>Redesign curriculum to meet industry standards.<br><br>Conduct marketing activities and program outreach.<br><br>Establish Manufacturing Center of Excellence. | 1845 participants enrolled in TAACCCT funded programs of study.<br><br>Strategies and activities implemented with high fidelity.<br><br>Participants learn on industry standard, state-of- the-art-equipment | Industry partners refer incumbent workers and new hires to enroll in TAACCT funded programs.<br><br>Students develop skills and knowledge in high demand, high wage jobs in manufacturing.<br><br>Students and employers are satisfied with training received and workers' performance, respectively. | Increase enrollment in manufacturing programs.<br><br>Participants earn credentials, diplomas and degrees.<br><br>Participants receive increase in pay upon completion of program. |

## IV. Data Strategies

Data to address the evaluation and research questions were collected utilizing the College's integrated database computer system, BANNER, which affords online access to update and view student demographics, discipline, academic and fiscal information. Other data collection methods involved the

use of self-designed student profile sheets, interviews, surveys, focus group questions, and partner reporting forms. A quantitative and qualitative analysis of major processes was utilized to determine how well interventions were implemented. A process analysis will also be conducted to determine if the grantee is allocating resources and implementing strategies outlined in the proposal.

### Table 1 Description of Data Collection Methods

| Method | Description |
|---|---|
| **Administrative Data** | Administrative data regarding participant demographics/characteristics (credentials earned, program completion) were collected utilizing the College's integrated database computer system (BANNER). |
| **Document Review** | Assessment of electronic and printed program related documents such as syllabi, progress measuring tools, standards based on industry evaluations, currency of equipment, and curriculum |
| **Focus Groups** | Focus groups were conducted with industry partners, project participants, CLTCC MCE faculty/staff to determine program satisfaction and levels of personal improvement. |
| **Semi-Structured Interviews** | Individual interviews with pre-selected administrators, participants, faculty and business partners |
| **Site Visits** | Assess workers in their environment performing newly acquired or enhanced skills |
| **Surveys** | Program surveys completed by administrators, participants, faculty and business partners |

**Enrollment and Characteristics of Program Participants**

Over the four-year grant period, a total of 1,845 students enrolled in CLTCC to complete courses in manufacturing. Based on the four programs available 15.1 percent of students enrolled in Industrial Instrumentation & Electrical Technology, 5.1 percent in Industrial Manufacturing Technology, 5.2 percent in Industrial Maintenance Technician and the remaining 74 percent in Welding.

Individuals interested in manufacturing programs completed CLTCC's enrollment and assessment process, which included completing an application and taking the ACCUPLACER assessment test that measured their reading, writing and/or math proficiency. Applicants were admitted and enrolled in accordance with their admission status, educational intent, and other established criteria determined by the College.

## V. Recruitment Sources and Strategies

The recruitment of TAACCCT program participants required extensive marketing. Specifically, radio and television advertising was used to make potential participants aware of training opportunities leading to high wage, high skill, and high demand careers in the manufacturing industry. Recruitment

materials such as brochures (digital/hard copy), fact sheets, banner ads, and flyers were created for TAACCCT program promotion.

A website was launched and videos were created for the Manufacturing Center of Excellence (http://www.cltccmanufacturing.com) using TAACCCT program funds. CLTCC participated in career and job fairs as another strategy for recruiting students. Several prominent and well attended job fairs focusing on manufacturing were offered at the College and highlighted the Center.

A media clip from the local television station which covered the Manufacturing was used to market the Manufacturing Center of Excellence.

Industry employers referred incumbent workers for training and new hires completed a CLTCC basic manufacturing course as part of their onboarding process. The Rapides Parish Workforce Investment Board (RP-WIB), Rapides Parish School District, Louisiana Community and Technical College System (LCTCS) Office of Adult Education and others supplemented the recruitment and screening of potential participants.

**Student Demographics and Characteristics**

Central Louisiana Technical and Community College recruited and enrolled students reflective of the population in central Louisiana. Table 2 shows general demographics by number in each category for 2014 through 2016.

## Table 2. Demographics of Program Participants 2014 to 2016

| | *Gender* | | *Race/Ethnicity* | | | | | | | *Age at Start of Program* | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Year* | *Male* | *Female* | *Amer. Indian* | *Asian* | *Black* | *White* | *Hispanic* | *Two or More Races* | *Unknown* | *Mean* | *<24 Years* | *24-30 Years* | *31-40 Years* | *41-50 Years* | *50 Years & Older* |
| 2014 | 468 | 18 | 7 | 0 | 184 | 244 | 6 | 45 | 0 | 26 | Not available | | | | |
| 2015 | 638 | 34 | 7 | 6 | 189 | 318 | 10 | 6 | 136 | 25 | 362 | 112 | 85 | 40 | 11 |
| 2016 | 651 | 36 | 6 | 12 | 237 | 352 | 46 | 19 | 15 | 33 | 412 | 106 | 102 | 44 | 18 |

*Age*. As can be seen in Figure 3, 59% of the participants in 2015 and 60% of participants in 2016 were less than 24 at the time of program enrollment.

**FIGURE 3. AGE DISTRIBUTION BY PERCENTAGES OF PROGRAM PARTICIPANTS 2015 AND 2016**

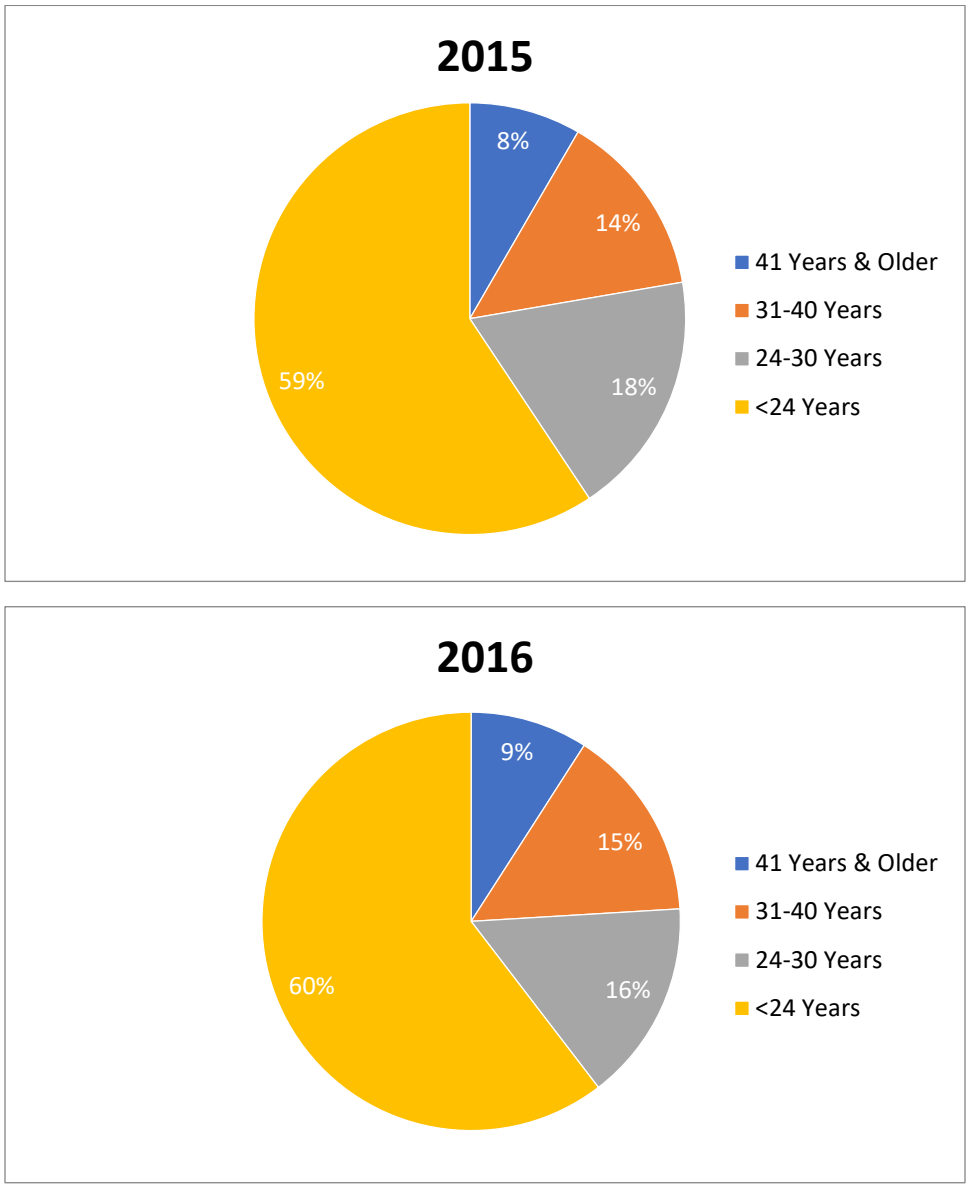
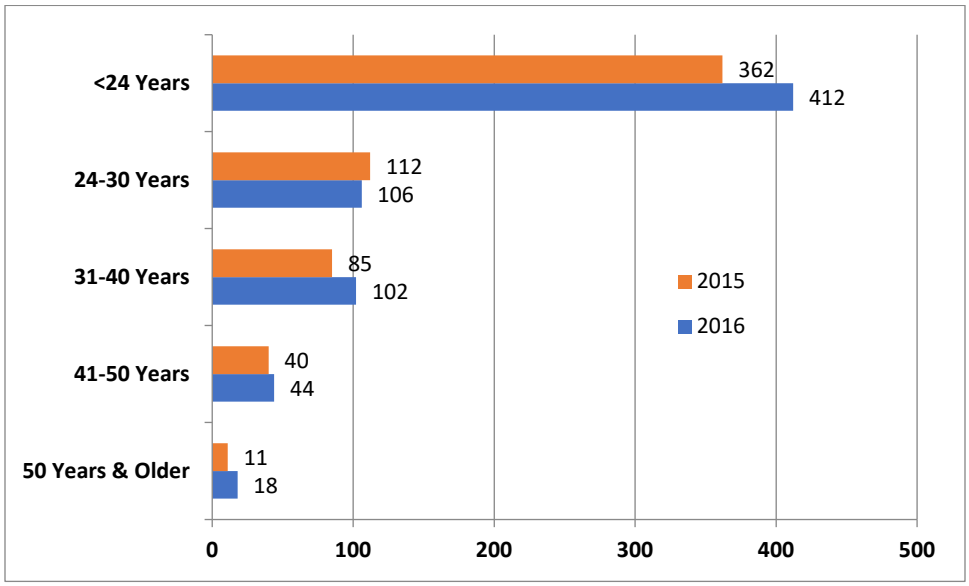


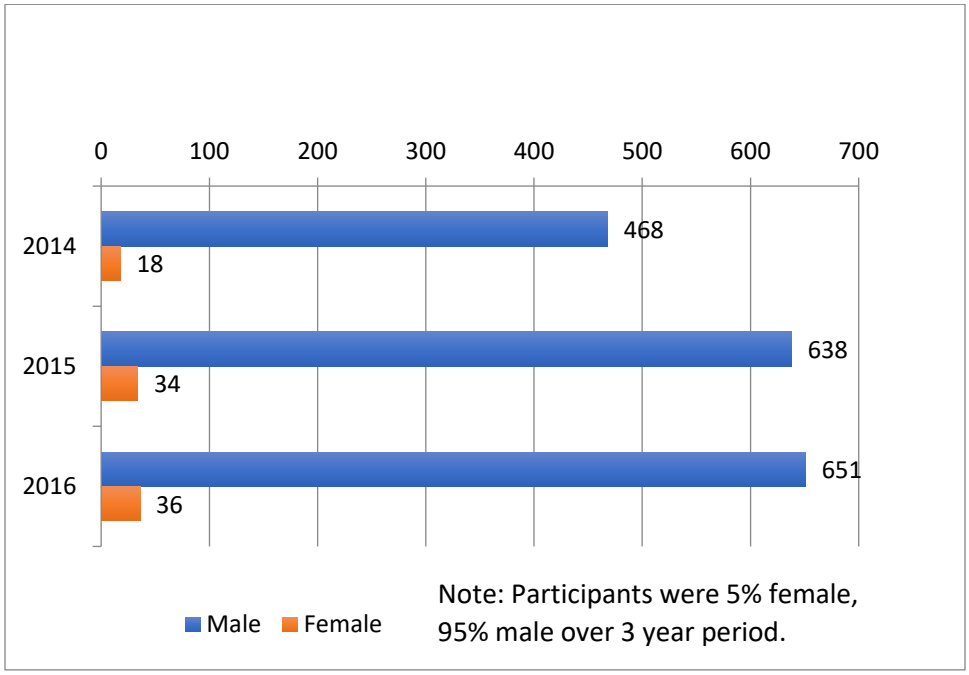

Figure 4 shows the actual number of participants by age ranges in 2015 and 2016.

### FIGURE 4. AGE DISTRIBUTION BY NUMBERS OF PARTICIPANTS 2015 TO 2016



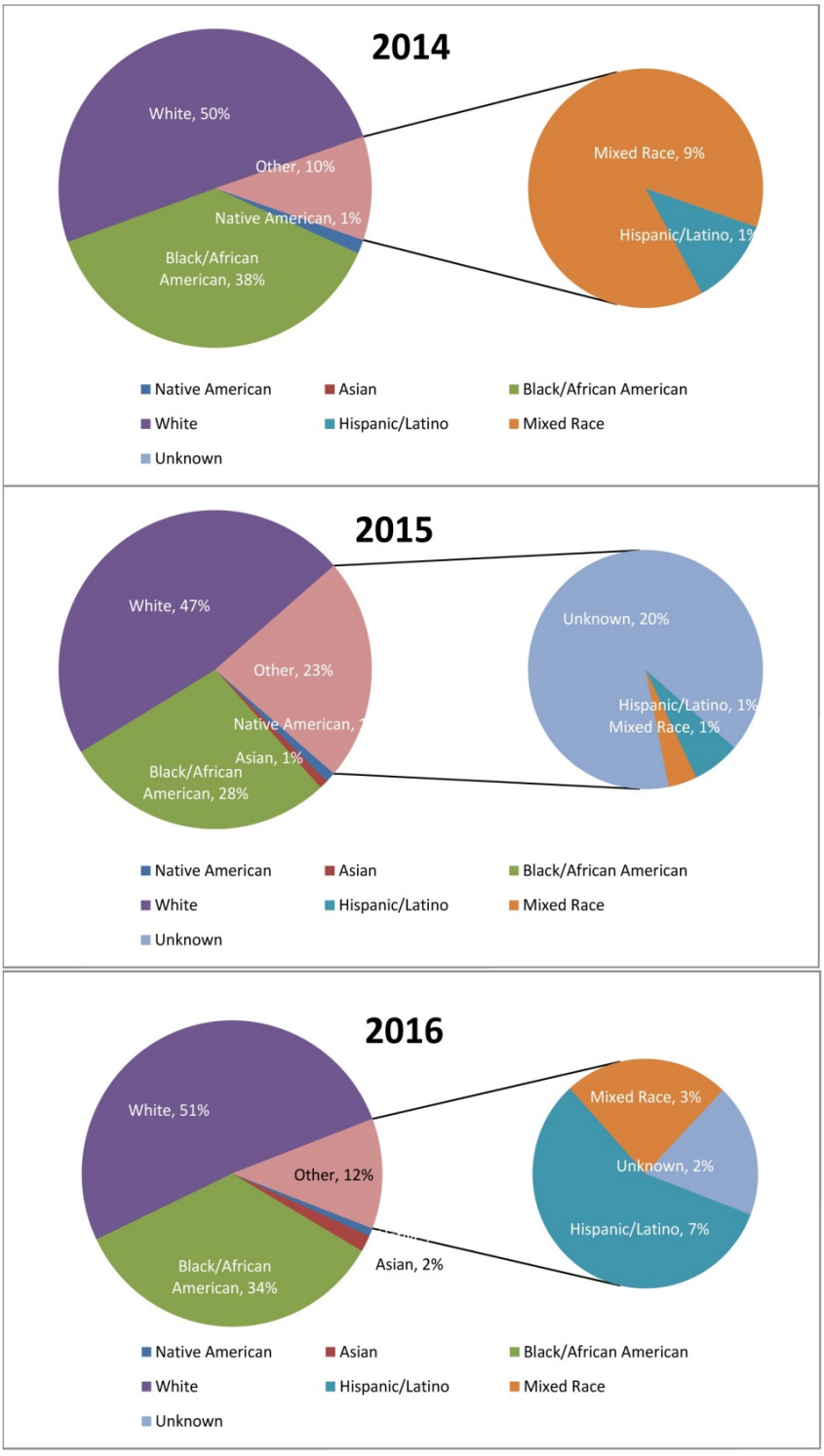

*Gender.* As seen in Figure 5, 6 percent of participants were female and 95 percent male.

### FIGURE 5. NUMBER OF PARTICIPANTS BY GENDER 2014 TO 2016




*Race/Ethnicity*. Figure 6 displays the race/ethnicity by percentage of program participants. Over the three year period fifty percent of the participants were white, 33 percent African American, 3% Hispanic, 4% two or more races, 1% Asian, 1% Native American, and 8% unreported. Figure 7 displays the race/ethnicity by number of participants.

**Figure 6. Race/Ethnicity of Program Participants 2014 through 2016**

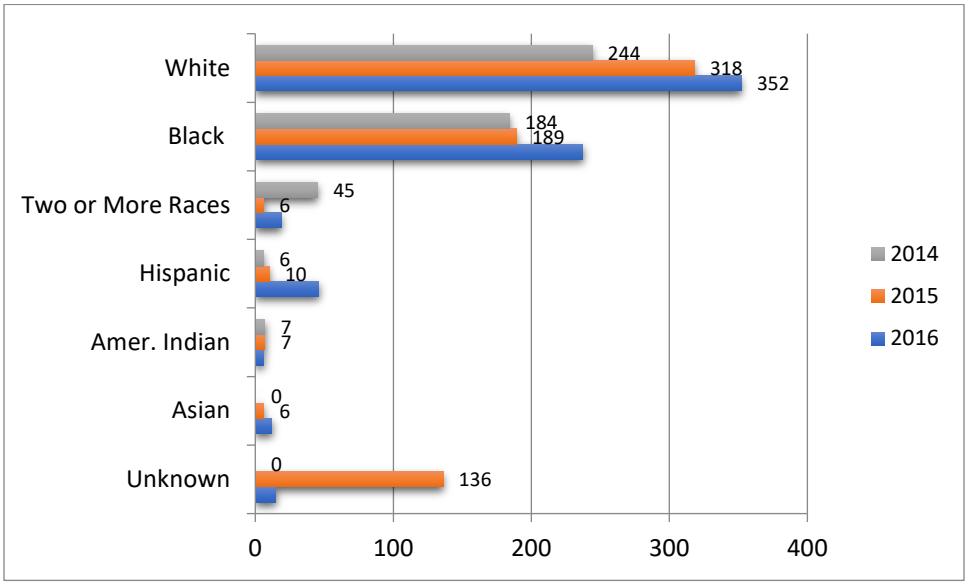



Note: Data was compiled from CLTCC data base.



Figure 7

FIGURE 7. RACE/ETHNICITY OF PROGRAM PARTICIPANTS BY NUMBER




## VI. Implementation Findings

The TAACCCT grant was instrumental in building institutional capacity in several ways. Included among those was that it positioned the College as a key entity in delivering the educational and career training programs in manufacturing for the community. Industry partners were consulted for their input into the curriculum. The CLTCC manufacturing curriculum was enhanced through the review of and subsequent input from industry partners, some of whom served on advisory boards for specific programs based on their industry affiliations. Working in collaboration with MCE faculty the course content included the essential (soft) skills and knowledge important for new hires and incumbent workers to have in the manufacturing industry.

The TAACCCT grant allowed the College to implement a higher caliber of programming necessary to train personnel to meet industry requirements for qualified workers. Qualified not only in academics but also in technical capacities and essential work skills development (e.g., work attitude, consistency in attendance, working in teams, ability to recognize work as a privilege and high priority in one's life, etc).

Additionally, TAACCCT funds were used to purchase state-of-the-art industry approved manufacturing equipment that took the Manufacturing Center of Excellence from solely a theoretical format of teaching to a theoretical and hands-on application facility.

Central Louisiana Technical Community College identified a third-party evaluator to conduct make a formative assessment prior to program implementation. The objective of the assessment was to assist with guiding CLTCC in its implementation strategies for an enhanced start-up with simple, yet important tactics. Face-to-face sessions where various individuals deemed to be key to the implementation of the project protocol, including faculty, staff, campus leaders, and industry partners were held. Operational recommendations and summary expectations and observations based on interviews were provided to

help guide the evaluation and implementation. During the four-year funding period, key areas of implementation can be seen in the table below.

**Table 3 Areas of Implementation**

| Areas for Implementation |
|---|
| • Identification of a training location/facility. |
| • Adequately equipping that location with necessary technology and tools for it to be fully functional and serviceable for the identified population of participants. |
| • Identification of faculty to conduct training of participants. |
| • Identification of partners from the business sector to help identify/set standards based on industry requirements. |
| • Recruitment of participants. |
| • Implementation of curricula specific to the needs of both participants and industry. |
| • Incorporation of delivery of learning methods that include face-to-face settings, hybrid/blended settings and online only segments. |
| • Training for employment readiness, high performance in content/training areas and sustained employment. |

TAACCCT grant allowed the CLTCC MCE to improve their ability to deliver education and career training to TAA-eligible workers and other adults in central Louisiana. Industry partners expressed their satisfaction in having CLTCC as serving the provider for technical training and educational preparation in manufacturing high demand, high wage positions. Partners expressed in interviews that they support CLTCC be their preferred provider of the educational programming. Participants could train on the state of the art equipment currently being used at the sites of industry partners.

Career and technical education training for this project focused on the high-demand, high-wage jobs available in the Manufacturing industry. Various student support services were offered by CLTCC and its partners to improve participants' retention, completion and job placement. These included industry partners providing internships, job coaches, mentors, and work release time for incumbent workers or newly hired employees.

CLTCC made available student support services admissions, adult basic education, financial aid and career services. These services focused on addressing those barriers known to prevent the successful completion of adult learners receiving postsecondary education: 1) lack of academic preparation and college readiness; 2) conflicts with institutional structures; and 3) lack of financial resources.

## VII. Role of Partnerships in Supporting CLTCC Manufacturing Center of Excellence

CLTCC leveraged an array of partnerships with local, regional, state, economic development agencies, and manufacturing industry employers as an integral component to the implementation of CLTCC's TAACCCT grant objectives. CLTCC partnered with Rapides Parish Workforce Investment Board, Central Louisiana Economic Development Alliance (CLEDA), Louisiana Economic Development (LED FastStart),

Central Louisiana Chamber of Commerce (CLCC), Northwestern University, AFCO, Proctor and Gamble, PlastiPak, Weyerhaeuser and other manufacturers in the region. The partners provided research and data about the needs for central Louisiana. Their expertise and guidance helped in the establishment of Center of Manufacturing Excellence and supported implementation of the TAACCCT grant objectives. A list of the partners is in Appendix _

**Rapides Parish Workforce Board**

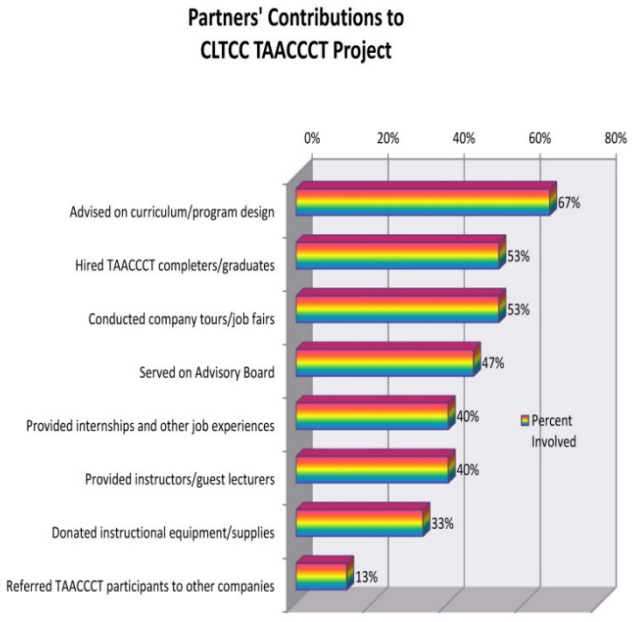
The Rapides Parish Workforce Board (RP-WIB) is the designated Trade Adjustment Assistance Agency (TAA) for the region. RP-WIB committed to refer TAA-eligible participants, provide job seeking/readiness training, job placement services, and data sharing regarding participants re-entry into the workforce.

**State Community College System**

The Louisiana Community and Technical College System (LCTCS) Office of Adult Basic Education to embed basic skills development into entry level occupational courses. These efforts were supported by an Accelerating Opportunity (AO) grant from Jobs for the Future (JFF). The AO initiative assists low skilled students access and complete postsecondary training using the I-BEST models.

**Community Stakeholders**

Louisiana Economic Development Alliance (CLDEA), Louisiana Economic Development (LED) FastStart, Central Louisiana Chamber of Commerce (CLCC), Central Louisiana Managers Council and Northwest University collaborated with CLTCC in the assessment and evaluation of the gaps that the TAACCCCT grant objectives addressed.




**Employers**

Employer partnerships were an integral element in supporting the implementation of the TAACCCT objectives and impacting the experiences of participants.

Local and regional employers provided input curriculum development/program design to ensure curriculum aligned with industry needs. They served as instructors and guest lecturers bringing current information and the workplace to the classroom. Employers served as mentors/coaches for incumbent and newly hired workers. A complete list of contributions provided by industry employers can be seen in the accompanying chart.

## VIII. Participant Impacts and Outcomes

**Project Targets**

Measured by 1) numbers of participants, 2) completers, 3) students retained or completing another TAACCCT funded program, and 5) number earning credit hours, the CLTCC project greatly exceeded its goals. As Table 3 illustrates, the CLTCC project overshot its target of 432 participants more than threefold (327%) and project participants experienced a completion rate more than double the target (234%). The number of students retained or enrolled in another TAACCCT-funded program was over three times the project's target (285%) and the number of participants completing credit hours was three and a half times the initial goal (350%).

Since all of the participants were employed full-time while they participated in the program, it is probably not surprising that the target of 210 (target 6) pursuing further education after the project was not met. It is expected that over time TAACCCT program completers may continue their education, but it is probably unrealistic to expect many to do so at a time when they are employed fulltime. The unavailability of workforce numbers from the Louisiana Workforce Commission makes data for targets 7, 8, and 9 incomplete so it is difficult to know the full extent to which the project accomplished its goals with respect to employment after completion.

**Table 4. CLTCC Project Targets and Outcomes**

| | Outcome Measures | Target | Actual | Percentage of Target Met |
|---|---|---|---|---|
| **1** | Total unique participants served | 432 | 1845 | 427% |
| **2** | Total number of participants completing a TAACCCT-funded program | 350 | 820 | 234% |
| **3** | Total number of participants retained in study program or another TAACCCT-funded program | 219 | 624 | 285% |
| **4** | Total number of participants retained in other education programs | n.a. | 38 | n.a. |
| **5** | Total number of participants completing credit hours | 387 | 1355 | 350% |
| **6** | Total number of participants pursuing further study after program completion | 210 | 6* | 3% |
| **7** | Total number of participants employed after program completion* | 408 | 352 | 86% |
| **8** | Total number of participants retained in employment after study completion* | 368 | 54* | 15% |
| **9** | Total number employed at enrollment who received wage increases post-enrollment* | 294 | 48* | 16% |

Note: Data were compiled from Annual Performance Reports.

*Data are not consistently reported because of three major factors: 1) reporting period reached fruition prior to full completion dates of students; 2) data were not available from workforce investment board; and, 3) insufficient number of responses from participants to impact data outcomes.

## Completion and Retention

Welding Technology with a three year total of 1312 and Electrical Technology with a three year total of 267 had, by far, the largest number of participants. Industrial Implementation and Electrical Technology had three year totals of 93 and 98 participants respectively over the three year period. Among the four programs, completion and retention percentages after one year were greatest for Industrial Maintenance and Electrical Technology and Welding Technology. Industrial Implementation and Electrical Technology ranged from a low of 64% in 2014 to a high of 87% in 2016. Welding Technology ranged from a low of 61% in 2015 to a high of 85% in 2016. Electrical Technology had retention rates ranged from 40% in 2016 to 84% in 2014. Industrial Maintenance Technician rates ranged from a low of 27% in 2014 to a growth of 47% in 2015.

Industrial Maintenance Technician had very low numbers of completers after one year. For 2014 and 2015 more students were retained than completed this program. Figure 8 displays the actual numbers of participants, completers, and those retained overall for the three program years.

**Figure 8. Number of Program Participants Completing Program or Retained 2014 to 2016**

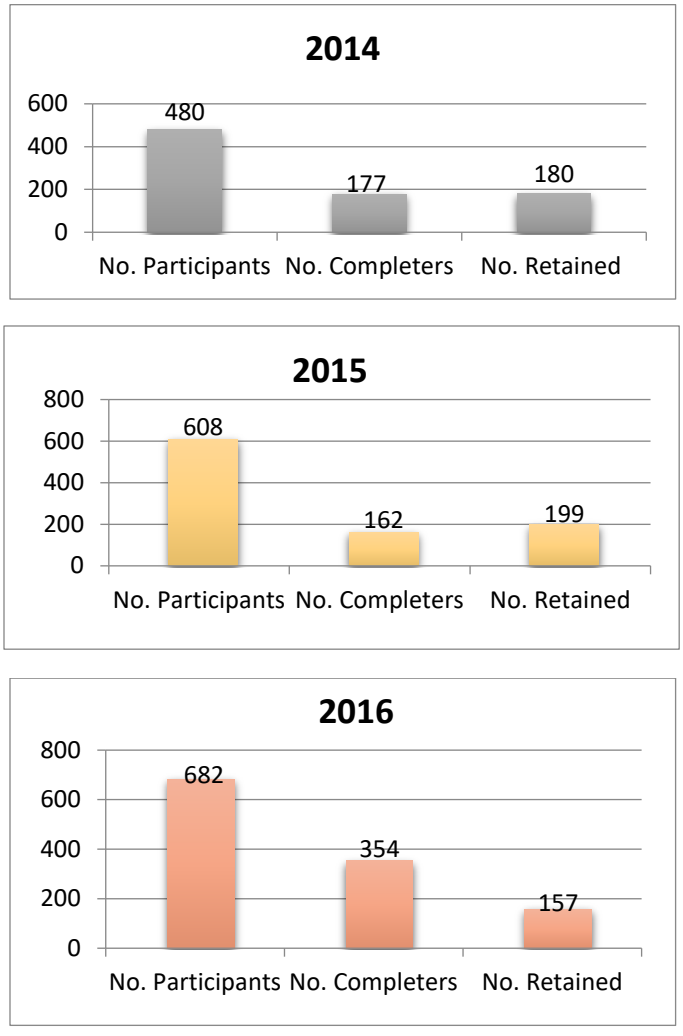
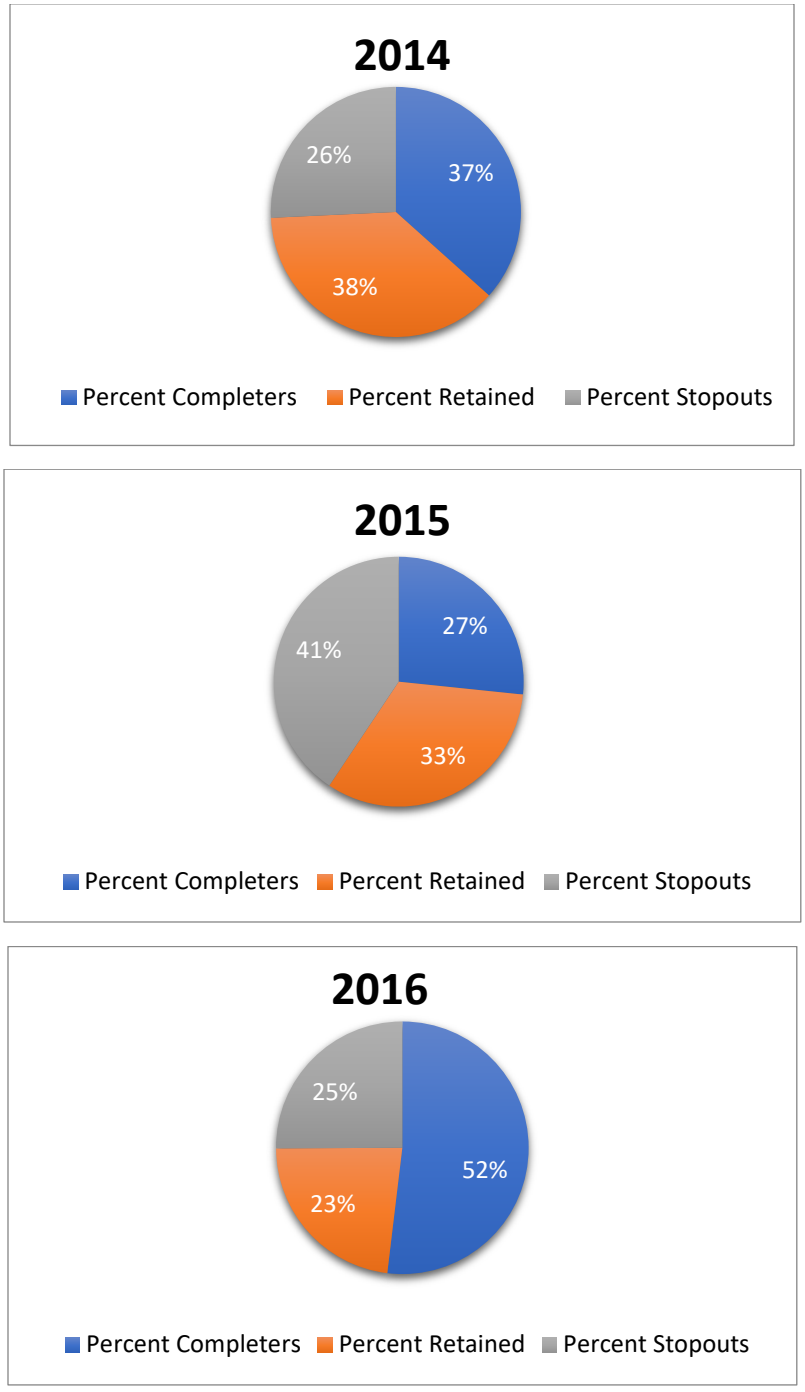


Figure 9 displays the percentages of total participants who completed a program, were retained in the program, or stopped out from the program for a time.

**Figure 9. Completion, Retention, and Stop-out Percentages 2014 to 2016**



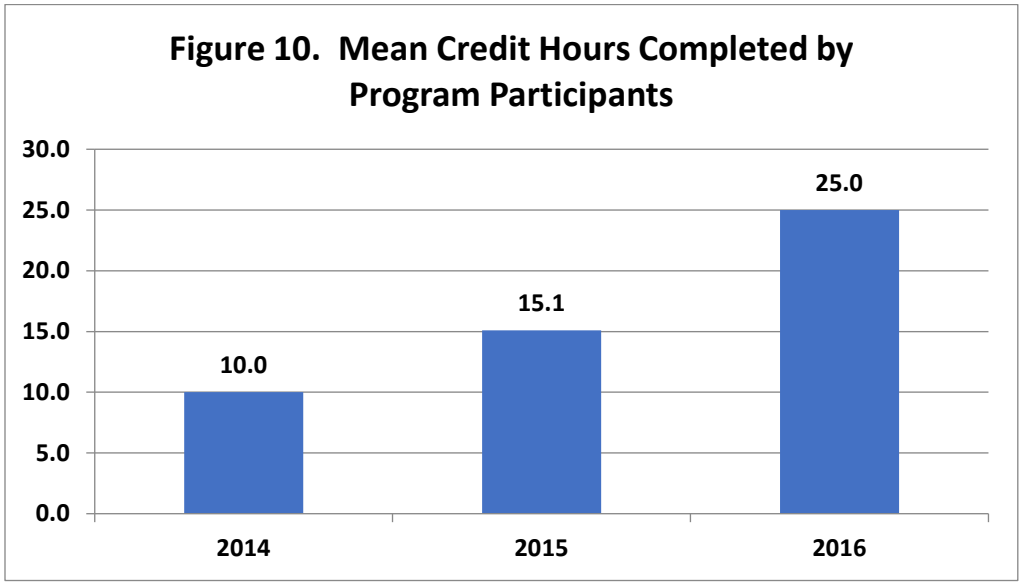
**T**able 4 provides percentages of completers, retained participants, or stop-outs. Data were compiled from downloaded files and thus totals may differ slightly from Annual Performance Reports.

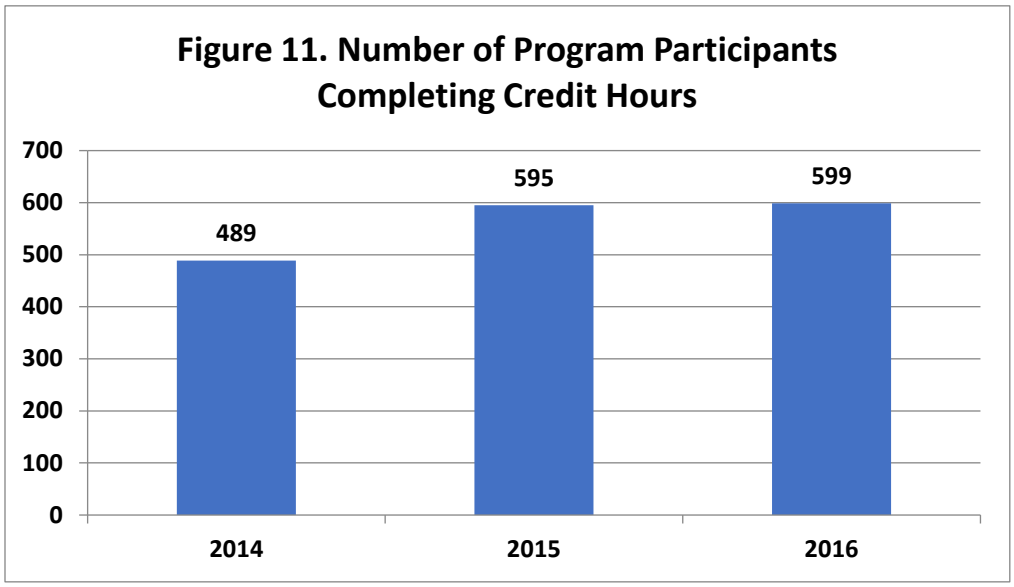
**Table 5. Percent Completers, Percent Retained, and Percent Stop-outs 2014 to 2016**

| 2014 | | | | |
|---|---|---|---|---|
| ***Program*** | ***No. of Participants*** | ***Percent Completers*** | ***Percent Retained*** | ***Percent Stopouts*** |
| *Electrical Technology (ELTC)* | 85 | 29% | 55% | 15% |
| *Industrial Instrumentation & Electrical Technology (IIET)* | 25 | 32% | 32% | 36% |
| *Industrial Maintenance Technician (IMTE)* | 15 | 7% | 20% | 73% |
| *Welding Technology (WELD)* | 355 | 40% | 34% | 25% |
| ***TOTAL*** | 480 | 37% | 38% | 26% |
| **2015** | | | | |
| ***Program*** | ***No. of Participants*** | ***Percent Completers*** | ***Percent Retained*** | ***Percent Stopouts*** |
| *Electrical Technology (ELTC)* | 92 | 4% | 48% | 48% |
| *Industrial Instrumentation & Electrical Technology (IIET)* | 23 | 9% | 61% | 30% |
| *Industrial Maintenance Technician (IMTE)* | 15 | 0% | 47% | 53% |
| *Welding Technology (WELD)* | 478 | 33% | 28% | 39% |
| ***TOTAL*** | 608 | 27% | 33% | 41% |
| **2016** | | | | |
| ***Program*** | ***No. of Participants*** | ***Percent Completers*** | ***Percent Retained*** | ***Percent Stopouts*** |
| *Electrical Technology (ELTC)* | 90 | 21% | 19% | 60% |
| *Industrial Instrumentation & Electrical Technology (IIET)* | 45 | 36% | 51% | 13% |
| *Industrial Maintenance Technician (IMTE)* | 68 | 22% | 15% | 63% |
| *Welding Technology (WELD)* | 479 | 63% | 22% | 14% |
| ***TOTAL*** | 682 | 52% | 23% | 25% |

**Completion of Credit Hours**

Most participants completed credit hours each year. For 2014 all participants completed credit hours. In 2015, 98% of participants completed credit hours and in 2016 88% did so. The mean credit hours completed by program participants grew from 10 in 2014 to 25 in 2016. Figure 10 shows mean credit hours completed by participants each year. Figure 11 shows the number of program participants completing credit hours.



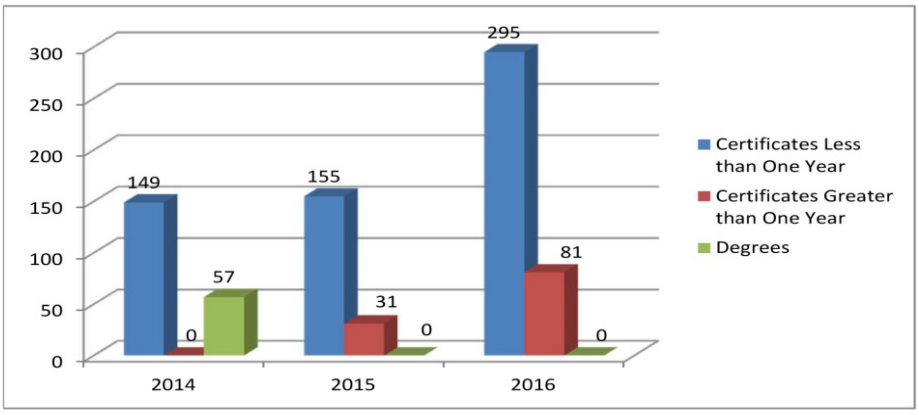



**Earned Credentials**

Credentials earned each year were, for the most part, less than one year certificates. In 2014, 149 participants earned less than one year certificates. This number grew to 295 in 2016. In 2015, 31 participants earned more than one year certificates and by 2016, 81 students earned these certificates. In 2014, 57 students completed degrees but none did so in 2015 or 2016. Figure 11 provides detail on certificates and degrees earned.

**Figure 12. Number of Earned Credentials 2014 to 2016**

| *Credential* | *2014* | *2015* | *2016* |
|---|---|---|---|
| *Certificates Less than One Year* | 149 | 155 | 295 |
| *Certificates Greater than One Year* | 0 | 31 | 81 |
| *Degrees* | 57 | 0 | 0 |

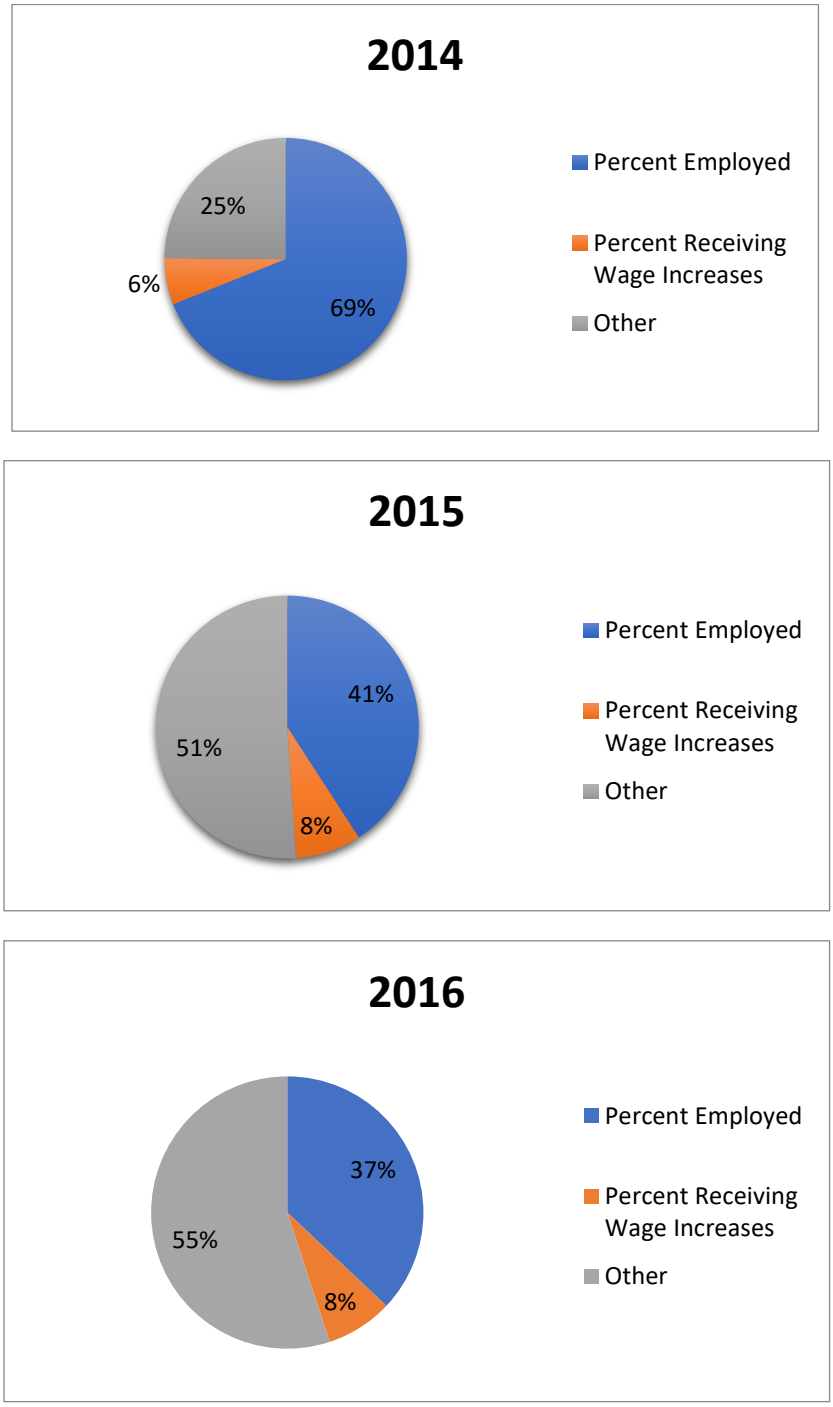



*Note: Data compiled from Annual Performance Reports*

**Employment Status after Program Completion**

As indicated in Table 3, complete data on percent employed and receiving wage increases was not available through the Louisiana Workforce Commission (or Workforce Investment Board). Figure 13 displays the information that was available.

**Figure 13.Employment Status of Graduates 2014 to 2016**




Note: Information regarding employment status of graduates is incomplete because data were not available through Louisiana Workforce Commission.

## IX. Conclusions

Supported by funding from the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training funded project, Central Louisiana Technical Community College improved their ability to serve adults.

Overall, the TAACCCT initiative has improved CLTCC's ability to provide workforce education and training. As well, CLTCC is moving from a face-to-face traditional method of teaching to hybrid and online training. That is currently underway in the Industrial Instrumentation and Electrical Technology programs more prominently than in other programs.

Over the four-year grant period, a total of 1,845 students enrolled in four different manufacturing programs. Most program participants, anecdotally, achieved their goals of getting trained for employment. The evaluator feels that it can safely be written that when one is unemployed, immediate gratification upon training is fulfilled by becoming employed. Too often, that goal means settling into lower wage jobs. In conversations with the Chancellor, sustainability of the MCE entails venturing into pipelines that will yield more participants who 1) desire to have extensive training, and 2) who come to the College with stronger skill sets. Already, that plan is in place with the inclusion of dual enrollment prospects and enrollees.

CLTCC utilized and adapted promising practices from workforce development programs across the country. Those with the most potential included: career pathways and partnerships between industry, and community based organizations.

For example, employer relationships with RoyOMartin and Eclectic will be sustained through the well-established, positive relationships that have existed and continue to flourish for CLTCC.

In the future, workforce development initiatives should replicate these promising practices.

Equally as important, implementation of these practices will continue to build CLTCC's capacity to deliver effective workforce training and education. The evaluator cannot over-emphasize the fact that, while data is necessary to document numbers in reference to achievement, the qualitative aspects of training individuals to see the value in themselves is perhaps a greater and less-measurable outcome.

Submitted by: Savannah C. Jones  *Savannah C. Jones*

Printed Name  Signature

Date Submitted: 9-30-17

# APPENDICES