

# **Southeastern Transportation Network**

“Developing Tomorrow’s Transportation Workforce”



## **Final Evaluation Report 2014 - 2018**

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Funded by US Department of Labor Agreement Number TC-26445-14-60-A-1







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## List of Acronyms

ATC	– Atlanta Technical College
CLTCC	– Central Louisiana Technical and Community College
Co-Lin	– Copiah-Lincoln
CPM	– Campus Program Manager
DOL	– Department of Labor
LSCC	– Lawson State Community College
PLA	– Prior Learning Assessment
STN	– Southeastern Transportation Network
WIOA	– Workforce Innovation Opportunity Act
TAACCCT	– Trade Adjustment Assistance Community College and Career Training
TMT	– Technology Management Training Group, Inc.



## EXECUTIVE SUMMARY

## Southeastern Transportation Network TAACCCT Final Report Executive Summary

## TAACCCT Project and Purpose

**Lawson State Community College** (LSCC) serving Birmingham and Bessemer, Alabama; **Atlanta Technical College** (ATC) serving Fulton and Clayton Counties in Georgia; **Central Louisiana Technical Community College** (CLTCC) serving nine parishes in Central Louisiana; and **Copiah-Lincoln Community College** (Co-Lin), serving seven counties in Southwestern Mississippi from its main campus in Wesson (about 45 miles south of Jackson) and branch campuses in Natchez and Mendenhall, formed the Southeastern Transportation Network Consortium, referred to herein as “the STN Consortium.” The STN Consortium’s was funded by the U.S. Department of Labor via Grant Agreement Number TC-26445-14-60-A-1. The STN Consortium’s purposes are to:

- (1) support the increasingly high-wage, in-demand and technology-driven transportation field by preparing skilled job candidates through innovation, education and career training programs,
- (2) maximize potential of the transportation industry to contribute to local employment and economic development, and
- (3) enhance the role of community colleges in local, statewide and regional economic development efforts.

## Program/Interventions Description

**Program Description.** The STN Consortium serves a diverse group of local regions, both rural and urbanized, in Alabama, Georgia, Louisiana, and Mississippi. Each region faces unique economic challenges from foreign trade, unique employment growth opportunities and increasing need for cutting edge workforce training based on identified economic opportunity in each service area. The U.S. Bureau of Labor Statistics (BLS) projects significant job growth opportunity in automotive maintenance/repair, mobile/heavy equipment/diesel mechanics, logistics/distribution technicians and heavy equipment operators in the metro Atlanta, GA; Birmingham, AL; Alexandria, LA (Central Louisiana); and Wesson, MS (Southwestern Mississippi) areas. Recent developments have created significant job growth potential through transportation-related economic development and preparation of a workforce equipped to meet the challenges with new skills and competencies.

The overarching goals of the project are to: (1) increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare workers eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program (“TAA-eligible workers”), and other adults for high-wage, high-skill employment in growth industry sectors; (2) introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and (3) demonstrate improved employment outcomes. The analysis supporting the work of the Southeastern Transportation Network is organized according to the following core elements: Evidence-Based Design, Career Pathways, Advanced Online and Technology-Enabled Learning, Strategic Alignment with the Workforce System and Other Stakeholders, Alignment with Previously-Funded TAACCCT Projects, and Sector Strategies and Employer Engagement.

**Population Served.** Targeted beneficiaries of training include Trade Adjustment Assistance (TAA) eligible workers, veterans, unemployed adult workers, low-wage or underemployed incumbent workers and other adults. The STN Consortium is partnering with local and national employer organizations to provide a high paced, high quality curriculum focused on expanding and improving education and career training for transportation-related occupations. Throughout the STN Consortium communities there are significant numbers of TAA eligible workers, veterans, unemployed adult workers, low-wage earners, underemployed incumbent workers and other adults.

**Summary of Evidenced-based Model Design.** The STN Consortium colleges implemented a number of evidenced-based strategies that have shown promise in promoting student success (Mayers, Cerna, Cullinan, Fong, Rutschow, and Jenkins, 2014). More specifically, strategies such as career pathways, success coaching, prior learning assessments, competency-based coursework, modularized curriculum, interconnected credentials, non-credit-to-credit bearing credentials, transferability of credit between institutions, technology enhancements and work-based learning.

Mayer, Alexander K.; Cerna, Oscar; Cullinan, Dan; Fong, Kelley; Rutschow, Elizabeth Zachry; Jenkins, Davis. 2014. Moving Ahead with Institutional Change: Lessons from the First Round of Achieving the Dream Community Colleges. ERIC Number: ED546648

## Evaluation Design Summary

### Goals of Evaluation

The overarching goal of the project evaluation was to determine to what extent the interventions and activities of the project increased attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers in preparing workers eligible for training under the Trade Adjustments Assistance (TAA) for Workers Program ("TAA-Eligible Workers") of Chapter 2 of Title II of the Trade Act of 1974, 19 U.S.C. 2271-2323.

The observations presented in this report are based on research by TMT Group on how the STN Consortium colleges were implementing the proposed "Developing Tomorrow's Transportation Workforce" proposal. In March 2015, each STN Consortium college was provided an evaluation plan for the project entitled *Project Evaluation Plan Methodologies and Procedures Handbook*. This handbook contained a "Site Visit Protocol" to be used by the STN Consortium colleges to organize their site visits. This protocol included a "Site Visit Data Organization Template," which asked STN Consortium colleges to collect "data sources" that indicated how they were achieving each of the "Core Elements" of the project. The evaluation was arranged according to each of the proposal's core elements as the Solicitation for Grant Applications indicated:

*"To ensure that TAACCCT projects accomplish the goals..., the Department will fund applications that address all of the following six core elements in the proposal. Successful applicants will propose projects that address all of these core elements."*

The template gave specific data sources that the colleges could use to show how they were implementing each of the core elements. TMT Group conducted site visits to the campuses to examine the data sources the colleges presented to show how each were implementing the core elements in the proposal. The Site Visit Data Organization Template (See Appendix A) was used to report on how each college member of the Southeastern Transportation Network was achieving the goals of the project as proposed based on the data presented. The analysis was organized according to the following core elements:

1. Core Element 1: Evidence-Based Design
2. Core Element 2: Career Pathways
3. Core Element 3: Advanced Online and Technology-Enabled Learning
4. Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders
5. Core Element 5: Alignment with Previously-Funded TAACCCT Projects
6. Core Element 6: Sector Strategies and Employer Engagement

TMT Group developed the "Impact Analysis Methodologies and Procedures Handbook" (See Appendix D) to provide comprehensive guidance in determining the appropriate methodology and process for the Developing the Tomorrow's Transportation Workforce Impact Analysis reports and to establish the framework for all STN Consortium colleges impact analysis reports. The data collected were used to conduct formative and summative evaluations. The overarching goal of the project was to increase attainment of degrees, certifications, certificates, diplomas and other industry-recognized credentials that match the skills needed by employers in preparing workers eligible for training under the Trade Adjustments Assistance (TAA) for Workers Program ("TAA-Eligible Workers") of Chapter 2 of Title II of the Trade Act of 1974, 19 U.S.C. 2271-2323.

In the early phase of the project, a correlation and regression analysis was performed to determine if there was a relationship between the student support services and the production of graduates in the transportation programs. As a result of the correlation and regression analysis, a regression equation formula was proposed to answer the question, "Can a participant's perseverance in a program of study be predicted by their level of engagement in the proposed student related support services?"

The Project Outcomes/Impact Questionnaire (See Appendix B) was used to collect the data for the Impact analysis. The instrument collected information on the student as well as information on the extent to which a student engaged in the proposed student support services. These student support services were postulated to be positively related to the retention, graduation, and/or job placement of two-year college students. Every participant was assigned a student number based upon notations reflecting the participating college, a unique three-digit number and the semester.

The four Targeted Impact Population Groups are shown in Figure 1.

**Figure 1. Targeted Impact Population Groups**

Targeted Impact Population Groups
P1 =Eligible student for the this program pursuing a degree or certification in a transportation program of study
P2= Eligible student for the this program pursuing a transportation program of study
P3= Eligible student for the this program pursuing a program of study who was not employed in applicable transportation industry ( <i>Targeted industries: Transportation [Auto, Marine, Motorcycle, Medium/heavy mobile Equipment/'diesel maintenance/Repair]</i> )
P4= Eligible student for the this program pursuing a program of study who was employed in an applicable transportation industry ( <i>Targeted industries: Transportation [Auto, Marine, Motorcycle, Medium/heavy mobile Equipment/'diesel maintenance/Repair]</i> )

### Implementation Study Design

Research Questions. The research questions will address program retention, credit accumulation, credential attainment, further education, employment, employment retention, and earnings.

- a. Do grant participants earn credentials at a higher rate than students in a matched comparison group?
- b. Do grant participants earn more credits than students in a matched comparison group?
- c. Do grant participants' earn credentials at a higher rate than students in a matched comparison group?
- d. Do grant participants pursue further education at a higher rate than students in a matched comparison group?
- e. Do non-incumbent worker grant participants get employed at a higher rate than non-incumbent workers in a matched comparison group?
- f. Are non-incumbent worker grant participants retained in employment at a higher rate than non-incumbent workers in a matched comparison group?
- g. Do incumbent worker grant participants receive earnings increases at a higher rate than a matched comparison group?

## SECTION 1: INTRODUCTION

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program provides capacity-building grants to spur innovation and the development of model training programs at America's community colleges and universities. With this final round of TAACCCT funding (Round 4), the Department of Labor is focused on advancing innovative, sector-based system change in regional and statewide economies through grants to single eligible institutions and consortia of eligible institutions. Lawson State Community College (LSCC) serving Birmingham and Bessemer, Alabama; Atlanta Technical College (ATC) serving Fulton and Clayton Counties in Georgia; Central Louisiana Technical Community College (CLTCC) serving nine parishes in Central Louisiana, and Copiah-Lincoln Community College (Co-Lin) serving seven counties in Southwestern Mississippi, proposed the Southeastern Transportation Network, a Consortium relationship among four contiguous states in the Southeast that would create industry-driven strategies that respond to regional labor markets and state economies. The intent of the Department of Labor is that institutions within a Consortium project, like the Southeastern Transportation Network, will target a specific industry or cluster of occupations to accomplish this by working across member institutions.

Indeed, during the four-year span of the Southeast Transportation Network Consortium, member institutions have made significant strides in facilitating its four-state initiatives. Collected data and content analysis provided throughout the tenure of the project support STN Consortium's aim of achieving highly skilled, technologically savvy, and capable workers. The formation of active advisory boards at the SBN member institutions help mold curricula, programs and served as a catalyst for prospective student employment in the transportation sector. Moreover, strengthened ties between STN Consortium members and industry resulted in equipment donations, curriculum input from leading employers, partnerships, internships, and assistance with school recruitment efforts.

### Project Rationale

The Southeastern Transportation Network's rationale for forming and for focusing on the transportation industry includes the following: (1) The STN Consortium serves a diverse group of local regions, both rural and urbanized, in Alabama, Georgia, Louisiana, and Mississippi; (2) Each region faces unique economic challenges from foreign trade, unique employment growth opportunities and increasing need for cutting edge workforce training based on identified economic opportunity in each service area; (3) The U.S. Bureau of Labor Statistics (BLS) projects significant job growth opportunity in automotive maintenance/repair, mobile/heavy equipment/diesel mechanics, logistics/distribution technicians, and heavy equipment operators in the metro Atlanta, GA; Birmingham, AL; Alexandria, LA (Central Louisiana); and, Wesson, MS (Southwestern Mississippi) areas; and (4) Serious challenges in replacing jobs lost to foreign trade over a span of many years have driven population decline in the largely rural parishes/counties in east-central Louisiana and southwest Mississippi served by CLTCC and Co-Lin. Further, the textile industry was the economic mainstay in these areas for more than a hundred years. By the turn of the 21st Century, it had been nearly completely decimated by foreign trade. However, very recent developments have created significant job growth potential through transportation-related economic development and preparation of a workforce equipped to meet the challenges with new skills and competencies.

Thus, Lawson State Community College (LSCC) serving Birmingham and Bessemer, Alabama; Atlanta Technical College (ATC) serving Fulton and Clayton Counties in Georgia; Central Louisiana Technical Community College (CLTCC) serving nine parishes in Central Louisiana and Copiah-Lincoln Community College (Co-Lin) serving seven counties in Southwestern Mississippi from its main campus in Wesson (about 45 miles south of Jackson) and branch campuses in Natchez and Mendenhall formed the Southeastern Transportation Network Consortium, referred to herein as "the STN Consortium."

The STN Consortium's purposes were to (1) support the increasingly high-wage, in-demand and technology-driven transportation field by preparing skilled job candidates through innovation education and career training programs, (2) maximize potential of the transportation industry to contribute to local employment and economic development, and (3) enhance the role of community colleges in local, statewide and regional economic development efforts. Targeted beneficiaries of the training included Trade Adjustment Assistance (TAA) eligible workers, veterans, unemployed adult workers, low-wage or underemployed incumbent workers, and other adults. The STN Consortium partnered with local and national employer organizations to provide a high paced, high quality curriculum focused on expanding and improving education and career training for transportation-related occupations.

## Overall Project Goals

With the creation of the Southeastern Transportation Network, the Department of Labor sought to provide capacity building support through Round 4 funding that would allow this STN Consortium to take successful approaches to scale and drive policy changes within institutions, state community college systems, or across all community colleges in states where centralized systems do not exist to improve the delivery of needed training for TAA-eligible workers and other adults. To do this, the Southeastern Transportation Network proposed strategies that would take to scale the adoption of policies that increase training retention, completion, and promote faster time to employment. The Department of Labor also encouraged the STN Consortium to pursue strategies that lead to increased wages compared to prior employment of participants.

In addition, the Department of Labor wants consortia applicants, like the Southeastern Transportation Network, to propose policy alignment across institutions to bring institutional changes to scale, such as:

- the development of statewide systems of sector-focused career pathways that will provide adults a clear and aligned sequence of industry relevant coursework and stacked and latticed credentials that will enable them to attain and retain employment;
- contextualizing and accelerating remedial education;
- adopting innovative approaches to accelerate credit accumulation and postsecondary credential attainment;
- improving data collection, integration and use across state community college systems so colleges can
  - (1) monitor the success of their programs,
  - (2) use labor market information to inform the course offerings at community colleges, and
  - (3) improve the collection and reporting of employment and completion data by program of study, so that TAA-eligible workers and other prospective students:
    - o have easy access to information to decide whether a program is a good fit for them;
    - o can compare the outcomes of TAACCCT-funded programs with other educational opportunities in their area; and
    - o can determine which programs and credentials have the potential to substantially increase their wages.

Finally, the Department of Labor requested that consortia provide information on their progress towards processes that track long-term student performance through the development and implementation of a standard online scorecard. Although consortia crossing state lines, like the Southeastern Transportation Network, were not required to implement these scorecards before the end of the grant, they are required to submit a plan demonstrating how their members are working to make data available on student outcomes.

Figure 2: Southeastern Transportation Evaluation Logic Model

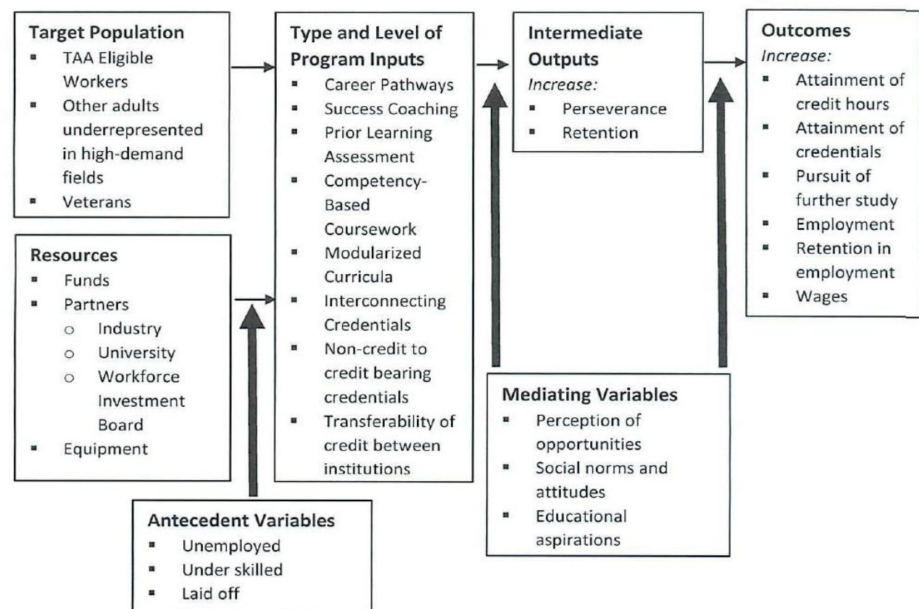


Figure 2 (right) shows the Logic Model used to guide the evaluation process.



## SECTION 2: EVALUATION METHODS

The purpose of this final evaluative report for the STN Consortium project is to assess the extent to which the project achieved the impact it proposed to achieve. The overarching goals of the project are to: (1) increase attainment of degrees, certifications, certificates, diplomas, and other industry-recognized credentials that match the skills needed by employers to better prepare workers eligible for training under the Trade Adjustment Assistance (TAA) for Workers Program ("TAA-eligible workers") of Chapter 2 of the Title II of the Trade Act of 1974, 19 U.S.C. 2271-2323, and other adults for high-wage, high-skill employment in growth industry sectors; (2) introduce or replicate innovative and effective methods for designing and delivering instruction that address specific industry needs and lead to improved learning, completion, and other outcomes for TAA-eligible workers and other adults; and (3) demonstrate improved employment outcomes.

This report gives an analysis on how the Southeastern Transportation Network Consortium achieved the goals of the project as proposed based on the data presented. The observations presented in this report are based on research by TMT Group on how the STN Consortium colleges were implementing the proposed "Developing Tomorrow's Transportation Workforce" proposal. In March 2015, each STN Consortium college was provided with an evaluation plan for the project entitled, Project Evaluation Plan Methodologies and Procedures Handbook. This handbook contained a "Site Visit Protocol" to be used by the STN Consortium colleges to organize their site visits. This protocol included a "Site Visit Data Organization Template," which asked STN Consortium colleges to collect "data sources" that indicated how they were achieving each of the "Core Elements" of the project. The evaluation was arranged according to each of the proposal's core elements as the Solicitation for Grant Applications indicated:

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- Core Element 1: Evidence-Based Design
- Core Element 2: Career Pathways
- Core Element 3: Advanced Online and Technology-Enabled Learning
- Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders
- Core Element 5: Alignment with Previously-Funded TAACCCT Projects
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## SUMMATIVE EVALUATION REPORT

The Schedule for Formative and Summative Evaluations appears in Table 1.

Table 1. Schedule for Formative and Summative Evaluations

Grant Year	Period	Formative Evaluation	Summative Evaluation	Outcomes/Impact Analysis
Year 1	Oct 2014 - Sep 2015	Mar 31, 2016	Jun 30, 2016	Sep 30, 2016
Year 2	Oct 2015 - Sep 2016	Apr 30, 2016	Sep 30, 2016	Dec 31, 2016
Year 3	Oct 2016 - Sep 2017	Apr 30, 2017	Sep 30, 2017	Dec 31, 2017
Year 4	Oct 2017 - Sep 2018	Apr 30, 2018	Sep 30, 2018	Dec 30, 2018

*See “Scoring Criteria, Assessment Methods & Responsible Person” Document  
(Appendix C)*

In responding to the Solicitation for Grant Applications (SGA) for the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants Program, the STN Consortium indicated what it proposed to achieve to meet the requirements of the grants program. To help ensure that projects accomplished the goals outlined in their proposals, the Department of Labor required the Consortium to outline its proposals according to six core elements. The STN Consortium’s proposals are outlined by core elements in the following sections. In some instances, this multi-state Consortium’s proposals speak to what each STN Consortium college is doing. The STN Consortium acts as a single entity and has established the organizational structure through the STN Consortium so that achievement of proposals at individual colleges will be leveraged for the benefit of all STN Consortium colleges. Figure 3 shows the organizational structure of the STN Consortium.

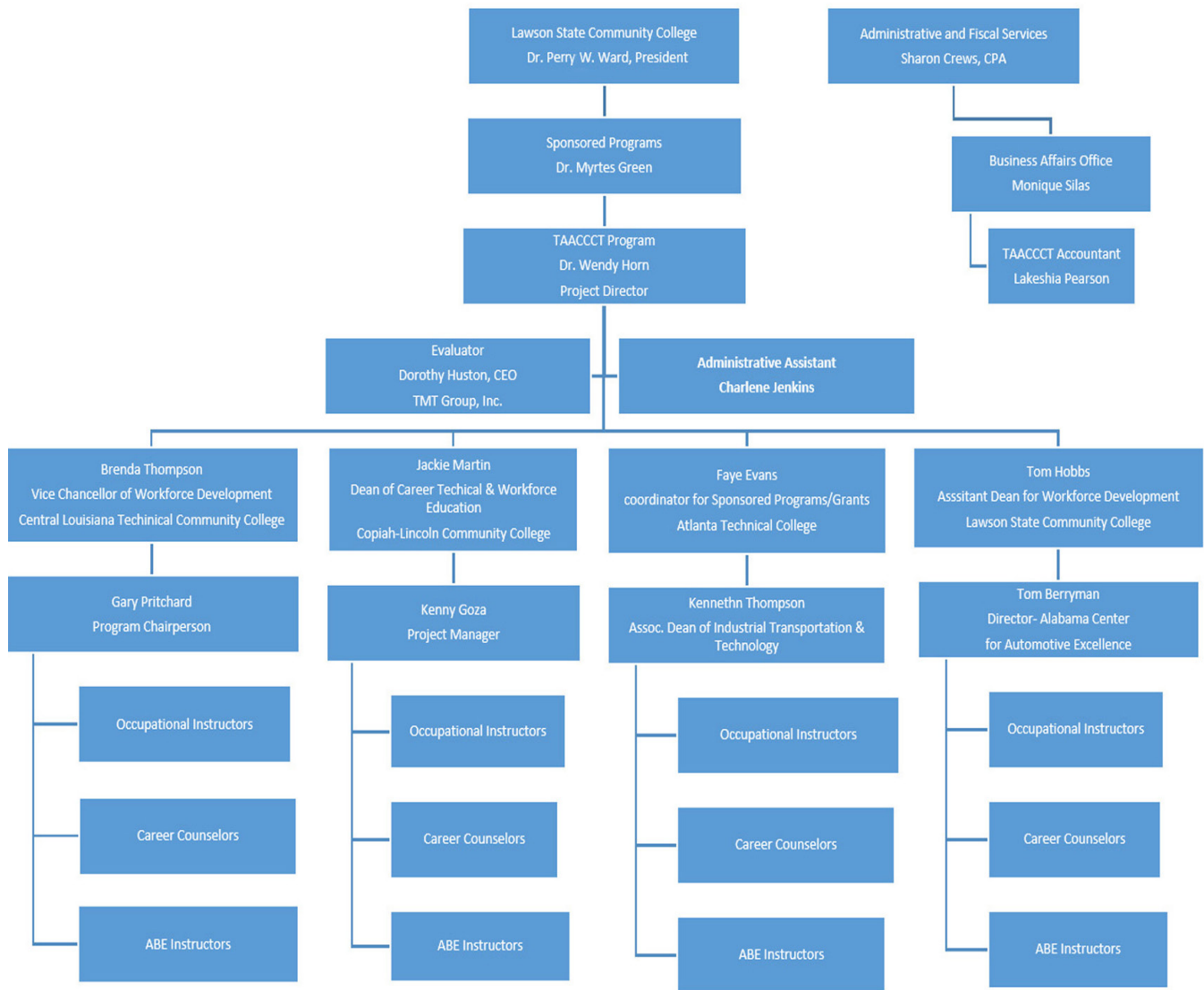
### Core Element 1: Evidence-based Design

Under this priority the Department of Labor required the STN Consortium to develop new strategies or replicate or adapt existing evidence-based strategies and commit to using data for continuous improvement of programs that provide workers with the education and skills to succeed in high-wage, high-skill occupations. The Department required that applicants who proposed to replicate or adapt existing, evidence-based strategies should cite strong or moderate evidence of effectiveness from prior research to support the proposed project design.

Work-based learning. TMT Group conducted a content analysis on all quarterly reports submitted on behalf of the STN Consortium. From that analysis, it was demonstrated by all participating colleges that strong relationships exist with employer partners in their respective areas. Those partners contributed significantly not only to the Advisory Committees for the TAACCCT projects, but have been involved on the Advisory Committees for the programs for a period of time. Some of the colleges in the STN Consortium demonstrated positive work-based learning, such as ATC’s apprenticeship program at the college through which employing partners, such as BMW Automotive Company, engaged in a “prescreening” process for future employment. ATC faculty, in particular, spoke about the demand for professionals and how employer partners are seeking the college out to help supply that demand. Lawson State established an apprenticeship with an industry Tier 1 supplier who supplies Mercedes Benz International and other major transportation industries with car seat frames.

Innovative Technology Enhancements that Support Program Acceleration. Limited progress was made in this area due to infrastructure impacting the implementation of Massive Online Open Courses (MOOCs) for blended learning and use of the online alert system to aid in keeping self-paced students in guided pathways. Moreover, all of the colleges purchased new, highly advanced equipment in order to provide state-of-the-art training for their students including the future use of MOOCs.

Figure 3: Southeastern Transportation Network Organizational Structure



**Summary for Core Element 1 - Evidence-based Design:** *The STN Consortium colleges have strong relationships with their employer partners in their respective work-based learning environments. Those partners contributed significantly not only to the Advisory Committees for the TAACCCT projects, but have been involved on the Advisory Committees for the programs for an extended period of time. Each of the colleges purchased new equipment in order to provide innovative technology enhancements that supported program acceleration and credentialing. The acquisition of highly advanced instructional equipment provided state-of-the-art training and industry certified training opportunities for program participants. Also, the new technology provided in-roads to technology enhancements like the Massive Open Online Courses (MOOCs) and On-Line Alert Systems.*

## Core Element 2: Career Pathways

Career pathway programs offer a clear sequence of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies and integrate academic and occupational skills training. The Department of Labor seeks components of a career pathway system that is integrated within a comprehensive workforce and education strategy and provides opportunities to earn a variety of post-secondary credentials that have labor market value.



Accelerated and contextualized remediation. STN Consortium members implemented accelerated and contextualized remediation to varying degrees. ATC implemented processes to support accelerated and contextualized remediation through a program called Accelerated Opportunities (AO) that was based on the I-BEST model. The program was revisited for the TA-ACCCT project at ATC and there was evidence of significant progress. Co-Lin, also a recipient of a Round 2 TAACCCT grant, developed its MY-BEST program through the Round 2 grant. The MY-BEST program is an accelerated and contextualized remediation program that is based on the I-BEST model, as well. This model is currently in use at Co-Lin. STN Consortium colleges made progress and notable efforts towards accelerated and contextualized remediation. The goal was to infuse this strategy into the TAACCCT project as part of a coordinated career pathway system at any or all of the STN Consortium colleges. It was determined that many community colleges around the nation have taken on this task of using promising approaches to developmental education and are experimenting and struggling with the right approaches for the right students.<sup>1</sup> Therefore, the STN Consortium's efforts are commendable. The implementation of models like I-BEST required intensive collaboration among faculty and significant changes in how colleges assign students to remedial education.

Comprehensive and personalized student support services and career guidance. Comprehensive and personalized student support services and career guidance were key pieces of the Southeastern Transportation Network proposal. Community colleges across the nation made this idea of student success central to their mission, particularly through initiatives termed in general as "success coaching." Such initiatives were a piece of the overall guided pathways, or "career pathways"--as termed in this project--reforms. The STN Consortium's proposal stated that: "The success coaching program served as an essential tool and conduit for data tracking, project monitoring, retention and completion." STN Consortium colleges organized success coaching program and made great strides. Full-time Navigators were hired to focus on students in the TAACCCT project. This Navigator provided intrusive involvement with all students in the TAACCCT project by providing many personalized student support services. At STN Consortium colleges there were coordinated "student success coaching" programs in place. Some were more extensive than others.

Students genuinely and passionately believed that their instructors and the role of the instructors played a major role in keeping them focused and committed to the program. The instructors were passionate about how they believe they have been able to affect the "quality" of their students. The instructors reported that they have and continued to "significantly influence the quality of students coming to and believe that there is a tacit system of success coaching." As an Achieving the Dream partner college, STN Consortium members have started to lay some of the ground work for strengthening student support services and career guidance. Lawson State is in the process of building and bringing on-line a multi-million dollar Academic Success Center which will provide a comprehensive "wrap-around" student support services location in one facility.

Prior learning assessment. There was evidence that policies and procedures were being implemented for TAACCCT project students' participation in this element of the program. Furthermore, STN Consortium colleges have developed policies and procedures for prior learning assessment and the awarding of credit based on that assessment. Although, limited application of these policies by STN Consortium Colleges was presented through the various documentation and interviews with program administrators and students. This also demonstrated that program participants were made aware of the existence of the policies and procedures that could have aided them in their program completion.

Competency-based education, modularized curricula, stacked and latticed credentials and transitions from non-credit to credit-bearing credentials. These student support services are generally known to be services colleges use to facilitate the matriculation of adults through a program to family-supporting jobs. Policies and procedures were in place to give credit based upon competency-based education, modularized learning, stacked credentials earned in non-credit programs.

Transferability of Credit between institutions. The STN Consortium's proposal spoke of the institutions with which the STN Consortium colleges had established transferability of credit. These relationships are ongoing and articulation agreements are being executed via various steps as required by state boards and governing agencies, with mapping pathways to student end goals as the foundation.

**Summary for Core Element 2: Career Pathways:** *STN Consortium colleges experienced success in using accelerated and contextualized remediation, such as the My-Best Program, modeled after the nationally recognized and emulated I-Best principles. These programs are being institutionalized throughout the STN Consortium. Additionally, comprehensive and personalized student support services and career guidance were key elements in successfully completing targeted career pathways. The STN Consortium*

<sup>1</sup>Implementing Guided Pathways: Early Insights from the AACC Pathways Colleges, April 2017

*has had notable success in implementing a formal “success coaching” program. A full-time Navigator focused on students in the TAACCCT project. This Navigator provided intrusive involvement with all students in the TAACCCT project by providing varied personalized student support services. The process of student support services worked well, to the extent that students expressed that they “feel supported particularly by their teachers and encouraged to persevere and graduate from their programs.”*

*Prior learning assessment policies and procedures are in place at the STN Consortium colleges. TMT Group reviewed system-wide and local institutional developed policies and procedures for the awarding of credit through prior learning. These procedures are executed by request of the students for the evaluation of work experiences, previous internships, and learning experiences. Students work with their advisors to submit appropriate documents that validated their work experiences which met the competencies of the course or courses for which they received credit.*

*Competency-based education, modularized curricula, stacked and latticed credentials and transitions from non-credit to credit-bearing credentials were additional ways by which a student could facilitate workforce training and college credit. STN Consortium institutions identified credentials for various levels with targeted programs. Examples of the certifications received by program participants included NC3/504 Meter Certification, NC3/On Car Brake Machining, Hunter Alignment, NC3 Tongue Certification, ASE Refrigerant Recovery, NC3 Vantage Pro, and NC3/Precision Measurement. These certifications were associated with specific courses and/or a set of learning outcomes/competencies.*

*The STN Consortium colleges have published guidelines regarding the transferability of credit between institutions within and outside of the college systems. State-wide articulation agreements currently exist between STN Consortium members. Those agreements are on file and are required by state and regional accrediting agencies of the member institutions.*

### **Core Element 3: Advanced Online and Technology Enabled Learning**

Online and technology-enabled (including hybrid, or a blend of online and classroom instruction) learning strategies provide adults an opportunity to balance the competing demands of work and family with acquiring new knowledge and skills at a time, place, and/or pace that is convenient for them.

Face-to-face, online, and hybrid/blended formats. The STN Consortium colleges proposed many innovations centered on technology-enabled learning. The notion was to provide more options to adult learners who may not be able to matriculate to the campus for a traditional class setting. Face-to-face interactions in a traditional classroom setting is the order of the day at all the colleges. However, the STN Consortium colleges have been able to accomplish to a significant degree an increase in the capacity of the instructional equipment they use in face-to-face settings in the classroom. Different from the proposed resources like online lecture capture systems, online student alert systems, MOOCs, and e-learning platforms, the resources that the colleges purchased can help them significantly enhance face-to-face training with students in the transportation programs and to eventually investigate the advantages of MOOCs and e-learning platforms. The instructional equipment is state-of-the-art and allows the colleges to provide industry-specific training to achieve industry-specific certifications.

Faculty development for effective delivery of online instruction and technology infrastructure. There was evidence that the STN Consortium colleges' faculty engaged significantly in faculty development opportunities that related to the training needed. Each participating college purchased state-of-the-art instructional equipment which required in-depth training. There is also ample evidence that renovations of classroom and other spaces occurred at all STN Consortium colleges to help accommodate the new equipment and to upgrade facilities in order to bring instructional and training resources up to current industry standards. For example, STN Consortium colleges have received training on the state-of-the-art equipment from Snap-On. In addition, staff have participated in and are certified in the WorkKeys skills training program.

**Summary for Core Element 3.** *Advanced Online and Technology-enhanced learning: Face-to-face interactions in traditional classrooms settings were prevalent at all of the STN Consortium colleges. There was limited use of advanced online training opportunities. At some of the colleges, students utilized web-learning in some instances to complete a certification, homework assignments, or a program-specific learning concept. The acquisition of highly advanced equipment increased the STN Consortium colleges' capacity to accomplish a more effective face-to-face instructional settings in the classroom. The equipment and instructional resources purchased are helping significantly to enhance face-to-face training with students in the transportation programs. The instructional equipment is state-of-the-art and allows the colleges to provide industry-specific training to achieve industry-specific certifications.*

*Faculty development for effective delivery of online instruction and technology infrastructure is an on-going process for STN Consortium colleges. However, evidence showed that the STN Consortium colleges' faculty engaged in significant faculty development training needed to use the purchased state-of-the-art instructional equipment, which included application to online instruction and varied instructional methods. Additionally, faculty members participated in and completed training in WorkKeys, an online tool related to job skills training. Renovations of classrooms and other laboratory spaces to enhance technology occurred at all STN Consortium colleges to include computer projection systems and smart technology.*

## Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders

The STN Consortium's aim is to demonstrate that it has performed outreach to, and gathered information on, relevant entities in the communities to be served by the project, including entities that can provide data on the characteristics and skill needs of workers receiving TAA benefits and services in the community. The STN Consortium is to provide evidence of outreach to ensure leveraging of existing supports and services already available to participants in the region.

Workforce Investment Act – Wagner Peyser Act (WIA-WP) Integrated State Workforce Plan. Plans were in place as to how the TAACCCT projects connect with the college's state workforce development plans. The colleges were connected to workforce regions through various Councils and Commissions within their states and regions.

Substantive Involvement of Employers in the Project. There is substantial evidence at all STN Consortium colleges that employer partners were intimately involved in the project. The involvement of these partners predates the TAACCCT grant as the partners seem to have had ongoing relationships with the transportation programs. The employer partner representative, many of whom are alumni of the institutions they are serving, offered the services as proposed in the TAACCCT grant. They served on advisory committees; they provided in-kind and direct services to the programs; and, they hosted company tours. They also offered internships and apprenticeship programs for students. For example, apprenticeships are being offered for students through BMW Automotive Company and an apprenticeship program is in process with Hennessey of Atlanta, a cohort of 17 automotive dealerships.

Collaborate with Public Workforce System. STN Consortium members approached this element in different ways. For example, at one college, the Dean of Career and Technical Education & Workforce Development is a member of the board on the state's workforce system. Some of the colleges have workforce divisions that collaborated with the institutions. Still, other STN Consortium colleges appeared to be making some progress in relationship with the public workforce system. The evaluation team recommended that STN Consortium colleges develop a shared data system with their workforce boards.

This type of system will support strengthening the reporting aspect of the TAACCCT project outcomes. Naturally, with such an extensive network, the STN Consortium colleges have varying understandings of how project outcomes are defined and varying ways of collecting the information. For example, one project outcome is the total number of TAACCCT project students pursuing further education after program of study completion. In its true intent, this is the number of individuals who go on to pursue a 4-year degree after completing a 2-year degree or pursue a 2-year degree after completing a certificate. At LSCC, the college is required to provide data to the Alabama Community College System Office on students who enter the workforce or transfer as part of their annual reporting requirements. Rightfully so, the proposal indicated that member institutions had existing collaborative relationships with their workforce investment boards. Perhaps this is where a closer collaboration with the state's public workforce system would be beneficial, at least to the extent of trying to capture the true intent of the metric desired. Shared data systems between 2-year, 4-year, and public workforce systems would allow a better capturing of data that better informs workforce supply and demand.

Incorporation of Projects and Tools Developed by Philanthropic, Business-related, Non-profit Community-based, and Labor Organizations. As noted in Section 2 of this report, many existing collaborations with foundations and non-profits are being leveraged to help achieve student success as it relates to the TAACCCT grant.

**Summary for Core Element 4. Strategic Alignment with Previously-funded TAACCCT Projects:** *The STN Consortium project directors integrated TAACCCT project activities within their State's Workforce Development Plans (required by the 2014, Wagner-Peyser Act under the amended under Title III of the Workforce Innovation and Opportunity Act. The Employment Service under the Workforce Innovation and Opportunity Act builds upon the previous workforce reforms.*

*There is substantial evidence at all STN Consortium colleges that employer partners were intimately involved in the various institutional projects. The employer partner representatives (many of whom are alumni of the institutions they are serving) are offering*

*the services as proposed in the TAACCCT grant. Collaborations with public workforce system is ongoing and is being accomplished in various programs in diverse ways. Incorporation of Projects and Tools Developed by Philanthropic, Business-related, Non-profit Community-based, and Labor Organizations. As noted in Section 2 of this report, many existing collaborations with foundations and non-profits were proposed to be leveraged to help achieve student success as it relates to the TAACCCT grant. This is an ongoing process and colleges are incorporating best practices with existing and new organizations.*

### **Core Element 5: Alignment with Previously Funded TAACCCT Projects**

To minimize duplication and broaden the geographic reach of the project, the Department of Labor solicited all projects to coordinate efforts where possible with educational institutions funded through prior rounds of TAACCCT. This includes incorporating existing Open Educational Resources (OER) into new curriculum, sharing program content or technological innovations, developing transferability and articulation agreements, cooperating on efforts to develop standardized credentials, and exchange best practices.

Georgia Piedmont Technical College (funded in Round 2). The STN Consortium proposed a relationship with Georgia Piedmont Technical College to use their training program in bus, mobility, and transit to expand training in these areas. Relationships with Georgia Piedmont Technical College were being implemented. Co-Lin was also funded with a Round 2 TAACCCT grant. They have been able to use the MY-BEST program developed for accelerated and contextualized learning for this Round 4 grant. Additionally, Central Louisiana shared their working concept of virtual training through Truck Simulator which Lawson State adopted the concept and utilized purchased resources to advance its training in heavy/medium truck and other transportation initiatives.

**Summary for Core Element 5.** *Alignment with Previously-funded TAACCCT Projects: Atlanta Technical College has established an alignment with Georgia Piedmont Technical College (previously funded in Round 2). The focus areas for the Georgia Piedmont were healthcare, manufacturing and transportation. Achieving the Dream participating institution ATC is the only STN Consortium College to participate in such alignment. STN Consortium leadership is working to ensure continued success of this collaboration.*

### **Core Element 6: Sector Strategies and Employer Engagement**

The STN Consortium proposed to focus on the Transportation and Warehousing Industry, NAICS 48-49, and is required to develop new and/or take to scale successful transportation industry sector strategies. These transportation sector strategies must focus on addressing employers' workforce needs by expanding or improving STN Consortium colleges' education and training programs based on the use of both traditional and real-time labor market information. To be effective, these strategies should hinge on deep partnerships with employers and regional industry representatives, and where appropriate national industry representatives.

Employer engagement with industry partners appeared to be one of the strengths of the STN Consortium project. Employer partners were very engaged on the Advisory Boards of the college's programs. This engagement helped to strengthen the relationship of the employers with the colleges as they partnered with the colleges in the design and implementation of programs that truly address the skills the employers are seeking. This relationship opened up instructional opportunities outside of the confines of the college campuses. At ATC, for example, an automotive instructor transported 20 students to an Open House and Career Day hosted by Hennessy Lexus of Atlanta, a strong partner of the ATC program. Students toured the entire facility, making stops in various departments to receive operations and procedural presentations accompanied by employee Q&A interactions. Students were encouraged to openly and freely inquire about the operations, employee benefits, promotions, compensation and work schedules, etc. Representatives from the transportation industry served on advisory committees and help identify and map skills and competencies for the program. They also provided work-based training opportunities for program participants, such as apprenticeships. These opportunities have been expanded and strengthened through this grant. There are numerous examples of such activities at STN Consortium-member institutions.

**Summary for Core Element 6 - Sector Strategies and Employer Engagement:** *Representatives from transportation and related industry served on Advisory Committees at all of the STN Consortium colleges. Their roles were to help identify and map skills and competencies for the programs and to provide work-based training opportunities for program participants, such as internships and apprenticeships. For example, the Alabama Clear Fuel Coalition serves as one of the STN Consortium partners. They provided professional development opportunities on a regular basis.*



### SECTION 3: PROJECT OUTCOMES AND FINDINGS

A total of 1,426 unique participants were served over the duration of the Southeastern Transportation Network TAACCCT Grant, 888 completing a grant-funded program of study and 387 still retained their program of study or are in other funded programs. Seventy-one (71) participants were retained in other educational programs. There was a total of 23,662 credit hours produced through participation in the STN TAACCCT Grant.

A significant factor of the STN TAACCCT participants is that they were being prepared for entrance into the workforce. Collectively, the participants earned 2,278 credentials (aggregated across all participants). There was a slight decrease in the number of credentials received by participants from Year 1 (n=486) to Year 3 (n=307). To account for this decrease, many of the participants were continuously enrolled in the program and had already earned a number of the credentials in the first or second year of program participation. Year 1 was not included for initial comparison; however, there was a significant number of credentials received by participants.

Additionally, 787 program participants earned certificates which were less than one year in duration (sometimes referenced as Short Certificates (STC)). Program participants showed significant increase in the number receiving certificates (requiring less than one year) in Year 2 (n=432) in comparison to those receiving the same certification in Year 1 (n=331), earning nearly 40% more in the final year of the grant period. Those earning certificates requiring more than one year but less than two were 525. A total of 8% (n=113) of total unique participants earned degrees, i.e., Associate in Applied Science (AAS), Associate in Applied Technology (AAT), and Associate in Occupational Technology (AOT). See Table 2 for a complete breakdown of Southeastern Transportation Network's outcomes measure for actual numbers by grant year.

Table 2: Southeastern Transportation Network Consortium Cumulative TAACCCT: Participants –Year 1, Year 2, and Year 3

	Year 1	Year 2	Year 3	Total	3 Year Average
1. Unique Participants Served/Enrollees	163	670	593	1426	475.3
2. Total Number Who Have Completed a Grant-Funded Program of Study	0	319	569	888	296
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0	22	22	44	14.7
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	0	223	164	387	129
4. Total Number Retained in Other Education Program(s)	0	16	55	71	23.7
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	0	12838	10824	23662	7887.3
5a. Total Number of Students Completing Credit Hours	0	512	460	972	324
6. Total Number of Earned Credentials (aggregate across all enrollees)	0	793	1485	2278	759.3
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	0	331	456	787	262.3
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0	93	432	525	175
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0	62	51	113	37.7
7. Total Number Pursuing Further Education After Program of Study Completion	0	44	23	67	22.3
8. Total Number Employed After Program of Study Completion	0	103	82	185	61.7
9. Total Number Employed After Retained in Employment After Program of Study Completion	0	23	46	69	23
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0	3	23	26	8.7

According to institutional records and data collected from each participating member of the Southeastern Transportation Network consortium, participants were diverse - racially, student status, socioeconomic status, and gender. The majority of the students were overwhelmingly male (n=95.9%) versus female (n=5.1%). Although low in the number of female participants, this was significant in the sense that there was an increase in female participation in usually male-dominated career paths. Ethnically, the participants represented Black/African-American (n=64.8%), White (n= 22.6%), Hispanic/Latino (n=4%), Asian (n=<1%), American Indian/Alaskan Native (n= 1%), more than one race (n=2%), and Hawaiian (n=0%).

A slight majority of the participants were full-time students (n=501) in comparison to part-time student status (n=447). The average age of the STN TAACCCT program participants was 28. Other participant demographic data showed that 71 students

were identified as incumbent workers, 96 classified as eligible veterans, 27 persons with a disability, and 23 were classified as TAA-eligible. A significant factor is that 76% (n=1083) of STN TAACCCT participants were Pell eligible. A special interest was placed on veteran-eligible program participants, less than 7% which was lower than the Consortium expected. See Table 3 for more specific details by year as well as the three-year average for each item collected.

	Year 1	Year 2	Year 3	Total	3-Year Average
1a. Male	155	638	560	1353	451
1b. Female	8	32	33	73	24.3
2a. Hispanic/Latino	9	20	27	56	18.7
2b. American Indian/Alaskan Native	0	3	1	4	1.3
2c. Asian	0	4	6	10	3.3
2d. Black/African American	90	409	425	924	308
2e. Native/Hawaiian	0	0	0	0	0
2f. White	60	138	124	322	107.3
2g. More than One Race	4	8	10	22	7.3
3a. Full-time Status	124	377	478	501	167
3b. Part-time Status	39	293	115	447	149
4. Incumbent Workers	22	26	23	71	23.7
5. Eligible Veterans	19	38	29	96	32
6. Participant Age (Average)	32	25	27	84	28
7. Persons with Disability	0	16	11	27	9
8. Pell-Grant Eligible	82	546	455	1083	361
9. TAA-Eligible	23	1	1	25	8.3

In Table 4, there was a total of 25 TAA-eligible participants. Twenty-three (23) participated in Year 1; however, only one (1) participated in Years 2 and 3, respectively.

	Year 1	Year 2	Year 3	Total
1. Number of TAA-Eligible Individuals who Participated	23	1	1	25
2. How Many TAA-Eligible Individuals-Credentials	0	1	1	2
3. How Many TAA-Eligible Individuals-No Credentials	0	0	0	0
4. The average duration	0	0	16	16
4. How does this training differ	None	None	None	None

The Outcome Measure Table below shows each expected outcomes with a targeted goals and also with the actual totals achieved after program participants have participated in STN planned activities, program of study and interventions. The STN TAACCCT Grant institutions exceeded expectations of the targeted number of unique participants (n=750) by 190% (n=1426 participants). While there was significant enrollment, only 72% (n=363) of the participants completed

a TAACCCT-funded program of study which was below the targeted number of participants (n=505). Factors that may have impacted this number include part-time status of students, drop-outs, stop-outs, and other factors; however, the data verified that 387 participants are retained in the program of study. This is 177% of the targeted goal of 219.

There were 972 STN participants who contributed to the credit hour production (n=23,662) of this program (as provided in Table 5.) This is approximately 251% of the targeted number (n=387) of participants enrolled who completed credit for formal awards. In which a number of the participants of earned credentials, certifications, and/or degree to include workforce ready industry-standard credentials, certificate programs less than one year, and certificate programs less than two years, and associate degrees over the period of the TAACCCT Grant. The total awards issued was 2278. Program participants were encouraged to continue their education. A total of 67 took advantage and are furthering their education by enrolling in another program of study which 32% of the targeted goals of 210.

One hundred eighty-five (185) STN TAACCCT program participants entered employment the first quarter after exiting the program which is 44% of the targeted number of 426. The number of STN TAACCCT participants who retained employment in the second and third quarters was 69, 19% of the targeted number of 372. Obtaining credentials, certification and degrees were

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major components of the STN TACCCT-funded grant and with these educational and training advancements, it was anticipated that some participants would receive a wage increase. The total number of students who received a wage increase was 26 which is 95 of the targeted number of 294.

**Table 5: Outcome Measure Table** (Outcome Targets 1-9)

Outcome Target	Goal	Achieved to Date
Unique Participants Served	750	1,426
Total Completing a Program	505	888
Total Number Retained	219	387
Total Number of Students Completed Credit Hours	387	972
Total Number of Earned Credentials	350	2,278
Total Pursuing Further Education	210	67
Total Participants Employed after Completing Program	426	185
Total Number Retained in Employment	327	69
Total Number Who Were Employed at Enrollment and Had Increase in Pay	294	26

### Challenges and Limitations

- A. The initial phase of implementation during year 1, the project expressed some challenges related to the employment of personnel and with the delay, new personnel met challenges of being on track; however, after, adequately staffing programs, the institutions got back on track and were able to deliver the program services, activities, and plans with few approved modifications.
- B. System-level approval processes for construction, renovations, and upgrades caused delays in the implementation of programmatic initiatives at most of the STN Consortium colleges.
- C. Data collection efforts presented a limitation to the interpretation of the data due to the varied understanding of common terminology, although defined by evaluator, by individuals submitting the requested data.

### Project Outcomes/Impact Design and Findings

TMT Group developed a Project Outcomes/Impact Questionnaire to collect data for the Impact Analysis. The instrument contained 29 items to collect demographic information on students, as well as information on the extent to which there was engagement in the proposed student support services. The student support services were postulated to be positively related to retention, graduation, and/or job placement of two-year college students. Each project manager received a copy of the Impact Analysis Methodologies and Procedures Handbook.

It was absolutely critical that each participating STN Consortium College's campus program manager/data collector had a shared understanding about the terminology being used in the program data collection processes; therefore, TMT Group established a case study of a hypothetical student to assess the inter-rater ability of the Campus Program Managers in their evaluation of the student. Cohen's Kappa value was established for a questionnaire that contained two sets of data. In Table 6, there was wide discrepancy in the Campus Program Managers in their understanding of data collection instrumentation; therefore, the evaluator determined that it was necessary to conduct continuous training on data collection and interpretation of that data so that a collective effort of the STN Consortium would be represented in the impact analysis and findings. As a final result, there was limitation related to understanding how to report the data, a content analysis was performed on all quarterly reports, reports of the program visits, and interviews with program participants – students, faculty, and administrators.

Table 6: Cohen's Kappa Value for Comparison Among All STN Consortium Colleges

	Extent of Involvement Item Responses	"Yes" and "No" Item Responses
Co-Lin –ATC ATC-Co-Lin	0.34	0.57
Co-Lin –CLTCC CLTCC-Co-Lin	0.19	0.00
Co-Lin –LSCC LSCC – Co-Lin	0.53	1.00
ATC- CLTCC CLTCC – ATC	-0.19	1.00
ATC – LSCC LSCC ATC	0.29	0.57
CLTCC –LSCC LSCC – CLTCC	-0.007	0.33
Average	0.19	0.41



## Summary

The Southeastern Transportation Network Consortium had many successes during the implementation of the programmatic initiatives in Alabama, Georgia, Louisiana, and Mississippi. This regional consortium's collective and collaborative work certainly impacted the workforce by providing highly skilled, technologically savvy, and well-trained workers. Based upon the data collected and a content analysis of quarterly and annual reports, listed below are some of the major impact findings as a result of the funded project.

A. Advisory committees played a major role in helping to shape the programs, curriculum modifications, and the potential employment of STN Consortium participants within the related workforce sectors.

B. The engagement of the advisory boards allowed for the development of challenging curriculum to meet the need of the transportation industry. Additionally, there was increased recruiting efforts by advisory board members to bring new students into the various programs at each of the STN TAACCCT participating institutions.

C. Established relationships and partnerships with local industry provided valuable resources for participants and the institutions. For example, Central Louisiana received donated equipment for the collision program with an estimated value of \$500,000; Copiah-Lincoln received input from Wal-Mart on curriculum and current industry needs; Lawson State began a new program in partnership with Fiat-Chrysler that established MoPAR CAP for curriculum enhancements at the college to offer students in a study/internship format; Copiah-Lincoln partnered with Jordan Carriers to provide instructional space for its diesel technician program; Atlanta Tech's partnership with BMW USA garnered new industry standard technology and personnel expertise.

D. Creative and innovative partnerships like Central Louisiana's partnerships with Kyle's Collision Center, Metro Glass Company, Metro Towing & Truck Center, and Ray Hide Paint & Body Works established opportunities for internships and employment/job placement.

E. Atlanta Tech's partners helped to create a new program entitled Career Pathways Initiatives: Central Louisiana's relationship with three dealerships helped in the development of a Shadow Program to give program participants a glimpse into how the service departments operate on a daily basis.

F. Programmatic impact on the STN Consortium colleges is evidenced through the fact that Lawson State made curriculum modification to include simulated truck driving technology as a result of Central Louisiana's CDL Program which utilizing the Simulator.

G. As a result of the collaborative involvement in the STN Consortium, a new programmatic initiative was launched at Lawson State with Fiat Chrysler to establish a MO PAR Cap program, an internship study program to train technicians for employment at Fiat Chrysler.

H. Governmental agencies and non-profit agencies made a number of inquiries into their best practices in CDL training.

I. NATEF program accreditation for the Collision Repair Program was received by Central Louisiana Tech due to industry standard equipment and tools acquisition. Lawson State expanded its NC3 Certifications to include STN Consortium program participants.

J. All STN Consortium colleges made major upgrades and or renovations to facilities where the training transpired.

K. There were increased recruitment efforts at the high schools that served the STN Consortium colleges. Print media, radio blasts, high school events, and college fairs were the major forms of recruitment.

L. The acquisition of current and up-to-date industry standard equipment played a major role in student retention and completion of related transportation training.

M. Leveraged resources through industry partners, \$40,000 was donated to Atlanta Technical College to acquire a software training program in order to aid the college in receiving its NATEF Certification. Copiah-Lincoln received donations from Cintas to purchase shop uniforms and Concordia Bank to purchase safety glasses.

N. All of the STN Consortium Colleges leveraged resources of existing personnel to establish job descriptions and recruitment of programs' administrative staff.

O. Professional development of STN Consortium colleges was demonstrated by Atlanta Technical College's instructional staff receiving professional training on trainers/simulators and software from A-Tech Training Company.

P. Atlanta Technical College created an online course called "Diesel On-Highway Emissions."

Q. A "best practice" for Central Louisiana was their close working relationship with government entities and non-profit agencies to promote recruitment and student success.

R. Industry partners showed great interest in the employment of program participants.

S. STN Consortium colleges made visits to each other's program to gain insight on their programmatic offerings, implementation, challenges, and best practices.

In conclusion, the intent to compare categorically program students receiving the benefits and services of the funded project to traditional students receiving normal institutional services presents limitation due to misinterpretations of what was requested. This was not achievable due to challenges in data collection, student identification in control groups and comparison groups and low response rate on surveys instrumentation.

Although there were some limitations, the STN Consortium colleges significantly impacted the transportation industry in the Southeastern sector of the United States. From interviews at site visits, it was determined that program participants were very pleased with the results of their involvement in the program. There were noticeably deeper involvement from advisory boards, business and industry partners, and governmental agencies. Commendations should be given to those partners that provided equipment, internships, employment opportunities, and funds to facilitate student success in the program.

**SECTION 4: APPENDICES**

**APPENDIX A. Site Visit Data Organization Template**

## Appendix A. Site Visit Data Organization Template

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<p><u>Recruitment.</u> The project will utilize radio and television advertising to make potential students in the transportation areas aware of the training options. The colleges will also provide designated housing for any local or long-distance participant desiring to take advantage of the option. To address transportation issues, each college will provide low-cost transportation options for students and/or enlist community resources to assist students.</p>	<p><b>Activity #3</b> Build Program Enrollment</p>	How was the particular curriculum or <u>activity</u> selected, used or created?	<ul style="list-style-type: none"> <li>Recruitment brochures</li> <li>Photos from recruitment events/activities</li> <li>Online links for radio and/or television ads</li> <li># of students accepted</li> <li># of students taking advantage of housing option</li> <li># of students taking advantage of transportation option</li> <li>Student efficacy surveys</li> <li>Project student intake/registration forms</li> </ul>
		<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards: - Recruitment?</li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Advisory Committee meetings</li> <li>Employer survey results</li> <li>Analyses from college recruitment personnel</li> <li># and % of TAA-eligible workers and other adults</li> </ul>
<p><u>Work-based training</u> will incorporate employer internships/co-ops, tours of work environments, and mentorship. Employer partners committed to providing co-ops/internships, serving as mentors, and providing tours of facilities, as well as other work-based training opportunities.</p>	<p><b>Activity #4</b> Enhance instructional delivery and access.</p> <p><b>Activity #5</b> Provide training and manage project.</p>	How was the particular curriculum or activity selected, used, or created?	<ul style="list-style-type: none"> <li>Brochures describing work-based programs</li> <li>Photographs showing students engaged in work-based training programs</li> <li>Listing of students showing their work-based training experiences, name of employer and dates experiences were completed.</li> <li># and % of STN project students participating in activity</li> </ul>
		<ul style="list-style-type: none"> <li>How were programs/program designs improved or expanded using grant funds? What delivery methods were offered?</li> <li>What was the program administrative structure? What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings from industry Advisory Committees</li> <li>Brochures describing work-based training programs</li> <li>Applicable job descriptions</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Work-based training</u> (continued)	<b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated? What assessment tools and process were used? Who conducted the assessments? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>Copies of assessments used</li> <li>Number and percentage of STN Project students assessed</li> <li>Aggregated results of assessments</li> <li>Title of individual(s) administering assessments</li> </ul>
		<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards:               <ol style="list-style-type: none"> <li>1) Training</li> <li>2) Placement</li> <li>3) Leveraging of resources</li> <li>4) Commitment to program sustainability.</li> </ol> </li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Surveys from employer partners and other key stakeholders identifying contributions and levels of involvement</li> <li>Minutes of meetings from Workforce Invest Boards and/or Industry Advisory Committees</li> <li>Post-evaluation partners and other key stakeholders where they evaluate their level of involvement</li> </ul>
<u>Innovative technology enhancements</u> that support program acceleration is proposed to allow widespread access, especially with rural and out-of-state students; allow more self-paced completion; serve as a vehicle for enhancing classroom and online learning; and, provide greater opportunities for blended/hybrid learning. The proposed enhancements included such things as MOOCs and an on-line alert system.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.  <b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	How as the particular curriculum or activity selected, used, or created?	<ul style="list-style-type: none"> <li>Receipts/copies of purchase orders for equipment</li> <li>List of equipment purchased and indication of status (i.e., if equipment has been installed, tested and ready to be used or is being used)</li> <li>Disaggregated results from student course evaluations indicating the level of access campus, rural and out-of-state students feel they have as a result of the innovative technology enhancements</li> <li>Disaggregated results from student course evaluations from students indicating their attitudes towards the use of the innovative technological enhancements in their online and blended courses</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Innovative technology enhancements</u> , continued	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.  <b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>How were programs/program designs improved or expanded using grant funds? What delivery methods were offered?</li> <li>What was the program administrative structure?</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings from Industry Advisory Committees</li> <li>Applicable job descriptions</li> <li>Grant budget analyses</li> </ul>
		<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards:               <ol style="list-style-type: none"> <li>Leveraging of resources</li> <li>Commitment to program sustainability</li> </ol> </li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings from Industry Advisory Committees</li> <li>Employer surveys</li> </ul>
Each Consortium college provides <u>individualized career guidance</u> that includes one-on-one counseling, opportunities to explore a gamut of career opportunities, matching individual skills and interests to career possibilities, assistance in selecting programs of study, information about the local job market, interview preparation, resume assistance, and other career-related resources. Additionally, assistance is provided in areas such as developing study skills, time management and dealing with personal issues that may impede success.	<b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> <li>How programs/program designs were improved or expanded using grant funds? What delivery methods were offered?</li> <li>What was the program administrative structure?</li> <li>What support of other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Policies and procedures for STN Project student interactions with career services/student success offices</li> <li>Number and percentage of STN project students participating in activities</li> <li>Organizational charts for career guidance and/or student success centers</li> <li>Applicable job descriptions</li> <li>Grant budget analyses</li> </ul>
		Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated? What assessment tools and process were used? Who conducted the assessments? How were the assessment results used? Were the assessment results useful in determining the appropriate program and course sequence for participants? Was career guidance provided? If so, through what methods?	<ul style="list-style-type: none"> <li>Copies of assessments used</li> <li>Number and percentage of STN Project students assessed</li> <li>Aggregated results of assessments</li> <li>Title of individual(s) administering assessments</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Individualized career guidance</u> , continued	<b>Activity #5</b> Provide training and manage project (continued).	<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards:                             <ol style="list-style-type: none"> <li>1) Placement</li> <li>2) Commitment to program sustainability?</li> </ol> </li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings from Industry Advisory Committees</li> <li>Employer surveys</li> </ul>
The use of a <u>success coaching program</u> that provides part case manager, part intrusive advisor, part navigator and part referral services expert is also proposed. Student success coaches will be assigned to students to act as a guide in navigating academic and personal challenges. The coaches will integrate a triage approach to student services for the TAA-eligible and other adult students acting as a guide for the application process, financial aid, career searches as well as a referral point for community-based organizations. The success coaching program will serve as an essential tool and conduit for data tracking, project monitoring, retention, and completion.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.	<ul style="list-style-type: none"> <li>How as the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Policies and procedures for success center operation</li> <li>Policies and procedures for STN Project student interactions with career services/student success offices</li> <li>Number and percentage of STN project students participating in activities</li> </ul>
		<ul style="list-style-type: none"> <li>How programs/program designs were improved or expanded using grant funds?</li> <li>What delivery methods were offered?</li> <li>What as the program administrative structure?</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Grant budget analysis</li> <li>Organizational charts for career guidance and/or student success centers</li> <li>Applicable job descriptions</li> <li>Grant budget analysis</li> </ul>
Through the Consortium and its 4-year university partners, <u>prior learning assessment strategies</u> will be used. Credit for prior learning, work-based experience, and non-credit courses will be offered through credit by examination to assist in accelerating program completion for adult workers. In developing and using the career pathways listed above, the Consortium proposed to build on existing strategies at member institutions, develop and strengthen cross-agency partnerships, identify, and engage employers in relevant industry sectors, and design and deliver education and training programs to meet the skill needs of high-demand industries.	<b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Institutional policies and procedures for approving credit for prior learning, work-based experience, and non-credit courses</li> <li>Cooperative agreements between 2-year and 4-year institution</li> <li>Number and percentage of STN project students participating in activity</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Prior learning assessment strategies</u> (continued)	<b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>• How programs / program designs were improved or expanded using grant funds?</li> <li>• What delivery methods were offered?</li> <li>• What was the program administrative structure?</li> <li>• What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of partnership meetings between 2-year and 4-year college personnel</li> <li>• Documentation indicating any new agreements/ partnerships developed</li> <li>• Applicable job description indicating responsible staff/ office</li> <li>• Student attitude surveys</li> <li>• Grant budget analysis</li> </ul>
		<ul style="list-style-type: none"> <li>• Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>• What assessment tools and process were used?</li> <li>• Who conducted the assessments?</li> <li>• How were the assessment results used?</li> <li>• Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>• Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of assessments used</li> <li>• Number and percentage of STN project students assessed</li> <li>• Aggregated results of assessment</li> <li>• Title of individual(s) administering assessments</li> <li>• Documentation of how assignments were made based on assessment results</li> </ul>
		<ul style="list-style-type: none"> <li>• What contributions did each of the partners and other key stakeholders make toward:               <ol style="list-style-type: none"> <li>1) Program design</li> <li>2) Training</li> <li>3) Placement</li> <li>4) Program management</li> <li>5) Leveraging of resources</li> <li>6) Commitment to program sustainability?</li> </ol> </li> <li>• What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Advisory Committee meetings</li> <li>• Partner efficacy survey results</li> </ul>



## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<p>The Consortium proposed <u>specific competency-based programs</u> in which some students will take and pass one of the eight Automotive Service Excellence (ASE) recognized tests to receive partial course credit in the technical area for which they hold certification. Each student enrolled in courses offered in the automotive program are evaluated continually through their educational tenure primarily utilizing the industry standard, NATEF standards (P1, P2, P3).</p>	<p><b>Activity #4</b> Enhance instructional delivery and access.</p> <p><b>Activity #5</b> Provide training and manage project.</p>	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Institutional policies and procedures for approving credit based on competency-based programs</li> <li>Number and percentage of STN project students participating in program</li> </ul>
		<ul style="list-style-type: none"> <li>How programs / program designs were improved or expanded using grant funds?</li> <li>What delivery methods were offered?</li> <li>What was the program administrative structure?</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from Industry Advisory Committee meetings</li> <li>Documentation indicating any new agreements/ partnerships developed</li> <li>Applicable job description indicating responsible staff/ office</li> <li>Student attitude surveys</li> <li>Grant budget analyses</li> </ul>
		<ul style="list-style-type: none"> <li>Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>What assessment tools and process were used?</li> <li>Who conducted the assessments?</li> <li>How were the assessment results used?</li> <li>Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>What assessment tools and process were used?</li> <li>Who conducted the assessments?</li> <li>How were the assessment results used?</li> <li>Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>Was career guidance provided? If so, through what methods?</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
Each of the four colleges in the STN Consortium will <u>develop or enhance specific modularized curricula</u> to offer modularized credit certificates. These short-term certificates can be completed in one-semester (16 weeks) and offer specialized knowledge in brakes, engine repair, transmission, etc., but build upon each other to offer a diploma (18 months) or associate degree (2 years).	<b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Institutional policies and procedures for approving credit based on competency-based programs</li> <li>Number and percentage of STN project students participating in program</li> </ul>
		<ul style="list-style-type: none"> <li>How programs / program designs were improved or expanded using grant funds?</li> <li>What delivery methods were offered?</li> <li>What was the program administrative structure [i.e., who makes it happen?]</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from Industry Advisory Committee meetings</li> <li>Documentation indicating any new agreements/ partnerships developed</li> <li>Applicable job description indicating responsible staff/ office</li> <li>Student attitude surveys</li> <li>Grant budget analyses</li> </ul>
		<ul style="list-style-type: none"> <li>Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>What assessment tools and process were used?</li> <li>Who conducted the assessments?</li> <li>How were the assessment results used?</li> <li>Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>Copies of assessments used</li> <li>Number and percentage of STN project students assessed</li> <li>Aggregated results of assessments</li> <li>Title of individual(s) administering assessments</li> <li>Documentation of how assignments were made based on assessment results</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Interconnected credentials</u>	<b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>• Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>• What assessment tools and process were used?</li> <li>• Who conducted the assessments?</li> <li>• How were the assessment results used?</li> <li>• Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>• Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of assessments used</li> <li>• Number and percentage of STN project students assessed</li> <li>• Aggregated results of assessments</li> <li>• Title of individual(s) administering assessments</li> <li>• Documentation of how assignments were made based on assessment results</li> </ul>
The Consortium proposed to strengthen <u>transitions from non-credit to credit-bearing credentials</u> . Students completing these online components will be allowed to apply for credit by taking a competency-based exam, and skill-based demonstration exam. Prior learning and work-based experiences will be allowed for the awarding of credit to assist students in accelerating the completion of this program.	<b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>• How was the particular curriculum or activity selected, used, or created?</li> <li>• How programs / program designs were improved or expanded using grant funds?</li> <li>• What delivery methods were offered?</li> <li>• What was the program administrative structure?</li> <li>• What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional policies and procedures for offering non-credit to credit-bearing credentials</li> <li>• Number and percentage of STN project students pursuing non-credit to credit-bearing credentials</li> <li>• Minutes form Industry Advisory Committee meetings</li> <li>• Documentation indicating any new agreements/ partnerships developed</li> <li>• Applicable job description indicating responsible staff/ office</li> <li>• Student attitude surveys</li> <li>• Grant budget analyses</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>transitions from non-credit to credit-bearing credentials</u> (continued)	<b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>• Are in-depth assessments of participant abilities, skills, and interests conducted to select or enroll individuals into the program being evaluated?</li> <li>• What assessment tools and process were used?</li> <li>• Who conducted the assessments?</li> <li>• How were the assessment results used?</li> <li>• Were the assessment results useful in determining the appropriate program and course sequence for participants?</li> <li>• Was career guidance provided? If so, through what methods?</li> </ul>	<ul style="list-style-type: none"> <li>• Copies of assessments used</li> <li>• Number and percentage of STN project students assessed</li> <li>• Aggregated results of assessments</li> <li>• Title of individual(s) administering assessments</li> <li>• Documentation of how assignments were made based on assessment results</li> </ul>
STN Consortium schools currently have and plan to establish more <u>transferability of credit between institutions through articulation agreements</u> . Each university will accept courses listed in an articulation agreement for over 150 majors without loss of credit toward the conclusion of a four-year degree.	<b>Activity #4</b> Enhance instructional delivery and access.	<ul style="list-style-type: none"> <li>• How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional policies and procedures for transferring credit between institutions through articulation agreements</li> <li>• Number and percentage of STN project students pursuing transferring credit between 2-year and 4-year colleges</li> </ul>
		<ul style="list-style-type: none"> <li>• How programs / program designs were improved or expanded using grant funds?</li> <li>• What delivery methods were offered?</li> <li>• What was the program administrative structure?</li> <li>• What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from university partner advisory meetings</li> <li>• Articulation agreements</li> <li>• Applicable job description indicating responsible staff/office</li> <li>• Student attitude surveys</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
Proposed to incorporate <u>innovative and effective advanced technology and technology-enabled learning</u> into a transportation curriculum that has been traditionally 100% face-to-face. The new approach will include both face-to-face, online, and hybrid/blended formats. The technological innovations proposed in addition to traditional face-to-face formats are online lecture capture systems; online student support tutorials; online alert systems; the use of Blackboard, Angel, and Moodle; and MOOCs.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.  <b>Activity #4</b> Enhance instructional delivery and access.  <b>Activity #5</b> Provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Receipts/copies of purchase orders for equipment</li> <li>List of equipment purchased and indication of status (i.e., installed, tested and ready to be used or is being used)</li> </ul>
		<ul style="list-style-type: none"> <li>How programs / program designs were improved or expanded using grant funds? What delivery methods were offered? What was the program structure? What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meetings from Industry Advisory Committees</li> <li>Applicable job descriptions</li> <li>Grant budget analyses</li> </ul>
The Consortium proposed <u>substantive involvement of transportation employers</u> . This involvement includes commitments to serve on program advisory committees, provide internships, provide scholarships, provide grants, provide equipment and supplies, host company tours, demonstrate the use of products, serve as mentors, and interview qualified candidates.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Advisory Committee meetings</li> <li>Listing of students and opportunities provided (e.g., internships, scholarships, grants, company tours, etc.) and corresponding partner providing the opportunities</li> </ul>
		<ul style="list-style-type: none"> <li>What was the program administrative structure?</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Roster of mentors with corresponding mentees</li> <li>Listing of students interviewed by employer partners with the name of partner conducting the interview</li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
<u>Substantive involvement of transportation employers.</u> (Continued)	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.	<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards:               <ol style="list-style-type: none"> <li>1) Program design</li> <li>2) Curriculum development</li> <li>3) Recruitment</li> <li>4) Training</li> <li>5) Placement</li> <li>6) Program management</li> <li>7) Leveraging of resources</li> <li>8) Commitment to program sustainability</li> </ol> </li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Roster of Advisory Committee memberships</li> <li>Minutes of Advisory Committee meetings</li> <li>Listing of students and opportunities provided with the corresponding partner providing the opportunities</li> <li>Roster of mentors with corresponding mentees</li> <li>Listing of students interviewed by employer partners with the name of partner employer conducting the interview</li> <li>Job descriptions/organizational charts</li> <li>Employer satisfaction surveys</li> </ul>
In addition, each college in the Consortium is <u>partnering with their workforce investment boards</u> in the execution of this project. The workforce investment boards have specifically committed to recruiting and screening of potential program participants; providing job seeking skills and job readiness/pre-employment training to program participants; assisting in tracking program participants as they re-enter the workforce; and, providing job placement services such as the hosting of job fairs and/or interview sessions for program graduates.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Advisory Committee meetings</li> <li>Analyses of workforce investment board participation in:               <ol style="list-style-type: none"> <li>1) Program recruitment</li> <li>2) Screening of potential participants</li> <li>3) Provision of job seeking skills and pre-employment training</li> <li>4) Assistance in tracking of program participants as they reenter the workforce</li> <li>5) Provision of job placement services such as hosting of job fairs and/or interview sessions for program graduates</li> </ol> </li> </ul>

## Appendix A. Site Visit Data Organization Template (Continued)

Grant Implementation Proposal	Proposal Activity	Guiding Questions	Data Sources
The Consortium proposed to <u>incorporate projects and tools developed by philanthropic organizations, business-related and other non-profit organizations, community-based organizations, and labor organizations</u> that can have a positive impact on the project. For example, one college in the Consortium currently partners with a nonprofit who has a grant through the United Way to provide monetary support to students who need assistance during their final year of their program.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Analyses of philanthropic organizations, business-related and other non-profit organizations involvement in the project</li> </ul>
The Consortium proposed to <u>incorporate appropriate materials or approaches developed by previously-funded TAACCT projects</u> to help decrease duplication and extend the geographical reach of the program. The Consortium plans to collaborate with Georgia Piedmont Technical College, funded in Round Two, to leverage training in the transportation industry.	<b>Activity #2</b> Build physical capacity of Consortium institutions to provide training and manage project.	<ul style="list-style-type: none"> <li>How was the particular curriculum or activity selected, used, or created?</li> </ul>	<ul style="list-style-type: none"> <li>Summary of work with Georgia Piedmont Technical College</li> <li>Listing of efforts developed at college as a result of collaboration</li> </ul>
		<ul style="list-style-type: none"> <li>What was the program administrative structure?</li> <li>What support or other services were offered?</li> </ul>	<ul style="list-style-type: none"> <li>Job description of person coordinating the effort</li> </ul>
The proposed project focuses on the Transportation and Warehousing Industry (NAICS 48-49). Each Consortium participant will <u>appoint an Industry Advisory Committee</u> to meet a minimum of once per quarter. The committees will be tasked with helping implement the program strategies and goals, mapping necessary skills and competencies for the program, assisting with development of additional courses as needs are identified and assisting with curriculum development, program design and program implementation.	<b>Activity #1</b> Build human resources and equipment capacity to provide training and manage project.  <b>Activity #2</b> Build physical capacity of Consortium institutions to provide training and manage project.  <b>Activity #4</b> Enhance instructional delivery and access.	<ul style="list-style-type: none"> <li>What contributions did each of the partners and other key stakeholders make towards:               <ol style="list-style-type: none"> <li>1) Program design</li> <li>2) Curriculum development</li> <li>3) Recruitment</li> <li>4) Training</li> <li>5) Placement</li> <li>6) Program management</li> <li>7) Leveraging of resources</li> <li>8) Commitment to program sustainability?</li> </ol> </li> <li>What factors affected partner involvement or lack of involvement?</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of Advisory Committee meetings</li> <li>Committee satisfaction surveys</li> </ul>