

Southeastern Transportation Network (STN)
Developing Tomorrow's Transportation Workforce



Project Evaluation Plan
Methodologies and Procedures
Handbook

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Table of Contents

TABLE OF CONTENTS	1
INTRODUCTION	3
Program Implementation Analysis	3
Evaluation Schedule & Timelines	3
Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources	5
Logic Model	25
Formative Assessment	25
Summative Assessment	26
Storing Research Data.	26
OUTCOMES/IMPACT ANALYSIS	26
Background of Outcomes/Impact Analysis	27
Project Outcomes/Impact Questionnaire	27
PERFORMING PROGRAM IMPLEMENTATION ANALYSIS	28
Guiding Questions	28
Cross Project Data Collection Template	29
Site Visit Protocol	49
Before the Visit	49
Scheduling the Activities	50
During the Site Visit	51
Concluding the Visit	51
After the Visit	52
Recommended Site Visit Schedule Template.	53
ATTACHMENT 1: Outcome Measures Table	57
ATTACHMENT 2: Outcomes and Predictors Designation Table	61
ATTACHMENT 3: Project Outcomes/Impact Questionnaire	73

ATTACHMENT 4: Southern Transportation Network Organization Chart	79
ATTACHMENT 5: Site Visit Data Organization Template	83
REFERENCES	103

Introduction: The evaluation process will assess whether specific goals and objectives are being addressed and achieved and what level of success can be attributed to the activities designed or conducted. It is also intended to help ensure the project achieves the impact it intends to achieve. The evaluation process will be conducted using two processes: (1) Implementation Analysis (using both formative and summative assessments) and (2) Outcomes/Impact Analysis.

Program Implementation Analysis: The implementation analysis will allow us to assess whether the program is progressing in relationship to what works best, lessons learned, how activities held affected the results, and what modifications in program implementation are needed. The implementation analysis will involve data sources from the institution that also include feedback from faculty, staff, students and industry professionals and will be conducted using both formative and summative data analysis to provide data to analyze the program upon which the impact/outcome analysis will be based. Table 1 indicates the dates formative and summative evaluations are to be conducted and the dates outcomes/impact analysis data elements are due. Table 2 identifies activities and indicators identified in the grant that will guide the Consortium in its implementation of the grant. Also include in Table 2 are suggested data sources that can be used to collect the data necessary to inform analysis of program implementation.

Evaluation Schedule & Timelines

Table 1. Schedule for Formative and Summative Evaluations

Grant Year	Period	Formative Evaluation Data Collection Due Date (Period)	Formative Evaluation Report Due Date	Outcomes Analysis Data Collection Due Date (Period)	Summative Evaluation Report Due Date
Year 1	Oct 2014 – Sep 2015	Mar 31, 2016	-	Mar 31, 2016 (Aug 14-Jul 15)	Apr 30, 2016
Year 2	Oct 2015 – Sep 2016	Apr 15, 2016 (Oct 15-Mar 16)	May 15, 2016	July 15, 2016 (Aug 15-Jul 16)	Nov 30, 2016
		July 15, 2016 (Apr 16-Jun 16)	July 30, 2016		
		Oct 15, 2016 (Jul 16-Sep 16)	Oct 31, 2016		
Year 3	Oct 2016 – Sep 2017	Apr 15, 2017 (Oct 16-Mar 17)	Apr 30, 2017	July 15, 2017 (Aug 16-Jul 17)	Nov 30, 2017
		July 15, 2017 (Apr 17-Jun 17)	July 30, 2017		
		Oct 15, 2017 (Jul 17-Sep 17)	Oct 31, 2017		
Year 4	Oct 2017 – Sep 2018	Apr 15, 2018 (Oct 17-Mar 18)	Apr 30, 2018	July 15, 2018 (Aug 17-Jul 18)	Nov 30, 2018
		July 15, 2018 (Apr 18-Jun 18)	July 30, 2018		
		Oct 15, 2018 (Jul 18-Sep 18)	Oct 31, 2018		

Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>Recruitment. 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>Activity #3 Build Program Enrollment</p>	<p>How was the particular curriculum or activity selected, used or created?</p> <ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) recruitment ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Recruitment brochures ▪ Photos from recruitment events/activities ▪ Online links for radio and/or television ads ▪ # of students accepted ▪ # of students taking advantage of housing option ▪ # of students taking advantage of transportation option ▪ Student efficacy surveys ▪ Project student intake/registration forms ▪ Minutes of Advisory Committee meetings ▪ Employer survey results ▪ Analyses from college recruitment personnel ▪ # and % of TAA-eligible workers and other adults
Core Element 1: Evidence-Based Design			
<p>Work-based training 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>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Brochures describing work-based training programs ▪ Photographs showing students engaged in work-based training programs ▪ Listing of students showing their work-based training experiences, name of employer and dates experience was completed ▪ # and % of STN project students participating in activity

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<u>Work-based training (continued)</u>	Core Element 1: Evidence-Based Design (continued)		
	<p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Brochures describing work-based training programs ▪ Applicable job descriptions
		<ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments
		<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) training 2) placement 3) leveraging of resources 4) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Surveys from employer partners and other key stakeholders identifying contributions and levels of involvement ▪ Minutes of meetings from Workforce Investment Boards and/or Industry Advisory Committees ▪ Post-evaluation of employer partners and other key stakeholders where they evaluate their level of involvement

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>Innovative technology enhancements 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 online alert system.</p>	<p>Core Element 1: Evidence-Based Design (continued)</p> <p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Receipts/copies of purchase orders for equipment ▪ 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) ▪ 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 ▪ Disaggregated results from student course evaluations from students indicating their attitudes towards the use the innovative technological enhancements in their online and blended courses.
		<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Applicable job descriptions ▪ Grant budget analyses

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p><u>Innovative technology enhancements</u> (continued)</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<p>Core Element 1: Evidence-Based Design (continued)</p> <ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) leveraging of resources 2) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Employer surveys
Core Element 2: Career Pathways			
<p>Each Consortium school 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.</p>	<p>Activity #5 Provide training and manage project</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Policies and procedures for STN Project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p><u>Individualized career guidance</u> (continued)</p>	<p>Activity #5 Provide training and manage project</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? ▪ 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? ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) placement 2) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Organizational charts for career guidance and/or student success centers ▪ Applicable job descriptions ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Minutes of meetings from Industry Advisory Committees ▪ Employer surveys

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity Core Element 2: Career Pathways	Guiding Questions (continued)	Data Sources
<p>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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? What was the program administrative structure? ▪ What support or other services were offered? ▪ 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"> ▪ Policies and procedures for success center operation ▪ Policies and procedures for STN project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities ▪ Grant budget analysis ▪ Organizational charts for career guidance and/or student success centers ▪ Applicable job descriptions ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>Success coaching program (continued)</p>	<p>Core Element 2: Career Pathways (continued)</p> <p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) program design 2) training 3) program management 4) leveraging of resources 5) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results
<p>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 proposes 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.</p>	<p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, <u>used</u>, or created? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit for prior learning, work-based experience, and non-credit courses ▪ Cooperative agreements between 2-year and 4-year institution ▪ Number and percentage of STN project students participating in activity

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>Prior learning assessment strategies (continued)</p>	<p>Core Element 2: Career Pathways (continued)</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of partnership meetings between 2-year and 4-year college personnel ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses
		<ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p><u>Prior learning assessment strategies</u> (continued)</p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) program design 2) training 3) placement 4) program management 5) leveraging of resources 6) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results
<p>The Consortium proposes <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 throughout their educational tenure primarily utilizing the industry standard, NATEF standards (P1, P2, P3).</p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions		Data Sources
Core Element 2: Career Pathways (continued)				
<p><u>Specific competency-based programs</u> (continued)</p>	<p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ 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? ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of Individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	
<p>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).</p>	<p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? <i>[i.e. Who makes it happen?]</i> What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>Develop or enhance specific modularized curricula (continued)</p>	<p>Activity #5 Provide training and manage project.</p>	<p>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?</p>	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assessments were made based on assessment results
<p>Each college currently offers <u>interconnected credentials</u> within transportation-related repair or operator programs and plans to develop more interconnected credentials aligned with NATEF certification through the integration of this curriculum with existing transportation-related repair or operator programs. The Career Pathway for Adult Workers model will be utilized to offer competency-based non-credit courses that align with modularized interconnected credit credentials. Students completing these components will be allowed to apply for credit by taking a competency-based exam, and skill-based demonstration exam.</p>	<p>Activity #5 Provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for offering interconnected credentials ▪ Number and percentage of STN project students pursuing an interconnected credentials curriculum

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions		Data Sources
Core Element 2: Career Pathways (continued)				
<p>Interconnected credentials (continued)</p>	<p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ 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"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>The Consortium proposes to strengthen transitions from non-credit to credit-bearing credentials. 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 the awarding of credit to assist student in accelerating the completion of this program.</p>	<p>Activity #5 Provide training and manage project.</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for offering non-credit to credit-bearing credentials ▪ Number and percentage of STN project students pursuing non-credit to credit-bearing credentials
		<ul style="list-style-type: none"> ▪ 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"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses
			<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions		Data Sources
<p>STN Consortium schools currently have and plan to establish more transferability of credit between institutions through articulation agreements. 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.</p>	<p>Activity #4 Enhance instructional delivery and access.</p>	<p><i>Core Element 2: Career Pathways (continued)</i></p> <ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 		<ul style="list-style-type: none"> ▪ Institutional policies and procedures for transferring credit between institutions through articulation agreements ▪ Number and percentage of STN project students pursuing transferring credit between 2-year and 4-year colleges
<p>Core Element 3: Advanced Online and Technology-Enabled Learning</p>				
<p>Proposes to incorporate innovative and effective advanced technology and technology-enabled learning 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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Receipts/copies of purchase orders for equipment ▪ 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) 	
		<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Applicable job descriptions ▪ Grant budget analyses 	

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>The Consortium proposes substantive involvement of <u>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.</p>	<p>Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders</p> <p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, <u>used</u>, or <u>created</u>? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided (e.g. internships, scholarships, grants, company tours, etc.) and corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview
		<ul style="list-style-type: none"> ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Rosters of Advisory Committee memberships
		<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) program design 2) curriculum development 3) recruitment 4) training 5) placement 6) program management 7) leveraging of resources 8) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided with the corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview ▪ Job descriptions/organizational charts ▪ Employer satisfaction surveys

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p style="text-align: center;">Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders (continued)</p> <p>In addition, each college in the Consortium is partnering with their <u>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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Analyses of workforce investment board participation in: <ol style="list-style-type: none"> 1) Program recruitment 2) Screening of potential participants 3) Provision of job seeking skills and pre-employment training 4) Assistance in tracking of program participants as they reenter the workforce 5) Provision of job placement services such as hosting of job fairs and/or interview sessions for program graduates
<p>The Consortium proposes to incorporate <u>projects and tools developed by philanthropic organizations, business-related and other non-profit organizations</u>, community-based organizations, and labor organizations 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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Analyses of philanthropic organizations, business-related and other non-profit organizations involvement in the project.

Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>The Consortium proposes to incorporate appropriate materials or approaches developed by previously-funded TAACCCT projects 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. GPTC's project focuses on preparation of bus and mobility mechanics, electronic technicians, transit and mobility operators, and management supervisors. Collaboration with GPTC will allow the Consortium to decrease duplication and expand the geographical outreach for the transportation training initiative. The Consortium and GPTC proposes to share lessons learned and promising practices, leverage the work of philanthropic organizations, program content, enhancement of programs, and allow transfer of courses.</p>	<p>Core Element 5: Alignment with Previously-Funded TAACCCT Projects</p> <p>Activity #2 Build physical capacity of consortium institutions to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Summary of work with Georgia Piedmont Technical College ▪ Listing of efforts developed at college as a result of collaboration ▪ Job description of person coordinating this effort

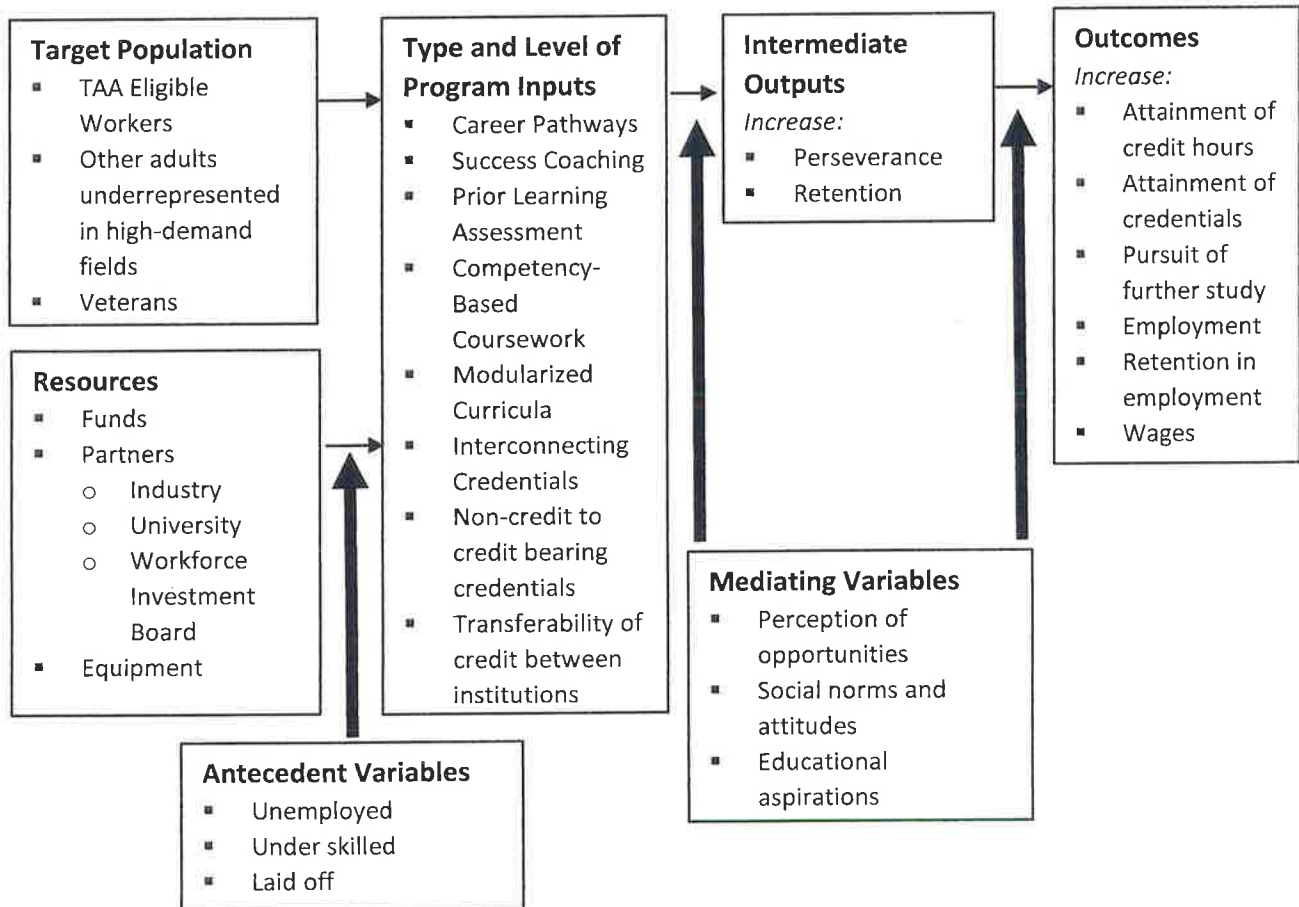
Table 2. Grant Proposals, Activities, Guiding Questions for Implementation Analysis & Suggested Data Sources (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources
<p>The proposed project focuses on the Transportation and Warehousing Industry (NAICS 48-49). Each Consortium participant will appoint an <u>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. Employers and regional and national industry representatives will be actively engaged in designing and implementing the sector strategy in five key areas: 1) serving on the project's leadership team; 2) helping implement program strategies and goals; 3) identifying and mapping the necessary skills and competencies for the program(s); 4) assisting with curriculum development and designing the program; and 5) where needed, assisting with the design of an assessment or credential that will address industry skill needs.</p>	<p style="text-align: center;">Core Element 6: Sector Strategies and Employer Engagement</p> <p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #2 Build physical capacity of consortium institutions to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p>	<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) program design 2) curriculum development 3) recruitment 4) training 5) placement 6) program management 7) leveraging of resources 8) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Committee satisfaction surveys

DEFINITION OF A LOGIC MODEL

“A logic model is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.” (W.K. Kellogg Foundation 2004)

Figure 1. Logic Model Used in the Evaluation of the Southeastern Transportation Network Project



Antecedent variables are present before the program intervention. *Mediating variables* are influences that operate at the same time the program is operating.

We will use the logic model to:

- Organize the program evaluation
- Explain the program evaluation
- Reflect on and/or analyze the program evaluation

Formative Assessment: The formative assessments of the program will be used to monitor the progress of program implementation and provide ongoing feedback to be used by program administrators to improve program implementation and help ensure that the program has its intended impact. These assessments will mainly take a look at the items listed in Table 2 under, “Data Sources.” Please provide as many of the items listed as possible by the formative evaluation date listed in Table 1 above.

Summative Assessments: The summative assessments will be used to evaluate program implementation at the end of a particular grant year in order to determine if the grant has met the benchmarks it originally proposed in the grant.

Storing Research Data: Research data will be securely stored in order to ensure that the validity of the data can be demonstrated and, in the case of research data relating to individuals, the Consortium can meet its obligations under their own research compliance policies.

Requirements

- Research data will be stored for a minimum of 5 years. However, retaining research data for 15 years or more may be necessary.
- Responsibility for storage of data submitted from consortium colleges will rest with the TMT Group, Inc. subcontractor.
- Wherever possible original data should be retained by the consortium colleges. The external evaluator may hold a copy of the data.
- Storage will be secure to ensure that access to data is appropriately restricted.
- Data will be stored in a durable format.

Guidelines

To assist in the appropriate storage of material:

- Magnetic media are not stable and data will therefore not be stored on computer discs or hard drive. CDs will be used as an alternative storage.
- Audio or video tapes should be transcribed and the transcript retained as an additional method of safeguarding their contents.
- Where audio or video tapes are to be retained as research data (with the consent of research participants) they will be appropriately stored to minimize the risk of corruption.

Outcomes/Impact Analysis: The grant hopes to influence the number of persons graduating with skills, degrees and certificates in high-demand transportation jobs. There are nine (9) outcome measures that will be used to help grantees monitor the number of persons produced by the project. The table has been reproduced and is included as Attachment 1. This Attachment includes the target numbers of students to be produced as identified in the Consortium's "Developing Tomorrow's Transportation Workforce" grant proposal. Data will be collected on each eligible student recruited for the program in order to (1) determine the total number of students who will graduate from the program with the skills and credentials intended, and (2) determine the possible influence that the proposed services had on producing more skilled workers in the transportation industry. This influence will be determined using statistical methods such as correlation and multiple regression. In essence, we will treat the "array of student support services" proposed by the Consortium to influence the number of workers trained for the transportation industry as predictive indicators in order to determine (1) which

of the proposed services are predictive of the outcome measures and (2) propose linear regression equations that may be used to influence the number of persons for each outcome measure, particularly outcome measures 2-9 in Attachment 1. Data on outcome measures will be reported once at the conclusion of an academic year and will include participants who enroll in a program during a particular academic year, not a grant year. Participant data will be reported at the end of July.

Indicate the general model that you are going to estimate. Discuss what you think the relationship is between the dependent variable and the independent variables, and what that leads you to conclude about the expected signs of the coefficients in the model. Determine the correlation between each of the independent variables and the dependent variable.

Background of Outcomes/Impact Analysis: A strong level of evidence exists to support effectiveness of work-based learning and competency-based and innovative technology enhancements. Work-based learning has been shown to improve students' self-esteem, to teach and reinforce basic academic and technical skills, to promote an understanding of workplace culture and expectations, and to develop a network for future job searches (Bailey & Hughes, 1999). Researchers have found that compared to non-co-op students at the same college, co-op students are more interested in their jobs, see a connection between their job and future (career) jobs, report more opportunities for learning at their jobs, and are more able to see the connection between school and work (Bragg & Hamm, 1996). In addition, innovative technology enhancements, such as incorporating online learning using MOOC materials, have been shown to have a positive effect on student learning in the classroom (Tamar, 2003).

Using this level of evidence, it is suggested by the consortium that incorporating these and other similar interventions into the targeted transportation programs will assist in facilitating the number of students who are retained in the programs, graduate from the programs and successfully obtain jobs. It is assumed there is a positive relationship between the number of students successfully retained, graduated and employed in jobs and the proposed student support services. Consequently, the impact analysis study will use a multiple regression model to determine the relationship between the 9 outcomes (dependent variables) and the 26 proposed student support services intended to improve retention, graduation and job placement (independent variables).

Project Outcomes/Impact Questionnaire: The labeling process we will use to perform the statistical analysis is shown in Attachment 2. In order to collect the data necessary to be used for the statistical measurements, we have developed the Project Outcomes/Impact Questionnaire (Attachment 3) on which we have also labeled the specific items to be tested as predictive indicators for a particular outcome. The questionnaire is to be completed for EACH unique participant counted in Attachment 1. Attachment 1 is to be completed and submitted with the summative assessment information during each grant year by the appropriate "Summative Assessment" date listed in Table 1. With this submission should also be a completed questionnaire for each participant. Again, Attachment 1 requires that the numbers submitted for the outcome measures are unique or non-duplicated numbers. Therefore, each questionnaire must be a unique submission being submitted only once for each eligible participant in the study. The questionnaire is best completed by the Program Manager or Student Success Coordinator at each institution of the consortium. The process of completing the questionnaire will also ensure that the aforementioned individuals stay abreast of the progress these students are making.

Attachments 1 & 3 should be completed by each individual institution in the Consortium and submitted to the Program Manager for the Consortium, who will then forward this information to the Project Evaluator by the Summative Evaluation date.

Performing Program Implementation Analysis

The program implementation evaluation will: 1) analyze the steps taken by each institution to create and run the proposed training programs, 2) assess the operational strengths and weaknesses of the project after the implementation, and 3) suggest how implementation might be strengthened within appropriate parameters that impact/outcomes analysis is not affected.

In collecting and analyzing data for the implementation evaluation, the following guiding questions will be used. In Table 2 below, the data sources used to address these guiding questions along with the project proposals and activities are also addressed.

Guiding Questions

- i. How was the particular curriculum or activity selected, used, or created?
- ii. How were programs/program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? What support or other services were offered?
- iii. 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?
- iv. What contributions did each of the partners and other key stakeholders make towards: 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to program sustainability? What factors affected partner involvement or lack of involvement? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?

Cross Project Data Collection Template

Table 3. Cross Project Data Collection Template

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
Recruitment	<ul style="list-style-type: none"> ▪ Recruitment brochures ▪ Photos from recruitment events/activities ▪ Online links for radio and/or television ads ▪ # of students accepted ▪ # of students taking advantage of housing option ▪ # of students taking advantage of transportation option ▪ Student efficacy surveys ▪ Project student intake/registration forms ▪ Minutes of Advisory Committee meetings ▪ Employer survey results ▪ Analyses from college recruitment personnel ▪ # and % of TAA-eligible workers and other adults 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 	<p>TAACCT Program Director ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>Work-based training 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>	<ul style="list-style-type: none"> ▪ Brochures describing work-based training programs ▪ Photographs showing students engaged in work-based training programs ▪ Listing of students showing their work-based training experiences, name of employer and dates experience was completed ▪ # and % of STN project students participating in activity 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 	<p><u>TAACCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Brochures describing work-based training programs ▪ Applicable job descriptions 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 	
	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ ABE Instructors ▪ Career Counselors ▪ Occupational Instructors 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 	
<ul style="list-style-type: none"> ▪ Surveys from employer partners and other key stakeholders identifying contributions and levels of involvement ▪ Minutes of meetings from Workforce Investment Boards and/or Industry Advisory Committees ▪ Post-evaluation of employer partners and other key stakeholders where they evaluate their level of involvement 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 		

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p><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 online alert system.</p>	<ul style="list-style-type: none"> ▪ Receipts/copies of purchase orders for equipment ▪ 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) ▪ 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 ▪ Disaggregated results from student course evaluations from students indicating their attitudes towards the use the innovative technological enhancements in their online and blended courses. ▪ Minutes of meetings from Industry Advisory Committees ▪ Applicable job descriptions ▪ Grant budget analyses ▪ Minutes of meetings from Industry Advisory Committees ▪ Employer surveys 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ TAACCCT Accountant ▪ ABE Instructors ▪ Occupational Instructors ▪ Campus Project Manager ▪ Industry Advisory Committees ▪ Campus Project Manager ▪ Industry Advisory Committees 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings ▪ Monthly grant project team meetings ▪ Monthly grant project team meetings 	<p>TAACCCT Program Director ultimately receives internal report from Campus Workforce Development Director</p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>Each Consortium school 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.</p>	<ul style="list-style-type: none"> ▪ Policies and procedures for STN Project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities 	<ul style="list-style-type: none"> ▪ Career Counselors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>TAACCCT Program Director ultimately receives internal report from Campus Workforce Development Director</p>
	<ul style="list-style-type: none"> ▪ Organizational charts for career guidance and/or student success centers ▪ Applicable job descriptions ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Career Counselors ▪ TAACCCT Accountant 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments 	<ul style="list-style-type: none"> ▪ Career counselors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	
<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Employer surveys 	<ul style="list-style-type: none"> ▪ Campus Program Manager ▪ Industry Advisory Committee ▪ Employer partners 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 		

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The use of a success coaching program 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.</p>	<ul style="list-style-type: none"> ▪ Policies and procedures for success center operation ▪ Policies and procedures for STN Project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities 	<ul style="list-style-type: none"> ▪ Career Counselors 	<ul style="list-style-type: none"> ▪ Weekly briefings ▪ Monthly grant project team meetings 	<p><u>TAACCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>Success coaching program (continued)</p>	<ul style="list-style-type: none"> ▪ Grant budget analysis ▪ Organizational charts for career guidance and/or student success centers ▪ Applicable job descriptions ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Campus Program Manager ▪ Career Counselors ▪ TAACCCT Accountant 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>TAACCCT Program Director ultimately receives internal report from Campus Workforce Development Director</p>
	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Campus Program Manager ▪ Career Counselors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results 	<ul style="list-style-type: none"> ▪ Campus Program Manager ▪ Advisory Committees 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 		

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>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 proposes 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.</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit for prior learning, work-based experience, and non-credit courses ▪ Cooperative agreements between 2-year and 4-year institution ▪ Number and percentage of STN project students participating in activity 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p><u>Prior learning assessment strategies</u> (continued)</p>	<ul style="list-style-type: none"> ▪ Minutes of partnership meetings between 2-year and 4-year college personnel ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p>
	<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ ABE Instructors ▪ Occupational Instructors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results 	<ul style="list-style-type: none"> ▪ Industry Advisory Committee Employer partners 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The Consortium proposes specific competency-based programs 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 throughout their educational tenure primarily utilizing the industry standard, NATEF standards (P1, P2, P3).</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program ▪ Minutes from industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ Workforce Development Director ▪ Campus Project Manager ▪ TAACCCT Accountant 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings ▪ Monthly grant project team meetings 	<p>TAACCCT Program Director ultimately receives internal report from Campus Workforce Development Director</p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ ABE Instructors ▪ Occupational Instructors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 		

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>Each of the four colleges in the STN consortium will develop or enhance specific modularized curricula 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).</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>TAACCCT Program Director ultimately receives internal report from <u>Campus Workforce Development Director</u></p>
	<ul style="list-style-type: none"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ TAACCCT Accountant ▪ Industry Advisory Committee 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
<ul style="list-style-type: none"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ ABE Instructors ▪ Occupational Instructors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 		

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>Each college currently offers <u>interconnected credentials</u> within transportation-related repair or operator programs and plans to develop more interconnected credentials aligned with NATEF certification through the integration of this curriculum with existing transportation-related repair or operator programs. The Career Pathway for Adult Workers model will be utilized to offer competency-based non-credit courses that align with modularized interconnected credit credentials. Students completing these components will be allowed to apply for credit by taking a competency-based exam, and skill-based demonstration exam.</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for offering interconnected credentials ▪ Number and percentage of STN project students pursuing an interconnected credentials curriculum 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p><u>Interconnected credentials</u> (continued)</p>	<ul style="list-style-type: none"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ TAACCCT Accountant 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The Consortium proposes to <u>strengthen 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 the awarding of credit to assist student in accelerating the completion of this program.</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for offering non-credit to credit-bearing credentials ▪ Number and percentage of STN project students pursuing non-credit to credit-bearing credentials 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
<ul style="list-style-type: none"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ Industry Advisory Committee 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ ABE Instructors ▪ Occupational Instructors 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>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.</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for transferring credit between institutions through articulation agreements ▪ Number and percentage of STN project students pursuing transferring credit between 2-year and 4-year colleges 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from Campus Workforce Development Director</p> <p>1st Report: Mar. 17th (Oct. – Mar.)</p> <p>2nd Report: Jun. 17th (Apr. – Jun.)</p> <p>3rd Report: Sep. 17th (Jul. – Sep.)</p>
<p>Proposes 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.</p>	<ul style="list-style-type: none"> ▪ Receipts/copies of purchase orders for equipment ▪ 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) 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ TAACCCT Accountant 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	
	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Applicable job descriptions ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ Industry Advisory Committees 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The Consortium proposes substantive involvement of <u>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.</p>	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided (e.g. internships, scholarships, grants, company tours, etc.) and corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
	<ul style="list-style-type: none"> ▪ Rosters of Advisory Committee memberships 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	
	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided with the corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview ▪ Job descriptions/organizational charts ▪ Employer satisfaction surveys 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>In addition, each college in the Consortium is partnering with their <u>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.</p>	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Analyses of work-force investment board participation in: <ol style="list-style-type: none"> 6) Program recruitment 7) Screening of potential participants 8) Provision of job seeking skills and pre-employment training 9) Assistance in tracking of program participants as they reenter the workforce ▪ Provision of job placement services such as hosting of job fairs and/or interview sessions for program graduates 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ Career Counselors ▪ Industry Advisory Committees 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>
<p>The Consortium proposes to incorporate <u>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.</p>	<ul style="list-style-type: none"> ▪ Analyses of philanthropic organizations, business-related and other non-profit organizations involvement in the project. 	<ul style="list-style-type: none"> ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The Consortium proposes to incorporate appropriate materials or approaches developed by previously-funded TAACCCT projects 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. GPTC's project focuses on preparation of bus and mobility mechanics, electronic technicians, transit and mobility operators, and management supervisors. Collaboration with GPTC will allow the Consortium to decrease duplication and expand the geographical outreach for the transportation training initiative. The Consortium and GPTC proposes to share lessons learned and promising practices, leverage the work of philanthropic organizations, program content, enhancement of programs, and allow transfer of courses.</p>	<ul style="list-style-type: none"> ▪ Summary of work with Georgia Piedmont Technical College ▪ Listing of efforts developed at college as a result of collaboration ▪ Job description of person coordinating this effort 	<ul style="list-style-type: none"> ▪ Workforce Development Director ▪ Campus Project Manager ▪ Campus Project Manager 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Table 3. Cross Project Data Collection Template (continued)

Project Implementation Item	Data to be Collected	Person Responsible for Data Collecting	Time Period of Data Reporting	Person Responsible for Data Receiving
<p>The proposed project focuses on the Transportation and Warehousing Industry (NAICS 48-49). Each Consortium participant will appoint an <u>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. Employers and regional and national industry representatives will be actively engaged in designing and implementing the sector strategy in five key areas: 1) serving on the project's leadership team; 2) helping implement program strategies and goals; 3) identifying and mapping the necessary skills and competencies for the program(s); 4) assisting with curriculum development and designing the program; and 5) where needed, assisting with the design of an assessment or credential that will address industry skill needs.</p>	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Committee satisfaction surveys 	<ul style="list-style-type: none"> ▪ Campus Project Manager ▪ Advisory Committees 	<ul style="list-style-type: none"> ▪ Monthly grant project team meetings 	<p><u>TAACCCT Program Director</u> ultimately receives internal report from <u>Campus Workforce Development Director</u></p> <p>1st Report: Mar. 17th (Oct. – Mar.) 2nd Report: Jun. 17th (Apr. – Jun.) 3rd Report: Sep. 17th (Jul. – Sep.)</p>

Site Visit Protocol

Note: This document should be used in conjunction with the sample *Detailed Site Visit Schedule*, available in the *Project Evaluation Plan Methodologies & Procedures Handbook*. As Campus Program Managers and administrative staff prepare for the site visit, they should keep the following in mind.

Before the Visit:

- Arrange convenient, comfortable accommodations for the site visitors performing the site visit. These need not be luxurious but should include a place where the evaluator can work comfortably in the evening and should have internet access available in room and lobby. Hotel should have restaurant or one should be in close proximity. Since most site visitors will choose to have breakfast before departing for their morning meetings, choosing a hotel that has dining facilities or serves a healthy option breakfast is appreciated.
- Since most hotels now have appliances such as hair dryers or irons, if the hotel chosen is unable to provide these items, inform the site visitors of this in advance.
- Program personnel should not meet or transport site visitors from the airport. However, the program should ensure the site visitors know what transportation options are available from the airport to the hotel. If the site visitors are renting a car, make sure that accurate, detailed maps to the hotel are provided. The program personnel should arrange for transportation back to the airport at the conclusion of the visit and often provides this transportation themselves for the site visitors.
- Transportation from the hotel to the first meeting of the morning should be arranged by the campus program manager. Even if the hotel is a short distance from the campus, do not assume that the site visitors will walk. If the visitors have rented a car, it may not be necessary for the campus program manager to arrange transportation, however, the program should ensure that the visitors have an accurate map of the route from hotel to campus with appropriate directions to the meeting site and specific parking instructions. Campus program managers should discuss this with the site visitors in advance.
- It is helpful to provide the site visitors with a list of restaurants in the area. Please verify the hours of operation and need for reservations for the list provided.
- Most site visitors are exquisitely sensitive to the appearance of favor or bias and anything that might be construed as such is best avoided. Although baskets of fruit, etc. are generally only meant as evidence of hospitality, they are probably not a good idea.
- Inquire into special needs or dietary restrictions for site visitors.
- Be mindful of the weather in the area and inform the site visitors if they need to prepare for rain or snow.

- Provide the team chair with a telephone number (ideally the campus program manager's home number) that can be used should the need arise.

Scheduling the Activities

As campus program managers begin developing the agenda for the site visit and thinking of the details of the visit, they should remember the following:

- Start with the provided site visit agenda template, but work out specific times and sequencing of events for the visit with the site team chair. Adherence to the template is appreciated.
- On the printed agenda provided to the visitors, include the names and position titles or teaching assignments of each person with whom the site visitors will be meeting. For students provide the names and the year in program. For graduates provide the names and year of program completion.
- Provide the site visitors a private dedicated space, such as a conference room, where the site visits can conduct most interviews and review materials. This room should have all required program documents as well as internet access. Having a computer and printer can be helpful if the program has many of its materials on-line.
- Schedule rest breaks for the site visitors between meetings.
- Schedule adequate time for the site visitors to review the documents the program has so laboriously compiled. Mark the documents with post-it notes/sticky flags indicating parts that are important for the visitors to review. Some visitors may ask to review materials on the day prior to the actual visit if their travel plans result in extra pre visit time.
- Schedule a time before the visiting team completes its reports for the visitors to again meet with the campus program director and core staff to clarify issues or answer questions they may still have. This is built into the template.
- The campus program manager should be available as the visitors write their report in case needed for last minute clarification.
- Communicate with the visiting team chair more than once prior to the visit! If the campus program manager has not heard from the visiting team chair about confirming the schedule, he or she should contact the chair as opposed to waiting for the chair to initiate contact.
- Copies of the agenda, schedule changes, accommodation information, etc. should be provided to the other site visitor(s) as well as to the chair.
- Faculty and students should be made available for the entire interview period for which they are scheduled, with their pagers and cell phones turned off.

During The Site Visit

- Be prepared for changes! The visiting team recognizes that the site visit can be a stressful time for program staff, faculty and students. Nevertheless, it is the team's responsibility to insure that they speak with the people, see the facilities and read the documents that will give them the fullest, most accurate picture of the program. The visiting team chair will do everything in his or her power to follow the site visit agenda but often the materials and individuals involved necessitate last minute changes.
- The program should have light snacks and beverages available for the site team throughout the visit, preferably in the room where the visitors will be meeting.
- The site team chair will want to meet with advisory committee members, faculty and students without core program staff present. Be prepared to take the site visitors to the meeting place, introduce the parties involved to one another and remain outside until the meeting is concluded.
- Students should be selected randomly for their meetings with visitors. This may be done in several ways and should be discussed with the site visit team chair. Some team chairs will ask the program to select students using a specific method, for example, every third student alphabetically. Others will ask the program to have the students decide who from their class will meet with the team. If the visiting team chair does not indicate a preference, be prepared to describe the method that was used to select students.
- The visiting team may ask for additional material or clarification of material already provided. Sometimes it may seem as if they are asking for material that has already been provided. Please assist the team in finding the materials they need. Sometimes, the manner in which the material is organized may require clarification or appear to the site visitors to be incomplete. Please understand that the team members want to insure that programs are given every opportunity to demonstrate compliance with the Standards. If the team's requests are unclear, seek clarification.
- Program personnel who may provide transportation for the team between the campus and the hotel at the end of the day, should not ask the team to share their impression or findings.

Concluding the Visit:

The site visitors do not conduct a formal exit report before departing from the program. The site visit team will take a few minutes at the conclusion of the site visit to express thanks to the program for its assistance in facilitating the visit. The following points are important as the visit ends:

- The filed written report of observations submitted by the team will be sent as an attached email document to the Campus Project Manager from the external evaluator within 7-10 days of the visit in most cases.

- The program will be offered the opportunity to respond to any of the observations noted in the site visitor evaluation report. The purpose of the program's response is to eliminate errors of fact, or challenge perceived ambiguities and misperceptions.
- Any communication about the visit after the visit must be directed to Dr. Dorothy Huston, President/CEO of TMT Group, Inc., not to the site visitors.

After the Visit

After the visit, TMT Group, Inc. will ask the campus project manager to complete an evaluation form about the visit process and the visitors. This evaluation is especially helpful to TMT as part of its ongoing internal review of processes and individuals. TMT urges the program to complete the evaluation as fairly and candidly as possible. Feedback and comments will remain anonymous and will in no way effect TMT's decision about the program's status.

Recommended Site Visit Schedule Template

NOTE: Content below is to show detail that should be provided to the members of the site visit team for each event and represents the recommended sequence and timing that programs are expected to follow, as they prepare to discuss the schedule with the campus program manager.

This template is best reviewed in conjunction with Site Visit Protocol that provides a description for each session of the visit and the Organizing Materials document. Those documents also are available in the *Project Evaluation Plan Methodologies and Procedures Handbook*.

The Campus Program Manager **should** consult with the site visit team chair before final scheduling occurs. This is best handled when the team chair has a copy of the proposed schedule.

1. *Paper copies of each document and the specific web address for each document available on the web that shows evidence of program implementation must be readily available for site visitors at the time of the site visit and as requested by the third-party evaluator.*
2. *Complete web addresses for web pages designed in support of implementation analysis must be readily available for site visitors at the time of the site visit and as requested by the third-party evaluator.*
3. *Paper copies of all documents supporting implementation compliance must be readily available for site visitors at the time of the site visit and as requested by the third-party evaluator.*
4. *Paper copies of ALL signed agreements with other entities providing articulation, transfer and work-based training agreements must be readily available for site visitors at the time of the site visit and as requested by the third-party evaluator.*
5. *Source documents for data summaries and analysis within application and appendices must be readily available for site visitors at the time of the site visit and as requested by the third-party evaluator.*
6. *Data and activities and program-designed graphic presentations must be verifiable. Documents and materials in support of these entries must be available for review during the site visit and as requested by the third-party evaluator.*

ENTER COLLEGE NAME
SITE VISIT SCHEDULE
Enter dates (month, days, year)

Evaluators: Enter name of team chair
Enter name of evaluator

Enter Date

Arrive: Enter name of airport and city

Visitor #1: Enter flight #

Visitor #2: Enter flight #

Car rentals: Enter car rental information

Hotel: Enter hotel

Enter street address

Enter city, state, zip

Phone: Enter phone #

Fax: Enter fax #

Enter college name

Enter street address

Enter city, state, zip

Phone: Enter phone #

Fax: Click here to enter text.

CPM Cell Phone: Enter cell #

CPM home phone: Enter home #

Hotel Confirmation # Enter CFs#

Enter Date

7:30 AM TRANSPORT TO CAMPUS
Enter name of person providing transportation

7:45 AM MEETING WITH CAMPUS PROGRAM MANAGER
Room: Enter room #
Enter name and title of Campus Program Manager

8:15 AM DISCUSSION OF THE SUBMITTED SITE VISIT DATA ORGANIZATION TEMPLATE AND ORGANIZATION OF SITE VISIT.
Room: Enter room #

8:45 AM TEAM REVIEWS DATA

10:15 AM BREAK

10:30 AM DISCUSSION AND REVIEW CONTINUES

12:00 NOON LUNCH

1:00 PM REVIEW CONTINUES

2:15 PM BREAK

2:30 PM MEETING WITH STUDENTS
Room: Enter room #
Enter name Enter name
Enter name Enter name
Enter name Enter name
Enter name Enter name
Enter name Enter name

3:30 PM BREAK

3:45 PM MEETING WITH WORKFORCE DEVELOPMENT COORDINATOR
Room: Enter room #

4:45 PM BREAK

5:00 PM BRIEF MEETING WITH CAMPUS PROGRAM MANAGER, to wrap up and request materials that may not have been available or found

5:30 PM TEAM DEPARTS
Enter name of person providing transportation

Attachment 1
Outcome Measures Table

Outcome Measures Table

	Outcome Measure	Targets for All Participants		Actuals for All Participants	
		Year 1:	Total:	Year 1:	Total:
1	Total Unique Participants Served [TPSY] Cumulative total number of individuals entering any of the grant-funded programs offered.	Year 1: 200 Year 2: 250 Year 3: 300	Total: 750	Year 1: Year 2: Year 3:	Total:
2	Total Number of Participants Completing a TAACCCT-Funded Program of Study [COMY] Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program.	Year 1: 120 Year 2: 185 Year 3: 200	Total: 505	Year 1: Year 2: Year 3:	Total:
3	Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program [RETY] Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study	Year 1: 52 Year 2: 80 Year 3: 87	Total: 219	Year 1: Year 2: Year 3:	Total:
4	Total Number of Participants Completing Credit Hours [COMHY] Total number of students enrolled that have completed any number of credit hours to date	Year 1: 83 Year 2: 138 Year 3: 166	Total: 387	Year 1: Year 2: Year 3:	Total:
5	Total Number of Participants Earning Credentials [EARNCY] Aggregate number of degrees and certificates completed by participants in grant-funded programs of study	Year 1: 75 Year 2: 125 Year 3: 150	Total: 350	Year 1: Year 2: Year 3:	Total:
6	Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion [FEDY] Total number of students who complete a grant-funded program of study and enter another program of study	Year 1: 45 Year 2: 75 Year 3: 90	Total: 210	Year 1: Year 2: Year 3:	Total:
7	Total Number of Participants Employed After TAACCCT-funded Program of Study Completion [EMPY] Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit	Year 1: 88 Year 2: 160 Year 3: 178 Year 4: 0 <i>(follow-up only)</i>	Total: 426	Year 1: Year 2: Year 3: Year 4: <i>(follow-up only)</i>	Total:
8	Total Number of Participants Retained in Employment After Program of Study Completion [EMPRY] Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarter after program exit	Year 1: 80 Year 2: 130 Year 3: 162 Year 4: 0 <i>(follow-up only)</i>	Total: 372	Year 1: Year 2: Year 3: Year 4: <i>(follow-up only)</i>	Total:
9	Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment [EMPENY] Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who receive an increase in wages after enrollment	Year 1: 52 Year 2: 87 Year 3: 105 Year 4: 50 <i>(follow-up only)</i>	Total: 294	Year 1: Year 2: Year 3: Year 4: <i>(follow-up only)</i>	Total:

Attachment 2
Outcomes and Predictors Designation Table

Outcome Number	Dependent Variable (DV) (Outcome)	Independent Variable (Predictor)
2	<p>Total Number of Participants Completing a TAACCCT-Funded Program of Study [DEGRECOMPL]</p> <p>Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program</p> <p>Can a participant's <u>degree completion</u> be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a degree or certificate (P1)</p>	<p>[TOTALPARTICIP] PARTICIPANT EARNS ALL CREDIT HOURS NEEDED FOR THE AWARD OF A DEGREE OR CERTIFICATE (1=YES; 2=NO)</p> <p>[CAREERPATH] Career Pathways (a-h)</p> <p>[SUCCESSCOACH] Success Coaching (a-b)</p> <p>[PRIORLRN] Prior Learning Assessment (a)</p> <p>[COMPASCW] Competency-Based Coursework (a)</p> <p>[MODCURR] Modularized Curricula (a)</p> <p>[INTERCRED] Interconnected Credentials (a)</p> <p>[NCTOCRED] Non-Credit to Credit-Bearing Credentials (a)</p> <p>[TRANSFER] Transferability of Credit between Institutions (a-b)</p> <p>[TECHENHANCE] Technology-Enhancements (a-f)</p> <p>[WRKBASETRNR] Work-based Training (a-c)</p>

Outcome Number	<p style="text-align: center;">Dependent Variable (DV) (Outcome)</p> <p>Total Number of Participants Still Retained in Their Program of Study or Other TAACCT-Funded Program [PERSEVERE] Number of unique participants enrolled who did not complete and are still enrolled in a grant-funded program of study</p> <p>Can a participant's <u>perseverance in a program of study</u> be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study (P2)</p>	DV	Independent Variable (Predictor)
3			
	Career Pathways (a-h)	[CAREERPATH]	
	Success Coaching (a-b)	[SUCCESSCOACH]	
	Prior Learning Assessment (a)	[PRIORLRN]	
	Competency-Based Coursework (a)	[COMPBASCW]	
	Modularized Curricula (a)	[MODCURR]	
	Interconnected Credentials (a)	[INTERCRED]	
	Non-Credit to Credit-Bearing Credentials (a)	[NCTOCCRED]	
	Transferability of Credit between Institutions (a-b)	[TRANSFER]	
	Technology-Enhancements (a-f)	[TECHENHANCE]	
	Work-based Training (a-c)	[WRKBASETRN]	

Outcome Number	Dependent Variable (DV) (Outcome)	Independent Variable (Predictor)
4	<p>Total Number of Participants Completing Credit Hours [CREDCOMPL] Total number of students enrolled that have completed any number of credit hours to date</p> <p>Can a participant's <u>credit hour completion</u> be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study (P2)</p>	<p>DV [CREDCOMPL] PARTICIPANT HAS COMPLETED ANY NUMBER OF CREDIT HOURS (1=YES; 2=NO)</p> <p>[CAREERPATH] Career Pathways (a-h)</p> <p>[SUCCESSCOACH] Success Coaching (a-b)</p> <p>[PRIORLRN] Prior Learning Assessment (a)</p> <p>[COMPASCW] Competency-Based Coursework (a)</p> <p>[MODCURR] Modularized Curricula (a)</p> <p>[INTERCRED] Interconnected Credentials (a)</p> <p>[NCTOCRED] Non-Credit to Credit-Bearing Credentials (a)</p> <p>[TRANSFER] Transferability of Credit between Institutions (a-b)</p> <p>[TECHENHANCE] Technology-Enhancements (a-f)</p> <p>[WRKBASERN] Work-based Training (a-c)</p>

Outcome Number	<p style="text-align: center;">Dependent Variable (DV) (Outcome)</p> <p style="text-align: center;">Total Number of Participants Earning Credentials [CREDEARNND] Aggregate number of degrees and certificates completed by participants in grant-funded programs of study</p> <p style="text-align: center;"><i>Can the number of degrees and certificates earned by participants be predicted by their level of engagement in the proposed student support services?</i></p> <p style="text-align: center;">POPULATION = All eligible students for this program pursuing a degree or certificate. (P1)</p>	DV	Independent Variable (Predictor)
5		<p style="text-align: center;">PARTICIPANT HAS EARNED A DEGREE OR CERTIFICATE (1=YES; 2=NO)</p>	
	Career Pathways (a-h)	[CAREERPATH]	
	Success Coaching (a-b)	[SUCCESSCOACH]	
	Prior Learning Assessment (a)	[PRIORLRN]	
	Competency-Based Coursework (a)	[COMPBASCW]	
	Modularized Curricula (a)	[MODCURRE]	
	Interconnected Credentials (a)	[INTERCRED]	
	Non-Credit to Credit-Bearing Credentials (a)	[NCTOCCRED]	
	Transferability of Credit between Institutions (a-b)	[TRANSFER]	
	Technology-Enhancements (a-f)	[TECHENHANCE]	
	Work-based Training (a-c)	[WRKBASETREN]	

Outcome Number	<p>Dependent Variable (DV) (Outcome)</p> <p>Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion [FURTHERED]</p> <p>Total number of students who complete a grant-funded program of study and enter another program of study</p> <p>Can a participant's <i>enrollment in further education</i> beyond their program of study be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study (P2)</p>	DV	<p>[FURTHERED] PARTICIPANT ENROLLED IN FURTHER EDUCATION AFTER COMPLETION OF A PROGRAM OF STUDY (1=YES; 2=NO)</p> <p>[CAREERPATH] Career Pathways (a-h)</p> <p>[SUCCESSCOACH] Success Coaching (a-b)</p> <p>[PRIORLRN] Prior Learning Assessment (a)</p> <p>[COMPASCW] Competency-Based Coursework (a)</p> <p>[MODCURR] Modularized Curricula (a)</p> <p>[INTERCRED] Interconnected Credentials (a)</p> <p>[NCTOCRED] Non-Credit to Credit-Bearing Credentials (a)</p> <p>[TRANSFER] Transferability of Credit between Institutions (a-b)</p> <p>[TECHENHANCE] Technology-Enhancements (a-f)</p> <p>[WRKBASETRN] Work-based Training (a-c)</p>
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Outcome Number	<p style="text-align: center;">Dependent Variable (DV) (Outcome)</p> <p>Total Number of Participants Employed After TAACCCT-funded Program of Study Completion [EMPLOYGAIN] Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit</p> <p>Can a participant <u>gaining employment in the quarter after the quarter of program exit</u> be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study who were not employed during their program of study (P3)</p>	DV	Independent Variable (Predictor)
7		<p style="text-align: center;">PARTICIPANT EMPLOYED THE QUARTER AFTER THE COMPLETION OF A PROGRAM OF STUDY (1=YES; 2=NO)</p>	
	Career Pathways (a-h)	[CAREERPATH]	
	Success Coaching (a-b)	[SUCCESSCOACH]	
	Prior Learning Assessment (a)	[PRIORLRN]	
	Competency-Based Coursework (a)	[COMPBASCW]	
	Modularized Curricula (a)	[MODCURRE]	
	Interconnected Credentials (a)	[INTERCRED]	
	Non-Credit to Credit-Bearing Credentials (a)	[NCTOCCRED]	
	Transferability of Credit between Institutions (a-b)	[TRANSFER]	
	Technology-Enhancements (a-f)	[TECHENHANCE]	
	Work-based Training (a-c)	[WRKBASETREN]	

Outcome Number	8	<p>Dependent Variable (DV) (Outcome)</p> <p>Total Number of Participants Retained in Employment After Program of Study Completion [EMPLOYRETAIN] Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program exit</p> <p>Can a participant's <u>retention of employment</u> in the second and third quarters after gaining employment in the quarter after the quarter of program exit be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study who were not employed in an applicable transportation industry during their program of study (P3)</p>	[EMPLOYRETEN]	PARTICIPANT EMPLOYED THE 2 ND & 3 RD QUARTERS AFTER THE COMPLETION OF A PROGRAM OF STUDY (1=YES; 2=NO)	DV	<table border="1"> <tr> <td data-bbox="251 254 472 611">[CAREERPATH]</td> <td data-bbox="251 611 472 1680">Career Pathways (a-h)</td> </tr> <tr> <td data-bbox="251 611 472 682">[SUCCESSCOACH]</td> <td data-bbox="251 682 472 756">Success Coaching (a-b)</td> </tr> <tr> <td data-bbox="251 756 472 829">[PRIORLRN]</td> <td data-bbox="251 829 472 903">Prior Learning Assessment (a)</td> </tr> <tr> <td data-bbox="251 903 472 976">[COMPASCW]</td> <td data-bbox="251 976 472 1050">Competency-Based Coursework (a)</td> </tr> <tr> <td data-bbox="251 1050 472 1123">[MODCURR]</td> <td data-bbox="251 1123 472 1197">Modularized Curricula (a)</td> </tr> <tr> <td data-bbox="251 1197 472 1270">[INTERCRED]</td> <td data-bbox="251 1270 472 1344">Interconnected Credentials (a)</td> </tr> <tr> <td data-bbox="251 1344 472 1417">[NCTOCRED]</td> <td data-bbox="251 1417 472 1491">Non-Credit to Credit-Bearing Credentials (a)</td> </tr> <tr> <td data-bbox="251 1491 472 1564">[TRANSFER]</td> <td data-bbox="251 1564 472 1638">Transferability of Credit between Institutions (a-b)</td> </tr> <tr> <td data-bbox="251 1638 472 1711">[TECHENHANCE]</td> <td data-bbox="251 1711 472 1785">Technology-Enhancements (a-f)</td> </tr> <tr> <td data-bbox="251 1785 472 1858">[WRKBASETRNR]</td> <td data-bbox="251 1858 472 1932">Work-based Training (a-c)</td> </tr> </table>	[CAREERPATH]	Career Pathways (a-h)	[SUCCESSCOACH]	Success Coaching (a-b)	[PRIORLRN]	Prior Learning Assessment (a)	[COMPASCW]	Competency-Based Coursework (a)	[MODCURR]	Modularized Curricula (a)	[INTERCRED]	Interconnected Credentials (a)	[NCTOCRED]	Non-Credit to Credit-Bearing Credentials (a)	[TRANSFER]	Transferability of Credit between Institutions (a-b)	[TECHENHANCE]	Technology-Enhancements (a-f)	[WRKBASETRNR]	Work-based Training (a-c)
[CAREERPATH]	Career Pathways (a-h)																									
[SUCCESSCOACH]	Success Coaching (a-b)																									
[PRIORLRN]	Prior Learning Assessment (a)																									
[COMPASCW]	Competency-Based Coursework (a)																									
[MODCURR]	Modularized Curricula (a)																									
[INTERCRED]	Interconnected Credentials (a)																									
[NCTOCRED]	Non-Credit to Credit-Bearing Credentials (a)																									
[TRANSFER]	Transferability of Credit between Institutions (a-b)																									
[TECHENHANCE]	Technology-Enhancements (a-f)																									
[WRKBASETRNR]	Work-based Training (a-c)																									

Outcome Number	<p style="text-align: center;">Dependent Variable (DV) (Outcome)</p> <p>Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment [WAGEINCR]</p> <p>Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment</p> <p>Can a participant <i>receiving a wage increase after program enrollment</i> be predicted by their level of engagement in the proposed student support services?</p> <p>POPULATION = All eligible students for this program pursuing a program of study who were employed in an applicable transportation industry during their program of study (P4)</p>	
	PARTICIPANT RECEIVED WAGE INCREASE AFTER ENROLLMENT IN PROGRAM (1=YES; 2=NO)	[WAGEINCR]
	Career Pathways (a-h)	[CAREERPATH]
	Success Coaching (a-b)	[SUCCESSCOACH]
	Prior Learning Assessment (a)	[PRIORLRN]
	Competency-Based Coursework (a)	[COMPBASCW]
	Modularized Curricula (a)	[MODCURR]
	Interconnected Credentials (a)	[INTERCRED]
	Non-Credit to Credit-Bearing Credentials (a)	[NCTOCCRED]
	Transferability of Credit between Institutions (a-b)	[TRANSFER]
	Technology-Enhancements (a-f)	[TECHENHANCE]
	Work-based Training (a-c)	[WRKBASETTRN]

IV Number	Independent Variable (IV) (Predictor)
CORE ELEMENT 2: CAREER PATHWAYS	
Career Pathways [CAREERPATH]	
A	Accelerated completion of remedial coursework (I-BEST)
B	One-on-one Career Counseling
C	Opportunities to explore a gamut of career opportunities
D	Matching individual skills and interests to career possibilities
E	Assistance in selecting programs of study
F	Information about the local job market
G	Interview preparation
H	Resume preparation assistance
Success Coaching [SUCCESSCOACH]	
A	Developing study skills
B	Time management and dealing with personal issues
Prior Learning Assessment [PRIORLRN]	
Credit for prior learning, work-based experience, and non-credit course	
Competency-Based Coursework [COMPASCW]	
Proficiency demonstrated through competency-based and/or skills-based demonstration exams	
Modularized Curricula [MODCURR]	
Coursework with modularized curricula	
Interconnected Credentials [INTERCRED]	
Interconnecting credentials that can be stacked and latticed linked to career letters in business and/or industry	
Non-Credit to Credit-Bearing Credentials [NCTOCRED]	
Complete non-credit to credit-bearing credential	
Transferability of Credit between Institutions [TRANSFER]	
Participate in seamless transfer of credit between institutions	
CORE ELEMENT 3: ADVANCED ONLINE AND TECHNOLOGY-ENABLED LEARNING	
Technology-Enhancements [TECHENHANCE]	
A	Online lecture capture system with instructional tools and resources for anytime access
B	Online student support tutorials
C	Online alert system
D	Massive Open Online Courses (MOOCs)
E	Videoconferencing using real-time instructor-student interaction
F	Virtual trainers to allow “hands-on” skills virtually before practicing on actual equipment
CORE ELEMENT 4: STRATEGIC ALIGNMENT WITH THE WORKFORCE SYSTEM AND OTHER STAKEHOLDERS	
Work-based Training [WRKBASETRNR]	
A	Employer internships/co-ops
B	Tours of work environments
C	Mentorship

Attachment 3
Project Outcomes/Impact Questionnaire

Project Outcomes/Impact Questionnaire

Survey is completed for unique participants. That is this survey should only be completed once for a student during their entire time in the program.

Participant Identification and Demographic Information

Student ID:	Population ID (P1, P2, P3, P4):
College:	Semester:

Student ID: [College Abbreviation-Unique 3-digit Number-Current SemesterYear] (e.g. LSCC-001-FA14)

P1= Eligible student for this program pursuing a degree or certificate in a transportation program of study

P2 = Eligible student for this program pursuing a transportation program of study

P3 = Eligible student for this program pursuing a program of study who was not employed in an applicable transportation industry (*Targeted Industries: Transportation [Auto, Marine, Motorcycle, Medium/Heavy Mobile Equipment/Diesel Maintenance and Repair]*)

P4 = Eligible student for this program pursuing a program of study who was employed in an applicable transportation industry (*Targeted Industries: Transportation [Auto, Marine, Motorcycle, Medium/Heavy Mobile Equipment/Diesel Maintenance and Repair]*)

1. What is the student's gender?
 1. Male
 2. Female

2. What is the student's approximate age range?
 1. 15 – 19 years old
 2. 20 – 24 years old
 3. 25 – 39 years old
 4. 40 – 59 years old
 5. 60 – 79 years old

3. What is the educational attainment of the student?
 1. High school diploma
 2. GED
 3. No high school diploma or GED

4. What is the student's race/ethnicity?
 1. Black/African-American non-Hispanic
 2. White/Caucasian non-Hispanic
 3. American Indian/Alaska Native
 4. Asian
 5. Pacific Islander
 6. Other
 7. Multiple Races
 8. Hispanic

Survey Item (Predictors)	Scale			
	None	Some	Majority	All
Career Pathways [CAREERPATH]				
1 – None of the time: Student participated NONE of the times.				
2 – Some of the time: Student participated at least ONE-THIRD of the times.				
3 – Majority of the time: Student participated at least TWO-THIRD of the times.				
4 – All of the time: Student participated ALL of the times.				
5. Student engaged in an accelerated completion of remedial coursework (I-BEST) process. [CAREERPATHA]	1	2	3	4
6. Student explicitly engaged in one-on one career counseling. [CAREERPATHB]	1	2	3	4
7. Student was given explicit chances to explore a gamut of career opportunities. [CAREERPATHC]	1	2	3	4
8. Student was given explicit opportunities to match their individual skills and interests to career possibilities. [CAREERPATHD]	1	2	3	4
9. Student was provided explicit assistance in selecting a program of study. [CAREERPATHE]	1 = YES		2 = NO	
10. Student received explicit information about the local job market. [CAREERPATHF]	1 = YES		2 = NO	
11. Student was given explicit assistance with interview preparation. [CAREERPATHG]	1 = YES		2 = NO	
12. Student was given explicit assistance with resume preparation. [CAREERPATHH]	1 = YES		2 = NO	
Success Coaching [SUCCESSCOACH]				
13. Student engaged in explicit opportunities and was provided assistance in developing study skills. [SUCCESSCOACHA]	1	2	3	4
14. Student engaged in explicit opportunities/activities to learn time management and how to deal with personal issues. [SUCCESSCOACHB]	1	2	3	4
15. While pursuing his/her program of study, student was engaged with and used a <i>lecture capture system</i> with instructional tools and resources. [TECHENHANCEA]	1	2	3	4
16. While pursuing his/her program of study, student was engaged with and used <i>student support tutorials</i> . [TECHENHANCEB]	1	2	3	4
17. While pursuing his/her program of study, an <i>online alert system</i> was used to track this student's progress. [TECHENHANCEC]	1	2	3	4
18. While pursuing his/her program of study, student used <i>Massive Open Online Courses (MOOCs)</i> to acquire program content. [TECHENHANCED]	1	2	3	4

Survey Item (Predictors)	Scale			
	None	Some	Majority	All
Career Pathways [CAREERPATH]				
1 – None of the time: Student participated NONE of the times. 2 – Some of the time: Student participated at least ONE-THIRD of the times. 3 – Majority of the time: Student participated at least TWO-THIRD of the times. 4 – All of the time: Student participated ALL of the times.				
19. Student was given the opportunity to use videoconferencing to engage in real-time instructor-student interaction. [TECHENHANCEE]	1	2	3	4
20. Student used <i>virtual trainers</i> to develop “hands-on” skills virtually before practicing on actual equipment. [TECHENHANCEF]	1	2	3	4
Prior Learning Assessment [PRIORLRN]				
21. Student has been awarded credit for prior learning, work-based experience, or non-credit courses while pursuing his/her program of study. [PRIORLRN]	1 = Yes		2 = No	
Competency-Based Coursework [COMPBASCW]				
22. Competency-based and/or skills-based exams have been used with student in program to help him/her demonstrate proficiency while pursuing his/her program of study. [COMPBASCW]	1 = Yes		2 = No	
Modularized Curricula [MODCURR]				
23. Student has been delivered course content using <i>modularized curricula</i> while pursuing his/her program of study. [MODCURR]	1 = Yes		2 = No	
Interconnected Credentials [INTERCRED]				
24. Student is pursuing interconnecting credentials that can be stacked and latticed while pursuing his/her program of study. [INTERCRED]	1 = Yes		2 = No	
Non-Credit to Credit-Bearing Credentials [NCTOCCRED]				
25. Student has used non-credit coursework to pursue a credit-bearing credential while pursuing his/her program of study. [NCTOCCRED]	1 = Yes		2 = No	
Work-Based Training [WRKBASETRN]				
26. Student participated in employer internship/co-op programs while pursuing his/her program of study. [WRKBASETRNA]	1 = Yes		2 = No	

Survey Item (Predictors)	Scale			
	None	Some	Majority	All
Career Pathways [CAREERPATH]				
1 – None of the time: Student participated NONE of the times.				
2 – Some of the time: Student participated at least ONE-THIRD of the times.				
3 – Majority of the time: Student participated at least TWO-THIRD of the times.				
4 – All of the time: Student participated ALL of the times.				
27. Student engaged in explicit opportunities to tour applicable work environments while pursuing his/her program of study. [WRKBASEITRNB]	1 = Yes		2 = No	
28. Student engaged in explicit mentoring opportunities with an industry professional while pursuing his/her program of study. [WRKBASEITRNC]	1 = Yes		2 = No	
Transferability of Credit between Institutions [TRANSFER]				
29. Student has seamlessly transferred credit acquired from his/her program of study to another higher education institution. [TRANSFER]	1 = Yes		2 = No	

Follow-up Information

Student Outcome Measure Code at Completion of Term:

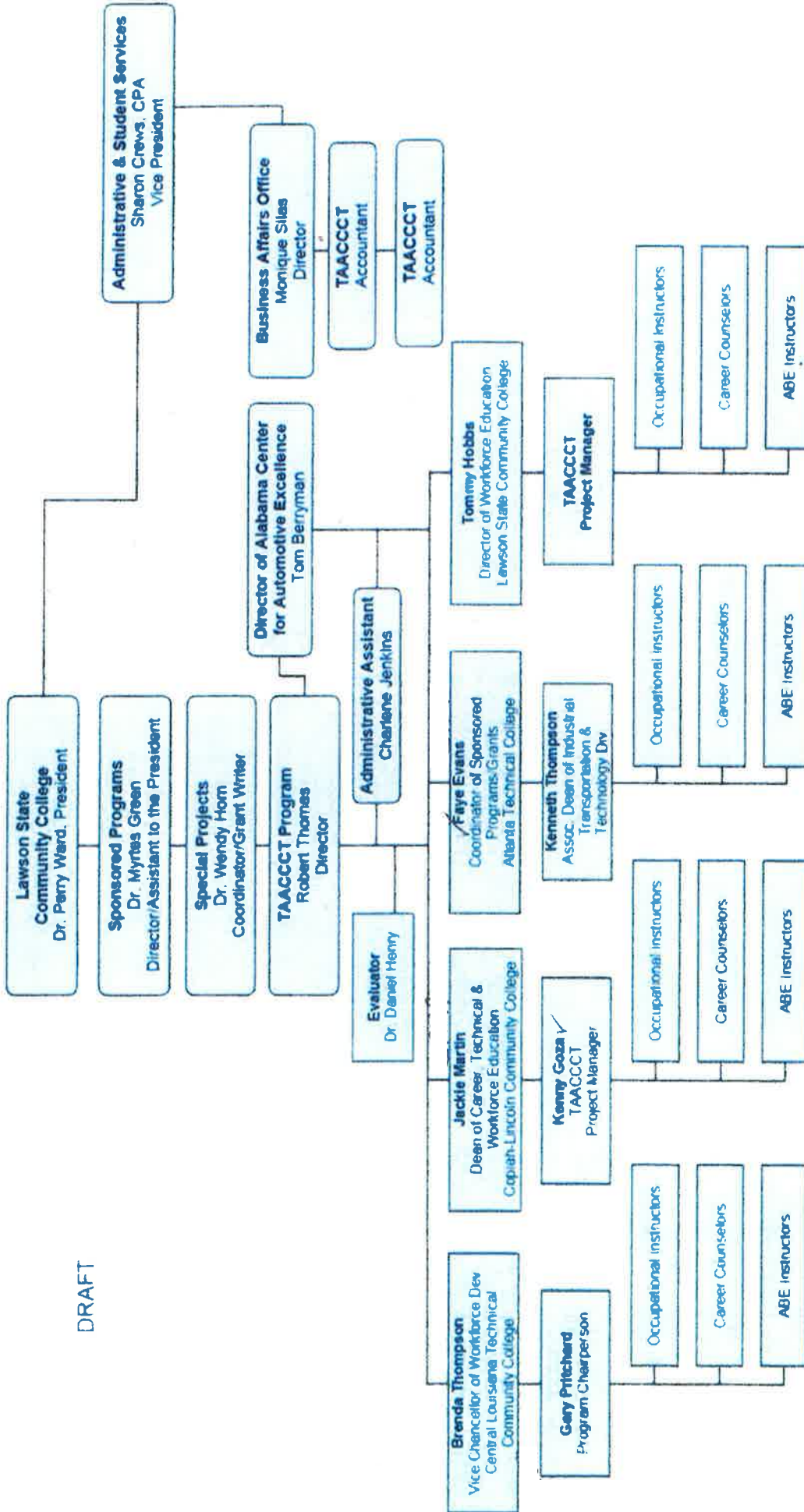
- Completed a TAACCCT-Funded Program of Study (**COMY**)
- Did not Complete a TAACCCT-Funded Program of Study, But Still Enrolled (**RETY**)
- Completed Any Number of Credit Hours to Date (**COMHY**)
- Earned Degree or Certificate (**EARNCY**)
- Completed TAACCCT-Funded Program and Entered Another Program of Study (**FEDY**)
- Completed TAACCCT-Funded Program and Employed in Term after Term Completion (**EMPY**)
- Retained in Employment 2nd and 3rd Term After Term of Program Completion (**EMPRY**)
- Received and Increase in Wages After Enrollment (**EMPENY**)

Name & Address of Industry Employer:

Attachment 4
Southern Transportation Network Organization Chart

Southeastern Transportation Network
"A Vision for Maximizing Jobs and Economic Opportunity in Transportation"
Trade Adjustment Assistance Community College and Career Training

DRAFT



ATTACHMENT 5
Site Visit Data Organization Template

ATTACHMENT 5. Site Visit Data Organization Template

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<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>Activity #3 Build Program Enrollment</p>	<p>How was the particular curriculum or <u>activity</u> selected, <u>used</u> or created?</p>	<ul style="list-style-type: none"> ▪ Recruitment brochures ▪ Photos from recruitment events/activities ▪ Online links for radio and/or television ads ▪ # of students accepted ▪ # of students taking advantage of housing option ▪ # of students taking advantage of transportation option ▪ Student efficacy surveys ▪ Project student intake/registration forms 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____
		<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ul style="list-style-type: none"> 1) recruitment ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Employer survey results ▪ Analyses from college recruitment personnel ▪ # and % of TAA-eligible workers and other adults 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____
Core Element 1: Evidence-Based Design				
<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>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Brochures describing work-based training programs ▪ Photographs showing students engaged in work-based training programs ▪ Listing of students showing their work-based training experiences, name of employer and dates experience was completed ▪ # and % of STN project students participating in activity 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
Core Element 1: Evidence-Based Design (continued)				
<p>Work-based training (continued)</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>		<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Brochures describing work-based training programs ▪ Applicable job descriptions 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____
		<ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____
		<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) training 2) placement 3) leveraging of resources 4) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Surveys from employer partners and other key stakeholders identifying contributions and levels of involvement ▪ Minutes of meetings from Workforce Investment Boards and/or Industry Advisory Committees ▪ Post-evaluation of employer partners and other key stakeholders where they evaluate their level of involvement 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>Innovative technology enhancements 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 online alert system.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<p>Core Element 1: Evidence-Based Design (continued)</p> <p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Receipts/copies of purchase orders for equipment ▪ 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) ▪ 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 ▪ Disaggregated results from student course evaluations from students indicating their attitudes towards the use the innovative technological enhancements in their online and blended courses. 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____
		<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Applicable job descriptions ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>Innovative technology enhancements (continued)</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<p>Core Element 1: Evidence-Based Design (continued)</p> <ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 1) leveraging of resources 2) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of meetings from Industry Advisory Committees ▪ Employer surveys 	<ul style="list-style-type: none"> ▪ _____ ▪ _____
Core Element 2: Career Pathways				
<p>Each Consortium school provides individualized career guidance 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.</p>	<p>Activity #5 Provide training and manage project</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Policies and procedures for STN Project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities 	<ul style="list-style-type: none"> ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
Core Element 2: Career Pathways (continued)				
<p>The use of a success coaching program 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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? ▪ 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"> ▪ Policies and procedures for success center operation ▪ Policies and procedures for STN Project student interactions with career services/student success offices ▪ Number and percentage of STN project students participating in activities ▪ Grant budget analysis ▪ Organizational charts for career guidance and/or student success centers ▪ Applicable job descriptions ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p><u>Success coaching program</u> (continued)</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 6) program design 7) training 8) program management 9) leveraging of resources 10) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____
<p>Through the Consortium and its 4-Year University partners, prior learning assessment strategies 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 proposes 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.</p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit for prior learning, work-based experience, and non-credit courses ▪ Cooperative agreements between 2-year and 4-year institution ▪ Number and percentage of STN project students participating in activity 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>Prior learning assessment strategies (continued)</p>	<p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> ▪ How were programs/program designs improved or expanded using grant funds? What delivery methods were offered? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes of partnership meetings between 2-year and 4-year college personnel ▪ Documentation indicating any new agreements/partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____
		<ul style="list-style-type: none"> ▪ 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"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p><u>Prior learning assessment strategies</u> (continued)</p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<p>What contributions did each of the partners and other key stakeholders make towards:</p> <ol style="list-style-type: none"> 7) program design 8) training 9) placement 10) program management 11) leveraging of resources 12) commitment to program sustainability <p>What factors affected partner involvement or lack of involvement?</p>	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Partner efficacy survey results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____
<p>The Consortium proposes <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 throughout their educational tenure primarily utilizing the industry standard, NATEF standards (P1, P2, P3).</p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p> <p>How were programs/program designs improved or expanded using grant funds?</p> <p>What delivery methods were offered?</p> <p>What was the program administrative structure?</p> <p>What support or other services were offered?</p>	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p><u>Specific competency-based programs (continued)</u></p>	<p>Activity #4 Enhance instructional delivery and access. Activity #5 Provide training and manage project.</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____
<p>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).</p>	<p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ How were programs/ program designs improved or expanded using grant funds? What delivery methods were offered? What was the program administrative structure? <i>[i.e. Who makes it happen?]</i> What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for approving credit based on competency-based programs ▪ Number and percentage of STN project students participating in program ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p><u>Develop or enhance specific modularized curricula</u> (continued)</p>	<p>Activity #5 Provide training and manage project.</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____
<p>Each college currently offers <u>interconnected credentials</u> within transportation-related repair or operator programs and plans to develop more interconnected credentials aligned with NATEF certification through the integration of this curriculum with existing transportation-related repair or operator programs. The Career Pathway for Adult Workers model will be utilized to offer competency-based non-credit courses that align with modularized interconnected credit credentials. Students completing these components will be allowed to apply for credit by taking a competency-based exam, and skill-based demonstration exam.</p>	<p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> ▪ Institutional policies and procedures for offering interconnected credentials ▪ Number and percentage of STN project students pursuing an interconnected credentials curriculum 	<ul style="list-style-type: none"> ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Core Element 2: Career Pathways (continued)		Data Sources	Specific Locations of Data
Interconnected Credentials (continued)	Activity #5 Provide training and manage project.	Guiding Questions			
<ul style="list-style-type: none"> ▪ How were programs/ program designs improved or expanded using grant funds? ▪ What delivery methods were offered? What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Minutes from Industry Advisory Committee meetings ▪ Documentation indicating any new agreements/ partnerships developed ▪ Applicable job description indicating responsible staff/office ▪ Student attitude surveys ▪ Grant budget analyses 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ 	<ul style="list-style-type: none"> ▪ 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"> ▪ Copies of assessments used ▪ Number and percentage of STN Project students assessed ▪ Aggregated results of assessments ▪ Title of individual(s) administering assessments ▪ Documentation of how assignments were made based on assessment results 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>STN Consortium schools currently have and plan to establish more transferability of credit between institutions through articulation agreements. 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.</p>	<p>Activity #4 Enhance instructional delivery and access.</p>	<p>Core Element 2: Career Pathways (continued)</p> <ul style="list-style-type: none"> How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> Institutional policies and procedures for transferring credit between institutions through articulation agreements Number and percentage of STN project students pursuing transferring credit between 2-year and 4-year colleges Minutes from university partner advisory meetings Articulation agreements Applicable job description indicating responsible staff/office Student attitude surveys 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____
<p>Core Element 3: Advanced Online and Technology-Enabled Learning</p>				
<p>Proposes to incorporate innovative and effective advanced technology and technology-enabled learning 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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p> <p>Activity #5 Provide training and manage project.</p>	<ul style="list-style-type: none"> How was the particular curriculum or activity selected, used, or created? 	<ul style="list-style-type: none"> Receipts/copies of purchase orders for equipment 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) Minutes of meetings from Industry Advisory Committees Applicable job descriptions Grant budget analyses 	<ul style="list-style-type: none"> _____ _____ _____ _____ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>The Consortium proposes substantive involvement of transportation employers. This involvement includes commitments to serve on program advisory committees, provide internships, provide grants, provide equipment and supplies, host company tours, demonstrate the use of products, serve as mentors, and interview qualified candidates.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ What was the program administrative structure? ▪ What support or other services were offered? ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 9) program design 10) curriculum development 11) recruitment 12) training 13) placement 14) program management 15) leveraging of resources 16) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided (e.g. internships, scholarships, grants, company tours, etc.) and corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview ▪ Rosters of Advisory Committee memberships ▪ Minutes of Advisory Committee meetings ▪ Listing of students and opportunities provided with the corresponding partner providing the opportunities ▪ Roster of mentors with corresponding mentees ▪ Listing of students interviewed by employer partners with the name of partner employer conducting the interview ▪ Job descriptions/organizational charts ▪ Employer satisfaction surveys 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>Core Element 4: Strategic Alignment with the Workforce System and Other Stakeholders (continued)</p> <p>In addition, each college in the Consortium is partnering with their <u>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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Analyses of workforce investment board participation in: <ol style="list-style-type: none"> 1) Program recruitment 2) Screening of potential participants 3) Provision of job seeking skills and pre-employment training 4) Assistance in tracking of program participants as they reenter the workforce 5) Provision of job placement services such as hosting of job fairs and/or interview sessions for program graduates 	<ul style="list-style-type: none"> ▪ _____ ▪ _____
<p>The Consortium proposes to incorporate <u>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.</p>	<p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p>	<p>How was the particular curriculum or activity selected, used, or created?</p>	<ul style="list-style-type: none"> ▪ Analyses of philanthropic organizations, business-related and other non-profit organizations involvement in the project. 	<ul style="list-style-type: none"> ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>The Consortium proposes to incorporate appropriate materials or approaches developed by <u>previously-funded TAACCCT 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. GPTC's project focuses on preparation of bus and mobility mechanics, electronic technicians, transit and mobility operators, and management supervisors. Collaboration with GPTC will allow the Consortium to decrease duplication and expand the geographical outreach for the transportation training initiative. The Consortium and GPTC proposes to share lessons learned and promising practices, leverage the work of philanthropic organizations, program content, enhancement of programs, and allow transfer of courses.</p>	<p>Activity #2 Build physical capacity of consortium institutions to provide training and manage project.</p>	<ul style="list-style-type: none"> ▪ How was the particular curriculum or activity selected, used, or created? ▪ What was the program administrative structure? ▪ What support or other services were offered? 	<ul style="list-style-type: none"> ▪ Summary of work with Georgia Piedmont Technical College ▪ Listing of efforts developed at college as a result of collaboration ▪ Job description of person coordinating this effort 	<ul style="list-style-type: none"> ▪ _____ ▪ _____ ▪ _____

ATTACHMENT 5. Site Visit Data Organization Template (continued)

Grant Implementation Proposal	Proposed Activity	Guiding Questions	Data Sources	Specific Locations of Data
<p>The proposed project focuses on the Transportation and Warehousing Industry (NAICS 48-49). Each Consortium participant will appoint an Industry Advisory Committee 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. Employers and regional and national industry representatives will be actively engaged in designing and implementing the sector strategy in five key areas: 1) serving on the project's leadership team; 2) helping implement program strategies and goals; 3) identifying and mapping the necessary skills and competencies for the program(s); 4) assisting with curriculum development and designing the program; and 5) where needed, assisting with the design of an assessment or credential that will address industry skill needs.</p>	<p style="text-align: center;">Core Element 6: Sector Strategies and Employer Engagement</p> <p>Activity #1 Build human resources and equipment capacity to provide training and manage project.</p> <p>Activity #2 Build physical capacity of consortium institutions to provide training and manage project.</p> <p>Activity #4 Enhance instructional delivery and access.</p>	<ul style="list-style-type: none"> ▪ What contributions did each of the partners and other key stakeholders make towards: <ol style="list-style-type: none"> 9) program design 10) curriculum development 11) recruitment 12) training 13) placement 14) program management 15) leveraging of resources 16) commitment to program sustainability ▪ What factors affected partner involvement or lack of involvement? 	<ul style="list-style-type: none"> ▪ Minutes of Advisory Committee meetings ▪ Committee satisfaction surveys 	<ul style="list-style-type: none"> ▪ _____ ▪ _____

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