Idaho Center of Excellence Healthcare Partnership

Idaho State University • Lewis-Clark State College • North Idaho College

Participant and Data Procedures

IDAHO CENTER OF EXCELLENCE HEALTHCARE PARTNERSHIP

In 2014, the Idaho Center of Excellence (ICE) Healthcare Partnership embarked on a four-year Trade Adjustment Assistance Community College Career Training (TAACCCT) grant, awarded by the U.S. Department of Labor (U.S. DOL). The partnership is comprised of three postsecondary education institutions, workforce, and industry and labor partners, including North Idaho College (lead organization), Lewis-Clark State College, Idaho State University College of Technology, Kootenai Health, Heritage Health, Idaho Hospital Association, The Hospital Cooperative, Bingham Memorial and Northwest Hospital Alliance.

ICE ELIGIBILITY – UNIQUE PARTICIPANT:

- Any student enrolled in a course past the add/drop date that has been modified by ICE funds since October 2014.
- Any student enrolled in a program of study past the add/drop date that has been modified by ICE funds since October 2014.
- Any student who has benefited from any Prior Learning Assessment Bridge opportunities impacted with ICE funds.

THE ICE PROGRAMS OF STUDY INCLUDE THE FOLLOWING: *(DEPENDING ON LOCATION)*

Therapeutic Services Pathway:
- Dental Hygiene
- Veteran 2 Nurse
- Certified Nursing Assistant
- Occupational Therapist Assistant
- Pharmacy Technology
- Pre-Pharmacy
- Surgical Technology
- Mental Health Assistant

Diagnostic Services Pathway
- Medical Laboratory Technology
- Pre-Medicine (EMS)

Health Informatics Pathway
- Medical Assistant
- Medical Coding/HIT

COURSE OR PROGRAM MODIFIED WITH GRANT FUNDS -ACCORDING TO DOL-

- Grant-funded programs and courses include, but are not limited to, a course where the curriculum was developed, purchased, or modified using grant funds.
- A course for which training equipment (e.g. simulators) that is required for the course were purchased using grant funds.
- A course that is taught by an instructor whose salary is paid for in whole or in part with grant funds.
- An internship program developed with grant funds.
- A course that uses classroom supplies purchased with grant funds.
- A course held in classroom space that was altered with grant funds.

DELIVERY METHODS OF COURSES ELIGIBILITY BY SOW:
THE FOLLOWING TYPES OF COURSE MODALITIES ARE QUALIFYING METHODS UNDER THE ICE STATEMENT OF WORK:

Web Enhanced: A web-enhanced (also, web-facilitated) course utilizes the institutions chosen web based Learning Management System (Blackboard) to augment a face-to-face course. Online resources are posted by the instructor to support specific pedagogical needs. All classes meet face-to-face as in a regular face-to-face course.

Blended: A Blended (also, hybrid) course has fewer in person course meetings than a face-to-face or web-enhanced course. A portion of the course is delivered online and a portion is delivered on-site face-to-face. Blended courses use the institution's chosen Learning Management System (Blackboard) for the online portion of the course.

Online: An online course is a course that is provided entirely through the institution's chosen Learning Management System. No on-site class meetings are required. Although it is preferred that all assessments occur within an online course, a proctored in-person exam may be required.

Accelerated: An accelerated course runs in a compressed time and either meets more often to ensure adequate contact time or utilizes other proven accelerated learning methods to replicate the required contact hours. Specialized accelerated learning cognitive methods may also be used. An accelerated course may be offered face-to-face, online, web-enhanced or in a blended modality.

Interactive Video Conference (IVC): These courses are delivered to off-campus sites by technology that allows interaction between students and faculty through two-way audio and video. IVC equipment must be purchased with grant-funds.

QUALIFIED COURSES:

Course list will grow with development of programs. Current list of course located here:
https://mynic.nic.edu/sites/instruction/ice/Modified%20Courses/Forms/AllItems.aspx

PRIOR LEARNING ASSESSMENT:

Prior Learning is a term used to describe knowledge, skills and abilities that a person may have to further education or training. Prior Learning Assessment (PLA) is the process for evaluating college-level learning acquired from other sources, such as work experience, professional training, military training, or open source learning from the web (CAEL.org) that when appropriate may be awarded credit certification, or advanced standing toward further education or training. The outcome of PLA is Credit for Prior Learning (CPL).

(Idaho Board of Education – December 2013) Credit for Prior Learning shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.

TARGET AUDIENCE:

ICE statement of work identifies the targeted audience as Idaho's TAA participants, low-skilled adults, dislocated workers, veterans, and unemployed and underemployed individuals, however, anyone can benefit from the programs and materials developed.

TARGET POPULATION PRIORITY:
Target population priority means that veterans, eligible spouses of veterans and TAA-eligible workers, low-skilled adults, dislocated workers, and unemployed and underemployed individuals are entitled to precedence over non-target population individual for services. This means that a priority-eligible person either receives access to a service earlier in time than a non-covered person or, if the resource is limited, they receive access to the service instead of the non-target population person. In the instance that a prioritization decision is required between two veterans, for example, the person's date of application will determine selection. TAA-Eligible workers are also a priority audience, but by law veterans and eligible spouses of veterans must be granted priority over TAA-eligible workers.

VETERAN: ICE will comply with DOL guidance on veterans' priority of service. Grantees should note that veterans' priority of service applies only to DOL-funded programs, including TAACCCT, and may not be required for college programs not funded by DOL. The Jobs for Veterans Act (Public Law 107-288) requires grantees to provide priority of service for veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job training program directly funded, in whole or in part, by DOL. The regulations implementing this priority of service can be found at 20 CFR Part 1010. In circumstances where a grant recipient must choose between two qualified candidates for a service, one of whom is a veteran or eligible spouse, the veterans priority of service provisions require that the grant recipient give the veteran or eligible spouse priority of service by first providing him or her that service.

TAA: Participants that are identified as Trade Adjustment Assistance are the primary focus of the grant. These participants can be identified in a number of ways:
- Student Accounts – participants that have submitted the appropriate paperwork with the college and will be using TAA funds to pay for their tuition and fees.
- TAA Certification Documentation, such as determination of individual eligibility, letter from State TAA office confirming individual eligibility

Each of the consortium member with their respective regional IDOL offices to provide training and education to re-employ the target population. The consortium colleges will work with IDOL who will assist the consortia in providing recruitment and placement services to program participants.

LOW-SKILLED ADULTS:

Low-skilled labor is a segment of the work force associated with a low skill level or a limited economic value for the work performed (human capital). Unskilled labor is generally characterized by low education levels and small wages. Work that requires no specific education or experience is often available to workers who fall into the unskilled labor force.

Each of the consortium member with their respective regional IDOL offices to provide training and education to re-employ the target population. The consortium colleges will work with IDOL who will assist the consortia in providing recruitment and placement services to program participants.

DISLOCATED WORKERS:

A dislocated worker is an individual who:

- Has been terminated or laid off, or has received a notice of termination or layoff from employment;
- Is eligible for or has exhausted unemployment insurance;
- Has demonstrated an appropriate attachment to the workforce, but not eligible for unemployment insurance and unlikely to return to a previous industry or occupation;
- Has been terminated or laid off or received notification of termination or layoff from employment as a result of a permanent closure or substantial layoff;
- Is employed at a facility, where the employer has made the general announcement that the facility will close within a 180 days;
- Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster; or
- Is a displaced homemaker who is no longer supported by another family member

Each of the consortium member with their respective regional IDOL offices to provide training and education to re-employ the target population. The consortium colleges will work with IDOL who will assist the consortia in providing recruitment and placement services to program participants.

UNEMPLOYED:

Individual aged 18 years and older who had no employment during the reference week, were available for work, except for temporary illness, and had made specific efforts to find employment sometime during the 4-week period ending with the reference week. Individual who were waiting to be recalled to a job from which they had been laid off need not have been looking for work to be classified as unemployed. Each of the consortium member with their respective regional IDOL offices to provide training and education to re-employ the target population. The consortium colleges will work with IDOL who will assist the consortia in providing recruitment and placement services to program participants.

UNDEREMPLOYED:

- Individual who is working part time but seeking full time work; or
- Individual who is working full time but whose current annualized wage rate is not in excess of "for a family of one" the higher of either: the poverty level, or 70% of the lower living standard income level.

Underemployment may also occur when an individual is working part time but desires fulltime employment or who is working in employment not commensurate with the individual's demonstrated level of educational attainment. For example, a college grade in microbiology can find no work in his/her field and ends up as a clerk in a department store. (TEGL 14-00 Change 1)

Each of the consortium member with their respective regional IDOL offices to provide training and education to re-employ the target population. The consortium colleges will work with IDOL who will assist the consortia in providing recruitment and placement services to program participants.

RECRUITMENT AND OUTREACH:

MESSAGE: Used to convey the benefits of enrollment (tailored to best resonate with each target group)
- High wage/high demand employment
- Hybrid courses/local clinical and externship
- Healthcare focused career pathway
- PLA for Veterans
- Student Success Navigators- High touch support
- Employment Transition Coordinator -individualized employment preparation and assistance with job search
- Knowledgeable faculty/up to date/industry standard curriculum/acquire skills to take industry certification exams
- Connection to funding
- Tutoring
- Institutional certification/industry certification
- Learning Communities (online/traditional/hybrid)
- Resource and referral for barrier removal
- Consortium of three colleges across the state of Idaho
- DOL grant

MATERIALS:

TARGETED CAMPAIGN (one-time creation)
- Flyers/Posters-work with institutional marketing & communications department
- Video (YouTube- work with digital media students to develop
- Print Media-work with ICE Project Director to develop press releases
- Website presence-ICEHP.ORG
- Social Media tools- Facebook, Twitter, LinkedIn, etc.
- Develop talking points/script/desk aid for presentation purposes
- Use appropriate taglines, DOL attributes and logo when producing materials

RECRUITMENT STRATEGIES:

ONGOING (long-term impact, maintain enrollment, maintain awareness)
- Recruiting Strategy 1- reach out to currently enrolled students (Internal Target Group)
  - Data mine for lists of students
  - Institutional websites presence
  - Utilize campus electronic reader/display boards
  - Flyers/Posters
  - Email blast to targeted students
  - Presentations to departments with potential students, classroom presentations, presentations to academic advisors
  - Using social media- campus Facebook page, grant Facebook page, Twitter, LinkedIn group, etc.
- Recruitment Strategy 2- establish partnership with local DOL offices to provide services in order to recruit potential enrollees
  - Presentations to target audience
  - Informational Sessions
  - Visit job seeker workshops

- o Meet with staff to promote program and deliver marketing materials
- Recruitment Strategy 3 –Reach out to network of Workforce Education partners to enroll External Target Audience
  - o TAA representative
  - o Veterans Coordinators
  - o Idaho Works Service Providers (https://labor.idaho.gov/dnn/wia/CustomerServices/AdultDislocatedWorker.aspx)

LOCAL RECRUITMENT: List of all recruitment located here:
https://mynic.nic.edu/sites/instruction/ice/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/instruction/ice/SSN%20Page/Recruitment/Recruitment%20Tracker.xlsx&action=default

FOR OUTREACH AND RECRUITMENT MATERIAL GUIDELINES, VISIT:
https://mynic.nic.edu/sites/instruction/ice/Policy%20%20Procedure/Taglines%20-TO%20BE%20INCLUDED%20ON%20EVERYTHING/ICE%20Required%20Statements%20and%20Outreach%20Regulations.pdf

PARTICIPANT INTAKE PROCESS:

PROGRAM-LEVEL PARTICIPANTS: (Follow the course-level participant intake process for programs that do not have cohort starts)
- INTAKE PROCEDURES:
  - o SSN attends each ICE program orientation (Follow the course-level participant intake process for programs that do not have cohort starts)
  - o SSN (or other ICE team member) describes the ICE grant and the services/ benefits available to the new participants as part of the program orientation (or other procedure)
  - o SSN intakes new program-level participants using handwritten or electronic intakes*
  - o Data Analyst records the intake information of each participant onto the data tool for future participant tracking and reporting
  - o Data Analyst (NIC) or SSN (LCSC, ISU) creates each participant file
  - o Data Analyst(NIC) or SSN (LCSC, ISU) places each participant's intake* in the participant's file: upload into electronic file and/or placement into each participant's physical file
  - o In the event that a participant intake* is not captured, Data Analyst (NIC) or SSN (LCSC, ISU) will make two attempts to collect participant intake* and record attempts made in participant file

COURSE-LEVEL PARTICIPANTS:
- INTAKE PROCEDURES/ IDENTIFY NEW PARTICIPANTS AND DELIVER INTAKE EACH SEMESTER:
  - o Data Analyst (NIC) or SSN (LCSC, ISU) identifies all new course-level participants each semester (past the add/drop date) from the list of courses modified with grant funds, located here: https://mynic.nic.edu/sites/instruction/ice/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/instruction/ice/Modified%20Courses/Courses%20Created%20or%20Modified%20with%20Grant%20Funds.xlsx&action=default

- o Data Analyst (NIC) or SSN (LCSC, ISU) collects data, and sends participant intake* request via email to participants
- o Data Analyst (NIC) or SSN (LCSC, ISU) will make two attempts to collect participant intake* and record attempts made in participant file
  - RECORD AND SUBMIT INTAKE DATA FOR COURSE-LEVEL PARTICIPANTS:
    - o Data Analyst (NIC) and SSN (LCSC, ISU) will identify collected from uncollected participant intakes* of all course-level participants at each of the two steps
    - o Data Analyst (NIC) or SSN (LCSC, ISU) will record each attempt to collect participant intakes* (copies of emails) into each participant file's and/or case notes
    - o Data Analyst will record collected participant intakes* data into data tool
    - o Data Analyst (NIC) or SSN (LCSC, ISU) will place participant intakes* into participant file either electronic and/or placement into each participants physical file

*As of October 1, 2016, the electronic participant intake form and self-evaluation are connected and will be completed simultaneously.

NOTE: A copy of each participant intake must be sent (uploaded) to the Data Analyst using the approved methods (e.g. ftpsec). Each institution is responsible for maintaining the original participant files, including participant intakes.

PARTICIPANT FILES:

ICE participant files may be in the form of an electronic or physical versions. Staff must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure.

ALL ICE PARTICIPANT FILES ARE REQUIRED TO HAVE:
- Participant intake form or proof of efforts made to collect information.
- Participant self-evaluation and/or other assessment modalities or proof of efforts made to collect information.

IF A PARTICIPANT MEETS WITH AN ADVISOR/SSN/ETC PARTICIPANT FILE MUST INCLUDE:
- Individual Service Plan (ISP)
- Case notes as applicable (see components listed below)
  - o Inclusions:
    - Identifier (individual name)
    - Service provider (SSN name)
    - Date
    - Method of contact/support activity (in person, email, phone, etc.)
    - Length of one-on-one support activity
    - Type of meeting (engagement, advising, follow-up, etc.)
    - Reason for/ focus of meeting or service provided
      - ➢ Career coaching, suitability (e.g. advice on whether oil and gas is the right career)
      - ➢ Assistance with life issues and/or personal challenges (including referrals to other services such as transportation, housing, food)
      - ➢ Academic coaching/support (e.g. how many and which courses to

take; advice on study skills or referrals to college tutoring, etc.)
  - ➢ Assistance with job search/ placement (e.g. referrals to specific job opportunities; assistance with resume or interview prep)
- Student type (potential, new, existing, ICE participant, etc.)
- Observations (evaluation, affect, focus)
- Referrals made (type: active, passive; and service: location/service provider)
- Follow-ups (needed/scheduled, with dates & times)

ADDITIONAL ITEMS THAT MAY BE INCLUDED IN PARTICIPANT FILE BUT ARE <u>NOT REQUIRED</u>:
- Proof of veteran status (or eligible veteran spouse)
- Proof of employment status
- IDOL Referral Form
- Incumbent Employer Referral Email
- Employee Pay Stub
- ID, Military ID Transcript
- Proof of eligibility
- Education Plan
- Referral Worksheet
- Exit Survey

COLLEGE ADMISSIONS AND PROGRAM DEPARTMENTS MAY MAINTAIN THE FOLLOWING ON ALL PARTICIPANTS AS APPLICABLE TO THEIR PROGRAM OF STUDY*:
- Application for Admission
- Proof of application fee payment
- Demographic forms
- Records, transcripts (high school, GED, college)
- Drop, add, withdrawal forms, grade changes
- Grade reports
- Immunizations
- Application for graduation
- Criminal History
- Social Security Number
- EUID

  Contained in physical file or online content management system.

ICE PARTICIPANT RECRUITMENT/INTAKE PROCESS

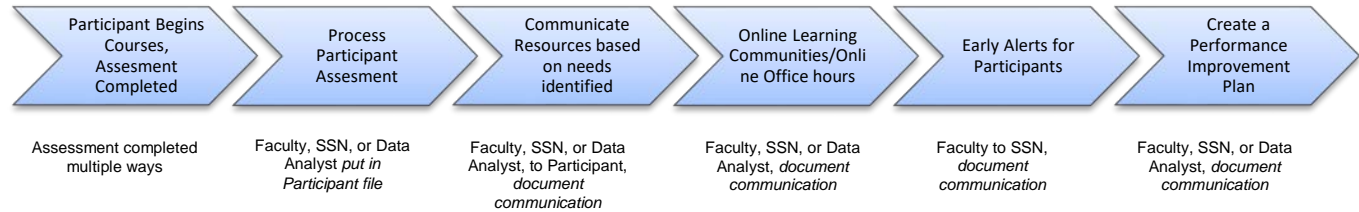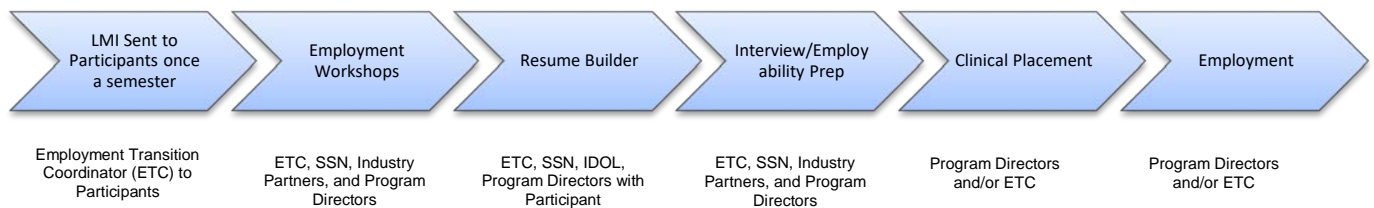| Recruitment	SSN and Advisor Introductions	Participant Intake Filled Out	Participant Information Populated into ICE Data Tool	Notification of New Participant	Process Participant
Admissions, SSN, Advisor, Event, Website, DOL Referral	Varies depending on recruitment type	Sent by ICE Staff	Data Analyst generates into data tool once Participant completes form	Data Analyst notifies ICE Staff of data tool updates (within 5 days of identification)	Data Analyst creates Participant file

ICE PARTICIPANT PROCESS DURING PROGRAM

Participant Begins Courses, Assesment Completed	Process Participant Assesment	Communicate Resources based on needs identified	Online Learning Communities/Online Office hours	Early Alerts for Participants	Create a Performance Improvement Plan
Assessment completed multiple ways	Faculty, SSN, or Data Analyst *put in Participant file*	Faculty, SSN, or Data Analyst, to Participant, *document communication*	Faculty, SSN, or Data Analyst, *document communication*	Faculty to SSN, *document communication*	Faculty, SSN, or Data Analyst, *document communication*

ICE PARTICIPANT TO EMPLOYMENT PROCESS

LMI Sent to Participants once a semester	Employment Workshops	Resume Builder	Interview/Employability Prep	Clinical Placement	Employment
Employment Transition Coordinator (ETC) to Participants	ETC, SSN, Industry Partners, and Program Directors	ETC, SSN, IDOL, Program Directors with Participant	ETC, SSN, Industry Partners, and Program Directors	Program Directors and/or ETC	Program Directors and/or ETC

EMPLOYMENT TRACKING PROCESS

EMPLOYMENT DATA COLLECTION/VERIFICATION PROCESS
- For the total number of participants who completed at least one grant-funded program, in the first quarter after the quarter in which the participant exits the colleges, collection of acceptable documentation of employment verification will begin
- If State Management Information System (MIS) records or Unemployment Insurance (UI) records cannot be obtained the following are acceptable forms of documentation:
    - Pay Stubs
    - Employer Verification
    - Contacts with Employers
    - Survey of Participants

- In cases where substantial efforts to obtain the data without results and has documented their attempts to do so, the following documentation can be used:
  - o Case management notes
- The Data Analyst will record the information of each participant into the data tool for reporting purposes
- Employment Verification and attempts will be stored in the participants file: upload to electronic file and/or placement into each participants physical file

RETAINED EMPLOYMENT FOLLOW-UP:
- Participants who were employed in the first quarter after the quarter in which they exited the college, collection of acceptable documentation of employment verification will continue for the second and third quarters after exit
- If State Management Information System (MIS) records or Unemployment Insurance (UI) records cannot be obtained the following are acceptable forms of documentation:
  - o Pay Stubs
  - o Employer Verification
  - o Contacts with Employers
  - o Survey of Participants
- In cases where substantial efforts to obtain the data without results and has documented their attempts to do so, the following documentation can be used:
  - o Case management notes
- The Data Analyst will record the information of each participant into the data tool for reporting purposes
- Employment Verification and attempts will be stored in the participants file: upload to electronic file and/or placement into each participants physical file

DATA SECURITY

As part of their grant activities, Employment and Training Administration (ETA) grantees may have in their possession large quantities of PII relating to their organization and staff; sub-grantee and partner organizations and staff; and individual program participants. This information is generally found in personnel files, participant data sets, performance reports, program evaluations, grant and contract files and other sources.

Protected PII is information that if disclosed could result in harm to the individual whose name or identity is linked to that information. Examples of protected PII include, but are not limited to, social security numbers (SSNs), credit card numbers, bank account numbers, home telephone numbers, ages, birthdates, marital status, spouse names, educational history, biometric identifiers (fingerprints, voiceprints, iris scans, etc.), medical history, financial information and computer passwords.
To ensure that such PII is not transmitted to unauthorized users, all PII and other sensitive data transmitted via e-mail or stored on CDs, DVDs, thumb drives, etc., must be encrypted using a Federal Information Processing Standards (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module. Grantees must not e-mail unencrypted sensitive PII to any entity, including ETA or contractors.

Grantees must take the steps necessary to ensure the privacy of all PII obtained from participants and/or other individuals and to protect such information from unauthorized disclosure. Grantees must maintain

such PII in accordance with the ETA standards for information security described in this TEGL and any updates to such standards provided to the grantee by ETA. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.

Grantees shall ensure that any PII used during the performance of their grant has been obtained in conformity with applicable Federal and state laws governing the confidentiality of information. Grantees further acknowledge that all PII data obtained through their ETA grant shall be stored in an area that is physically safe from access by unauthorized individual at all times and the data will be processed using grantee issued equipment, managed information technology (IT) services, and designated locations approved by ETA. Accessing, processing, and storing of ETA grant PII data on personally owned equipment, at off-site locations e.g., employee's home, and non-grantee managed IT services, e.g., Yahoo mail, is strictly prohibited unless approved by ETA.

Grantee employees and other personnel who will have access to sensitive/confidential/proprietary/private data must be advised of the confidential nature of the information, the safeguards required to protect the information, and that there are civil and criminal sanctions for noncompliance with such safeguards that are contained in Federal and state laws.

Grantees must have their policies and procedures in place under which grantee employees and other personnel, before being granted access to PII, acknowledge their understanding of the confidential nature of the data and the safeguards with which they must comply in their handling of such data as well as the fact that they may be liable to civil and criminal sanctions for improper disclosure.
Grantees must not extract information from data supplied by ETA for any purpose not stated in the grant agreement.

Access to any PII created by the ETA grant must be restricted to only those employees of the grant recipient who need it in their official capacity to perform duties in connection with the scope of work in the grant agreement.

All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized individual from retrieving such records by computer, remote terminal or any other means. Data may be downloaded to, or maintained on, mobile or portable devices only if the data are encrypted using NIST validated software products based on FIPS 140-2 encryption. In addition, wage data may only be accessed from secure locations.
PII data obtained by the grantee through a request from ETA must not be disclosed to anyone but the individual requestor except as permitted by the Grant Officer.

Grantees must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or conducting other investigations to assure that the grantee is complying with the confidentiality requirements described above. In accordance with this responsibility, grantees must make records applicable to this Agreement available to authorized individual for the purpose of inspection, review, and/or audit.

Grantees must retain data received from ETA only for the period of time required to use it for assessment and other purposes, or to satisfy applicable Federal records retention requirements, if any. Thereafter, the grantee agrees that all data will be destroyed, including the degaussing of magnetic tape files and deletion of electronic data.

Use appropriate methods for destroying sensitive PII in paper files (i.e., shredding or using a burn bag) and securely deleting sensitive electronic PII.

Do not leave records containing PII open and unattended.

Store documents containing PII in locked cabinets when not in use.

Immediately report any breach or suspected breach of PII to the FPO responsible for the grant, and to ETA Information Security at ETA.CSIRT@dol.gov, (202) 693-3444, and follow any instructions received from officials of the Department of Labor.

3RD PARTY EVALUATOR

Social Policy Research
SPR is our 3rd party evaluator. In their own words they describe their role:

SPR will document what was accomplished with regard to the following: building partnerships to support the initiative; managing and operating the initiative; engaging employers, designing and rolling out new curricula; developing online and technology-enhanced instructional materials; obtaining faculty buy-in; training faculty on new course materials; assessing and addressing the needs of students; teaching students healthcare skills in the targeted pathways; and providing students with needed supports. The evaluation will identify factors that have impeded or facilitated project implementation, how challenges were overcome, and promising practices. Data sources for the implementation study will include a full-day site visit to each college, telephone interviews and check-in calls, and the review of planning documents and curricular materials.

In addition to the implementation study, SPR will conduct an outcomes study and an impact study. For the outcomes study, SPR will draw on data obtained by the consortium from systems of participating colleges to measure the number of students who enrolled; the number who completed grant-funded programs of study; the number who were retained in each field of study; the number who earned college credit, degrees, or certificates (by type); the number who were retained in their programs; and the number of credits earned. For the impact study, due to challenges related to using a random assignment-based experimental design, SPR has opted for a quasi-experimental design using matched comparison groups. This design will compare program participants with comparison groups of similar individuals who have received no services from the intervention being studied. The comparison groups will be selected via statistical methods, such as propensity score matching, to be as similar as possible to the treatment groups, based on a set of individual-level variables.

REPORT GUIDE

Quarterly narrative reports are to be submitted through provided forms from Project Director. Last form was dispersed: 1/13/16
https://mynic.nic.edu/sites/instruction/ice/Data/ICE%20Quarterly%20Report%20Calendar%2015%2016%2017%2018.pdf

Student data per semester reports are submitted through SharePoint site.

QUARTERLY REPORT DUE DATES:

Q5 Reporting to Lead Deadline: Jan 20, 2016
Q6 Reporting to Lead Deadline: Apr 29, 2016
Q7 Reporting to Lead Deadline: Jul 20, 2016
Q8 & ANNUAL Reporting to Lead Deadline: Oct 20, 2016
Q9 Reporting to Lead Deadline: Jan 20, 2017
Q10 Reporting to Lead Deadline: Apr 21, 2017
Q11 Reporting to Lead Deadline: Jul 21, 2017
Q12 & ANNUAL Reporting to Lead Deadline: Oct 20, 2017
Q13 Reporting to Lead Deadline: Jan 19, 2018
Q14 Reporting to Lead Deadline: Apr 20, 2018
Q15 Reporting to Lead Deadline: Jul 20, 2018
FINAL REPORT to Lead Deadline: Nov 20, 2018

STUDENT DATA PER SEMESTER VIA DATA TOOL DUE DATES:

Spring 2016 Semester: Mar 1, 2016
Summer 2016 Semester: Jul 1, 2016
Fall 2016 Semester: Oct 20, 2016
Spring 2017 Semester: Mar 1, 2017
Summer 2017 Semester: Jul 3, 2017
Fall 2017 Semester: Oct 20, 2017
Spring 2018 Semester: Mar 1, 2018
Summer 2018 Semester: July 2, 2018
Fall 2018 Semester: Nov 20, 2018

DATA TOOL CONTENTS FOR REPORTING PURPOSES:

B.1 UNIQUE PARTICIPANTS SERVED/ENROLLEES
The cumulative total number of individuals who entered any of the grant-funded programs offered to date (including certificate or degree programs or other training activities). Participants should only be included once, even if they enroll in multiple programs.
Participants are those we define in our SOW and who enroll in a program or course that has been altered with grant funds. They must stay in a course beyond the add/drop date to be counted as a participant.

B.2 TOTAL NUMBER OF PARTICIPANTS WHO HAVE COMPLETED A GRANT FUNDED PROGRAM OF STUDY
The total number of unique participants (B.1) who completed any grant-funded program to date. Completion is defined as having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in that program of study. Participants should only be included once, even if they complete multiple programs.

B.2A TOTAL NUMBER OF GRANT FUNDED PROGRAM OF STUDY COMPLETERS WHO ARE INCUMBENT WORKERS

The total number of participants employed at enrollment who complete any grant-funded program to date. Completion is defined as having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in that program of study. Participants should only be included once, even if they complete multiple programs.

B.3 TOTAL NUMBER STILL RETAINED IN THEIR PROGRAMS OF STUDY OR OTHER GRANT FUNDED PROGRAMS

Of the total number of unique participants enrolled (B.1) who have not completed their programs, enter the total number of enrollees who were still enrolled either in their original program of study or a different grant-funded program of study at the end of the reporting year. (Note: A participant counted in B.2 should not be counted again in B.3).

B.4 TOTAL NUMBER RETAINED IN OTHER EDUCATION PROGRAMS

Of the total number of unique participants enrolled, enter the total number of enrollees who dropped out of a grant-funded program of study, but have enrolled in another education program not funded by the grant. (Note: A participant counted in B.2 or B.3 should not be counted in B.4).

B.5 TOTAL NUMBER OF CREDIT HOURS COMPLETED (AGGREGATE ACROSS ALL ENROLLEES)

The total number of credit hours to date that have been completed by participants in grant-funded certificate and degree programs. This number should be reported in aggregate across all enrollees, even if the participant is no longer enrolled in the grant-funded program of study or did not complete the program.

B.5A TOTAL NUMBER OF STUDENTS COMPLETING CREDIT HOURS

The total number of students who have enrolled that have completed any number of credit hours to date.

B.6 TOTAL NUMBER OF EARNED CREDENTIALS (AGGREGATE ACROSS ALL ENROLLEES)

The total number of degrees or certificates earned to date by participants for grant-funded programs. This number should be reported in aggregate across all enrollees, including multiple certificates and degrees earned by the same participant.

B.6A TOTAL NUMBER OF STUDENTS EARNING CERTIFICATES – LESS THAN ONE YEAR (AGGREGATE ACROSS ALL ENROLLEES)

The total number of students who earned certificates designed to be completed in one year or less. A student can be counted only once in this field, even if multiple certificates were earned by that student.

B.6B TOTAL NUMBER OF STUDENTS EARNING CERTIFICATES – MORE THAN ONE YEAR (AGGREGATE ACROSS ALL ENROLLEES)

The total number of students who earned certificates designed to be completed in more than one year. A student can be counted only once in this field, even if multiple certificates were earned by that student.

B.6C TOTAL NUMBER OF STUDENTS EARNING DEGREES (AGGREGATE ACROSS ALL ENROLLEES)

The total number of students who earned degrees. A student can be counted only once in this field, even if multiple degrees were earned by that student.

B.7 TOTAL NUMBER PERUSING FURTHER EDUCATION AFTER PROGRAM OF STUDY COMPLETION

Of the total number of participants who completed at least one grant-funded program (B.2), enter the total number of individuals to date who entered another program of study (grant-funded or not).

B.8 TOTAL NUMBER EMPLOYED AFTER PROGRAM OF STUDY COMPLETION

Of the total number of participants who were not incumbent workers and who completed at least one grant-funded program (B.2), enter the total number of individuals to date who entered unsubsidized employment in the first quarter after the quarter in which the student exits the college. Exit is defined as being no longer enrolled at the college in any program of study and can include formal withdrawal, expulsion, graduation, and other reasons. (Note: A participant counted in B.8 may be counted again in B.9).

B.9 TOTAL NUMBER RETAINED IN EMPLOYMENT AFTER PROGRAM OF STUDY COMPLETION

Of the total number of participants who were employed in the first quarter after the quarter in which the student exits the college (B.8), enter the total number of individuals to date who were employed in the second and third quarters after exit. Exit is defined as being no longer enrolled at the college in any program of study and can include formal withdrawal, expulsion, graduation, and other reasons. (Note: A participant counted in B.9 should be counted in B.8).

B.10 TOTAL NUMBER OF THOSE EMPLOYED AT ENROLLMENT WHO RECEIVE A WAGE INCREASE POST ENROLLMENT

Of the number of incumbent workers (those employed at enrollment) who enter a grant-funded program, enter the total number who received an increase in their wages at any time after becoming enrolled.

C.1A MALE

Participants who self-identify their gender as male.

C.1B FEMALE

Participants who self-identify their gender as female.

C.2A HISPANIC/LATINO

Participants who self-identify their ethnicity as Hispanic/Latino. The term Hispanic/Latino includes individual of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

C.2B AMERICAN INDIAN OR ALASKAN NATIVE

Participants who self-identify their race as American Indian or Alaskan Native. The racial category American Indian or Alaska Native includes individual having origins in any of the original peoples of North America and South America (including Central America), and who maintains cultural identification through tribal affiliation or community recognition.

C.2C ASIAN

Participants who self-identify their race as Asian. The racial category Asian includes individual having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Sikkim). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam.

C.2D BLACK OR AFRICAN AMERICAN
Participants who self-identify their race as Black or African American. The racial category Black or African American includes individual having origins in any of the black racial groups of Africa.

C.2E NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
Participants who self-identify their race as Native Hawaiian or Other Pacific Islander. The racial category Hawaiian Native or Other Pacific Islander includes individual having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

C.2F WHITE
Participants who self-identify their race as White. The racial category White includes individual having origins in any of the original peoples of Europe, the Middle East, or North Africa.

C.2G MORE THAN ONE RACE
Participants who self-identify more than one of the racial categories outlined in Rows C.2b through C.2f above.

*Those that indicate they are Hispanic/Latino in C2.a are indicating their ethnicity not their race. Those that answer yes to C.2a must also select a race from C.2b-f. Those that answer yes to C2.a are not placed in C.2g unless they identify as belonging to two or more races listed in C2.b-f.

C.3A FULL TIME STATUS
Participants who are enrolled in college courses on a full-time basis. Full-time basis is defined as enrollment into 12 or more credit hours in the Fall or Spring semester and 6 or more credit hours in the Summer.

C.3B PART TIME STATUS
Participants who are enrolled in college courses on a part-time basis. Part-time basis is defined as enrollment into less than 12 credit hours in the Fall or Spring semester and less than 6 credit hours in the Summer.

C.4 INCUMBENT WORKERS
Participants who are already employed at the time of enrollment.

C.5 ELIGIBLE VETERANS
Participants who meet one of the following conditions as a veteran:
1. Is a person who served at least one day in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2).

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

*This data point is usually worked out between the SSN and the student. Eventually supporting documentation will be required as requested by the SSN. Eligible spouses almost always know they are one,

as they get an official letter from the government telling them that they are.

C.6 PARTICIPANT AGE (MEAN)
The mean age in years of the new participants. Mean age is defined as the sum of the ages of all of new participants/enrollees divided by the number of new participants/enrollees.

C.7 INDIVIDUAL WITH A DISABILITY
New participants, where known, or who self-identify that they have any "disability," as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. (For definitions and examples of "physical or mental impairment" and "major life activities," see paragraphs (1) and (2) of the definition of the term "disability" in 29 CFR 37.4, the definition section of the WIA non-discrimination regulations.)

C.8 PELL GRANT ELIGIBLE
Participants who are eligible to receive federal Pell Grant assistance.
Financial aid will determine who is eligible.

C.9 TAA ELIGIBLE
Participants who are eligible to receive Trade Adjustment Assistance (TAA) benefits.
There are few of these people and when they are encountered they know their status because they will have TAA Certification Documentation, such as determination of individual eligibility, or a letter from State TAA office confirming individual eligibility, or documentation of training plan approval.

X.1 STUDENT ID NUMBER
Institutional Student Identification Number

X.2A LAST NAME
Last Name

X.2B FIRST NAME
First Name

X.2C MIDDLE NAME
Middle Name

X.3 DATE OF BIRTH
Date of Birth (MM/DD/YYYY)

X.4 EDUID
Educational Unique Identifier, SLDS data used to track employment outcomes

X.5 INTAKE DATE
Date they sign the intake form

X.6 MAJOR
Their declared major

X.7 EDUCATION GOAL

Level of education they endeavor to achieve, a Non-Credit Certification; a <1 yr. Certification; a > 1 yr. Certification; or an AS degree

X.8 CERTIFICATE TITLE

Title of their awarded certificate upon program completion

X.9 DEGREE TITLE

Title of their degree upon program completion

X.10 EARNED OR COMPLETION DATE

Date which they completed their program of study earning their certificate or degree

X.11 US CITIZENSHIP/WORK ELIGIBLE

Can they lawfully work in the United States? They can be a citizen, be a permanent resident (Green Card Holder) or have some other work visa.

X.12 EXITED PROGRAM

If they exited and they have not been already counted in B.2, B.2a, B.3 or B.4

SPR MEASURES

SPR ask us to offer the following question to new participants for their research: "If the training/education program you are applying for did not exist, what is your best guess about what you would have done?" The participant is given three options to reply: (1) "I would have not pursued any training/education; (2) I would have enrolled in a similar program offered at this college. Which program?_____; (3) I would have enrolled in a similar program of study offered at another college. Which college?_____.

To capture these responses the data tool has three columns to record responses: (1) "SPR: Acquiesce" in which you record yes if they would have given up education if they had not been admitted. (2) "SPR: Other Program Here" Mark yes if they would have chosen to do this and list the program they would have pursued. (3) "SPR: Other Program Elsewhere" Mark yes if they would have chosen to do this and list the college they would have chosen to apply to.

Student Support Activities: (to be tracked per student)

- Date of activity
- Types of one-on-one student support provided (check all that apply)
  - Career coaching, suitability (e.g. advice on whether oil and gas is the right career)
  - Assistance with life issues and/or personal challenges (including referrals to other services such as transportation, housing, food)
  - Academic coaching/support (e.g. how many and which courses to take; advice on study skills or referrals to college tutoring, etc.)
  - Assistance with job search/ placement (e.g. referrals to specific job opportunities; assistance with resume or interview prep)
  - Other
- Length of one-on-one support activity (please check one)
- Mode of support activity (please check one)

PROVIDED BY ICE:
ICE Program Pathways (Print)
ICE Participant Intake Form (Print)
Case Note Examples/Methods

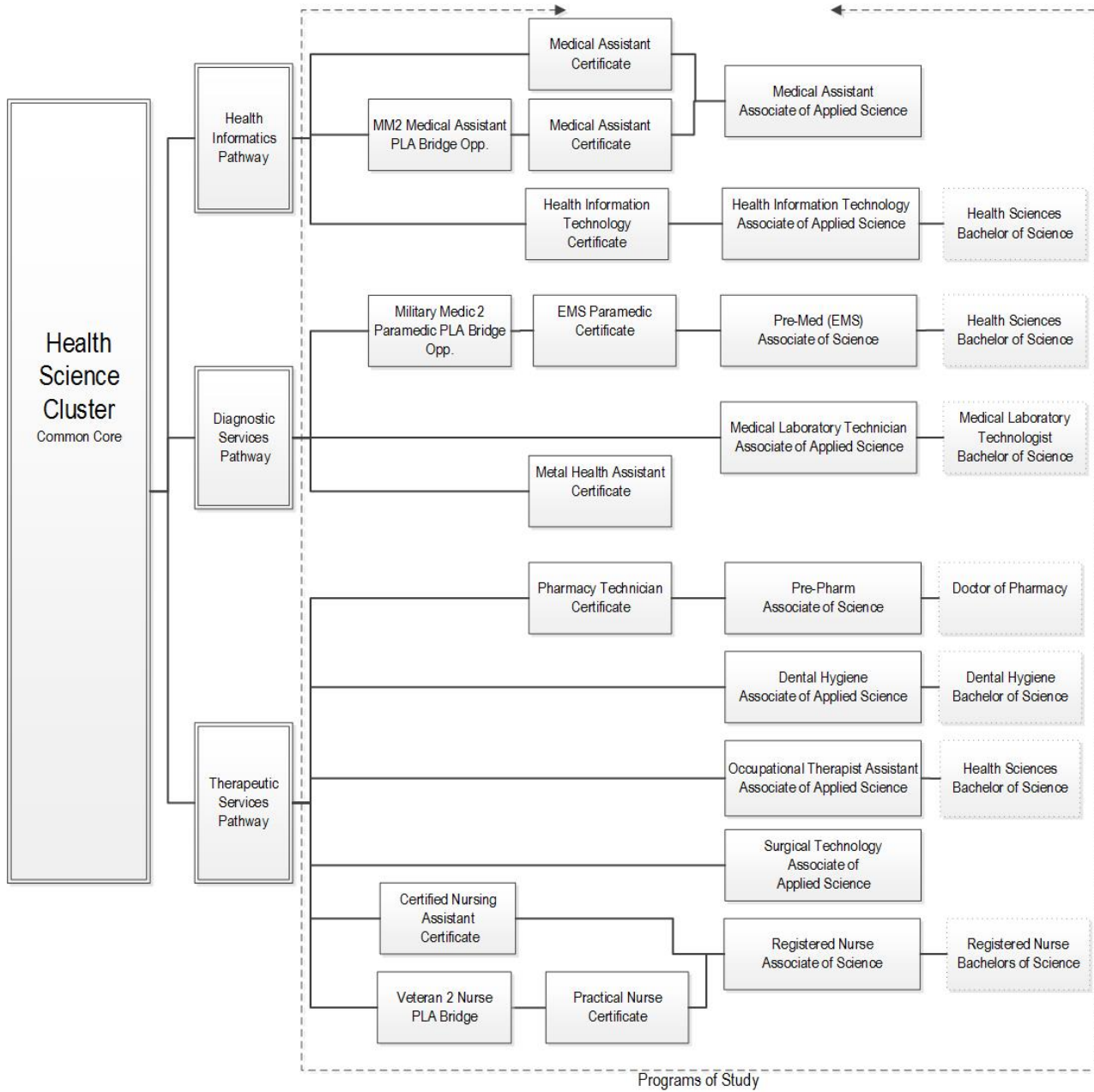**ONLINE:**
ICE Participant Intake Form (Online)
ICE APPROVED SOW
ICE Program Pathways
ICE Data Definitions and Acceptable Verification Information

PROVIDED BY DEPARTMENT OF LABOR: (ONLINE)
Who Counts as a Participant Flow Chart
TAACCCT APR Example
Cyber Security
USDOL TAACCCT Reporting Handbook
Performance Reporting 101 Presentation
Participant Report Flow Chart
TAACCCT_TA_Guide_for_Reporting_Documentation_FINAL_06.29.16

Health Science Cluster
Common Core

Health Informatics Pathway

Medical Assistant Certificate

MM2 Medical Assistant PLA Bridge Opp.

Medical Assistant Certificate

Medical Assistant Associate of Applied Science

Health Information Technology Certificate

Health Information Technology Associate of Applied Science

Health Sciences Bachelor of Science

Diagnostic Services Pathway

Military Medic 2 Paramedic PLA Bridge Opp.

EMS Paramedic Certificate

Pre-Med (EMS) Associate of Science

Health Sciences Bachelor of Science

Medical Laboratory Technician Associate of Applied Science

Medical Laboratory Technologist Bachelor of Science

Metal Health Assistant Certificate

Therapeutic Services Pathway

Pharmacy Technician Certificate

Pre-Pharm Associate of Science

Doctor of Pharmacy

Dental Hygiene Associate of Applied Science

Dental Hygiene Bachelor of Science

Occupational Therapist Assistant Associate of Applied Science

Health Sciences Bachelor of Science

Surgical Technology Associate of Applied Science

Certified Nursing Assistant Certificate

Registered Nurse Associate of Science

Registered Nurse Bachelors of Science

Veteran 2 Nurse PLA Bridge

Practical Nurse Certificate

Programs of Study

Idaho Center of Excellence Healthcare Partnership

♦ ♦ ♦

Idaho State University • Lewis-Clark State College • North Idaho College

PARTICIPANT INTAKE FORM

This form is utilized by Lewis-Clark State College, Idaho State University and North Idaho College to facilitate any Idaho Center of Excellence (ICE) Healthcare Partnership participant intake. This form is to be filled out by all participants enrolled in an ICE course. ICE is a $8.4 million Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant awarded by the U.S. Department of Labor. The mission of ICE is to ensure a reliable and stable healthcare workforce for the state of Idaho with emphasis on rural and underserved populations. The consortium partners from across the state include; Lewis-Clark State College, Idaho State University and North Idaho College as the lead institution.

TODAY'S DATE:	STUDENT ID:	SCHOOL:

STUDENT INFORMATION			
LAST NAME: X.2A	FIRST: X.2B	MIDDLE: X.2C	GENDER: C1 A8
BIRTH DATE: X.3	AGE: C6		EMAIL ADDRESS:
STREET ADDRESS:			CITY:
STATE:	ZIP:		CONTACT PHONE #:

RACE: (SELECT ALL THAT APPLY) c2a-g	DO YOU CONSIDER YOURSELF HISPANIC OR LATINO? c2a	ARE YOU A US CITIZEN? x.11
□ Black/African American □ American Indian/Alaskan Native □ Asian □ White □ Native Hawaiian or Pacific Islander	□ Yes □ No	□ Yes □ No □ No, but work authorized

MILITARY/DISABILITY/EMPLOYMENT/SCHOOL INFORMATION

DISABILITY INFORMATION (1)				TAA INFORMATION (2)	
ARE YOU DISABLED? c7	□ Yes □ No	HAVE YOU BEEN IN CONTACT WITH DISABILITY SUPPORT SERVICES:	□ Yes □ No	ARE YOU ELIGIBLE FOR TAA BENEFITS?	□ Yes □ No

EMPLOYMENT INFORMATION

ARE YOU CURRENTLY EMPLOYED? c4	□ Yes □ No	IF YES, WHO IS YOUR EMPLOYER? _____
IF NO, DO YOU RECEIVE UNEMPLOYMENT BENEFITS?	□ Yes □ No	WHAT IS YOUR OCCUPATION? _____ WHAT IS YOUR CURRENT MONTHLY GROSS EARNINGS? $_____

MILITARY INFORMATION (3)

ARE YOU A US MILITARY VETERAN? c.5 ☐ Yes ☐ No			
BRANCH OF MILITARY SERVICE:		FROM (DATES):	TO (DATES):
CHARACTER OF DISCHARGE? ☐ HONORABLE ☐ DISHONORABLE ☐ OTHER THAN DISHONORABLE			
HAVE YOU SERVED AT LEAST ONE-DAY OF ACTIVE DUTY?	□ Yes □ No	ARE YOU AN ELIGIBLE SPOUSE?	□ Yes □ No

SCHOOL INFORMATION

COLLEGE ATTENDING:	☐ NIC	☐ ISU	☐ LCSC

□ FULL TIME (12 Or More Credit Hours For Fall/Spring, 6 Or More Credit Hours For Summer)
□ PART TIME (Less Than 12 For Fall/Spring, Less Than 6 For Summer)
□ NON-CREDIT (Workforce Training Program)

DRUE HATFIELD – UPDATED: 9/7/16

WHAT IS YOUR MAJOR?	IF UNDECIDED, WHAT MAJORS ARE YOU CONSIDERING?
WHAT IS YOUR EDUCATIONAL GOAL? x7 □ NON-CREDIT CERTIFICATE □ CREDIT LESS THAN 1 YEAR CERTIFICATE □ DEGREE	**DID YOU RECEIVE A PELL GRANT AWARD (4)?** □ Yes □ No
DID YOU RECEIVE A WORKFORCE INVESTMENT OPPORTUNITY ACT (WIOA) AWARD? □ Yes □ No	

IF THE TRAINING/EDUCATION PROGRAM DID NOT EXIST, WHAT IS YOUR BEST GUESS ABOUT WHAT YOU WOULD HAVE DONE?   *(Select ONE of the following)*
☐ I would have not pursued any training/education
☐ I would have enrolled in a similar program of study offered at this college. Which program?
☐ I would have enrolled in a similar program of study offered at another college. Which college?

This is an equal opportunity program and auxiliary aid and services are available upon request to individuals with disabilities.

PRIVACY ACT

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

CONSENT: By submitting I understand ICE is a DOL funded grant and I give permission for the ICE staff to contact my employer to verify information for reporting purposes only. None of my personal identifying information will be shared outside the institution(s).

ATTESTATION: By submitting I certify the information provided is true to the best of my knowledge. I am aware that the information I have provided is subject to review and verification.

_____   _____
PARTICIPANT SIGNATURE   SIGNATURE DATE

DEFINITIONS
(1) PERSONS WITH A DISABILITY: Participants, where known, or who self-identify that they have any "disability," as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. (For definitions and examples of "physical or mental impairment" and "major life activities," see paragraphs (1) and (2) of the definition of the term "disability" in 29 CFR 37.4, the definition section of the WIA non-discrimination regulations.) Auxiliary aids and services are available upon request to individuals with disabilities.
(2) TRADE ADJUSTMENT ASSISTANCE (TAA) ELIGIBLE: The Trade Adjustment Assistance (TAA) Program is a federal entitlement program that assists U.S. workers who have lost or may lose their jobs as a result of foreign trade. You are TAA eligible if your petition was approved by the US Department of Labor and your states Trade Coordinator certifying your eligibility for assistance. To learn more, please visit our website at www.doleta.gov/tradeact.
(3) ELIGIBLE VETERAN / SPOUSE OF ELIGIBLE VETERAN (DEPARTMENT OF LABOR):   Participants who meet one of the following conditions: 1. Is a person who served at least one day in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable, as specified in 38 U.S.C. 101(2). 2. Is a person who is (a) the spouse of any person who died of a service-connected disability, (b) the spouse of any member of the Armed Forces serving on active duty who at the time of application for assistance under this part, is listed, pursuant to 38 U.S.C 101 and the regulations issued thereunder, by the Secretary concerned, in one or more of the following categories and has been so listed for more than 90 days: (i) missing in action; (ii) captured in the line of duty by a hostile force; or (iii) forcibly detained or interned in the line of duty by a foreign government or power; or (c) the spouse of any person who has a total disability, permanent in nature resulting from a service-connected disability or the spouse of a veteran who died while a disability so evaluated was in existence.
(4) PELL GRANT ELIGIBLE: Federal Pell Grants are direct grants awarded through participating institutions to students with financial need who have not received their first bachelor's degree or who are enrolled in certain post baccalaureate programs that lead to teacher certification or licensure.   http://www2.ed.gov/programs/fpg/ eligibility.html

DRUE HATFIELD – UPDATED: 9/7/16

Example: (current date) 10:35AM, Received call from Nancy D. stating, "I would like to make an appointment with (name of therapist). Caller was told named therapist was off for the day and would be back in a few days. Caller was offered the first available appointment with named therapist. Caller responded, "I may not be alive by then." This author asked for clarification. Caller stated feeling increasingly despondent and described suicidal ideation. When asked, caller identified a plan to "jump off the bridge." This author conducted a safety assessment and determined caller to be at significant risk. Caller was informed that that this author could see caller later this day at 3 PM. Caller was able to make a verbal no harm contract with this author at least until appointment time. Caller was informed this author would contact psychiatric emergency personnel who may call her for further support/evaluation. Caller understood and provided home number. Caller was given number to Suicide Prevention if needed before scheduled appointment time.

METHODS

PAIP or SOAP

The PAIP and SOAP formats should be used at the end of the Opening Note. **PAIP** stands for **Problem, Assessment, Intervention, and Plan**. **SOAP** stands for **Subjective, Objective, Assessment and Plan**. PAIP and SOAP notes are generally shorter than Narrative notes. They summarize the key points, use "buzz words," and sometimes use highlighting for reference by others to draw attention to key information. Follow up sessions are documented in either the PAIP or SOAP format.

PAIP

P: Problem. Describe what the problem is that brought the student through the door or the focus of the meeting.

A: Assessment. What are your general observations about this student?

I: Intervention. What did you do in the meeting?

P: Plan. What will the student and you do next?

Example:

P: Tim B. has concerns about difficulties with his math abilities.

A: Tim B. appears cautious, tearful and describes current difficulties in math and concentration due to difficulties with sleep. Tim B. has good study skills and social supports. Tim B. is doing well in his other courses.

I: Support meeting. Supported client with use of positive regard, related good study skills to his potential math skills. Suggested coping mechanisms for math anxiety. Encourage client to use tutor and math study center. Established goals.

P: Will see student back on (date). Will focus on math skills, further assess math test-taking difficulties. Provided a "to-Do" list to sign up for tutor, attend math study center session 2X's a week, and to practice math anxiety coping mechanisms.

SOAP

S: Subjective: How does the student describe their problem? This is usually a quote or statement from the student describing their subjective description of the problem.

O: Objective: What did you observe about this student? These are written as factual notations.

A: Assessment: What is your impression about/of this student or problem?

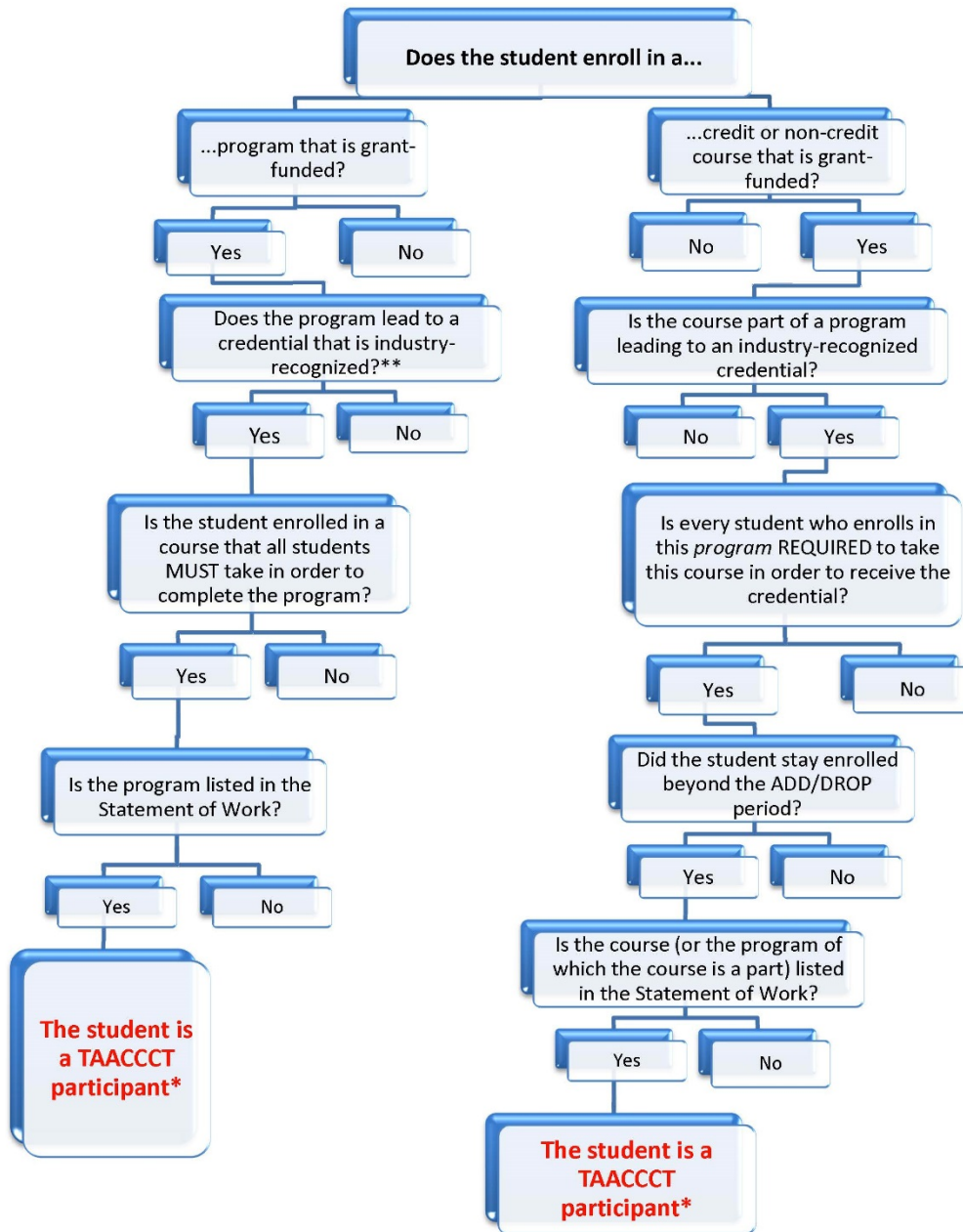**P: Plan:** What is your plan with this student?

Example:

S: Tim B. stated, "I am so scared to even look at the math book. I am terrible at math and will never pass"

O: Tim B. describes long history of 'dealing' with math anxiety. Tim was very upset – tearful, then angry, then withdrawn. Tim B. expresses concern for effect of math grades on ability to graduate. Denies linkage of past positive, effective study habits and how those skills can help him improve his math skills.

A: Tim is clearly pained by math grades. Tim looks tired, haggard. Seems dejected. Difficulty reaching out for support. Seems to blame self as reason for self-imposed inability to study for math.

P: Provide ongoing support. Referral made to provide tutoring for math. Supportively confront belief math is "unpassable." Encourage attendance in math study center support and to confront negative self-ideations. Will continue to establish goals. Follow-up meeting in one week.

TAACCCT: Who Counts as a Participant? Follow the Path Below to Determine if Your Students Can Be Reported as Such in the Annual Performance Report

Does the student enroll in a...

...program that is grant-funded?
- Yes
- No

Does the program lead to a credential that is industry-recognized?**
- Yes
- No

Is the student enrolled in a course that all students MUST take in order to complete the program?
- Yes
- No

Is the program listed in the Statement of Work?
- Yes
- No

The student is a TAACCCT participant*

...credit or non-credit course that is grant-funded?
- No
- Yes

Is the course part of a program leading to an industry-recognized credential?
- No
- Yes

Is every student who enrolls in this *program* REQUIRED to take this course in order to receive the credential?
- Yes
- No

Did the student stay enrolled beyond the ADD/DROP period?
- Yes
- No

Is the course (or the program of which the course is a part) listed in the Statement of Work?
- Yes
- No

The student is a TAACCCT participant*

1

*Documentation is required to show that the student meets the qualifications of a participant. **Review TEGL 15-10 for details.