GRANT HANDBOOK

United States Department of Labor Trade
Adjustment Assistance Community College and
Career Training Florida Transforming Resources
for Accelerated Degrees and Employment in
Advanced Manufacturing Grant

Revised September 2, 2014

ACKNOWLEDGEMENTS

This handbook was written, compiled and created by Lisa Zickefoose and Alison Barlow.

A special thank you goes to Illinois Green Economy Network (IGEN), a Round 1 TAACCCT Consortium led by the College of Lake County, Illinois for sharing their handbook originally used as a template.

The Florida TRADE Consortium would also like to recognize the extensive work completed by the Collaborative Labs at St. Petersburg College in support of coordinating and documenting the key processes of the Florida TRADE program.

Contents

Fiscal Compliance

IMPORTANT INFORMATION FOR YOUR BUSINESS OFFICE

- U. S. Department of Labor (USDOL) Florida Transforming Resources for Accelerated Degrees & Employment in Advanced Manufacturing (TRADE) Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from October 1, 2012 to September 30, 2016
- CFDA#: 17.282
- Identifying Grant Number: TC-23751-12-60-A-12

All financial records must be maintained for a minimum of five fiscal years after completion of grant cycle provided applicable audits have been released (State of Florida GS1-SL, #109).

COMMUNICATIONS

The Project Director and St. Petersburg College (SPC) Grant Accountant will serve as your main contact and will be responsible for communicating with the USDOL.

- Project Director: Gary Graham (727) 791-2478 or graham.gary@spcollege.edu
- Grant Accountant: Lisa Zickefoose (727) 341-3202 or zickefoose.lisa@spcollege.edu
- SharePoint – is a depository of consortium information including but not limited to announcements, meetings, metrics, reports, budgets and regulations; www.office365.fltrade.org Contact Gary Graham for an ID and Password.
- Website – Florida TRADE: www.fltrade.org

OVERVIEW OF RESPONSIBILITIES

Per the USDOL: The grant is to the consortium. All consortium members must follow rules, regulations, and requirements outlined in grant contract, grand award, Uniform Administration Requirements (OMB A-110) and Federal Cost Principles (OMB A-21). St. Petersburg College (SPC) serves as the administrative and fiscal agent for the USDOL TAACCCT FL TRADE grant.

ST. PETERSBURG COLLEGE
- Stewardship, maintaining accurate financial records for all grant expenditures
- Request draw down of funds regularly, at least monthly
- Disperse reimbursement funds to consortium members
- Serve as the point of contact with USDOL for issues concerning this grant
- Submit quarterly financial reports
- Submit quarterly progress reports and an annual performance report
- Approve and track budget modification requests; obtain USDOL approval, as necessary
- Submit deliverables upon conclusion of the grant and grant close out

CONSORTIUM MEMBERS

- Comply with all applicable Federal laws, regulations , and OMB Circulars, including but not limited to OMB Circular A-21 (2 CFR Part 22); 29 CFR Parts 37, 93, 94, 95, and 98
- Track financials, time and effort, indirect costs, and leveraged resources
- Submit monthly invoices and activity reports (Reimbursement Request - Project Disbursement Form, Appendix B)
- Fiscally responsible for any expense incurred that is deemed an unallowable expenditure
- Submit budget modification request to the St. Petersburg College (SPC) Grant Accountant prior to making changes within and between line items
- May be subject to Audit (see OMB Circular A-133)

EXPENDITURE DEADLINES

The U. S. Department of Labor TAACCCT Florida TRADE grant is a four-year award with a performance period from October 1, 2012 through September 30, 2016. For planning purposes, consortium members received fiscal year budgets. The USDOL will allow budgets to carry over to the following fiscal year. However, equipment must be purchased in the first two years, and all funds must be expended prior to September 30, 2016.

DEFINING BUDGET LINE ITEMS

PERSONNEL
All salary-related expenses for faculty/staff working part or full time on program-related tasks for the grant (i.e. curriculum development, program implementation, training, etc.).

FRINGE
Actual tax, insurance, retirement, and other employee benefits related to those faculty or staff working on program related expenses.

TRAVEL
Charges including, mileage, meals, and accommodations for faculty or staff attending meetings or trainings for program-related work per Florida Statues 112.061.

SUPPLIES
Supplies are those items with a cost of less than $5,000 per unit, per USDOL. Unlike equipment, there is no requirement for a disposition request when there is no longer any federal program for which supplies are needed.

EQUIPMENT
Equipment means tangible nonexpendable personal property with a useful life of more than one year and an acquisition cost of $5,000 or more per unit. Both are characteristics that must be met for an item to be equipment. Shipping, delivery, and installation, if necessary, are a normal part of the cost of equipment. Training is categorized under the Supply category.

The USDOL must approve all equipment expenditures before purchased. Per contract with SPC, all equipment purchases over $35,000 procurement documents must be reviewed and approved by SPC before procuring. All equipment must be purchased within the first two years of the grant.

Per 29 CFR 95.34 (f)(3), a physical inventory of equipment shall be taken and the results reconciled with the equipment records at least once every two years. The recipient shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment.

Equipment acquired with grant funds is to be used for the program for which it is acquired. If the program continues after the end of the federal funding, the equipment may continue to be used for the program until the program actually ends. However, the rules allow for the equipment to be used for other programs if use will not interfere with the work on the program for which it was originally acquired. When grant equipment is used in this manner, any use fees charged are to be treated as program income. After the program is over, the equipment may be used for other federally funded programs with the following order of preference:
1. Those funded by the Education and Training Administration (ETA), even if the nature of the program is different.
2. Those funded by the U. S. Department of Labor.
3. Those funded by other Federal agencies.

If the grantee wants to continue using the acquired equipment for non-federally funded activities, the rules permit it to do so. If the current fair market value of the item is $5,000 of more, the grantee must reimburse the awarding agency which funded the acquisition an amount equal to that value. If the grantee needs to replace an item of the equipment, it is permitted to trade-in the old item towards the cost of the new item or to sell the old item and use the proceeds to help offset the cost of the new item provided that it gets the prior written approval of the grant officer.

If the grantee has no other use for the item, it must request disposition instructions from the U. S. Department of Labor. The disposition instructions will indicate where the equipment is to be shipped. The rules indicate that the federal agency is to respond in 120 days. It is a requirement for the grantee to ask.

OTHER
Any cost that does not fall into one of the above categories; faculty stipends, proctor certifications and marketing/ outreach should be indicated separately on your invoice.

Note: Please contact the SPC Grant Accountant if you need additional clarification. Your institution will be fiscally responsible for all costs deemed unallowable expenditures.

BUDGET MODIFICATIONS
There are two types of budget modifications:
1. Clause #1: Budget Line Item Flexibility
2. Grant Modification

Both must be submitted to the Lead Grant Accountant for approval.
Clause #1: Budget Line Item Flexibility
Per Part IV – Special Clauses: Flexibility is allowed within the grant budget (except wages, salaries and fringe benefits, and indirect cost rates), provide no single line item is increased or decreased by more

than 20%. Changes in excess of 20% and any changes in wages, salaries and fringe benefits, and indirect cost rates <u>MUST</u> receiver prior written approval from the Grant Officer.

Any changes in mix or match within the wages and salaries line do not require a grant modification. However, your assigned DOL Federal Project Officer (FPO) must review these changes prior to implementing these changes. Failure to obtain such prior written approval may result in cost disallowance.

Grant Modification

A Grant Modification includes changes in the budget requiring Grant Officer approval and Statement of Work changes. This type of modification requires approval at national level.

If a grant modification is needed, please notify the SPC Grant Accountant in writing prior to making any changes in accordance with the procedure listed below. Each request will be reviewed to determine the process requirements.

1. Provide, in writing to the SPC Grant Accountant, a detailed summary of proposed changes and a justification for the increase/decrease of each category. Total budget change should equal $0.00.
2. Wait for the next steps from the SPC Grant Accountant prior to moving funds from one line item to another.

FINANCIAL REPORTING

MONTHLY REPORTS

A reminder email will be sent monthly for the FL TRADE monthly Reimbursement Request - Project Disbursement Form (Appendix B). It serves as both an invoice and monthly financial report.

QUARTERLY REPORTS

The USDOL requires reporting on an accrual basis. Accrual data may be on the basis of an analysis of documentation on hand if grantee accounting systems are cash basis (29 CFR 95.21 (b)(1). Accruals must be submitted with your quarter-end monthly FL TRADE Reimbursement Request - Project Disbursement Form (Appendix B).

The FL TRADE TAACCCT grant follows the Federal fiscal year, Oct. 1 – Sept. 30; Quarterly dates:

Quarter 1: Oct 1 - Dec 31	**Quarter 2:** Jan 1 - Mar 31
Quarter 3: Apr 1 - Jun 30	**Quarter 4:** Jul 1 - Sept 30

The following table is a summary of reports and documentation due to SPC throughout the year.

What's Due	Description	Due Dates
Monthly Invoices (See Appendix B)	Monthly invoices for all expenses incurred. Invoicing process is manual.	The 20th of each month
Quarterly Accrued Expenses	Accrued expenditures must be submitted for the prior quarter.	Jan 20th, Apr 20th, July 20th, Oct 20th
Time & Effort (See Appendix A)	Monthly report due with your invoices for all project staff working on the TAACCCT grant. This report should include time and effort for only those being paid with USDOL TAACCCT FL TRADE grant funds. Many institutions' payroll/grant offices automatically generate this report. A sample is provided.	The 20th of each month
Leveraged Resources (See Appendix B)	Non-Federal funds spent on allowable expenses meeting grant restrictions to support grant objectives not paid for by the grant. A. The remaining portion of the negotiated Indirect Cost Rate (ICR) not reimbursable by the grant. B. Faculty/staff salary and fringe working on FL TRADE TAACCCT grant and not being paid with those grant funds C. Office space, classroom space, equipment, facilities rental, etc. not included in your ICR.	Jan 20th, Apr 20th, July 20th, Oct 20th
Quarterly Project Status	Quarterly report which includes key milestones, and a general update of program progress.	Jan 20th, Apr 20th, July 20th, Oct 20th

EXPENDING FUNDS

ALLOWABLE EXPENDITURES

ALL proposed project costs must be NECESSARY and REASONABLE and in accordance with Federal guidelines. Below is from the OMB Circular A-21:

3. Reasonable costs. A cost may be considered reasonable if the nature of the goods or services acquired or applied, and the amount involved therefore, reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made. Major consideration involved in the determination of the reasonableness of a cost are: (a)

whether or not the cost is of a type generally recognized as necessary for the operation of the institution or the performance of the sponsored agreement; (b) the restraints or requirements imposed by such factors as arm's-length bargaining, Federal and State laws and regulations, and sponsored agreement terms and conditions; (c) whether or not the individual concerned acted with due prudence in the circumstances, considering their responsibilities to the institution, its employees, its students, the Federal Government, and the public at large; and, (d) the extent to which the actions taken with respect to the incurrence of the cost are consistent with established institutional policies and practices applicable to the work of the institution generally, including sponsored agreements.

All grant funds must be spent in accordance with Grant Agreement; preapprovals, allowable costs, and appropriate procurement. Refer to your contract with SPC.

All costs directly related (100%) to program development, including salary, fringe, stipends, travel, supplies, equipment, and outreach specified in the budget are eligible for reimbursement. St. Petersburg College will review all expenditures submitted for reimbursement for compliance. Should a cost be deemed ineligible for reimbursement, your institution will be responsible for that cost. For more information, review OMB Circular A-21 section J and the award packet. For any expense that may be questionable, contact the SPC Grant Accountant prior to purchase.

UNALLOWABLE EXPENDITURES

Unallowable costs are a particular item or type of cost which under the express provisions of an applicable law, regulation, or sponsored agreement, is specifically named and stated to be unallowable. They include, but are not limited to:

- Salary for faculty not working directly on the grant (i.e. adjunct filling in for faculty)
- Tuition, scholarships, books, fees and other personal expenditures for participants (Such as wages, performance-based bonuses, apprenticeships, internships, and stipends)
- Construction (not including renovating facilities as described in the Statement of Work)
- Entertainment costs and alcohol
- Lobbying
- Advertising/marketing (your institution exclusively)
- Food for meetings (i.e. lunch meeting)
- Facilities
- Reimbursement of pre-award costs
- Office furniture for employees

ADVERTISING AND PUBLIC RELATIONS COSTS

Per OMB Circular A-21 section J:

- Advertising costs - means the costs of advertising media and corollary administrative costs. Advertising media include magazines, newspapers, radio and television, direct mail, exhibits, electronic or computer transmittals, and the like.
- Public relations - includes community relations and those activities dedicated to maintaining the image of the institution or maintaining or promoting understanding and favorable relations with the community or public at large or any segment of the public.

Allowable advertising costs are those solely for:
>   (1) The recruitment of personnel required for the grant
>   (2) The procurement of goods and services for the performance of the grant
>   (3) The disposal of scrap/surplus materials acquired in the performance of the grant except when non-Federal entities are reimbursed for disposal costs at a predetermined amount
>   (4) Other specific purposes necessary to meet the requirements of the grant (i.e. outreach)

Allowable public relations costs are those solely for:
>   (1) Costs specifically required by the grant
>   (2) Costs of communicating with the public and press pertaining to specific activities or accomplishments which result from performance of grant (these costs are considered necessary as part of the outreach effort for the grant)
>   (3) Costs of conducting general liaison with news media and government public relations officers, to the extent that such activities are limited to communication and liaison necessary keep the public informed on matters of public concern, such as notices of Federal contract/grant awards, financial matters, etc.

Unallowable advertising and public relations costs include the following:
(1) All advertising and public relations costs other than as specified above
(2) Costs of meetings, conventions, convocations, or other events related to other (non-grant) activities of the institution, including:
>   (a) Costs of displays, demonstrations, and exhibits;
>   (b) Costs of meeting rooms, hospitality suites, and other special facilities used in conjunction with shows and other special events; and
>   (c) Salaries and wages of employees engaged in setting up and displaying exhibits, making demonstrations, and providing briefings;
>   (3) Costs of promotional items and memorabilia, including models, gifts, and souvenirs;
>   (4) Costs of advertising and public relations designed solely to promote the institution.

DISCLAIMER

Per the Solicitation for Grant Application (SGA, page 9) and Part IV- Special Conditions (15.) of the proposal, consortium members must include the following language on all work or products developed in whole or in part with grant funds, including its incorporation in the license:

"This product or workforce solution was funded in whole (or in part) by a $15M TAACCCT grant awarded by the U.S. Department of Labor's Employment and Training Administration. This was created by the grantee and does not necessarily reflect the official position of the U.S Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership".

Example for a website:
This website was funded in whole by a $15M TAACCCT grant awarded by the U.S. Department of Labor's Employment and Training Administration. This was created by the grantee and does not necessarily reflect the official position of the U.S Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or

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

Brochures, Flyers, etc.
The following must be included on outreach materials:

"This material was funded in whole (or part, %) by a $15M TAACCCT grant awarded by the U.S. Department of Labor's Employment and Training Administration".

> **Example:** This flyer was funded in part (50%) by a $15M TAACCCT grant awarded by the U. S. Department of Labor's Employment and Training Administration.

CONTRACTS
Partner College is to obtain written approval of the Lead College before making any purchases of consultation or contractual greater than $35,000. SPC is required to confirm Partner College solicited and received multiple sealed bids resulting from a formal Invitation to Bid, except as may be subject to exemption from competitive solicitation pursuant to Florida law.

Per Part IV – Special Conditions (6) of the grant proposal, consultant fees paid under this grant shall be limited to $585.00 per day. Please submit all requests for higher compensation to the SPC Grant Accountant for submittal to the Federal Project Officer (FPO). Consultant invoices must report the date of service and a description of services. Hours cannot exceed 8 per day per consultant. Incidentals such as travel expenses are not billable due to the all-inclusive hourly rate per contract.

Vendor vs. Consultant
According to 29 CFR 99.105, "Vendor means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a Federal program."

Conversely, Education and Training Administration (ETA) views a consultant as a person who is not an officer or employee of the institution but is a member of a particular profession or possesses a particular skill. This individual is hired to provide professional advice and recommendations to the grantee. The consultant may not provide a definitive good or service, but rather recommendations. The allowability of the costs in hiring a consultant are dependent on necessity, the nature of the services provided, and other related factors. For a more thorough description on the allowability of consultant costs, please see 2 CFR 220, Appendix A, Part J, Section 37.

RENOVATIONS
According to USDOL and Part III; Assurances/Certifications: Assurance-Non-Construction (9) of the grant proposal, renovations must comply with the provisions of the following:
- Davis-Bacon Act (40 U.S.C. 276a to 276a-72 http://www.dol.gov/whd/regs/statutes/dbra.htm
- Copeland Act (40 U.S.C. 276c and 18 U.S.C. 8743 http://www.dol.gov/whd/regs/statutes/copeland.htm
- Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333) http://www.dol.gov/compliance/laws/comp-cwhssa.htm

SUPPLIES

Supplies have a useful life of one year or less and a cost of less than $5,000 per unit. They must directly impact the deliverables of the grant. Unlike equipment, there is no requirement for a disposition request when there is no longer any federal program for which supplies are needed.

EQUIPMENT

Equipment has a useful life of more than one year and is in excess of $5,000. Both are characteristics that must be met for an item to be equipment. Shipping, delivery, and installation, if necessary, are a normal part of the cost of equipment. Training is categorized under the Supply category.

Equipment must be approved by the USDOL before purchase per SGA, page 10. Submit proposed equipment purchases to the SPC Grant Accountant to be submitted to the USDOL. Partner College is to obtain written approval of the Lead College before making any purchases of equipment greater than $35,000. SPC is required to confirm Partner College solicited and received multiple sealed bids resulting from a formal Invitation to Bid, except as may be subject to exemption from competitive solicitation pursuant to Florida law. All equipment funds must be spent before year 3. Equipment allocated funds will not be available to spend in year 4.

Per 29 CFR 95.34 (f)(3), a physical inventory of equipment shall be taken and the results reconciled with the equipment records at least once every two years. The recipient shall, in connection with the inventory, verify the existence, current utilization, and continued need for the equipment.

The USDOL must approve all equipment expenditures before purchased. Per contract with SPC, all equipment purchases over $35,000 procurement documents must be reviewed and approved by SPC before procuring. All equipment must be purchased within the first two years of the grant.

Equipment acquired with grant funds is to be used for the program for which it is acquired. If the program continues after the end of the federal funding, the equipment may continue to be used for the program until the program actually ends. However, the rules allows for the equipment to be used for other programs is use will not interfere with the work on the program for which it was originally acquired. When grant equipment is used in this manner, any use fees charged are to be treated as program income. After the program is over, the equipment may be used for other federally funded programs with the following order of preference:
1. Those funded by the Education and Training Administration (ETA), even if the nature of the program is different.
2. Those funded by the U. S. Department of Labor.
3. Those funded by other Federal agencies.

If the grantee wants to continue using the acquired equipment for non-federally funded activities, the rules permit it to do so. If the current fair market value of the item is $5,000 of more, the grantee must reimburse the awarding agency which funded the acquisition an amount equal to that value. If the grantee needs to replace an item of the equipment, it is permitted to trade-in the old item towards the cost of the new item or to sell the old item and use the proceeds to help offset the cost of the new item provided that it gets the prior written approval of the grant officer. If the grantee has no other use for the item, it must request disposition instructions from the U. S. Department of Labor. The disposition instructions will indicate where the equipment is to be shipped. The rules indicate that the federal agency is to respond in 120 days. It is a requirement for the grantee to ask.

MAINTAINING RECORDS

All financial records must be maintained for a minimum of five fiscal years after completion of grant cycle provided applicable audits have been released (State of Florida GS1-SL, #109). Each institution is responsible for furnishing records upon request, and is subject to audit (OMB-A133).

INVOICING GUIDELINES

MONTHLY REIMBURSEMENTS

Expenses must be incurred before requesting payment (reimbursement based grant). Before submitting an invoice for payment, review your actual expenditures against your budgeted amounts (29 CFR 97.20 (b)(4). Submit the monthly FL TRADE Reimbursement Request - Project Disbursement Form (Appendix B). Fill out form on a cash basis; expenses must have been incurred and paid. Submit back-up documentation each month with the form. If sufficient documentation is not received, the reimbursement will not be processed until appropriate documentation is received and reviewed.

SUPPORTING DOCUMENTATION

Per OMB Circular A-21 section (c)(4)(4), adequate source documentation must be provided to support all costs to the grant. Supporting documentation includes, but is not limited to :
- Payroll documents* (i.e. timesheets, timecards, documentation of payroll)
- Time and effort* for personnel being paid under this grant
- Documentation on fringe benefits*
- Invoices or POs from third party vendors
- Cancelled checks
- Itemized receipts
- Travel forms with actual itemized receipts

*Please remember to redact all personal identification information such as SSNs. (Appendix D & E).

Upon submitting an invoice, SPC will review for compliance (29 CFR 97.20(b)(7). Once all consortium members' invoices are received or within one week of the due date, a draw from Employment and Training Administration (ETA) will be initiated. The draw is usually received by SPC the next business day. Payment will be disbursed by SPC within 3 business days after receiving funds to reimburse consortium members (29 CFR 95.20(b)(7).

Invoices Due Date: The 20th of each month, but earlier is preferred.
To Submit an Invoice: Email your invoice and supporting documentation to Lisa Zickefoose, SPC Grant Accountant (727) 341-3202, zickefoose.lisa@spcollege.edu.

ADMINISTRATION COSTS VS. PROGRAM COSTS

The USDOL has determined what constitutes administration costs and program costs (Appendix B). Also defined at 20 CFR Part 667.220, these costs must be separated on the monthly FL TRADE Reimbursement Request - Project Disbursement Form (Appendix B).

Indirect costs are administrative costs unless documentation supports the actual spend. Per the grant award, the grantees cannot use more than 10% of the total amount of the grant to pay administrative costs associated with the program or project.

According to the SGA, administrative costs do not include cost for the purchase, development or operation of information technology systems and/or data collection systems related to the tracking and monitoring of participant and performance information, employment statistics information, or performance and program costs of information.

DIRECT COSTS VS. INDIRECT COSTS

Direct costs are those associated with activities from which the project derives a direct benefit and can be readily and relatively easily with a high degree of accuracy specifically attributed to the project or program. They generally include:

- Salary/wages and fringe of employees working specifically on objectives of the grant
- Consultant services contracted to accomplish specific grant/contract objectives
- Travel of direct labor program employees
- Material, supplies and equipment purchased directly for grant objectives

Indirect costs as specified in OMB Circular A-21, Cost Principles, are those that have been incurred for common or joint objectives and cannot be readily identified with a particular final cost objective. They generally include:

- Salaries of administrative and clerical staff providing normal supporting activity
- Facilities, utilities, operations and maintenance

Each consortium member, if claiming indirect costs, will need to have a current indirect cost rate (ICR) or F&A rate supplied by the Federal Cognizant Agency. This rate is described in 2 CFR Part 220.

For this grant, your actual indirect cost rate is limited to the percentage and total amount included in the grant narrative section of the proposal submitted and approve by the USDOL.

LEVERAGED RESOURCES

Leveraged resources are defined as additional resources spent on allowable (under OMB) expenditures that must support grant objectives and outcomes (29 CFR 95.23). These were not required per the grant, however the consortium committed to them. Details are included in the grant narrative section of the proposal and budget spreadsheet of the award packet. Leveraged resources are the sum of allowable match plus non-match resources. They are resources used to support grant activity and outcomes.

1. MATCH (Cost Sharing) - additional funds providing for allowable expenditures, meeting grant program restrictions, and supporting grant objectives, from non-Federal funds outside the grant funding source.
   a. CASH – This includes the remaining portion of the Indirect Cost Rate (ICR) not reimbursable by the grant. It also includes personnel, equipment usage, and space supporting grant objectives not paid for by the grant or included in the college's ICR.
   This is reported on FL TRADE TAACCCT Reimbursement Request - Disbursement Form (Appendix B).

   b. IN-KIND – products, space or services contributed by an outside entity or 3rd party at no cost for use, supporting grant objectives. 3rd party entity is to work with the SPC Accountant for reporting purposes.

2. NON-MATCH - Additional <u>Federal or Non-Federal</u> funds spent on allowable or non-allowable expenditures per grant restrictions, but <u>allowable under the Federal regulations</u> (circular OMB A-21) to support grant objectives by co-grantees or partner organizations.

   This includes the federally funded tuition and fees paid for by the Workforce Boards tuition vouchers and Veterans benefits. It also includes incumbent worker tuition and salaries of the incumbent workers during training. Tuition is allowable per Federal regulations (circular OMB A-21), but not per grant restrictions. Please contact the SPC Accountant for the form(s) and reporting details.

PROGRAM INCOME

Program income is revenue generated from products created under the grant and supported solely by the grant in which a profit is earned (29 CFR Part 95.24(c) or 29 CFR 97.25(c)(g)(2). If revenues are generated through selling products developed with grant funds, including intellectual property, these revenues are program income (Grant Award, Part IV-Special Conditions (15)). Program income can only be spent on allowable costs under the grant: The TAACCCT FL TRADE grant doesn't allow funds to be used for individual direct student support; tuition, certification costs, books, materials, etc. It can be used for broad student services, such as a tutoring program.

Examples of Program Income:
1. A piece of equipment purchased for the grant is used by those outside of the grant (during times it's not being used by the grant), and a fee for usage is collected.
2. A curriculum manual is developed using grant funds and sold to students for profit.

Not Program Income:
1. Program income does not include rebates, credits, discounts, refunds, etc. and interest earned on any of them.
2. Tuition; The USDOL views tuition to be comprised of many items, not just instructor salaries and curriculum.
3. Course fees

If unsure if Program Income may be generated, summarized with as much detailed information as possible about the situation and send to the SPC Grant Accountant, Lisa Zickefoose zickefoose.lisa@spcollege.edu. It will be reviewed and submit to the FPO if needed.

If planning to generate Program Income

- The FPO must be notified, contact the SPC Grant Accountant to submit
- It must be used during the grant period
- It must be reported on the monthly FL TRADE Reimbursement Request - Project Disbursement Form (Appendix B)
- Cost involved in generating program income may be deducted from gross income to determine actual Program Income
- The amount of Program Income will reduce that month's reimbursement as the Program Income must be spent first before USDOL funds are used
- It can only be spent on allowable items covered by the grant
- After the grant ends, there are no requirements regarding Program Income

PERSONALLY IDENTIFIABLE INFORMATION

Safeguarding data including confidential information is very important in protecting participants. Personally Identifiable Information (PII) is information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. (See Appendix D and E)

PROTECTED PII

Information, if disclosed, could result in harm to an individual whose name or identity is linked to that information. Examples: Social security numbers, credit card numbers, bank account numbers, home telephone number, age, birthdate, marital status, spouse name, educational history, medical history, financial history, computer passwords, and biometric identifiers (finger prints, voice prints, iris scan, etc.)

NON-SENSITIVE PII

Information that if disclosed by itself could not reasonably be expected to result in personal harm. Examples: first and last name, email address, business address, business telephone, general education credentials, gender, and race

Requirements per Federal law, OMB guidance, USDOL and ETA policies require that PII and other sensitive information be protected and are not limited to the below:

- Data transmission - data must be encrypted using a Federal Information Processing Standard (FIPS) 140-2 compliant and National Institute of Standards and Technology (NIST) validated cryptographic module.
- Storage - all must be stored in an area that is physically safe from access by unauthorized persons at all times. Access must be restricted to those employees who need it in their official capacity to perform duties in connection with the scope of work in the grant agreement. Information is only extracted for the purpose of the grant.
- Grantee employees - all who have access to sensitive data must be advised of the confidentiality and required safeguards. Civil and criminal sanction for noncompliance is contained in state and Federal law.
- Policies and Procedures - grantees must have policies and procedures in place to handle PII.
- Onsite inspections - grantees must permit ETA onsite inspection during regular business hours.

Recommendations

- All participants sign releases acknowledging the use of PII for grant purposes only
- Use of unique identifiers
- Appropriately destroy sensitive PII securely (paper files and electronic PII)
- PII is not left open and unattended, store in locked cabinets when not in use
- Immediately report a breach or suspected breach of PII to the FPO and ETA Information Security at ETA.CSIRT@dol.gov

INCIDENT REPORTING

CRIMINAL

Information and complaints involving criminal fraud, waste, abuse or other criminal activity must be reported immediately through the Department's Incident Reporting System to:

DOL Office of Inspector General
Office of Investigations, Room S5514
200 Constitution Avenue NW.
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Program Resources

FLORIDA TRADE

A consortium of twelve Florida community colleges **T**ransforming **R**esources for **A**ccelerated **D**egrees and **E**mployment (TRADE) through a **T**rade **A**djustment **A**ssistance **C**ommunity **C**ollege and **C**areer **T**raining grant (TAACCCT).

FLORIDA TRADE - VISION

Florida TRADE will be recognized as a national model for aligning technical training in Advanced Manufacturing with business and industry needs.

FLORIDA TRADE - MISSION

Develop and deliver accelerated technical training programs (4-6 months) that upon completion will allow participants to:

1. Upgrade current skills and knowledge
2. Learn new skills
3. Gain industry-recognized technical certifications
4. Earn academic credits toward college degrees
5. Procure employment

FLORIDA TRADE - CORE VALUES

Honesty   We will be honest, truthful, and ethical in all of our endeavors. There will be no hidden agendas.

Integrity   We will do what is right not for gain or benefit, but because it is the right thing to do.

Teamwork   We will work together to assure the success of the Florida TRADE Program by collaboration, sharing, and supporting all of our consortium members and partners.

Empowerment   We will empower students by providing them the tools and environment to maximize their potential.

Credibility   We will strive to do what we say when we say.

RESOURSES

Appendix F - Intake Process

1. Flow Chart
2. Participant Application
3. Abbreviated Application
4. Participant File Checklist
5. Proof of Program Readiness

Appendix G - Committee Roles and Responsibilities

1. Steering Committee
2. Advisory Council
3. Sub-Committees
   a. Curriculum Committee
   b. Evaluation Committee
   c. Outreach Committee
   d. Technology Committee
   e. Workforce Committee

Appendix H – Manufacturing Partners

Appendix I – Career Pathway Flow Charts

1. Overview
2. Individual Development Plan Samples
   a. MSSC – CPT
   b. CNC

Appendix J – Internship Program

1. Information
2. Application
3. Employer Letter
4. FAQ for Students
5. FAQ for Employers

Appendix K – Evaluation Forms

1. Student Survey – Course Completion
2. Student Survey – Internship Experience
3. Employer Survey – Training Program
   a. Incumbent
   b. Non-Incumbent
4. Student Evaluation of Internship
5. Supervisor Evaluation of the Student

Key Processes

Introduction

The Florida TRADE Consortium (Florida TRADE), in particular key stakeholders from Colleges, Workforce Development Boards and Manufacturers, have identified eight key processes that are critical to the success of Florida TRADE activities in the areas of Outreach/Recruitment, Enrollment/Application and Placement. These processes were captured as high-level flow charts during a November 2012 Collaborative Engagement. They were then refined at the May 2014 Building Strong Partnerships workshop. A fourth area was also added at the May 2014 workshop to address Advisory Councils. To maximize the usefulness of these efforts this document was developed to capture those flow charts, add more detail regarding related roles and responsibilities and document the best practice recommendations.

Purpose of this Document

The intent is that these processes provide a benchmark for key Florida TRADE activities. From these standard processes stakeholders may choose to customize for their situation. These processes also provide a consistent tool to use when gathering best practices and challenges that can be addressed by the Consortium.

Audience for this Document

This document is for the use of Florida TRADE Consortium stakeholders, e.g., Colleges, Workforce Boards, Regional Manufacturing Associations, and Manufacturers.

Florida TRADE References

- Advisory Council Roles and Responsibilities
- IDP Comprehensive Pathway Flow Chart
- Internship Program Flowchart from Tallahassee Community College
- Manufacturing Partners Roles and Responsibilities
- Partners Responsibilities Chart
- Regional Workforce Boards Roles and Responsibilities
- What's In It For Me messaging from Florida TRADE Brochures

Process Overview

This document describes four process areas that together describe the supporting processes for Florida TRADE. The first three process areas (Outreach/Recruitment, Enrollment/Application and Placement) are in direct support to the student from the time he/she considers the program through completion and job placement. The fourth process area (Advisory Councils) is the foundation and a key enabling tool that supports the activities in the previous three processes.

Under each process area, two or more process flows that have been documented. In the figure below: Florida TRADE Process Overview, the process areas are indicated by grey boxes. The processes are depicted in the blue boxes with a description below each in italic.
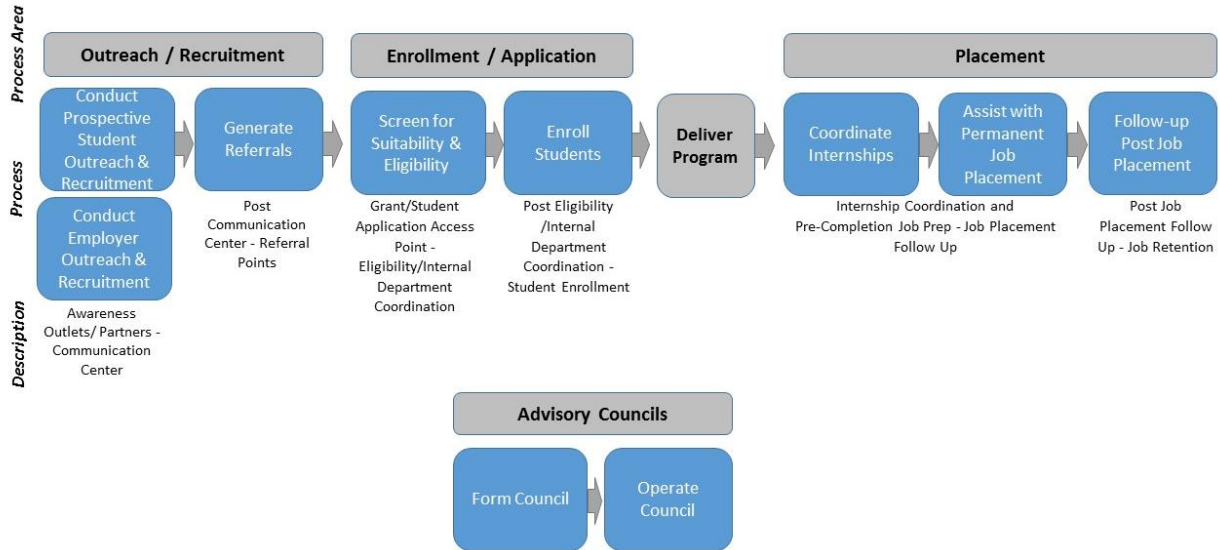
The scope of each process area is:

Outreach/Recruitment
This process area begins with a communication plan to make prospective students and manufacturers aware of the program and then identifying/referring potential students to the appropriate college.

Enrollment/Application
This process area begins when a prospective student is being considered for suitability and eligibility to the program. It includes all steps in the application process. It concludes when a student is successfully enrolled.

Placement
This process area includes the coordination of internships while the student is in the program and any job preparation activities. It also includes the job placement following completion of the program and assistance with job retention.

Advisory Councils
This process area involves the establishment and ongoing operation of advisory councils.

Key Roles and Responsibilities

Overview of the key roles that will be referenced in the process flows.

Role	Description
Prospective Students	Individuals who are considering participating in the Florida TRADE program. They are responsible for identifying their interest, soliciting information about the program, and submitting an application. Targeted groups include: • Displaced Workers • Unemployed Veterans • Incumbent Workers • Under Employed • High School and College Students
Student	Individuals who have been enrolled in the Florida TRADE program and are actively attending classes. They are responsible for participating in the program, doing an internship (as applicable), engaging in activities to build job skills, and securing permanent job placement.
Alumni	Individuals who have successfully completed the Florida TRADE program. They are responsible for providing feedback to the College about the program and relevancy of skills acquired, acting as mentors to current students (as applicable), and acting as spokespersons for the program (as applicable).
Colleges	Typical roles at the College involved with the Florida TRADE program are Program Coordinator or Program Manager, and Recruiter. They are responsible for working with prospective students to provide information and enroll them in the program. They also track the students' progress during the program, identify and place students into internships and employment. Other College staff may also assist with the program including: Continuing Education/Professional Development Department and Internship Program.
Workforce Boards (WFB)	A statewide network of regional career development professionals who support the Florida TRADE program by working with Florida manufacturers to align their demand for skilled talent with the needs of Floridians seeking employment and career development opportunities. Responsibilities include: • Outreach support (e.g., communicate with staff about program basics, execute an outreach plan for participant and employer awareness, provide referrals of potential program participants) • Direct services support (e.g., workshops, access to WIA paid training support) • Job services support (e.g., execute job placement plan) • Data tracking support (e.g., data entry and tracking in EFM system) For the purposes of these process this also includes CareerSource Florida.
Regional Manufacturing Associations (RMA)	Manufacturers who work together to support Florida TRADE program by leveraging the network of manufacturers across the state, assisting in the identification of skills and knowledge required for an entry-level position, reviewing and providing feedback for proposed Florida TRADE program curricula to assure that the curricula meets the needs of manufacturers, and ultimately providing employment opportunities. For the purposes of these

Role	Description
	process this may also include support from the Manufacturer's Association of Florida.
Manufacturers	Individual manufacturers who participate in the program by acting as speakers, providing tours, offering internships or other career development activities and hiring alumni in permanent jobs.
Advisory Councils	Established by each Florida TRADE Consortium College. Comprised of representatives from the College, WFB, RMA, Local Manufacturers and possibly other community stakeholders. Each Council meets on a regular basis. Format of the Council meetings and frequency depends on the individual Council. Responsibilities include: • Review local Florida TRADE programs and curriculum to ensure it meets local needs. • Assess local occupational needs. • Provide input and ideas for continuous improvement. • Provide support when needed. • Mentor students. • Assist in the placement of FL TRADE program completers into internship and job positions. • Promote the Florida Trade Consortium in the local community.

Key Tools

Overview of the key tools that will be referenced in the process flows.

Tool	Description
Employ Florida Marketplace (EFM)	Used by: Colleges, WFBs Used for: Tracking prospective students, active students and alumni. Providing the metrics of program progress.
Florida Ready to Work Assessment or TABE (Test of Adult Basic Education)	Used by: Colleges, WFBs Used for: Assessments used to determine eligibility for the program.
Florida TRADE Tracking Portal	*Under Development*
Florida TRADE Website	Used by: Prospective Students, Manufacturers, RMAs, Colleges, WFBs Used for: General information and testimonials about Florida TRADE. Access to the Manufacturer/Employer Portal.
Manufacturer Portal	Used by: Manufacturers, RMAs, Colleges Used for: Storage of the spreadsheet that can be used to track available internships and permanent jobs.
Student File	Used by: Colleges Used for: Tracking of student information. Some aspects of this file are the same for all Colleges (e.g., application) but other aspects differ depending on the individual Colleges.

1.0 Outreach/Recruitment

The Florida TRADE program begins with the **Outreach/Recruitment** process area. This is when key stakeholders are made aware that the program exists and learn more about the applicability to them as business owners, prospective students, general public, etc. The intent is that by raising awareness prospective students will be interested in enrolling and manufacturers will seek to hire students from the program. Once a prospective student's interest is confirmed he/she is referred to a College and/or Workforce Board for more details. If the prospective student decides he/she is not interested then the process ends (the individual may be referred to another program). Once a manufacturer expresses interest then options are discussed and the best approach for how the manufacturer will be involved is identified.
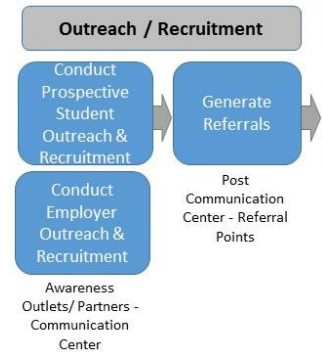
Conduct Prospective Student Outreach and Recruitment

Conduct Prospective Student Outreach and Recruitment is the first process under **Outreach/Recruitment**. Initially communication is focused on building awareness with individuals who may become students or individuals that may come into contact with prospective students about the Florida TRADE program using various outlets/partners. This process is essentially the creation and management of an outreach plan. Such a plan typically answers the following questions:

- Who is being communicated to (target audiences)?
- What are the messages that need to be communicated?
- Who should deliver those messages?
- When should those messages be delivered?
- How should those messages be delivered?

Creating awareness is ongoing throughout the life of the grant program. Once awareness has been achieved with a prospective student then efforts focus on the next process: **Generate Referrals**.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
					Roles		
1.	Identify target groups of prospective students.	Recommendation: Target prospective students include Displaced workers whose jobs have left the country (TAA) and Veterans returning from military service. Others will include Unemployed workers, Incumbent workers who need to upgrade skills or learn new skills, High School or College students.		X	X	X	

#	Process Step	Best Practice Recommendation	Roles				
			Prospective Student	College	Workforce Board	RMA	Manufacturer
2.	Determine what needs to be communicated.	Recommendation: Messages must answer the "what's in it for me?" (Following section outlines a list of potential messages).		X			
3.	Determine the best method for communication.	(Following section outlines a list of potential communication methods).		X			
4.	Identify individuals/groups to deliver the communication.			X	X	X	
5.	Provide messages and delivery method to individuals and groups assigned to solicit feedback.			X			
6.	Provide feedback on messages and delivery method.			X	X	X	
7.	Finalize messages and related materials.			X			
8.	Conduct communication.	Recommendation: One challenge has been that prospective students may get conflicting information from the various groups/ individuals involved. Some of the Colleges and Regional Workforce Boards hold weekly conference calls to coordinate efforts (see more in the Advisory Councils process area). Note: • This is an ongoing step in the process over the years of the grant program. • There are some restrictions for colleges on communication to the media. Must go through approval channels.		X	X	X	
9.	Indicate interest to proceed.		X				
10.	Go to **Outreach/Recruitment: Generate Referrals.**		-	-	-	-	-

Potential Target Audiences

- EXTERNAL
    - Relevant Unions and Trade Groups
    - Workforce Boards
    - Veteran Centers, Veterans Administration, and Military Installations
    - Dream It Do It (to match manufacturers with high schools and middle schools)
    - American Red Cross
    - Local Economic Development Council (EDC)

- o Goodwill
- o Non Profits such as United Way, Urban League, NAACP, Salvation Army, Goodwill
- o Career Source
- o Career Academies
- o Enterprise Florida
- o Church Groups
- o Former Students who dropped out of school (access via internal College database)
- o Local School Districts
- o Division of Vocational Rehabilitation
- INTERNAL to COLLEGES
  - o Continuing education staff
  - o Non-workforce Faculty
  - o Career Center
  - o Apprenticeship Coordinator
  - o Ed Services staff
  - o Advising
  - o Counseling
  - o Financial Aid
  - o Tutoring
  - o Internship Director
  - o Veterans Services

Potential Messages

- What's in it for me?
  - o **High School / College Students:** Get short-term training targeted to specific high-demand jobs; Jobs that start at $10-$15 per hour; Enhance your resume with nationally recognized certifications; Increase your marketability with internship experience; Network with local employers; Benefit from free career counseling, mentoring, and placement services.
  - o **Incumbent Workers:** Get short-term training targeted to specific high-demand jobs; Update your current skills; Learn new skills; Earn possible increases in pay or promotional opportunities; Increase your value to the company; Earn nationally recognized certifications.
  - o **Veterans:** Build upon your military experience; Get short-term training targeted to specific high-demand jobs; Veteran education benefits may pay for your program; Enhance your resume with nationally recognized certifications; Network with local employers; Benefit from free career counseling, mentoring, and placement services.
  - o **Unemployed Workers:** Get short-term training targeted to specific high-demand jobs; Jobs that start at $10-$15 per hour; Federal programs may pay for your tuition; Enhance your resume with nationally recognized certifications; Network with local employers; Benefit from free career counseling, mentoring, and placement services.
- Employment outlook (e.g., statistics, salaries).
- Student and employer testimonials.
- Redefine the image of manufacturing.
- Program requirements.
- Overview of the application process.
- Program/classes information.

- List of programs approved by Veterans Administration (VA), Florida Department of Education (FLDOE) and other potential funding sources
- 1 page graphic of training pathways (engineering BS degree is not necessary; can be one of the pathways).
- Military Occupational Specialty (MOS) to SOL translation.
- Ready to Work (R2W) certification.

Potential Methods of Communication

- EXTERNAL
    - Brochures
    - School district newsletter
    - Press releases
    - Video presentation
    - Testimonials (from students and manufacturers)
    - Hands on demos
    - Orientation / Information Sessions / Open Houses
    - Manufacturing and Engineering Tech Career Fair
    - Job Fairs
    - Talking points with slides for presentations
    - Multimedia tools/campaign (e.g., e-newsletter, social media)
- INTERNAL to COLLEGES
    - Learning Session
    - Participate in Department meetings
    - Orientation / Information Sessions are open to staff

Potential Groups to Conduct the Communication

- Members of the Regional Manufacturing Association
- Representatives from Workforce Boards
- Representatives from Colleges
- MTDI and Florida Advanced Technology Education Center (FLATE – NSF Center) to industry contacts

Process Flow Chart

1.0 Outreach/Recruitment – 1.1 Conduct Prospective Student Outreach and Recruitment
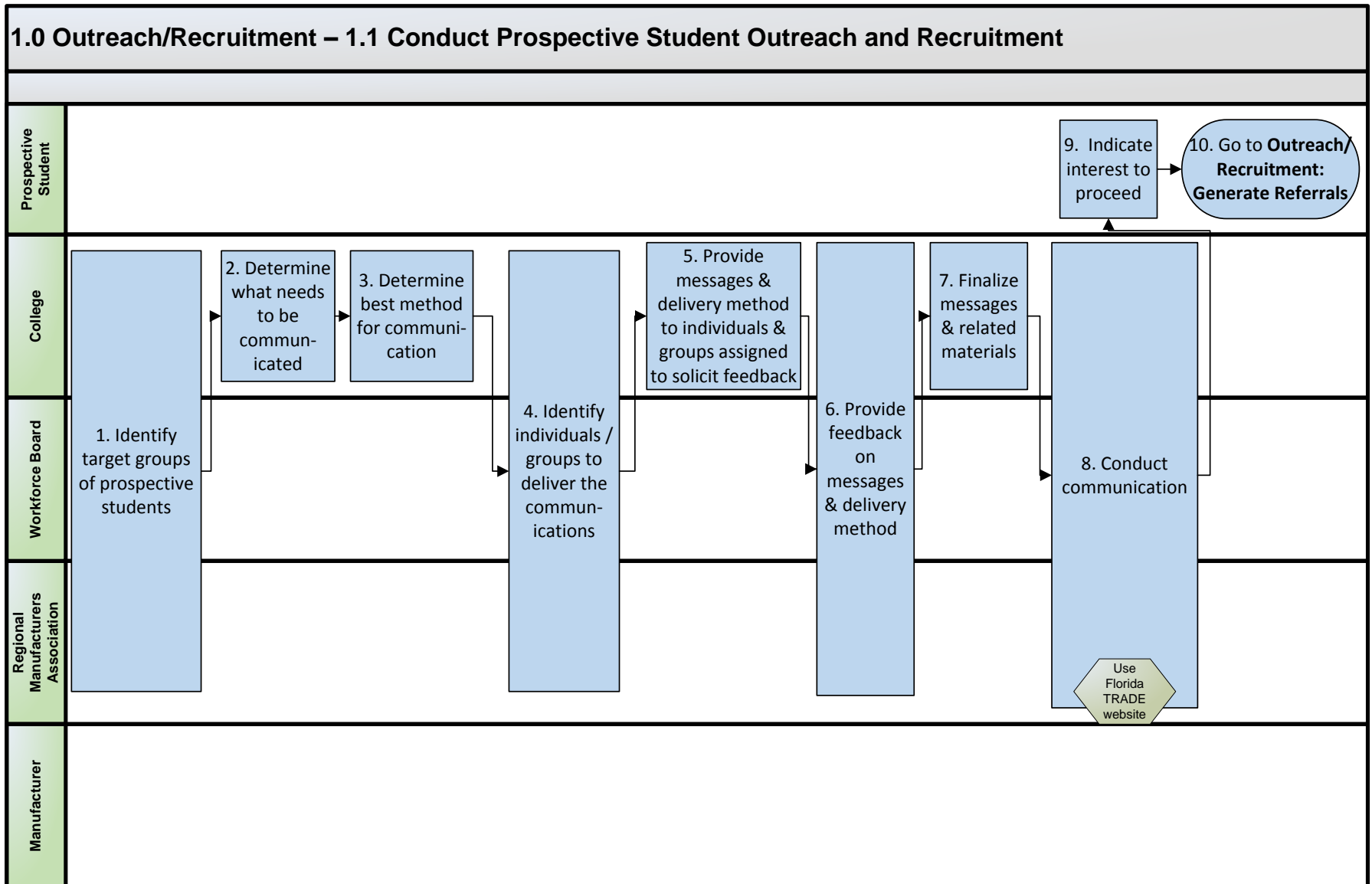
Conduct Employer Outreach and Recruitment

Conduct Employer Outreach and Recruitment is the second process under **Outreach/ Recruitment** and is conducted concurrently with the **Conduct Prospective Student Outreach and Recruitment** process. This communication is focused on building awareness with manufacturers so that they will become involved with the Florida TRADE program. Like the communication with the prospective students this process is intended to address the following questions:

- Who is being communicated to (target audiences)?
- What are the messages that need to be communicated?
- Who should deliver those messages?
- When should those messages be delivered?
- How should those messages be delivered?

Creating awareness is ongoing throughout the life of the grant program. Once awareness has been achieved with a manufacturer then efforts focus on identifying the best approach for engaging the manufacturer in the TRADE Consortium (e.g., as a speaker, employer, sponsor).

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
1.	Identify target groups of manufacturers.	Recommendation: Target employers can be those with or without unfilled positions.		X	X	X	
2.	Determine what needs to be communicated.	Recommendations: • Messages must answer the "what's in it for me?" (Following section outlines a list of potential messages). • When reaching out to manufacturers that the person communicating get to know the manufacturers first, find out who to contact, and identify their needs before crafting the messages.		X		X	
3.	Determine the best method for communication.	(Following section outlines a list of potential communication methods).		X	X	X	
4.	Identify individuals/groups to deliver the communication.	Recommendation: Identify 1 or 2 manufacturing champions at each college location ideally a large organization with credibility. (Following section outlines a list of potential groups to deliver communication).		X	X	X	
5.	Provide messages and delivery method to individuals and			X	X	X	

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
	groups assigned to solicit feedback.						
6.	Provide feedback on messages and delivery method.			X	X	X	
7.	Finalize messages and related materials.			X	X	X	
8.	Conduct communication.	Recommendation: Recruit manufacturer one on one. Note: This is an ongoing step in the process over the years of the grant program.		X	X	X	X
9.	Indicate interest in program.	Note: Based on interest a manufacturer might become a speaker, provide plant tours, help with the manufacturing introductory course, support a STEM scholarship, provide internships or offer permanent jobs.					X

Potential Target Audiences

- Manufacturing Association
- Relevant Unions and Trade Groups
- Economic Development Councils (EDC) to locate new manufacturers

Potential Messages

- What's in it for me?
  - **Local Manufacturing Partners:** Hire employees with the skills you need; Upgrade the skills and knowledge of current employees; Internships that allow you to ensure that the employee is a good fit for your company; Training that applies directly to the job; Nationally recognized certifications; Hire local candidates; Reduced recruiting, screening, and training costs; Positive economic impact upon your community.
- Explain the details about FL TRADE program.
- Ask manufacturer if they want to partner. Make sure they know this does not require a financial investment. Discuss options for partnering.
- Share roles and responsibilities of the stakeholders involved in FL TRADE.
- Provide student and employer testimonials.
- Correlate Manufacturing Skills Standard Council – Certified Production Technician (MSSC-CPT) to manufacturers' hiring needs.

Potential Methods of Communication

- RMA electronic newsletter
- Flyers
- Brochures

- Press releases
- Testimonials (for both prospective students and manufacturers)
- Talking points with slides for presentations
- Multimedia tools/campaign

Potential Groups to Conduct the Communication

- Members of the Regional Manufacturing Association
- MTDI and Florida Advanced Technology Education Center (FLATE – NSF Center) to industry contacts

Process Flow Chart

1.0 Outreach/Recruitment – 1.2 Conduct Employer Outreach and Recruitment

Prospective Student	
College	2. Determine what needs to be communicated
Workforce Board	1. Identify target groups of manufacturers — 3. Determine best method for communication — 4. Identify individuals / groups to deliver the communications — 5. Provide messages & delivery method to individuals & groups assigned to solicit feedback — 6. Provide feedback on messages & delivery method — 7. Finalize messages & related materials — 8. Conduct communication
Regional Manufacturers Association	2. Determine what needs to be communicated
Manufacturer	Use Florida TRADE website — 9. Indicate interest in program

Generate Referrals

Generate Referrals is the third process under **Outreach/Recruitment**. Once prospective students have been made aware of the program then efforts focus on generating referrals. When a referral has been identified the prospective student is ready for the next process: **Screen for Suitability and Eligibility**.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Roles				
			Prospective Student	College	Workforce Board	RMA	Manufacturer
1.	Interest to proceed from **Outreach/Recruitment: Conduct Prospective Student Outreach and Recruitment.**		X				
2.	Refer prospective student to appropriate College or Workforce Board.	Recommendation: Have a central contact person at each college. Additional Ideas: • Central website for all colleges • Central portal for partners • Common registration referral to college and local workforce board		X	X		
3a.	Contact college or complete online registration.	Recommendation: Encourage prospective students to register online using the portal (Employ Florida Marketplace – EFM). Helps to capture data about potential students and can simplify subsequent application steps.	X				
3b.	Contact prospective student.	Recommendation: Contact prospective student via phone. Alternative ways to reach students include: email, phone, Facebook, Twitter, and social media.		X			
4.	Provide initial information about program.			X			
5.	Plan/schedule information session.	Recommendation: Have a dedicated info session (either group or one-on-one). Also consider using WebEx /online conferencing or recorded session to hold virtual sessions or holding at different in-person locations (various campuses). Encourage this to be a dialog rather than formal presentation. Information to be shared include: • Employment outlook (statistics, salaries) • Program requirements and cost		X			

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
		• Potential funding sources • Overview of the application process • Program/classes format (e.g., classroom and hands on)					
6.	Attend information session.	Note: Sometimes prospective students will complete the Department of Labor application at the information session (see Confirm Suitability and Eligibility process).	X	X	X	X	
7.	Is prospective student interested in enrolling?	Recommendation: During the info session before the break let prospective students know about the background check and drug test. Then prospective students can opt out during the break.	X				
8.	If yes, go to **Enrollment/Application: Screen for Suitability and Eligibility.**		--	--	--	--	--
9.	If no, no further steps needed.			X			

Process Flow Chart

1.0 Outreach/Recruitment – 1.3 Generate Referrals

Prospective Student

1. Interest to proceed from **Outreach/ Recruitment: Conduct Prospective Student Outreach & Recruitment**

3a. Contact college or complete online registration
Use EFM

7. Is prospective student interested in enrolling? — YES →

8. Go to **Enrollment/ Application: Screen for Suitability & Eligibility**

NO

College

2. Refer prospective student to appropriate college or workforce board

3b. Contact prospective student

4. Provide initial information about program
Use Florida TRADE website

5. Plan/ schedule information session

6. Attend information session

9. (No further steps)

Workforce Board

Regional Manufacturers Association

Manufacturer

44

2.0   Enrollment/Application

The **Enrollment/Application** process area begins when a prospective student has decided that he/she is interested in enrolling in the Florida TRADE program. He or she works with a Regional Workforce Board and/or College representative to assess if he/she is suitable for the program, as well as eligible for funding assistance (if needed). If suitability and eligibility are determined to be "yes" the prospective student then successfully enrolls in the program. If the prospective student is not suitable for the program and/or eligible for funding assistance, then the process ends.

Enrollment / Application

Screen for Suitability & Eligibility — Grant/Student Application Access Point - Eligibility/Internal Department Coordination

Enroll Students — Post Eligibility /Internal Department Coordination - Student Enrollment
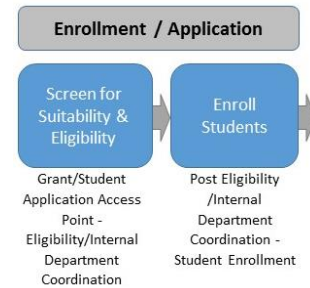
Screen for Suitability and Eligibility

Screen for Suitability and Eligibility is the first process under **Enrollment/Application**. It is the starting/access point for prospective students considering the Florida TRADE program. There are two critical questions that must be answered during this process for the student to proceed: "Is the prospective student suitable for the program?" and "Is the student eligible for financial assistance for the program?" If the student does not need financial assistance (e.g., paying for the program directly or having an employer pay for the program) then the second question can be skipped. Once suitability and eligibility are confirmed then the prospective student is ready for the next process: **Enroll Students**.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
1a.	Receive referral from **Outreach/Recruitment: Generate Referrals.**			X	X		
1b.	Initiate referral for employee.	Note: Sometimes employers will contact the College about employees they would like to send to the program for additional training.					X
2.	Provide application to prospective student.			X	X		
3.	Complete initial application.	Notes: • Sometimes prospective students will complete the Department of Labor application at the information session *(see Generate Referrals process).*	X				

#	Process Step	Best Practice Recommendation	Roles				
			Prospective Student	College	Workforce Board	RMA	Manufacturer
		• Basic information is needed to assess suitability (fit) of prospective student. Additional information is gathered for the application during the following steps.					
4.	Review provided information.	Recommendation: Leverage the online registration tool to start gathering information about the student.		X	X		
5.	Is the student suitable for the program?	Recommendation: At this step, if not before, the prospective student should be notified that the manufacturer will check arrest record and conduct a drug test. Note: This step focuses on determining if prospective student is appropriate for the program. Questions include: • Is he/she attending college or already in the manufacturing field (incumbent)? • Is he/she a veteran that worked in a high technology field? • Does he/she have the occupational aptitude, prior education and entry-level skills? • Does he/she have the time to devote to the program? (attend every day) • Does he/she have reliability transportation? • Is he/she employable (background)?		X	X		
6.	If no, refer to other programs or back to referral source.			X	X		
7.	If yes, does student need to take the placement test and assessment?	Recommendation: Some prospective students will be fast tracked and will not take the test (e.g., college students, incumbent workers). They have the foundational skills for the program (e.g., 9th grade math and reading). Must document in student file why they were fast tracked. Note: Typically students will take the eligibility test. They can opt out if they can prove eligibility from prior education or another source.		X	X		
8.	If no, go to **Create Career Development Plan** (step 15).			X	X		

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
					Roles		
9.	If yes, register student for tests.	Note: The Florida "Ready to Work" (RTW) or TABE online assessment is typically used to assist with this step.		X	X		
10.	Schedule and take tests.	Recommendation: Consider offering a "mass" testing date – when several students can take the test at the same time	X				
11.	Did prospective student pass tests?			X	X		
12.	If no, will remediation address gaps?			X	X		
13.	If no, refer to other programs or back to referral source.			X	X		
14.	If yes, provide remediation/ basic skills (then send back to retake the tests).			X	X		
15.	If yes, create career development plan.	Recommendation: Treat this discussion like an interview during to start to prepare the student's job skills.		X	X		
16.	Does prospective student need financial assistance?		X				
17.	If no, go to **Enrollment/ Application: Enroll Students.**		--	--	--	--	--
18.	If yes, initiate funding source search.				X		
19.	Provide additional information.	Notes: • There are several sources of funds. Some funds are available to specific groups of prospective students. These include: Veterans, Unemployed, Already employed in manufacturing (incumbent). • Sometimes the College will provide information from the student's Department of Labor application/ pre-screening forms to the Workforce Board.			X		
20.	Is student eligible for funding?	Notes: • There are online assessment tools available to assist with this step. • Funding sources include: Workforce Board, Manufacturers, Foundations, Churches, Local			X		

#	Process Step	Best Practice Recommendation	Roles				
			Prospective Student	College	Workforce Board	RMA	Manufacturer
		non-for-profits, TAA program (unemployed), Workforce Investment Act (WIA) and other Federal programs.					
21.	If yes, go to **Enrollment/ Application: Enroll Students.**		--	--	--	--	--
22.	If no, refer to other programs or back to referral source.				X		

Process Flow Chart

2.0 Enrollment/Application – 2.1 Screen for Suitability & Eligibility

Prospective Student

3. Complete initial application
Update EFM

Continued on next process flow

College

1a. Receive referral from **Outreach/ Recruitment: Generate Referrals**

2. Provide application to prospective student

4. Review provided information
Update EFM

5. Is the student suitable for the program?

—YES→

—NO→

6. Refer to other programs or back to referral source (No further steps)

7. Need to take placement test & assessment?

—YES→

—NO→

8. Go to Create career development plan (step 15)

9. Register student for tests

Continued on next process flow

Workforce Board

Regional Manufacturers Association

Manufacturer

1b. Initiate referral for employee

49

2.0 Enrollment/Application – 2.1 Screen for Suitability & Eligibility

Prospective Student

Continued from previous process flow

10. Schedule and take tests
Use Florida RTW or TABE

College

11. Did student pass tests?
Update EFM

12. Will remediation address gaps?

—YES— 14. Provide remediation / basic skills
Update EFM / student file

15. Create career development plan
Update EFM / student file

Continued on next process flow

Workforce Board

Continued from previous process flow

—NO— 13. Refer to other programs or back to referral source (No further steps)

—NO—

Regional Manufacturers Association

YES

Manufacturer

50

2.0 Enrollment/Application – 2.1 Screen for Suitability & Eligibility

Prospective Student

16. Does student need financial assistance?

19. Provide additional information

College

YES

Workforce Board

Continued from previous process flow

18. Initiate funding source search

20. Is student eligible for funding?

Update EFM / student file

NO

21. Refer to other programs or back to referral source (No further steps)

YES

17. & 22. Go to **Enrollment/ Application: Enroll Student**

NO

Regional Manufacturers Association

Manufacturer

Enroll Students

Enroll Students is the second process under **Enrollment/Application**. A prospective student has been confirmed to be suitable for the program and eligible for financial assistance (if needed). The student is now ready to enroll. The steps at this point in the process vary by College. Once the student is enrolled he/she begins attending classes and is ready for two processes: **Coordinate Internships** and **Assist with Job Prep**.
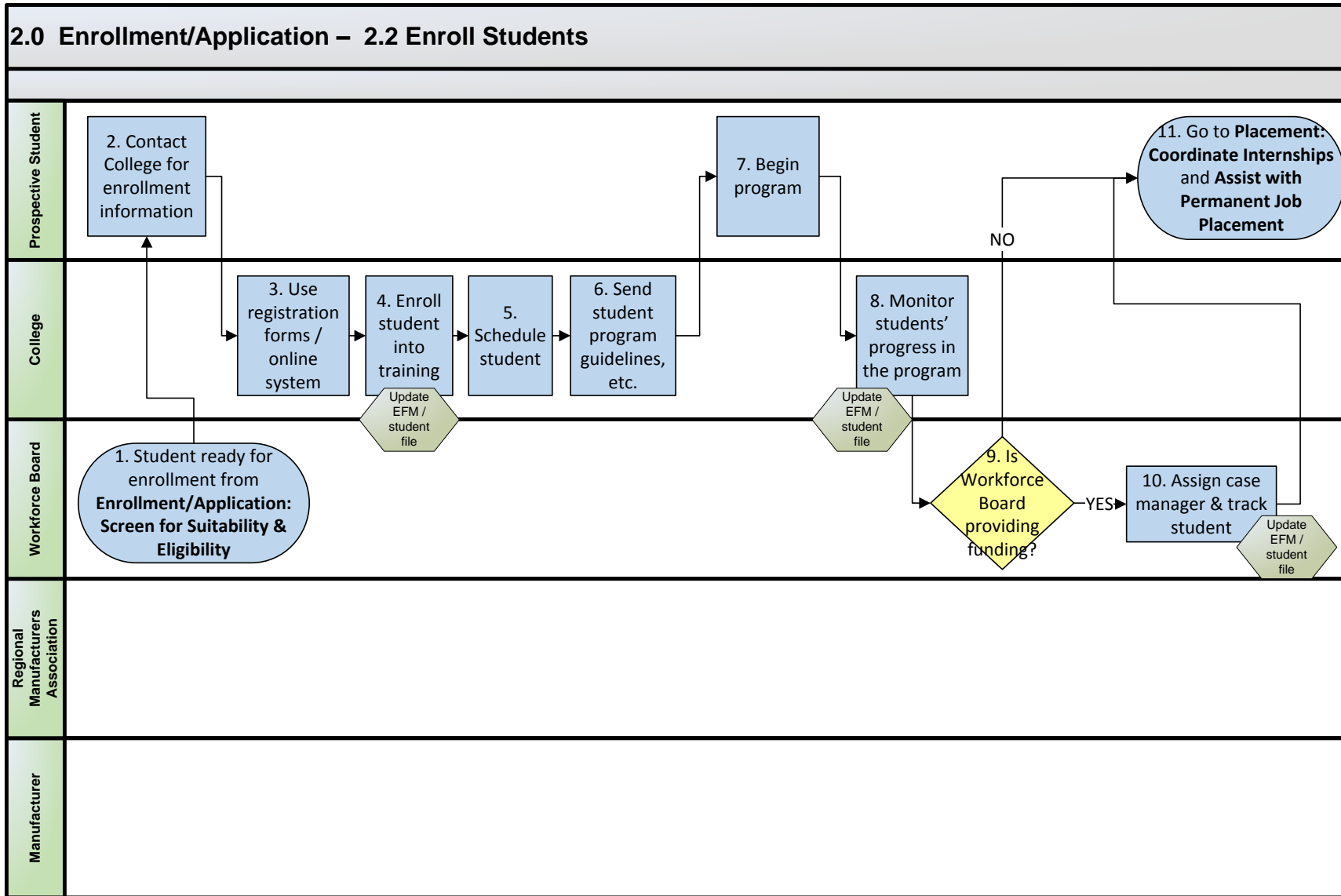
Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Prospective Student	College	Workforce Board	RMA	Manufacturer
1.	Student ready for enrollment from **Enrollment/Application: Screen for Suitability and Eligibility.**		X				
2.	Contact College for enrollment information.	Note: Workforce Board provides students with an approved vendor list. Student makes decision on which college/organization to pursue training with.	X				
3.	Use registration forms / online system.	Note: Each College has its own system that is used for this step (e.g., St Petersburg College uses Lumens). There are FERPA privacy standards that apply to this step.		X			
4.	Enroll student into training.	Note: Some colleges use their credit program registration process which may include requirements such as filling out a college application, evaluation of transcripts, college placement test.		X			
5.	Schedule student.			X			
6.	Send student program guidelines, etc.	Note: This information may include program guidelines, course schedule, instructor name, complaint information if problems arise. May be distributed to the student via a form email.		X			
7.	Begin program.	Note: Details of what occurs during the program can be found in the Florida TRADE Pathway Flow Chart.	X				
8.	Monitor students' progress in the program.			X			
9.	Is Workforce Board providing the funding?	Recommendation: Program Coordinator/Manager should visit the classroom			X		

#	Process Step	Best Practice Recommendation	Roles				
			Prospective Student	College	Workforce Board	RMA	Manufacturer
		and talk with instructors about students' progress.					
10.	If yes, assign case manager and track student. If no, go directly to step 11.	Note: Case managers track student attendance in class and performance in the program. They assist with challenges the student is having and help with support services (e.g., bus pass). They track if student is earning multiple certificates (generally WFB will pay for 1 certificate, exception Microsoft).			X		
11.	Go to **Placement: Coordinate Internships** AND **Assist with Permanent Job Placement**.		--	--	--	--	--

Process Flow Chart

2.0 Enrollment/Application – 2.2 Enroll Students

Prospective Student

2. Contact College for enrollment information

7. Begin program

11. Go to **Placement: Coordinate Internships** and **Assist with Permanent Job Placement**

College

3. Use registration forms / online system

4. Enroll student into training

5. Schedule student

6. Send student program guidelines, etc.

8. Monitor students' progress in the program

Update EFM / student file

Update EFM / student file

Workforce Board

1. Student ready for enrollment from **Enrollment/Application: Screen for Suitability & Eligibility**

9. Is Workforce Board providing funding?

NO

YES

10. Assign case manager & track student

Update EFM / student file

Regional Manufacturers Association

Manufacturer

54

3.0   Placement

The **Placement** process area begins when a prospective candidate has enrolled in the Florida TRADE program and become a student. This process area focuses on providing the student with an internship to gain hand-on job experience and assisting the student in developing job skills that will be useful in finding a permanent job. Once the student successfully completes the program, the focus shifts to post job placement follow-up and engaging the individual (as an alumni) in future Florida TRADE activities. If the student chooses to leave the program before completion then the process ends.
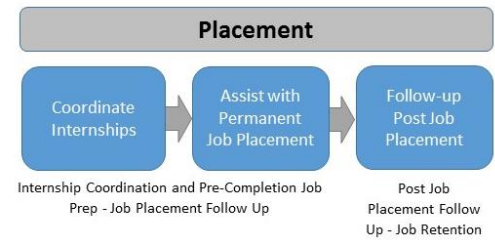
Coordinate Internship

Coordinate Internship is the first process under **Placement**. This process focuses on raising awareness about the internship program with students and manufacturers, identifying internship opportunities and screening students to fill the internships. For the purposes of this process there has been no distinction made between internships and on the job training. Once a student has been placed in an internship and the tracking tool updated, the process is complete.

Roles and Responsibilities

| #	Process Step	Best Practice Recommendation	Student	College	Workforce Board	RMA	Manufacturer
1.	Student participating in program from **Enrollment/ Application: Enroll Students**.		X				
2.	Establish internship point person.	Recommendation: Identify staff as point person / coordinator for internships and job prep assistance. This staff person may be the Program Coordinator/Manager, Recruiter or College's Internship Office. He/she should be trained. He/she should connect the TRADE program with other internship programs at the College.		X			
3.	Develop intern criteria.	Recommendation: • Use IDPs to determine internship based on program and skill. Establish expected		X			

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
		length, hours, and types of activities. To be confirmed in subsequent step with Manufacturer. • Develop internship application (as needed).					
4.	Develop marketing materials.	Recommendations: • Raise awareness about the available jobs. There has been a concern about the lack of jobs advertised. Market statewide. • Use consistent message (e.g., for credit flyer on SharePoint). • Adjust message for large manufacturers and small manufacturers. • Have Manufacturer's Association of Florida (MAF) and Industry help develop.		X	X	X	
5.	Raise awareness about internship program with manufacturers.	Recommendations: • Build relationships *(interconnected with tasks conducted in the Outreach /Recruitment and Advisory Councils process areas).* • Let manufacturers know there is funding available to help pay for internships. • Leverage relationship with new partners to increase hires. • Get interns in front of other employers (e.g., manufacturer cafes).		X	X	X	X
6.	Identify internship opportunities at manufacturers.	Recommendation: Actively recruit companies for internships and to speak to students Notes: • Define for employers. Use handout package. • Work with recruiter to identify internships. • Referrals from RMAs.				X	X
7.	Provide internship details.						X
8.	Work with Manufacturers to fund internships (as needed).	Recommendations: • Use on the job (OJT) grants. • Leverage the knowledge/experience of Polk State College in this area. Note: This is based on the eligibility of the manufacturer and student.			X		X
9.	Track available internship.	Recommendations: • Consistently use spreadsheet posted on SharePoint as a tool to track available		X			

56

#	Process Step	Best Practice Recommendation	Student	College	Workforce Board	RMA	Manufacturer
		internships and jobs. If that is not working consider using a group email approach. • Consider holding a conference call periodically to review progress of placements. Call participants would include Colleges, WFBs, and RMAs. Issue: How do we funnel students to counties that have internship opportunities but no students?					
10.	Publicize internship with students.	Recommendations: • MAF centralized internship web portal (or internal system). • Talk about soft skills and technical skills they will be building. • Have employers speak about internships. • Have students complete internship form (as needed)	X	X			
11.	Screen student for internship.	Recommendation: Talk with instructor about recommendation. Have the student interview for the internship (as interview practice).		X			
12.	Is student recommended for internship?	Note: College connects student with the internship provider as part of the recommendation.		X			
13.	If no, student is not placed (consider for another internship).		X				
14.	If yes, update tracking when student fills internship.	Recommendations: • Update tracking spreadsheet or send updated group email. • Consider holding a conference call periodically to review progress of placements. Call participants would include Colleges, WFBs, and RMAs. • A summary sheet of courses completed can be provided to the student and internship provider.		X	X	X	X
15.	Track internship metrics.	Note: • At end of internship a final evaluation may be developed. • For the purposes of metrics internships, on the job training (OJT) and co-ops are		X	X	X	X

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
		considered together as "temporary part-time employment."					
16.	Go to **Placement: Assist with Permanent Job Placement.**		--	--	--	--	--

Process Flow Charts

3.0 Placement – 3.1 Coordinate Internship

3.0 Placement – 3.1 Coordinate Internship
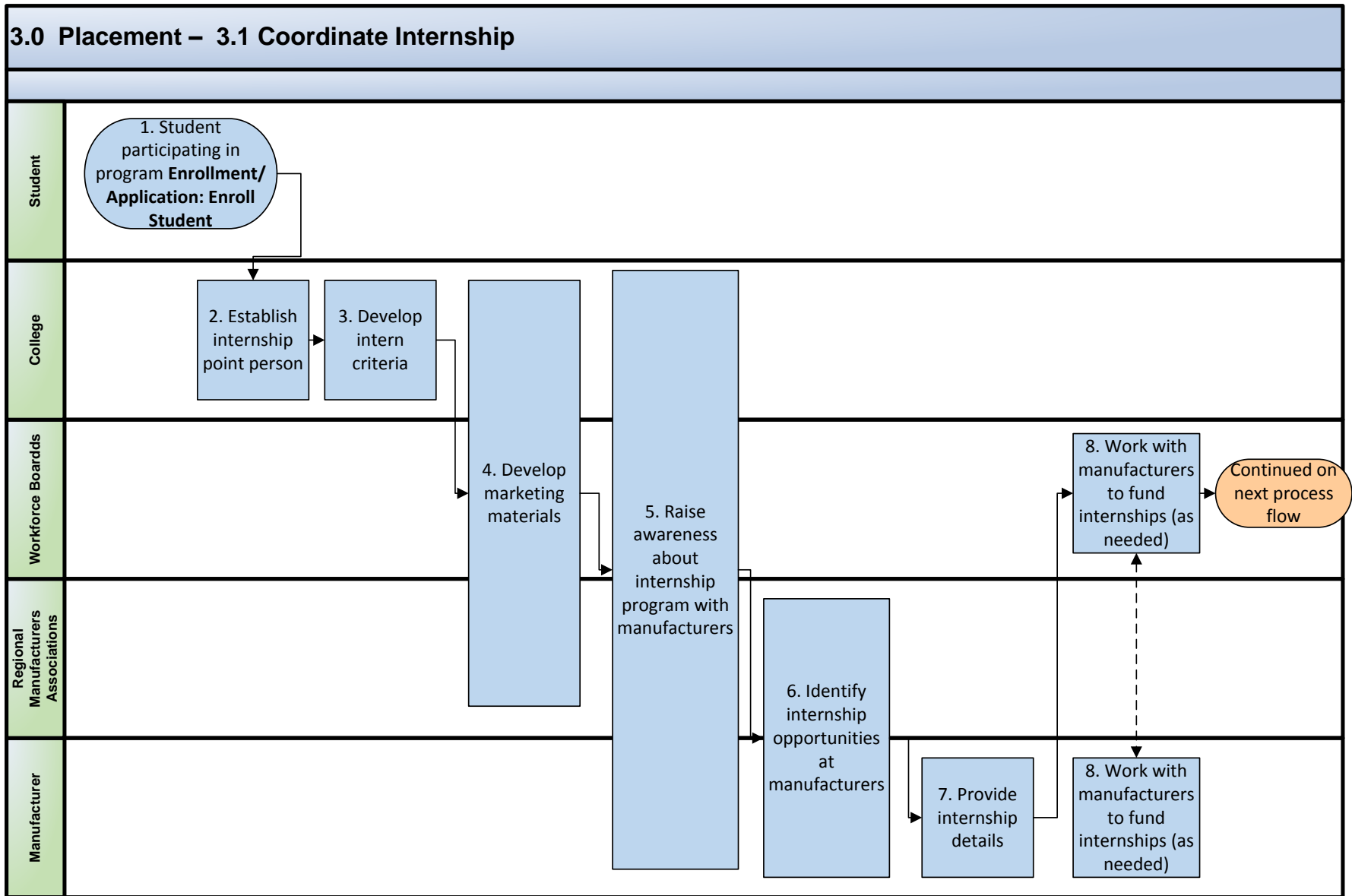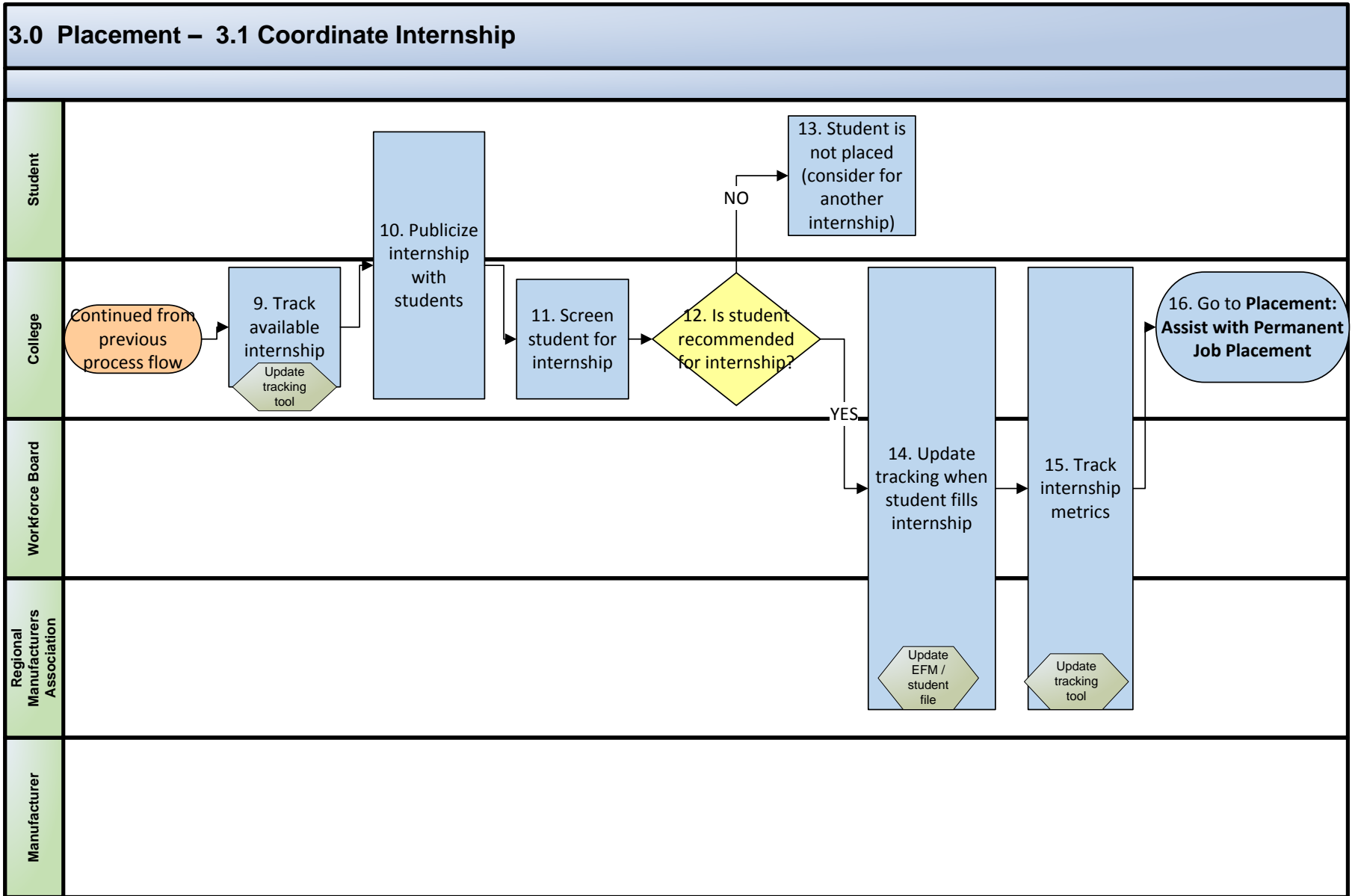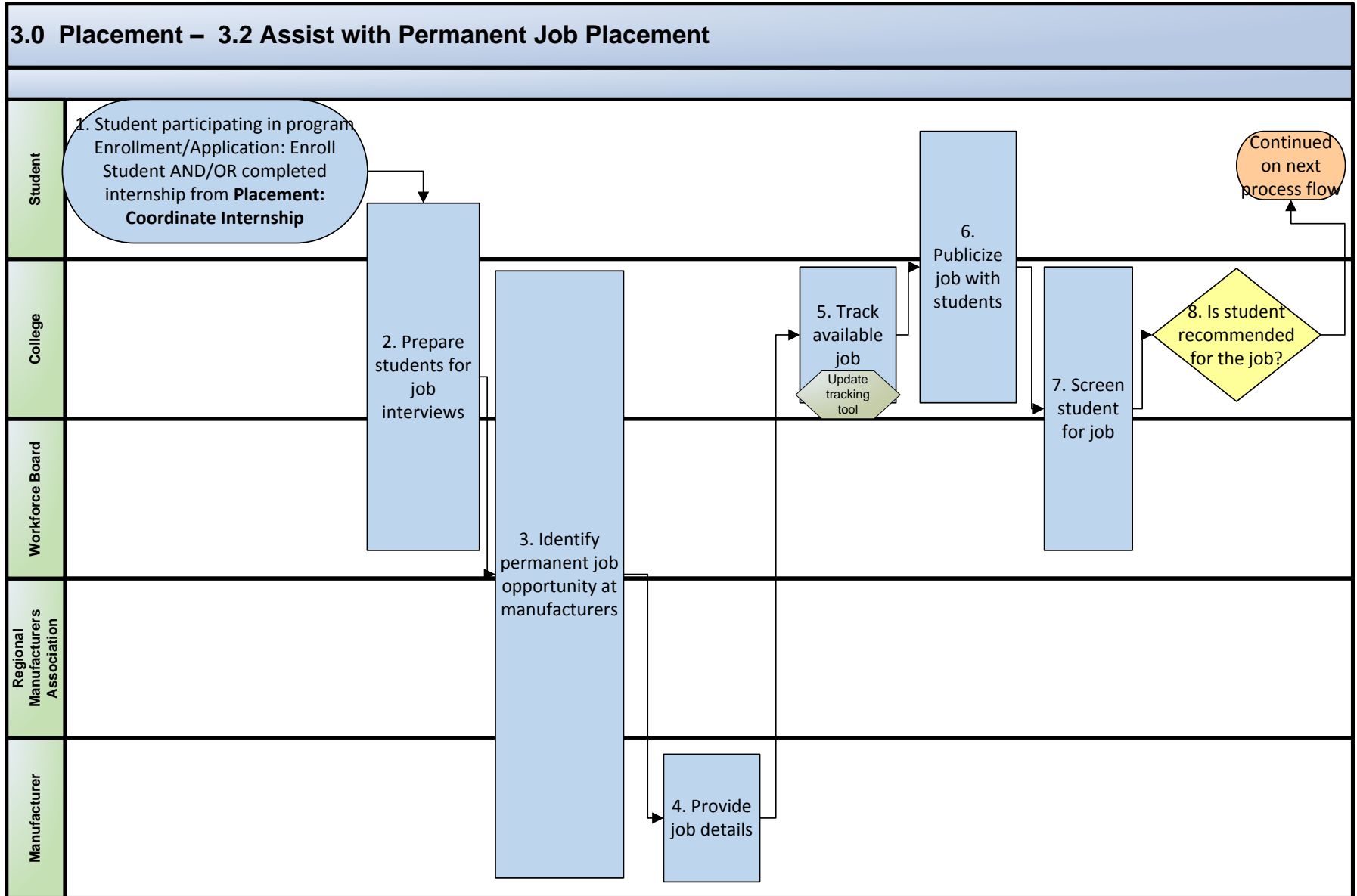
Assist with Permanent Job Placement

Assist with Permanent Job Placement is the second process under **Placement.** This process begins when a student is scheduled to successfully complete the program (or has already graduated). It focuses on identifying permanent job opportunities and ensuring that students are made aware of those opportunities. Once a student has been hired in a permanent job and the tracking tool updated the process is complete.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Student / Alumni	College	Workforce Board	RMA	Manufacturer
1.	Student participating in program from **Enrollment/ Application: Enroll Students** AND/OR Students who have completed an internship from **Placement: Coordinate Internship.**	Note: This process can occur before, during or after an internship. It is an ongoing process that requires practice.	X				
2.	Prepare students for job interviews.	Recommendations: • Continue this throughout the program. • Conduct employability skills training (e.g., 3 Saturdays do hands on work – bring in employers) • Conduct mock interviews (dos/don'ts) • Have a resume review (via College Career Center or Career Source) • Hold a job fair • Embed employment skills within courses • Ask instructors to encourage students to attend plant tours conducted by manufacturers to learn about potential jobs.	X	X	X		
3.	Identify permanent job opportunities at manufacturers.	Recommendation: Let manufacturers know there is some on the job training (OJT) funds that may assist with funding a permanent position. Note: Manufacturers' needs range from basic skills to certified/experienced.		X	X	X	X
4.	Provide job details.						X
5.	Track available job.	Recommendation: Consistently use spreadsheet posted on SharePoint as a tool to track available internships and jobs.		X			

#	Process Step	Best Practice Recommendation	Roles				
			Student / Alumni	College	Workforce Board	RMA	Manufacturer
6.	Publicize job with students.	Recommendations: • Engage faculty to communicate regarding employment opportunities. Make sure expectation is clear up-front with faculty. • Engage other College departments	X	X			
7.	Screen student for job.			X	X		
8.	Is student recommended for the job?			X			
9.	If no, students' resume is not forwarded (consider for another job).			X	X	X	
10.	If yes, provide student's resume and do introduction.		X	X	X	X	X
11.	Conduct interview.						X
12.	Was student hired?						X
13.	If no, consider student for future placement.			X			
14.	If yes, track placement data.	Note: College typically tracks this information directly with students/manufacturers. WFB typically gets the information from EFW.		X	X		
15.	Once student is placed update contact information.	Note: Update should include social media. For example St. Petersburg College has a private LinkedIn page for current students, alumni and instructors. The intent is for this to be a conduit for peer mentoring and to track students after graduation.		X			
16.	Capture employment verification form.			X	X		
17.	Update Internship point person.	Recommendation: Leverage, if possible, this manufacturer for future internships.		X			
18.	Conduct certificate recognition ceremony.	Recommendation: Invite employers to attend.	X	X			X
19.	Go to **Placement: Follow-up Post Job Placement.**		--	--	--	--	--

Process Flow Charts

3.0 Placement – 3.2 Assist with Permanent Job Placement

Student

1. Student participating in program Enrollment/Application: Enroll Student AND/OR completed internship from **Placement: Coordinate Internship**

Continued on next process flow

College

2. Prepare students for job interviews

5. Track available job

Update tracking tool

6. Publicize job with students

7. Screen student for job

8. Is student recommended for the job?

Workforce Board

3. Identify permanent job opportunity at manufacturers

Regional Manufacturers Association

Manufacturer

4. Provide job details

3.0 Placement – 3.2 Assist with Permanent Job Placement

Student

Continued from previous process flow

19. Go to **Placement: Follow-up Post Job Placement**

College

13. Consider student for future placement (no further steps)

15. Once student is placed update contact info

17. Update internship point person

18. Conduct certificate recognizition ceremony

Update EFM / student file

Update EFM / student file

Workforce Board

NO

9. Students' resume is not forwarded (consider for another job)

10. Provide students' resume and do introduction

14. Track placement data

16. Capture employment verification form

Update tracking tool

Update EFM / student file

Regional Manufacturers Association

NO

YES

Manufacturer

11. Conduct interview

12. Was student hired?

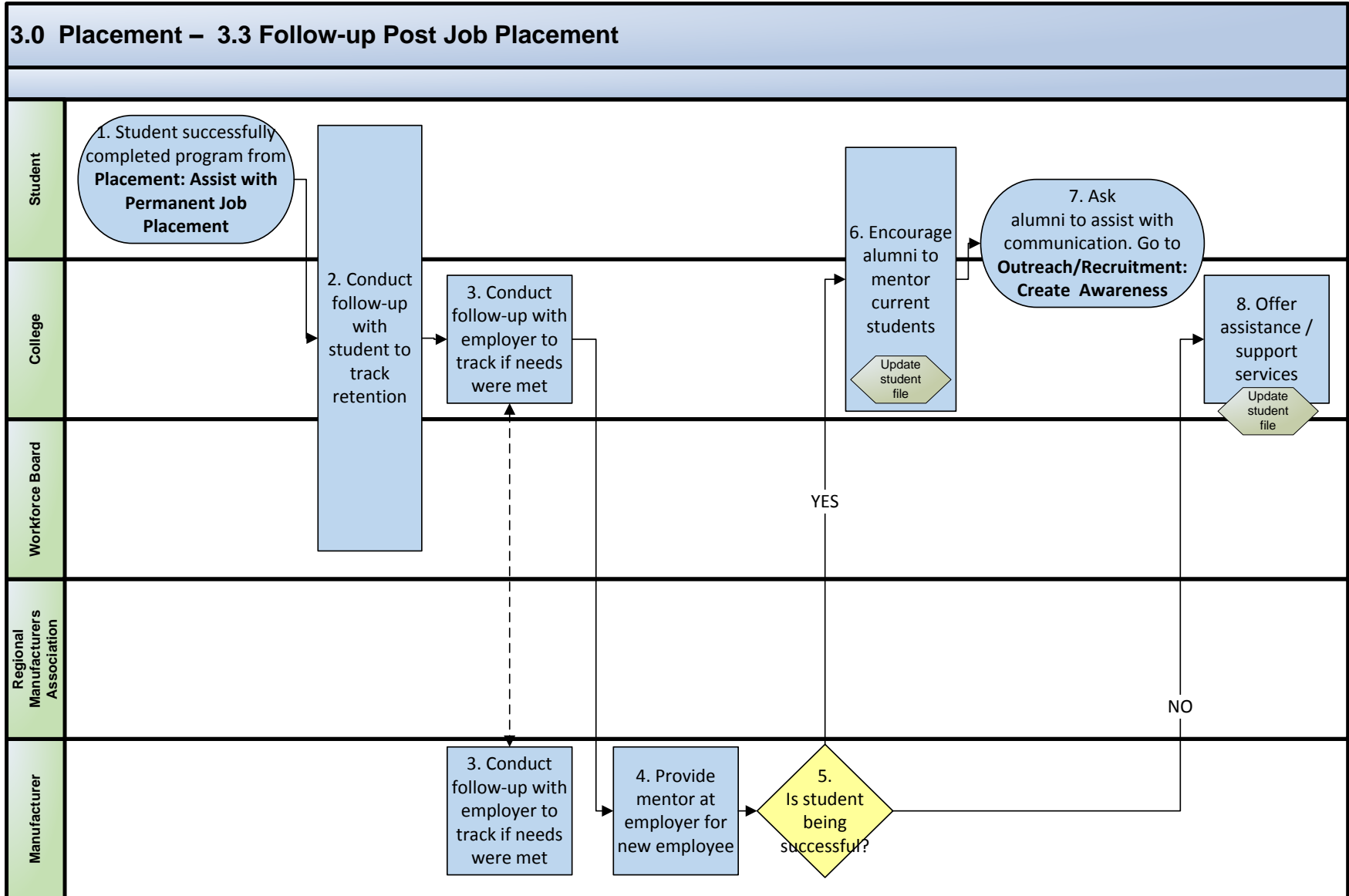18. Conduct certificate recognizition ceremony

Follow-up Post Job Placement

Follow-up Post Job Placement is the third process under **Placement**. This process is the ongoing tracking of student alumni and their success. There is no specific end point for this process.
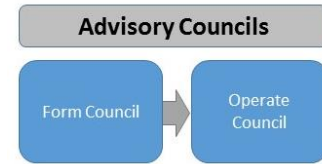
Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Student	College	Workforce Board	RMA	Manufacturer
1.	Student successfully completed program from **Assist with Permanent Job Placement.**		X				
2.	Conduct follow-up with student to track retention.	Recommendation: Use a standard survey. Consider phone call rather than email to increase response rate. If student works during normal business hours the phone call will have to be in the evening or during the weekend.	X	X	X		
3.	Conduct follow-up with employer to track if needs were met.	Recommendation: Use a standard survey – evaluate if manufacturers' needs were met and program curriculum.		X			X
4.	Provide mentor at employer for new employee.	Recommendation: Provide for at least the first 6 months after placement.					X
5.	Is alumni being successful?						X
6.	If yes, encourage alumni to mentor current students.	Recommendation: Ask alumni to mentor current students.	X	X			
7.	Ask alumni to assist with communication, go to **Outreach/Recruitment: Create Awareness.**	Recommendation: Enlist alumni to become spokespersons for success of program.	X	X			
8.	If no, offer assistance / support services.	Recommendation: Program Coordinator/ Manager to assist in diagnosing problem and addressing. Need to maintain good relationship with Manufacturer.		X			

Process Flow Chart

3.0 Placement – 3.3 Follow-up Post Job Placement

Student

1. Student successfully completed program from **Placement: Assist with Permanent Job Placement**

2. Conduct follow-up with student to track retention

3. Conduct follow-up with employer to track if needs were met

6. Encourage alumni to mentor current students
Update student file

7. Ask alumni to assist with communication. Go to **Outreach/Recruitment: Create Awareness**

8. Offer assistance / support services
Update student file

College

Workforce Board

YES

Regional Manufacturers Association

Manufacturer

3. Conduct follow-up with employer to track if needs were met

4. Provide mentor at employer for new employee

5. Is student being successful?

NO

66

4.0   Advisory Councils

The **Advisory Councils** process area occurs concurrently to the previous process areas. It is the formal approach by which the key stakeholders of FL TRADE, specifically the Colleges, Workforce Boards, Regional Manufacturing Associations and individual Manufacturers, communicate with each other and provide input about the FL TRADE program operations. It begins with the formation of an Advisory Council (or integration of the FL TRADE agenda into an existing council). It continues reoccurring meetings throughout the grant period.
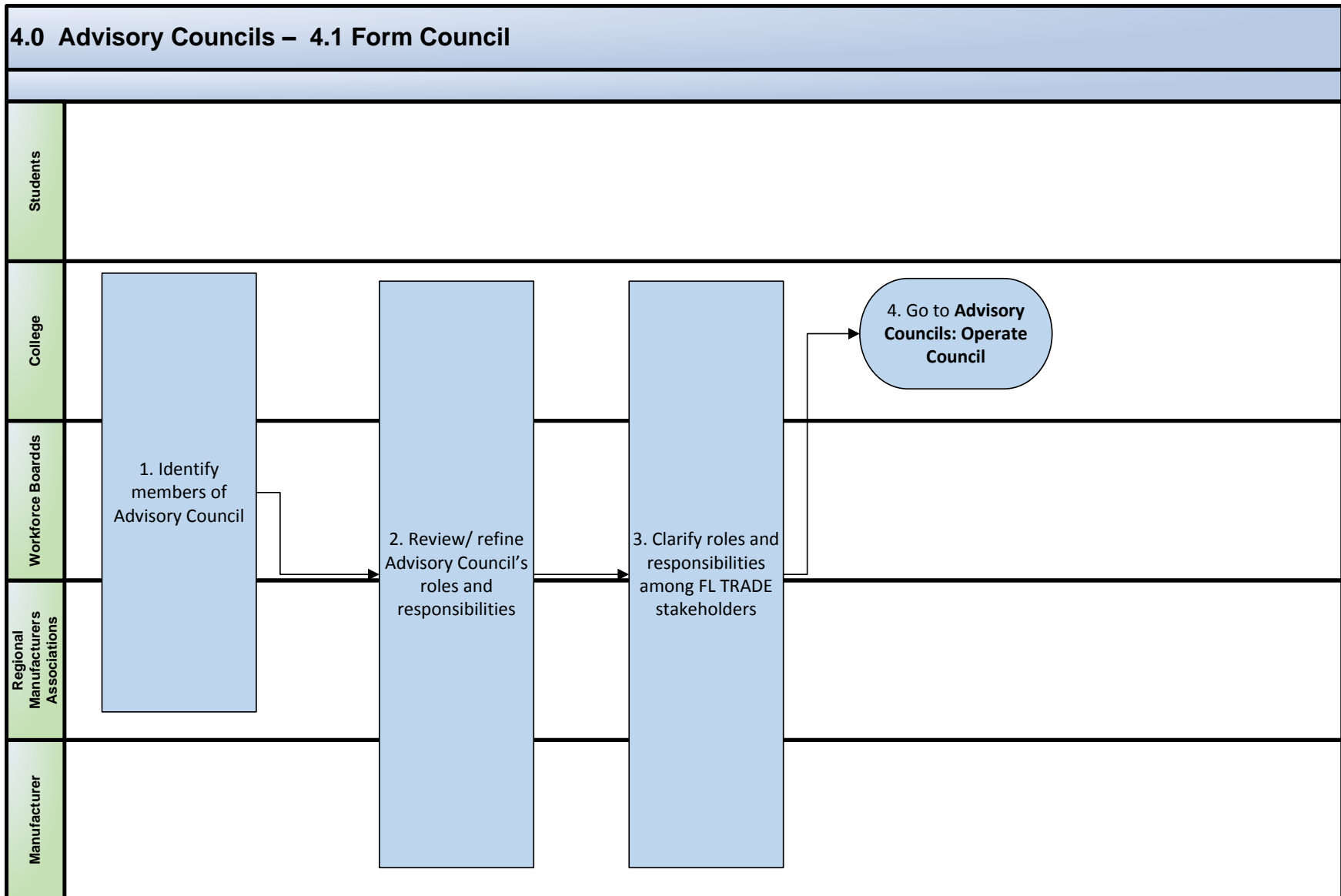
Form Council

Form Council is the first process under **Advisory Councils**. It is when the Advisory Council is established or an existing council is identified that can be leveraged to address the FL TRADE agenda. Standard roles and responsibilities are reviewed and refined to address the unique situation of the region. Once the Council is established then the next process: **Operate Council** guides the reoccurring meetings.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
1.	Identify members of Advisory Council.	Recommendation: Include Colleges, RMAs, Manufacturers, Career Source, Community Leaders, etc. Recommendation: Be flexible in the operation of the Council. Some regions do not have a dedicated FL TRADE Advisory Council, they leverage other councils. Consider bringing agenda items to manufacturer council meetings to get feedback *(see Operate Council process)*.		X	X	X	
2.	Review/refine Advisory Councils roles and responsibilities.	Recommendation: Council responsibilities may include • Review local Florida TRADE programs and curriculum to ensure it meets local needs. • Assess local occupational needs, provide input and ideas for continuous improvement. • Provide support when needed. • Mentor students.		X	X	X	X

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
		• Assist in the placement of FL TRADE program completers into internship and job positions. • Promote the FL TRADE Consortium in the local community. • Be a conduit for connecting manufacturer speakers to students. • Identify students to be spokespersons for program.					
3.	Clarify roles and responsibilities among FL TRADE stakeholders.	Recommendation: Responsibilities could include colleges mentoring each other, identifying manufacturing champion subject matter experts (e.g., Lean, ISO).		X	X	X	X
4.	Go to **Advisory Councils: Operate Council.**		--	--	--	--	--

Process Flow Chart

4.0 Advisory Councils – 4.1 Form Council

Students	
College	4. Go to **Advisory Councils: Operate Council**
Workforce Boardds	1. Identify members of Advisory Council
Regional Manufacturers Associations	2. Review/ refine Advisory Council's roles and responsibilities
Manufacturer	3. Clarify roles and responsibilities among FL TRADE stakeholders

Operate Council

Operate Council is the second process under **Advisory Councils.** This process guides the ongoing meetings of the Council. It encourages consistent agendas, action items tracking and the early identification of Council priorities which will drive discussions and activities. One of the recommended priorities is that the Council provide feedback about the curriculum, specifically input to the Colleges about the skills and training that would be most useful to Manufacturers. The Council continues on a reoccurring basis (e.g., monthly, quarterly) as determined by the Council members throughout the grant period.

Roles and Responsibilities

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
1.	Advisory Council ready to meet from **Advisory Councils: Form Council.**			X			
2.	Hold kickoff meeting.			X	X	X	X
3.	Schedule and conduct reoccurring Council meetings.	Recommendations: • Develop the meeting approach based on what works best for the Council members. For example: consider having a combination of meetings o Full Council in person or by phone on a routine basis – e.g., bi-monthly, quarterly or 2x a year. o Adhoc or smaller groups that meet as needed to work specific issues/topics. • If Council meeting is in person consider holding at manufacturer's location to increase manufacturer participation and provide other members with first-hand look.		X		X	
4.	Determine Council priorities.	Recommendations: • Three suggested priorities are to review program content, to have manufacturers provide input regarding job placements, and to improve student recruitment. • Review Program content: Provide input about basic skills and training students should possess at graduation. Set a schedule to review college programs		X	X	X	X

#	Process Step	Best Practice Recommendation	Roles				
			Student	College	Workforce Board	RMA	Manufacturer
		(potential goal – 3 by the end of the TRADE year).					
5.	Establish consistent agenda.	Recommendations: • Always include required task, status and action. • May include review of curriculum, update on training, and call for internships. • Minimize status reports – instead have a topic that will allow for group discussion.		X		X	
6.	Capture minutes and distribute to Council members.	Recommendation: Post minutes to folder on Share Point (or other file sharing site).		X		X	

Process Flow Chart
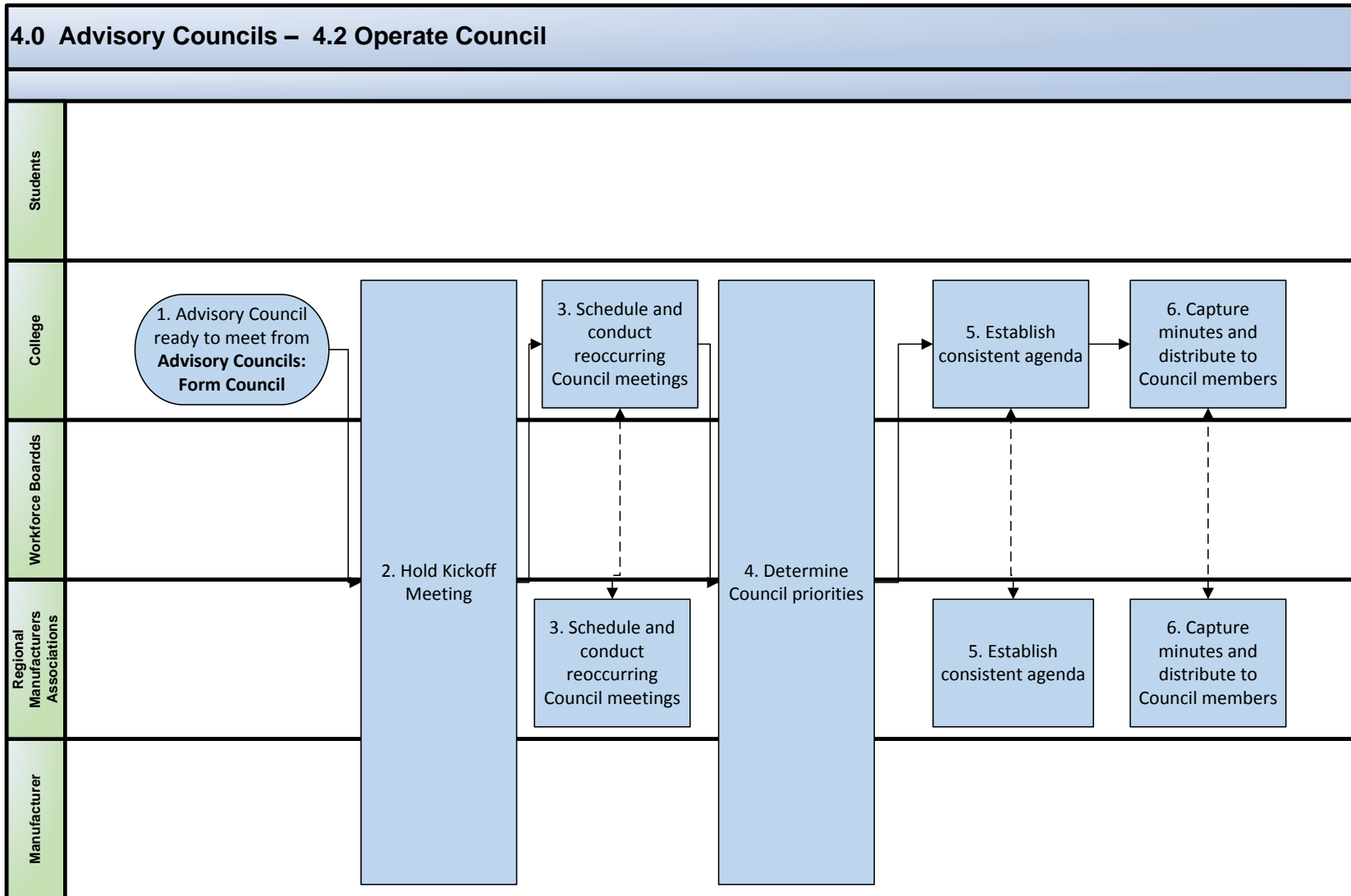
APPENDIX A - TIME AND EFFORT REPORT SAMPLE

ST. PETERSBURG COLLEGE
TIME AND EFFORT REPORT

FIPSE		21-21500010-01000		August 2012
Grant Title		**Cost Center**		**Month/Year**
John Doe	12345678			33.00
Name of Individual Reporting	**Employee ID#**			**Total hours charged to grant**

All full-time SPC employees whose salary is funded in whole or in part with federal funds, or whose salary is used to meet a match or leveraged funds must complete this report on a monthly basis. The report must be signed after-the-fact by the individual reporting and an immediate supervisor with firsthand knowledge of the employee's work.

	Saturday/Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
				1	2	3	
Total hrs					7.00	6.00	13.00
Description					student development, admin duties	Create spreadsheet, make copies	
	4/5	6	7	8	9	10	
Total hrs				4.00			4.00
Description				Generate & distribute policy memos			
	11/12	13	14	15	16	17	
Total hrs			7.00				7.00
Description			Create spreadsheet, make copies				
	18/19	20	21	22	23	24	
Total hrs					2.00		2.00
Description					student development, admin duties		
	25/26	27	28	29	30	31	
Total hrs		7.00					7.00
Description		student development, admin duties					

I certify that the above activities represents a reasonable estimate of all work performed by me during this time period.

Instructions for completion of report:
1. Calculate total hours spent on grant for that day
2. One sentence summary of activity
3. Immediate supervisor must have firsthand knowledge of work performed by the above employee.

Print Name	Signature of Individual Reporting	Date

Print Name	Signature of Immediate Supervisor	Date

Print Name	Signature of Grant Budget Supervisor	Date

[Revised 6/27/13]

APPENDIX B – REIMBURSEMENT REQUEST FORM

Reported for Month ended_____

(A) College Name _____	**Department of Labor**	**(F) Grant Number** TC-23751-12-60-A-12
(B) Program Name Florida Trade Grant TAA-CCCT	**PROJECT DISBURSEMENT**	**(G) Purchase Order #** N/A
(C) Effective Approval Date 10/1/2012	**TAA CCCT Grant**	
(D) Termination Date 9/30/2016	☐ ☐	**(H) Contact Person** _____
(E) Total Project Dollars _____	Interim Final report	Phone number _____

(1) Object Class Categories		(2) Budget Amount Year 1	(3) Total Disbursements Rec'd As of	(4) Undisbursed Balance	(5) Total Current Expense the month 01/31/2013_	(6) Total Program	(7) Total Administrative	(8) Total Current InKind Leveraged Exps	(9) Total YTD Inkind/ Leveraged
a.	Personnel			$ -	$ -	$ -	$ -	$ -	$ -
b.	Fringe Benefits			$ -	$ -	$ -	$ -	$ -	$ -
c.	Travel			$ -	$ -	$ -	$ -	$ -	$ -
d.	Equipment			$ -	$ -	$ -	$ -	$ -	$ -
e.	Supplies			$ -	$ -	$ -	$ -	$ -	$ -
f.	Contractual			$ -	$ -	$ -	$ -	$ -	$ -
g.	Construction			$ -	$ -	$ -	$ -	$ -	$ -
h.	Other			$ -	$ -	$ -	$ -	$ -	$ -
i.	**Total Direct Charges**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
j.	Indirect Charges			$ -	$ -	$ -	$ -	$ -	$ -
	K. TOTALS	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

(10) CERTIFICATION:

I hereby certify that I have reviewed this budget summary/disbursement request and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this College's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement reported, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by the Department of Labor.

FI Trade Rev 01/13	Report Number _____ Certified Correct _____ Date ____/____/____	SPC USE	Audited by: _____ Date: __
	Page _____ of ___ Finance Officer or Authorized Representative		

NOTE: This is for reference only. Please request the spreadsheet version from the SPC Grant Accountant

APPENDIX C - ADMINISTRATIVE VS. PROGRAM COSTS

Handout A-WIA Administrative Costs; Fiscal and Performance Training Forums 2011, U.S. Department of Labor Education & Training Administration

What Workforce Investment Act Title I Functions and Activities Constitute the Costs of Administration Subject to Administrative Cost Limit?

The **costs of administration** are that allocable portion of necessary and reasonable allowable costs of…

- State and local *Workforce Investment Boards*

- *Direct recipients* including:
  - State grant recipients
  - Local grant recipients
  - One-stop operators
  - Local grant subrecipient-*117(d)(3)(b)(i)(II)*
  - Local fiscal agent -*117(d)(3)(b)(i)(II)*

…associated with the major functions.

These costs:
- Are not related to the direct provision of workforce investment services, including services to participants and employers

- Can be personnel
- Can be non-personnel

- Can be direct
- Can be indirect

ADMINISTRATIVE COSTS

1 General administrative functions and coordination of functions:
- accounting
- audit resolution
- audits
- budgeting
- financial and cash management
- general legal services functions
- incident report resolution
- information system development (see **5**)
- investigation resolution
- payroll functions
- personnel management
- procurement
- property management
- purchasing
- review resolution
- development of systems and procedures for
- administrative functions

2 Oversight and monitoring related to WIA Administrative functions

3 Costs of goods and services required for administrative functions of the program, including goods and services such as:
- office supplies
- postage
- rental and maintenance of office space
- rental or purchase of equipment
- utilities

4 Travel costs incurred for official business in carrying out administrative activities or the overall management of the WIA system

5 Costs of information systems related to administrative functions. For example:
- personnel
- procurement
- purchasing
- property management
- accounting and payroll systems, including the purchase, systems development and operating costs of such systems.

6 Awards to subrecipients or vendors that are solely for the performance of administrative functions.

APPENDIX C - ADMINISTRATIVE VS. PROGRAM COSTS, CONTINUED

PROGRAM COSTS

1 Specific costs charged to an overhead or indirect cost pool that can be identified directly as a program cost.

Note: Documentation of such charges must be maintained

2 All costs incurred for functions and activities of subrecipients and vendor are charged as a program cost.

Note: Except for those awards to subrecipients or vendors that are solely for the performance of administrative functions

3 Costs of the following information systems, including the purchase, systems development and operating (e.g. data entry) costs are charged as a program cost.
- Tracking or monitoring of participant and performance information
- Employment statistics information, including job listing information, job skills information, and demand occupation information
- Performance and program cost information on eligible providers of training services, youth activities, and appropriate education activities.
- Local area performance information
- Information relating to supportive services and unemployment insurance claims for program participants.

4 That portion of indirect costs determined as a proportionate share of the indirect costs in the indirect cost pool which are the costs of program functions, not administrative functions.

INDIRECT COST POOL
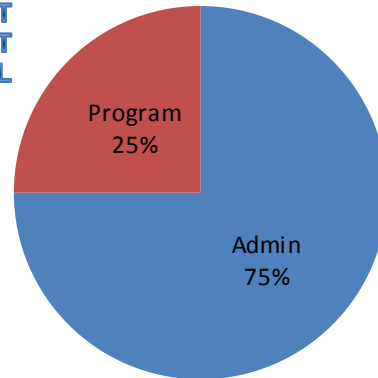
Indirect Cost (IDC) Rate	= 20%
Total Costs in ICP	= $400,000
Base (e.g. Total Direct Salaries & Wages)	= $2,000,000

WIA Total Direct Salaries & Wages x IDC Rate = = Indirect Amount For WIA

$1,000,000 x 20% = $200,000

25% of $200,000 = $50,000 Program
75% of $200,000 - $150,000 Administration

ADMINISTRATIVE OR PROGRAM COSTS

- Personnel and related non-personnel costs of staff who perform both administrative functions and programmatic services are to be allocated as **administrative costs or program costs** to the benefitting cost objectives/categories based on documented distributions of actual time worked or other equitable cost allocation methods

- Continuous improvement activities are charged to **administration costs or program costs** based on the purpose or nature of the activity to be improved.

  Note: Documentation of such charges must be maintained.

APPENDIX D - PERSONALLY IDENDTIFIABLE INFORMATION (PII)

From the Grant Proposal

Safeguarding Data Including Personally Identifiable Information (PII)

Proposals received in response to this SGA must recognize that confidentiality of sensitive data is of **paramount Importance to the Department of Labor** and must be observed except where disclosure is allowed by the prior written approval of the Grant Officer or by court order. By submitting a proposal, Grantees are assuring that they meet the below requirements as well as those In TEGL 39-11

By submitting your application, your organization agrees to take all necessary steps to protect such confidentiality by complying with the 'following provisions that are applicable in governing their handling of confidential information:

1. Grantees must not extract information from data supplied by DOL/ETA for any purpose not stated in the grant agreement.

2. Grantees must retain data received from DOL/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 permanent deletion of electronic data.

3. Grantees must ensure that any PII used during the performance of this Grant has been obtained and is being transmitted in conformity with applicable Federal and state laws governing the confidentiality of information. To ensure that such PIIs not transmitted to unauthorized users, all PII and other sensitive data transmitted via email or stored on CDs, DVDs, thumb drives, etc., Information transmitted to DOL/ETA containing sensitive information including personally Identifiable information (PII), **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 email unencrypted sensitive PII to any entity, including ETA or contractors.

4. Access to any PII created by the DOL/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.

5. 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.

6. 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.**

7. Grantees further acknowledge that all PII data obtained through their DOL/ETA must be stored in an area that is physically safe from access by unauthorized persons at all times and the data will be processed using grantee-issued equipment, managed information technology (IT) services, and designated locations approved by DOL/ETA. Accessing, processing, and storing of DOL/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 DOL/ETA.

8. All PII data must be processed in a manner that will protect the confidentiality of the records/documents and is designed to prevent unauthorized persons 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.

9. PII data obtained by the Grantee through a request from DOL/ETA must not be disclosed to anyone but the Individual requestor except as permitted by the Grant Officer.

10. Grantees must permit ETA to make onsite inspections during regular business hours for the purpose of conducting audits and/or to conduct 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 persons for the purpose of inspection, review, and/or audit.

11. 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 DOL/ETA standards for information security provided herein, including any updates to such standards provided to the Grantee by DOL/ETA. Grantees who wish to obtain more information on data security should contact their Federal Project Officer.

Recommendations

Outlined below are some recommendations to help protect PII:

Before collecting PII or sensitive Information from participants, have participants sign releases acknowledging the use of PII for grant purposes only.

Whenever possible, ETA recommends the use of unique Identifiers for participant tracking instead of SSNs. While SSNs may initially be required for performance tracking purposes, a unique Identifier could be linked to the each individual record. Once the SN is entered for performance tracking, the unique Identifier would be used in place of the SSN for tracking purposes. If SSNs are to be used for tracking purposes, they must be stored or displayed in a way that is not attributable to a particular individual, such as using a truncated SSN.

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.

APPENDIX E – TEGEL 39-11 and APPENDIX A

EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM U.S. DEPARTMENT OF LABOR Washington, D.C. 20210	CLASSIFICATION Personally Identifiable Information
	CORRESPONDENCE SYMBOL OFAM
	DATE June 28, 2012

ADVISORY: TRAINING AND EMPLOYMENT GUIDANCE LETTER NO. 39-11

TO:
ALL DIRECT ETA GRANT RECIPIENTS ALL
STATE WORKFORCE AGENCIES ALL STATE
WORKFORCE LIAISONS STATE WORKFORCE
ADMINISTRATORS
STATE AND LOCAL WORKFORCE INVESTMENT BOARDS ONE-
STOP CAREER CENTER SYSTEM LEADS

FROM: JANE OATES /s/
Assistant Secretary

SUBJECT: Guidance on the Handling and Protection of Personally Identifiable Information (PII)

1. Purpose. To provide guidance to grantees on compliance with the requirements of handling and protecting PII in their grants.

2. Background. 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; subgrantee 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.

Federal agencies are required to take aggressive measures to mitigate the risks associated with the collection, storage, and dissemination of sensitive data including PII. The Appendix lists a brief overview of efforts at the Federal level to protect PII. As the grantor agency, ETA is providing this Training and Employment Guidance Letter (TEGL) to grantees to notify them of the specific requirements grantees must follow pertaining to the acquisition, handling, and transmission of PII.

3. Definitions.

• PII - OMB defines PII as information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying

information that is linked or linkable to a specific individual.[1]

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[1]OMB Memorandum M-07-16, *Safeguarding Against and Responding to the Breach of Personally Identifiable Information* (May 22, 2007), available at http://www.whitehouse.gov/OMB/memoranda/fy2007/m07-16.pdf

RESCISSIONS   **EXPIRATION DATE**
None   Continuing
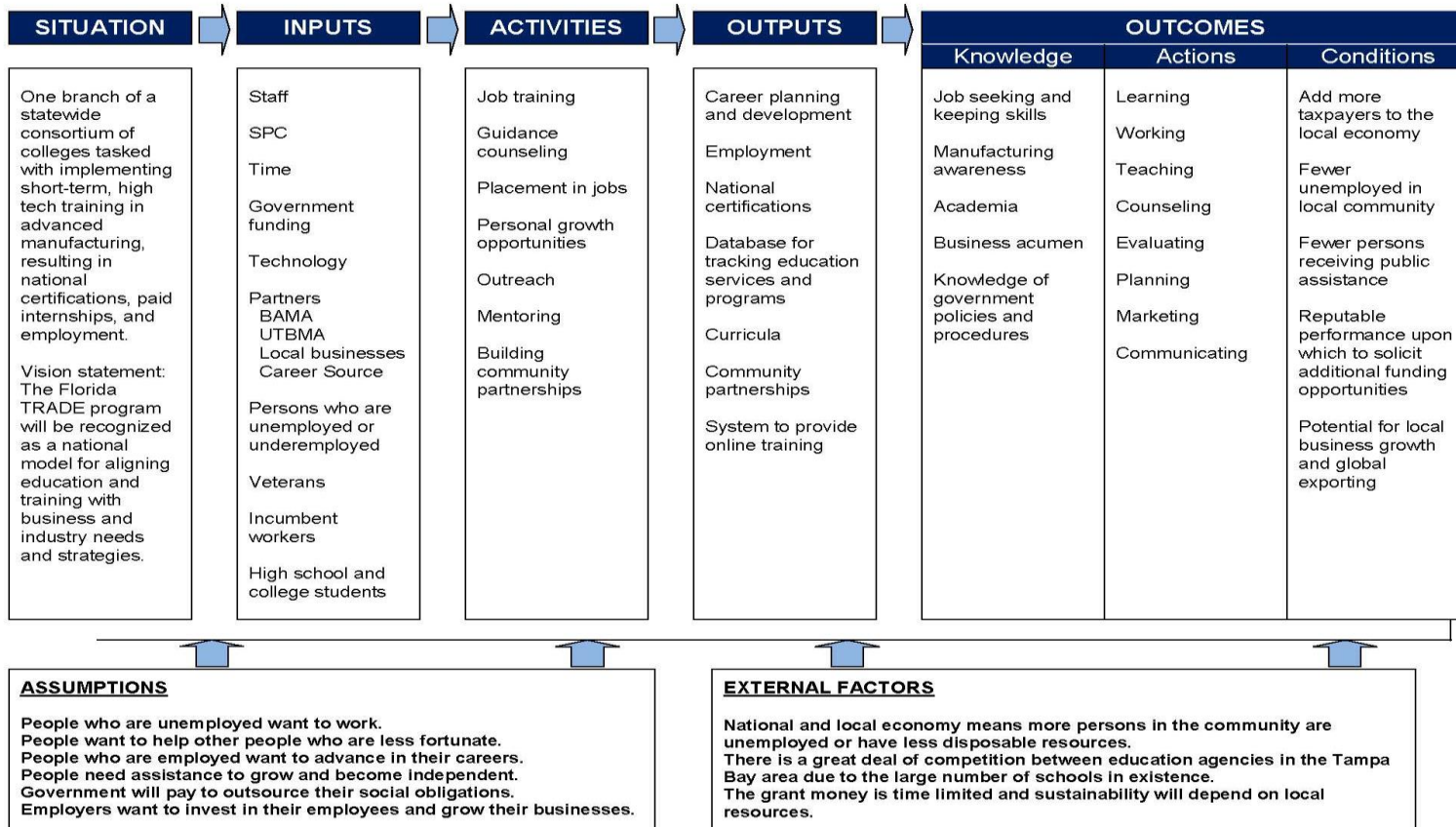
APPENDIX E - TEGL 39-11 - Appendix A, Continued

FEDERAL LAWS AND POLICIES RELATED TO DATA PRIVACY, SECURITY AND PROTECTING PERSONALLY IDENTIFIABLE AND SENSITIVE INFORMATION

• On May 10, 2006, Executive Order 13402 established the President's Task Force on Identity Theft. The Task Force was charged with developing a comprehensive strategic plan for steps the Federal government can take to combat identity theft and recommending actions which can be taken by the public and private sectors. On April 23, 2007, the Task Force submitted its report to the President, titled "Combating Identity Theft: A Strategic Plan." This report is available at www.idtheft.gov.

• Privacy Act of 1974 (the Privacy Act) – Governs the collection, maintenance, use, and dissemination of personally identifiable information about individuals maintained in systems of records by Federal agencies. The Privacy Act prohibits the disclosure of information from a system of records without the written consent of the individual, unless the disclosure is permissible under one of twelve statutory exceptions. The Privacy Act also provides individuals with a way to seek access to and amendment of their records and establishes various agency record-keeping requirements. The Privacy Act does not generally apply to personally identifiable information collected and maintained by grantees.

• Computer Security Act of 1987 – Passed to improve the security and privacy of sensitive information in Federal computer systems and created a means for establishing minimum acceptable security practices for such systems. It required agencies to identify their computer systems that contained sensitive information, create computer security plans, and provide security training of system users or owners on the systems that house sensitive information. It was repealed by the Federal Information Security Management Act (FISMA).

• FISMA – Enacted as Title III of the E-Government Act of 2002, FISMA required each Federal agency to develop and implement an agency-wide program to safeguard the information and information systems that support the operational assets of the agency, including the assets managed by other agencies or contractors.

• On May 22, 2006, the Office of Management and Budget (OMB) issued M-06-15, *Safeguarding Personally Identifiable Information*. In this memorandum, OMB directed Senior Officials for Privacy to conduct a review of agency policies and processes and to take necessary corrective action to prevent intentional or negligent misuse of, or unauthorized access to, PII.

• On July 12, 2006, OMB issued M-06-19, *Reporting Incidents Involving Personally Identifiable Information and Incorporating the Cost for Security in Agency Information Technology Investments*. In this memorandum, OMB provided updated guidance for reporting of security incidents involving PII.

APPENDIX F – 1. CSREES LOGIC MODEL Sample

Florida TRADE at St. Petersburg College www.spcollege.edu/FloridaTrade-SPC

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				Knowledge	Actions	Conditions

One branch of a statewide consortium of colleges tasked with implementing short-term, high tech training in advanced manufacturing, resulting in national certifications, paid internships, and employment.
 	
Vision statement: The Florida TRADE program will be recognized as a national model for aligning education and training with business and industry needs and strategies.
	Staff
	
	SPC
	
	Time
	
	Government funding
	
	Technology
	
	Partners
	  BAMA
	  UTBMA
	  Local businesses
	  Career Source
	
	Persons who are unemployed or underemployed
	
	Veterans
	
	Incumbent workers
	
	High school and college students
		Job training
		
		Guidance counseling
		
		Placement in jobs
		
		Personal growth opportunities
		
		Outreach
		
		Mentoring
		
		Building community partnerships
			Career planning and development
			
			Employment
			
			National certifications
			
			Database for tracking education services and programs
			
			Curricula
			
			Community partnerships
			
			System to provide online training
				Job seeking and keeping skills
				
				Manufacturing awareness
				
				Academia
				
				Business acumen
				
				Knowledge of government policies and procedures
					Learning
					
					Working
					
					Teaching
					
					Counseling
					
					Evaluating
					
					Planning
					
					Marketing
					
					Communicating
						Add more taxpayers to the local economy
						
						Fewer unemployed in local community
						
						Fewer persons receiving public assistance
						
						Reputable performance upon which to solicit additional funding opportunities
						
						Potential for local business growth and global exporting

ASSUMPTIONS

People who are unemployed want to work.
People want to help other people who are less fortunate.
People who are employed want to advance in their careers.
People need assistance to grow and become independent.
Government will pay to outsource their social obligations.
Employers want to invest in their employees and grow their businesses.

EXTERNAL FACTORS

National and local economy means more persons in the community are unemployed or have less disposable resources.
There is a great deal of competition between education agencies in the Tampa Bay area due to the large number of schools in existence.
The grant money is time limited and sustainability will depend on local resources.

CSREES LOGIC MODEL (Table format), adapted from www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

APPENDIX F – 2. PARTICIPANT APPLICATION – Page 1

Florida TRADE in Advanced Manufacturing
Participant Application   (Revised 12/9/13)

Please Print

PARTICIPANT DETAILS				
Last Name:	**First:**	**MI:**	**Phone:** ------------------------------------ **Email:**	**Social Security #:**
Primary Address: -- **City:** **County:**			**State:** ------------------------------------ **Zip:**	**Driver's License #:**

DEMOGRAPHIC & GENERAL INFORMATION

Date of Birth: _____   **Gender:** ☐ Male ☐ Female

Ethnicity: ☐ Hispanic Latino   ☐ Haitian   ☐ No Ethnicity

Citizenship Status: ☐ U. S. Citizenship ☐ US Permanent Resident   ☐ Lawfully admitted alien with right to work

Selective Service: (for males born on or after 1/1/1960)
☐ Registered ☐ Not registered ☐ Not applicable

Race: ☐ American Indian/ Alaskan Native   ☐ Asian   ☐ White
☐ Black or African American   ☐ Native Hawaiian/Other Pacific Islander
☐ Multi Racial   ☐ Other _____

Limited English: ☐ Yes ☐ No

Do you consider yourself to have a disability? ☐ No disability ☐ Yes, disabled
Are you willing to relocate?   ☐ Yes ☐ No
Are you willing to participate in an internship?   ☐ Yes ☐ No

GENERAL INFORMATION

VETERAN STATUS: Have you served in the U.S. Military, Naval or Air Service? : ☐ No   ☐ Yes, under 180 days   ☐ Yes, over 180 days   ☐ No

Are you a campaign veteran? ☐ Yes   Are you a recently separated veteran? ☐ Yes   **Branch:** ☐ Army ☐ Navy   ☐ Air Force ☐ US Coast Guard

☐ Marines ☐ National Guard   **Honorable or General Discharge?:** ☐ Yes ☐ No   **Are you a disabled Veteran?** ☐ Yes If Yes, classified at Special

Disability(>30%) ☐ Yes ☐ No   **Are you the spouse or dependent of a Veteran?** ☐ Yes ☐ No   **Note:** as a Veteran, please provide a copy of your

military form (DD214 Form). As the spouse or dependent of a Veteran, please provide a copy of your military id.

EDUCATION STATUS: Enrolled currently in School: ☐ Yes ☐ No **School Name:** _____ Program_____

Pell Eligible? ☐ Yes ☐ No Grad. Date_____   **Highest Grade Completed:**   ☐ GED ☐ HS Diploma ☐ Voc. Cert ☐ AA/ AS Degree

☐ BA/BS ☐ Master's +   Certification(s) Obtained _____

Florida Ready to Work Credential Obtained: ☐ Yes ☐ No

PAID TRAINING & SUPPORT SERVICE ELIGIBILITY SCREENING:
ANSWERING THE FOLLOWING QUESTIONS WILL HELP DETERMINE WORKFORCE INVESTMENT ACT PAID TRAINING ELIGIBILITY

HOUSEHOLD INFORMATION: Number in family (include both parents if applicable and any child under 18): _____
Are you married or single? ☐ Married ☐ Single   **Are you a single parent?** ☐ Yes ☐ No   **Do you receive food stamps?** ☐ Yes ☐ No
What is your annualized family income? $_____

Are you currently employed?   ☐ Yes ☐ No **Name of Employer** _____ **Hourly Wage Rate: $_____**
Are you currently laid-off from your last job or receiving Unemployment? ☐ Yes ☐ No

Are you currently unemployed and not laid-off? ☐ Yes ☐ No

Are you currently eligible for Trade Adjustment Assistance benefits?   ☐ Yes ☐ No ☐ Don't Know

If between the ages of 18 – 21, are you currently participating in a Workforce Investment Act Youth Program? ☐ Yes ☐ No ☐ Don't Know

TRAINEE (Attestation):
I certify, by my signature, that I have read and acknowledge that the information on this form is accurate. Information is being provided to establish eligibility for training and employment services under the $15 million Trade Adjustment Assistance Community College and Career Training grant sponsored by the U.S. Department of Labor and is subject to all applicable Federal and State confidentiality laws. The EO data must be maintained in a manner that allows the individuals from whom the data was collected to be identified, and that ensure confidentiality.

Signature: _____   Date: _____

APPENDIX F – 2. PARTICIPANT APPLICATION – Page 2

1

General
Release of Information

Participant Name: _____ SSN (last 4 only): _____

I hereby give permission for _____(your institutional name) _____(name of local workforce board) and St. Petersburg College to obtain and/or disclose my past, present, and future information or records that may be needed for eligibility determination, monitoring, internship placement, and follow-up purposes. This information may include, but shall not be limited to: school records, financial aid information, grade records, attendance records, employment information, medical records, public assistance records, employment information and vocational rehabilitation assessment or evaluation tools. A photocopy/facsimile of this signed consent form may be used to obtain/release information authorized by signature on this form.

It is also my understanding that any information obtained by the above organization will be held in strict confidence.

I understand that I may revoke this consent at any time by providing a written statement indicating that my consent to the release of information is no longer given to the party(ies) previously granted permission.

_____   _____
Student Signature   Date

If under 18 years of age, it is required to have a parent or legal guardian sign:

_____   _____
Parent/Guardian (Please print legibly)   Parent/Guardian signature

Worker Rights under Federal Law

Americans with Disabilities Act	Ask for a Disability Navigator – located in the local workforce One Stop offices. The ADA information line: 800-514-0301 (voice) 800-514-0383 (TDD)
Fair Labor Standards Act	FLSA general information: (202) 606-1800 TTY: (202) 606-2582
Civil Rights Laws	State Contact: Jim Landsberg (850) 245-7167
Equal Pay Act	State Contact: Jim Landsberg (850) 245-7167

PRIVACY ACT STATEMENT: Pursuant to 42 U.S.C. 1320b-7 (a) (1) (Social Security Act) and 7 C.F.R. 273.6, disclosure of your social security number is **mandatory**. Social security numbers will be used by the Agency for program administration including verification purposes, distinguishing one individual from another, and for tracking and reporting purposes.

2

APPENDIX F – 3. PARTICIPANT ABBREVIATED APPLICATION - Page 1

Florida TRADE in Advanced Manufacturing
ABBREVIATED APPLICATION

PLEASE PRINT

PARTICIPANT DETAILS				
Last Name:	**First:**	**MI:**	**Phone:** ---------------------------------- **Email:**	**Social Security #:**
Primary Address: ---			**State:** ----------------------------------	
City:	**County:** ☐	☐	**Zip:** ☐	☐ ☐

DEMOGRAPHIC & GENERAL INFORMATION		
Date of Birth: ☐	**Gender:** ☐ Male Female	**Race:** American Indian/ Alaskan Native Asian White Black or African American Native Hawaiian/Other Pacific Islander Multi Racial Other _____
Ethnicity: Hispanic Latino Haitian No Ethnicity		
Citizenship Status: ☐ U. S. Citizenship US Permanent Resident Lawfully admitted alien with right to work	**Limited English:** Yes No
	Do you consider yourself to have a disability? No disability Yes, disabled
Selective Service: (for males born on or after 1/1/1960) Registered Not registered Not applicable	

GENERAL INFORMATION
VETERAN STATUS: Have you served in the U.S. Military, Naval or Air Service? : ☐ Yes ☐ No   **Are you the spouse or dependent of a Veteran?** ☐ Yes ☐ No
EDUCATION STATUS: Enrolled currently in School: ☐ Yes ☐ No **School Name:**_____**Program**_____ **Are you Pell Grant Eligible?** ☐ Yes ☐ No
Are you currently employed? ☐ Yes ☐ No **Name of Employer**_____ **Hourly Wage Rate: $**_____
Are you currently eligible for Trade Adjustment Assistance benefits? ☐ Yes ☐ No ☐ Don't Know

TRAINEE (Attestation):
I certify, by my signature, that I have read and acknowledge that the information on this form is accurate. Information is being provided to establish eligibility for training and employment services under the $15 million Trade Adjustment Assistance Community College and Career Training grant sponsored by the U.S. Department of Labor and is subject to all applicable Federal and State confidentiality laws. The EO data must be maintained in a manner that allows the individuals from whom the data was collected to be identified, and that ensure confidentiality.

Signature:_____**Date:** _____

Florida TRADE Colleges are equal opportunity employers. Auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers listed may be reached by persons using TTY/TDD equipment via the Florida Relay Service at 711.

Rev. 12/9/13

APPENDIX F – 3. PARTICIPANT ABBREVIATED APPLICATION - Page 2

General
Release of Information

Participant Name:_____SSN (last 4 only): _____

I hereby give permission for **(Insert Your College and Local Workforce Board Here)** and to obtain and/or disclose my past, present, and future information or records that may be needed for eligibility determination, monitoring, internship placement, and follow-up purposes. This information may include, but shall not be limited to: school records, financial aid information, grade records, attendance records, employment information, medical records, public assistance records, employment information and vocational rehabilitation assessment or evaluation tools. A photocopy/facsimile of this signed consent form may be used to obtain/release information authorized by signature on this form.

It is also my understanding that any information obtained by the above organization will be held in strict confidence.

I understand that I may revoke this consent at any time by providing a written statement indicating that my consent to the release of information is no longer given to the party(ies) previously granted permission.

_____   _____
Student Signature   Date

If under 18 years of age, it is required to have a parent or legal guardian sign:

_____   _____
Parent/Guardian (Please print legibly)   Parent/Guardian signature

Worker Rights under Federal Law

Americans with Disabilities Act	Ask for a Disability Navigator – located in the local workforce One Stop offices. The ADA information line: 800-514-0301 (voice) 800-514-0383 (TDD)
Fair Labor Standards Act	FLSA general information: (202) 606-1800 TTY: (202) 606-2582
Civil Rights Laws	State Contact: Jim Landsberg (850) 245-7167
Equal Pay Act	State Contact: Jim Landsberg (850) 245-7167

*PRIVACY ACT STATEMENT: Pursuant to 42 U.S.C. 1320b-7 (a) (1) (Social Security Act) and 7 C.F.R. 273.6, disclosure of your social security number is **mandatory**. Social security numbers will be used by the Agency for program administration including verification purposes, distinguishing one individual from another, and for tracking and reporting purposes.

2

Rev. 12/9/13

APPENDIX F – 4. PARTICIPANT FILE CHECKLIST

FLORIDA TRADE IN ADVANCED MANUFACTURING
Participant File Checklist

Participant Name: _____ Entry Date:_____

Incumbent Worker: Yes _____ No _____ Company _____

_____ Application

_____ *FL Ready to Work* Credential

_____ Copies of Documents

_____   a. Driver's License

_____   b. Social Security Card (signed)

_____   c. Passport

_____   d. Permanent Resident Alien Card

_____   e. DD214 (Veterans only)

_____ IDP – Individual Development Plan

_____ Copies of Industry Credentials/Certificated earned

_____ Transcript (if required – college credit)

_____ Criminal History Search (if required for educational program)

_____ Case Notes

COMMENTS:

Rev. 9/5/13

85

APPENDIX F – 5. PROGRAM READINESS

FL TRADE Ready to Work Waiver
Proof of Program Readiness

A Florida Ready-to-Work Silver Level credential indicates that a participant has the fundamental job skills necessary to succeed in the rapidly changing and competitive manufacturing sector.

However, program applicants may demonstrate required competencies and skills outside of the Florida Ready-to Work Assessment. Although the Consortium will review each case independently, the following may be accepted as verification that a participant has the necessary skills and competencies to be successful in the Florida TRADE program.

The following student had been exempted from the Florida Ready to Work assessment due to:

☐ Applicant is currently or has within the previous year enrolled in a College level program.

☐ Applicant has earned a college degree.

☐ Applicant has earned one of the Manufacturer Institute's recognized Certifications. (MSSC, AWS, NIMS, etc.)

☐ Applicant is a US Military Veteran with a technical military background with a discharge date of less than two years.

☐ Applicant is an incumbent worker attending a topic specific FL TRADE Program (OSHA 30, Welding, etc.) and will not be placed in an internship/job position.

☐ Applicant is attending a topic specific FL TRADE Program (OSHA 30, Welding, etc.) and will not be placed in an internship/job position.

☐ Applicant has taken the TABE test and has scored a minimum or better score in each of the following areas:
  o Applied Mathematics – 8th-9th grade
  o Reading for Information – 9th grade
  o Locating Information – 8th-9th grade

☐ Other:_____
_____

Student: _____

College: _____

Program Manager: _____Date:_____

APPENDIX G – 1. STEERING COMMITTEE

STEERING COMMITTEE ROLES AND RESPONSIBILITIES

The Florida Trade Steering Committee will meet twice a year. At least one of the meetings will be a face-to-face meeting.

The committee will do the following:

1. Review project plans, implementation, and progress.

2. Provide feedback. (positive and negative)

3. Provide input and ideas for continuous improvement.

4. Provide support when needed.

5. Promote the Florida Trade Consortium.

APPENDIX G – 2. ADVISORY COUNCIL

Advisory Council Roles and Responsibilities

- Each Florida TRADE Consortium College should establish an Advisory Council that meets on a regular basis as established by the Council.
- The Advisory Council should consist of local business and industry leaders, local workforce board leaders, community leaders, and high school/college educators.
- Each Consortium College should take minutes of their Advisory Council meetings and these minutes should be distributed to Council members and posted in the appropriate Consortium Members folder on Share Point.

The Roles and Responsibilities of the Advisory Council are as follows:

1. Review local Florida TRADE programs and curriculum to ensure it meets local needs.
2. Assess local occupational needs.
3. Provide input and ideas for continuous improvement.
4. Provide support when needed.
5. Mentor students.
6. Assist in the placement of FL TRADE program completers into internship and job positions.
7. Promote the Florida Trade Consortium in the local community.

APPENDIX G – 3a. CURRICULUM COMMITTEE

Sub-Committees – Roles and Responsibilities

- <u>Curriculum Committee</u>
  - o Identify curricula that is already in place and can be utilized
  - o Identify curricula gaps
  - o Assist in the development of new curricula
  - o Develop curricula maps
  - o Ensure that all curricula is aligned with NAM standards
  - o Develop articulation agreements with the FL DOE
  - o Maintain and post committee meeting minutes on SharePoint
  - o Other assignments as identified

APPENDIX G – 3b. EVALUATION COMMITTEE

Sub-Committees – Roles and Responsibilities

- Evaluation Committee
  - o Work with 3rd Party Evaluator (Pos-Impact) to develop evaluation plan including timelines and data needed
  - o Ensure that data is provided to the 3rd party evaluator in a timely manner
  - o Maintain and post committee meeting minutes on SharePoint
  - o Other assignments as identified

APPENDIX G – 3c. OUTREACH COMMITTEE

Sub-Committees – Roles and Responsibilities

- **Outreach / Public Relations Committee**
    - Develop an annual marketing/outreach plan for the FL TRADE Consortium to include the increased enrollment for women, minorities, and veterans in TRADE programs.
    - Assist in the development of Outreach materials.
    - Develop a process/plan for promoting the FL TRADE program in local and state-wide media.
    - Maintain and post committee meeting minutes on SharePoint
    - Other assignments as identified

APPENDIX G – 3d. TECHNOLOGY COMMITTEE

Sub-Committees – Roles and Responsibilities

- Technology Committee
  - Analyze current technology needs
  - Assist SRI International in the conversion of curricula into the NTER system when appropriate
  - Training of faculty to input curricula into the NTER system
  - Maintain and post committee meeting minutes on SharePoint
  - Other assignments as identified

APPENDIX G – 3e. WORKFORCE COMMITTEE

Sub-Committees – Roles and Responsibilities

- Workforce Committee
  - Assist the MAF Center in the development of an Internship / Job Placement process.
  - Assist the MAF Center in the identification, tracking, and documentation of Internship Placements when appropriate.
  - Assist the MAF Center in the placement of Florida TRADE students in job positions when appropriate.
  - Maintain and post committee meeting minutes on SharePoint
  - Other assignments as identified

APPENDIX H – MANUFACTURING PARTNERS

Manufacturing Partners
Roles and Responsibilities

- Assist in the identification of skills and knowledge required for an entry-level position in your manufacturing sector.

- Review and provide feedback for proposed Florida TRADE program curricula to assure that the curricula meets the needs of manufacturers

- Support the Florida TRADE project by:
  - Promoting Florida TRADE programs and services
  - Providing internship opportunities for Florida TRADE program participants
  - Providing job opportunities if appropriate for Florida TRADE program graduates

APPENDIX I – PROGRAM OVERVIEW

Attachment 3. Pathway Flow Chart
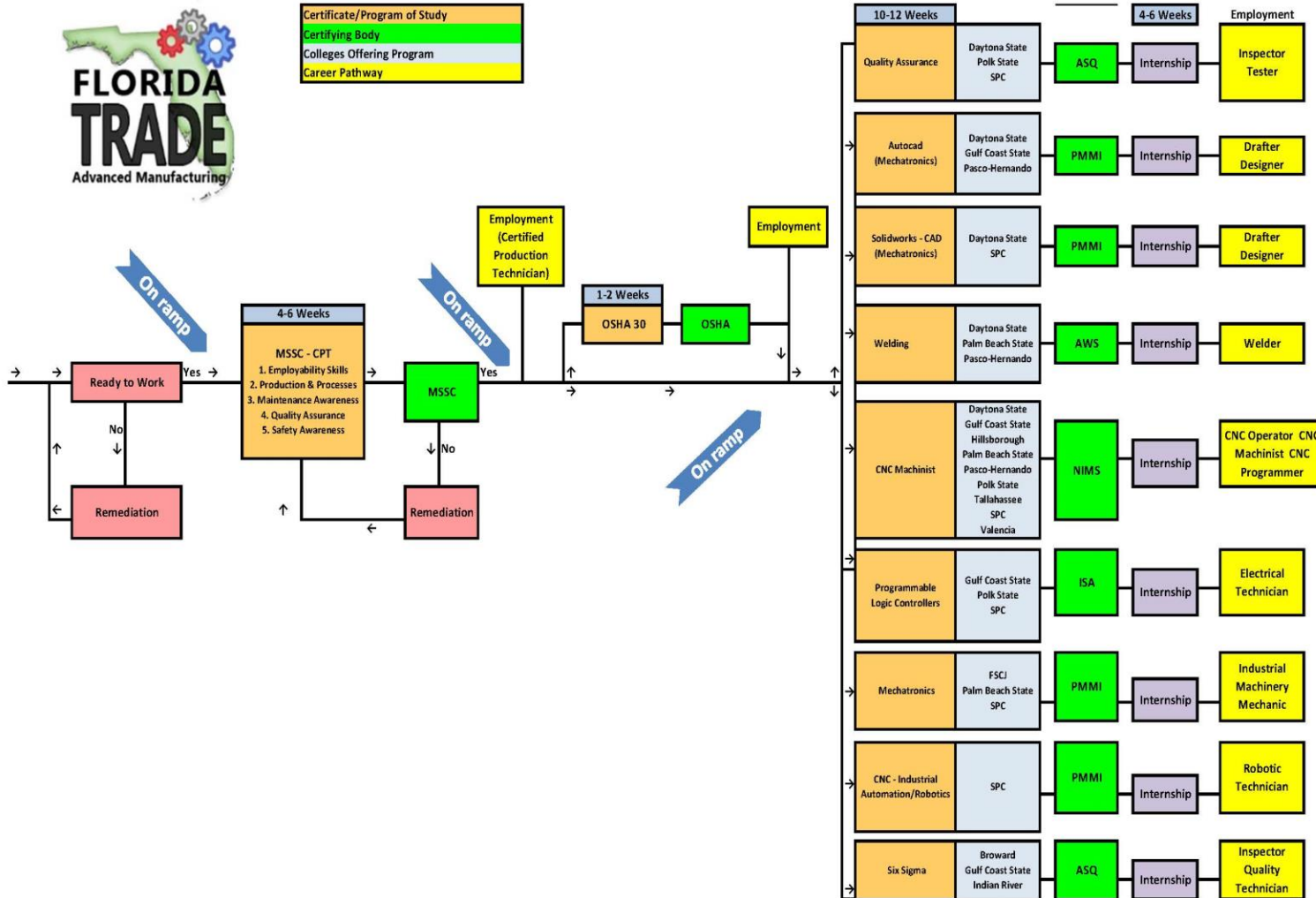
APPENDIX I – 2.a. MSSC – CPT INDIVIDUAL DEVELOPMENT PLAN

Individual Development Plan

MSSC - CPT Pathway

FLORIDA TRADE Advanced Manufacturing

Name: _____   College: _____   Date: _____

Task/Activity/Course	Date Completed/Achieved
Information Session	
Ready to Work Credential	
Intro to Manufacturing	
MSSC Start Date	
Safety Awareness	
Maintenance Awareness	
Production and Processes	
Quality Awareness	
Employability Skills	
CPT Certification	

Task/Activity/Course	Date Completed/Achieved
OSHA Training	
Welding Training	
AWS Certified Welder	

Internship:
Company: _____
Start Date: _____
End Date: _____
Pay: _____

Employment:
Company: _____
Start Date: _____
Start Pay: _____
6 Month Pay: _____

Comments / Follow Up (Use Back if Needed)

96

APPENDIX I – 2.b. CNC INDIVIDUAL DEVELOPMENT PLAN

FLORIDA TRADE
Advanced Manufacturing

Individual Development Plan

CNC Pathway

Name: _____   College: _____   Date: _____

Task/Activity/Course	Date Completed/Achieved
Information Session	
Ready to Work Credential	
Intro to Manufacturing	
MSSC Start Date	
Safety Awareness	
Maintenance Awareness	
Production and Processes	
Quality Awareness	
Employability Skills	
CPT Certification	

Task/Activity/Course	Date Completed/Achieved
OSHA Training	
CNC Training	
NIMS Maching Level 1	

Internship:
Company: _____
Start Date: _____
End Date: _____
Pay: _____

Employment:
Company: _____
Start Date: _____
Start Pay: _____
6 Month Pay: _____

Comments / Follow Up (Use Back if Needed)

APPENDIX J – 1. INTERNSHIP INFORMATION

Information about the FL TRADE Internship Program

Ways you can benefit from an internship

An internship offers you the chance to learn through hands-on experience in a setting where you are supervised by a work-place professional and have the opportunity to achieve your own learning goals without the responsibilities of being a permanent employee.

Internships can:

- ❖ Enable you to work alongside a professional in your chosen career area
- ❖ Give you confidence in your own abilities
- ❖ Allow you to meet new people and practice your networking skills
- ❖ Provide evidence that you have initiative, are reliable and have a sense of responsibility
- ❖ Provide a bridge between school and the professional world
- ❖ Make a valuable addition to your resume
- ❖ Open the door to a job offer or a recommendation

The College's FL TRADE Internship Program is a professional selection process intended to help the student have hands-on, real-world experience with companies in their intended major or field. This is not intended to be a part-time job placement program. Students interested in obtaining an internship must be fully committed to the entire process. An intern is expected to:

- Complete a FL TRADE Internship Program application
- Be punctual and conscientious about work times and days; excessive tardiness or sick days will result in being terminated from the internship
- Have a positive attitude toward your co-workers and any employees within or associated with that internship site
- Maintain accuracy, thoughtfulness and attention to detail while working on any projects or assigned tasks
- Remain completely professional at all times-remember you are not only representing yourself but the College as well!

You will be evaluated with a progress report throughout and at the completion of the internship.

The FL TRADE Internship Specialist, faculty and staff, and your internship supervisor in no way guarantee completion of your internship. The College reserves the right to terminate the internship if the following occurs:

- insufficient performance by the intern
- violation of the supervising internship site's policies or the College's policies
- unprofessional behavior of any kind

In rare instances, it may be necessary to terminate an internship because of no fault of the intern. In these cases, other arrangements are sought to provide the intern with a meaningful opportunity to complete the internship.

If you have any questions, comments or concerns related to the FL TRADE Internship Program, contact, (XXX) XXX-XXXX, or e-mail internships@XXXXX.

APPENDIX J – 2. INTERNSHIP APPLICATION, Page 1

FL TRADE Internship Program Application

Please type your responses in the text boxes provided.
Completed applications may be sent to internships@XXXX.

NOTE: FL TRADE internships have a minimum of 4 weeks to 6 months in duration, minimum of 10 hours per week.

Full Name:

Phone Number:

E-mail address:

1. What FL TRADE Credential(s) are you pursuing?

2. What other skills do you possess, such as other industry recognized certifications?

3. What is your educational background, including highest level of education attainment?

4. Are you currently employed?   If yes, where

5. What is your employment history (please include whether it was part-time or full-time)?   (please attach a current resume or work history if one available)

6. Why should you be selected for an internship?

7. Will you consent to a background check? ☐ Yes ☐ No

8. If requested will you consent to a drug test? ☐ Yes ☐ No

9. How long would you like the internship to last? ☐ 4 weeks ☐ 8 weeks ☐ 3 months ☐ 6 months

APPENDIX J – 2. INTERNSHIP APPLICATION, Page 2

10. Describe your ideal internship in manufacturing?

_____

_____

_____

Please place a check mark beside each statement to certify that you understand.

☐ I acknowledge that The FL TRADE Internship Program, faculty and staff and Internship Provider or any of its representatives in no way guarantee completion of your internship or internship course. The FL TRADE Internship Program and the Internship Provider reserve the right to terminate the internship at any time. If you are terminated from an internship, the Internship Program will not be able to work with you again.

☐ I understand that I am, in no way, guaranteed an internship. The purpose of an internship is to learn about a career field from the inside, enabling me to work alongside a professional in my chosen career area, acquire new skills, add to my knowledge base and apply the ideas I have learned in school. As an intern I may be required to complete extra work such as reports, journals or an evaluation regarding my internship experience.

☐ An internship may be unpaid. I have a choice on accepting a paid or unpaid internship experience. If I accept a paid internship I understand I will be considered an employee of the employer. If I accept an unpaid internship I acknowledge I am not entitled to any wages and I am not considered an employee of the College or the internship host site (the employer).

☐ I understand that upon successful internship placement, I will have completed or will be enrolled into a corresponding FL TRADE courses

☐ I agree to abide by the Student Code of Conduct, Codes and Policies, the Internship Provider Code of Conduct and any other provisions that regulate the College and/or the Internship provider.

☐ I release from all liability and indemnity and hold harmless the College and any employee, agent or representative thereof from any and all liability, actions, causes of actions, claims, judgment, cost or expenses arising out of or any way related to injury, illness, death or loss incurred while participating in an internship.

Signature_____   Date_____

Thank you for completing this application. Please submit it to internships@XXXX. Your application will be reviewed and, if selected for the FL TRADE Internship Program, you will be contacted by phone or e-mail with further information.

APPENDIX J – 3. INTERSHIP EMPLOYER LETTER

Dear Employer:

Thank you for participating in the FL TRADE Internship Program. We appreciate your support of our students as they bridge classroom knowledge and skills to the work environment.

To maximize your experience as well as the intern, we'd like to ask for your assistance with the following:

First day of Internship:

- Introduce the intern to his/her work area, desk, computer and other equipment to be used during employment
- Orient the intern with staff and office common areas including break room, restroom, fire exits, emergency procedures, immediate supervisor and immediate co-workers
- Provide intern with a clear understanding of their daily schedule
- Communicate expectations regarding daily responsibilities, assignments, timelines, resources, projects and dress code

Effective supervision: Interns need sufficient supervision. Investing ample time at the start of a student's internship can ensure an intern is trained well and to an employer's satisfaction. We suggest a mix of project and routine meaningful work to expose the student to the variety of tasks that may be encountered in the workplace. An intern supervisor should establish on-going meetings to stay familiar with the intern's progress. The supervisor should also remain aware that the intern is still a student and there to learn skills that will assist him/her in their future career.

Meaningful Assignments: Students want to be challenged. Opportunities that stimulate and provide real-world experience are ways to ensure a student is adequately engaged during an internship. Realistic assignments coupled with proper supervision can help students achieve greater success. It is also good to have extra assignments on-hand in case an intern successfully completes a project ahead of schedule.

We will ask you for an assessment of the intern's performance. This evaluation includes questions regarding time management, work attitude, learning effort, work quality and general performance. This evaluation is particularly important since we want to create a positive, productive experience for your company and the intern.

Payment for services

We encourage you to provide a paid internship for your benefit as well as to make it a more meaningful experience for the intern.

Your intern is excited to work under your supervision and to gain skills that can only be learned through on-the-job experience. We understand your time is valuable and appreciate you working with our students. If you have questions or concerns, please don't hesitate to let us know.

Sincerely,

FL TRADE Internship Specialist

APPENDIX J – 4. INTERNSHIP FAQs FOR EMPLOYERS

☰ FL TRADE Internship Program

For more information visit Your College web site or email FLTRADEinternships@yourcollege.edu

FAQs for Employers

- **How do I request a FL TRADE intern?**
  Please contact the FL TRADE Internship Specialist or your Regional Manufacturer Association to complete an Internship Request packet.

- **Who is eligible for an internship?**
  All qualified FL TRADE participants or graduates. Interns are pre-screened by completing an application, skills assessment and a certification training program.

- **When can students begin an internship?**
  The FL TRADE Internship Office has flexibility with start dates. It is our mission to service both students and partners as quickly as possible. Most internships do not begin on structured dates or semesters.

- **Does the internship need to be paid?**
  To avoid liability issues, we strongly suggest that all interns be paid.

- **How many hours are the students required to work?**
  Interns are required to work a **minimum** of 10 hours per week. Days and hours vary.

- **What is expected of my company?**
  The College follows the legal laws of paid and unpaid internships very closely.
  For additional information visit: http://www.dol.gov/whd/regs/compliance/whdfs71.pdf

  First day of Internship:
  - ♦ Introduce the intern to his/her work area, desk, computer and other equipment to be used during employment
  - ♦ Orient intern with staff and office common areas including break room and restroom
  - ♦ Provide intern with a clear understanding of their daily schedule and supervisor
  - ♦ Communicate expectations regarding daily responsibilities, assignments, projects and dress policy

  We also ask that employers provide effective supervision and meaningful assignments. Employers maybe asked to complete a mid-term evaluation and will be asked to complete a final evaluation.

- **If issues arise with the student intern, who do I contact?**
  The FL TRADE Internship Specialist at the College (see contact information below).

FLORIDA
TRADE
Advanced Manufacturing

FL TRADE Internship Program contact information

APPENDIX J – 5. INTERNSHIP FAQs FOR STUDENTS

FL TRADE Internship Program
Your College Name here

For more information visit Your College FL TRADE web site or email FLTRADEinternships@yourcollege.edu

FAQs for Students

- **Who is eligible?**
  All qualified FL TRADE participants or graduates.

- **How do I apply for an internship?**
  Students will need to complete an internship application. Selecting your internship site may take a few weeks. The key is staying in contact with the FL TRADE Internship Office and submitting documents in a timely manner.

- **What is expected of me?**
  Use the skills and knowledge learned in my internship experience
  Arrive and leave work on time
  Pleasant attitude
  Work at tasks assigned
  Dress appropriately
  Appropriately communicate and cooperate with my co-workers
  Ask questions
  Check the tasks you are assigned
  Abide by the instructions given and the employer or host site policies and
      Procedures
  Use safe practices throughout the internship experience

- **When can I start my internship?**
  The Internship Office has flexibility with start dates. It is our mission to service both students and partners as quickly as possible. Most internships do not begin on structured dates or semesters.

- **Will my internship be paid?**
  All FL TRADE Internship should be paid, however internships can be paid or unpaid.

- **How many hours will I work?**
  Interns will work a **minimum** of 10 hours a week. Days and hours vary depending on the site.

FL TRADE Internship Specialist: contact information

APPENDIX K – 1. STUDENT SURVEY – COURSE EVALUATION

Florida TRADE – Student Survey – Course Completion   Date: _____

Course Name: _____   Location: _____ Or Online: _____

Instructor: _____

Please mark the box to indicate your level of Agreement with each Statement,
and make comments about what you would change to increase your level of Agreement.

	Statement	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
1.	Overall, I am satisfied with this course.	☐	☐	☐	☐	☐
	Comment:					
2.	Course objectives were made clear.	☐	☐	☐	☐	☐
	Comment:					
3.	Course objectives have been met.	☐	☐	☐	☐	☐
	Comment:					
4.	Course content was clear and focused.	☐	☐	☐	☐	☐
	Comment:					
5.	Course content had a positive impact on my success in this course.	☐	☐	☐	☐	☐
	Comment:					
6.	Instructor acted in a professional manner	☐	☐	☐	☐	☐
	Comment:					
7.	Instructor was accessible when needed.	☐	☐	☐	☐	☐
	Comment:					
8.	Instructor encouraged my participation and involvement in class.	☐	☐	☐	☐	☐
	Comment:					
9.	Instructor communication was clear and understandable.	☐	☐	☐	☐	☐
	Comment:					
10.	Instructor had a positive impact on my success.	☐	☐	☐	☐	☐
	Comment:					
11.	I am comfortable recommending this course to someone else.	☐	☐	☐	☐	☐
	Comment:					
	Additional School Specific Questions					

[Type here]

1   Revised 3/5/14

APPENDIX K – 2. STUDENT SURVEY – INTERNSHIP EVALUATION, Page 1

Florida TRADE – Student Survey – Evaluation of Internship Experience   Date: _____

Your Name: _____   Internship Site: _____

Supervisor's Name: _____   Mentor's Name: _____

Please mark the box to indicate your level of Agreement with each Statement,
and make comments about what you would change to increase your level of Agreement.

	Statement	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
1.	Overall, I am satisfied with this Internship Experience.	☐	☐	☐	☐	☐
	Comment:					
2.	An internship mentor was assigned by the college.	☐	☐	☐	☐	☐
	Comment:					
3.	Clear objectives were established for this internship.	☐	☐	☐	☐	☐
	Comment:					
4.	I was given adequate training or explanation of projects I assisted on.	☐	☐	☐	☐	☐
	Comment:					
5.	I had regular meetings with my supervisor and received constructive, on-going feedback.	☐	☐	☐	☐	☐
	Comment:					
6.	My supervisor was available and accessible when I had questions or concerns.	☐	☐	☐	☐	☐
	Comment:					
7.	There were ample opportunities for learning.	☐	☐	☐	☐	☐
	Comment:					
8.	I feel that I am better prepared to enter the workforce after this experience.	☐	☐	☐	☐	☐
	Comment:					
9.	**IF ASSIGNED A MENTOR:** I had regular meetings with my Mentor and received constructive, on-going feedback.	☐	☐	☐	☐	☐
	Comment:					
10.	**IF ASSIGNED A MENTOR:** My Mentor was available and accessible when I had questions or concerns.	☐	☐	☐	☐	☐
	Comment:					
11.	I am comfortable recommending this Internship to someone else.	☐	☐	☐	☐	☐
	Comment:					
	Additional School Specific Questions					

APPENDIX K – 2. STUDENT SURVEY – INTERNSHIP EVALUATION, Page 2

Was the internship paid?   ☐Yes   ☐No

If it was a paid internship how much were your paid per hour? $_____

Were you offered a full-time or permanent position with the organization providing the internship?

☐Yes   ☐No

If you are now employed by the organization how much are you being paid per hour? $_____

If you are now employed by the organization how many hours do you work per week?   _____

Additional Comments:

2   Revised 3/5/14

APPENDIX K – 3. EMPLOYER SURVEY–PROGRAM EVALUATION; INCUMBENT

Florida TRADE – Employer Survey– Evaluation of Training Program (Incumbent Employee Participant)

Your Name: _____   Title: _____

Company: _____   Date: _____

In the last quarter, one or more of my company's incumbent workers completed a Florida TRADE Training course. _____ YES _____ NO

Please mark the box to indicate your level of Agreement with each Statement below, and make comments about what you would change to increase your level of Agreement.

	Statement	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
1.	Overall, I am satisfied that the Florida TRADE Training Program meets my needs.	☐	☐	☐	☐	☐
	Comment:					
2.	Overall, I am satisfied with the training my employee(s) have received through the Florida TRADE Program.	☐	☐	☐	☐	☐
	Comment:					
3.	I am satisfied with the Florida TRADE process for making me aware of the availability of training for incumbent workers.	☐	☐	☐	☐	☐
	Comment:					
4.	Interactions and communication with the Florida TRADE consortium College have met my expectations.	☐	☐	☐	☐	☐
	Comment:					
5.	My employee's skill level has improved following training in the Florida TRADE program.	☐	☐	☐	☐	☐
	Comment:					
9.	If the opportunity arises, I intend to enroll one or more other employees in a Florida TRADE training program.	☐	☐	☐	☐	☐
	Comment:					
7.	I am comfortable recommending to other employers, the Florida TRADE Program as a source of training for incumbent employees.	☐	☐	☐	☐	☐
	Comment:					
	Additional School Specific Questions					
		☐	☐	☐	☐	☐
	Comment:					

1   Revised 3/5/14

APPENDIX K – 4. EMPLOYER SURVEY–PROGRAM EVALUATION; NON-INCUMBENT, Page 1

Florida TRADE – Employer Survey – Evaluation of Training Program (Non-Incumbent Participant)

Your Name: _____ Title: _____

Company: _____ Date: _____

In the last quarter, what was your interaction with Florida TRADE Program participants?
(Please mark all that apply)

| ☐ Interviewed one or more Program participants | ☐ Hired one or more Program participants full- or part-time | ☐ Placed one or more Program participants as an intern |

In the last quarter, did you hire any similarly-skilled employees or interns who were not Florida TRADE Program participants? _____ YES _____ NO

Please mark the box to indicate your level of Agreement with each Statement below, and make comments about what you would change to increase your level of Agreement.

	Statement	Strongly Agree	Somewhat Agree	Neither Agree or Disagree	Somewhat Disagree	Strongly Disagree
1.	Overall, I am satisfied that the Florida TRADE Training Program meets my needs.	☐	☐	☐	☐	☐
	Comment:					
2.	Overall, I am satisfied with Florida TRADE Program participant(s) I have interacted with.	☐	☐	☐	☐	☐
	Comment:					
3.	I am satisfied with the Florida TRADE process for making me aware of the availability of potential employees and interns.	☐	☐	☐	☐	☐
	Comment:					
4.	Interactions and communication with the Florida TRADE consortium College have met my expectations.	☐	☐	☐	☐	☐
	Comment:					
Please Respond to Statements 5., 6., and 7. **ONLY** if you hired a Florida TRADE Program participant or placed one as an intern.						
5.	Participant(s) hired or placed in an internship in my company has (have) the technical skills hired for.	☐	☐	☐	☐	☐
	Comment:					
6.	Participant(s) hired or placed in an internship in my company has (have) adequate general employability skills to meet my needs.	☐	☐	☐	☐	☐
	Comment:					
7.	Participant(s) hired or placed in an internship in my company has (have) adequate soft skills to meet my needs.	☐	☐	☐	☐	☐
	Comment:					
8.	I prefer a Florida TRADE Program participant over a non-participant when hiring an	☐	☐	☐	☐	☐

APPENDIX K – 4. EMPLOYER SURVEY–PROGRAM EVALUATION; NON-INCUMBENT, Page 2

	employee or placing an intern.						
	Comment:						
9.	I am comfortable recommending the Florida TRADE Program, as a source of employees and/or interns, to other employers.		☐	☐	☐	☐	☐
	Comment:						
	Additional School Specific Questions						

2   Revised 3/5/14

APPENDIX K – 5. STUDENT EVALUATION OF INTERNSHIP

Student Evaluation of Internship Experience

Today's Date: _____   Your Name (Please Print):_____

Internship Site: _____   Your Supervisor's Name: _____

Questions

The questions below are designed to help us evaluate your internship experience. Please answer these questions honestly and thoughtfully. Rate the statements below using the following keys:						
5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree NA = Not applicable						
1) This experience gave me a realistic preview of this career field.	5	4	3	2	1	N/A
2) I was given adequate training or explanation of projects I assisted on.	5	4	3	2	1	N/A
3) I received adequate information and feedback from my supervisor and was able to have my questions answered.	5	4	3	2	1	N/A
4) My supervisor was available and accessible when I had questions/concerns.	5	4	3	2	1	N/A
5) There were ample opportunities for meaningful learning.	5	4	3	2	1	N/A
6) I feel that I am better prepared to enter the workforce after this experience.	5	4	3	2	1	N/A

7) What skills or knowledge did you develop during the internship? _____
_____

8) Was the internship paid?   ☐Yes   ☐No

9) If it was a paid internship how much were your paid per hour? $_____

10) Were you offered a full-time or permanent position with the organization providing the internship? ☐Yes   ☐No

11) If you are now employed by the organization how much are you being paid per hour? $_____

12) If you are now employed how many hours do you work per week?   _____

13) Would you recommend this internship to other FL TRADE students (please circle one)?
  Highly recommend
  Recommend
  Recommend with reservations
  Would not recommend

14) Additional Comments:

APPENDIX K – 5. SUPERVISOR EVALUATION OF THE STUDENT

Supervisor Evaluation of the Student

This form is to be completed, printed and signed by the on-site supervisor.

Today's Date: _____ Evaluation of (Student Name): _____

Company: _____ Supervisor's Name: _____

Phone: _____ Email: _____

Please rate using the following key:

1 = Unsatisfactory; 2= Needs improvement; 3= Satisfactory; 4= Above average; 5= Outstanding

1) What is your overall assessment of the student's performance?
○1 ○2 ○3 ○4 ○5

2) Quality of work (accurate and thorough)
○1 ○2 ○3 ○4 ○5

3) Use of time (efficient/effective use of time to complete tasks)
○1 ○2 ○3 ○4 ○5

4) Takes initiative (ability to work independently)
○1 ○2 ○3 ○4 ○5

5) Grasp of subject (understanding of applicable standards and procedures)
○1 ○2 ○3 ○4 ○5

6) Judgment skills (ability to make appropriate work related decisions)
○1 ○2 ○3 ○4 ○5

7) Interpersonal relations/teamwork (effectiveness in working with peers and supervisors)
○1 ○2 ○3 ○4 ○5

8) Adaptability (ability to alter activities to accommodate change)
○1 ○2 ○3 ○4 ○5

9) Problem solving/critical thinking skills
○1 ○2 ○3 ○4 ○5

10) Dependability	Punctually	Attendance
	○1 ○2 ○3 ○4 ○5	○1 ○2 ○3 ○4 ○5

11) Communication Skills	Verbal	Written
	○1 ○2 ○3 ○4 ○5	○1 ○2 ○3 ○4 ○5

12) Other Comments:

Supervisor signature _____Date _____