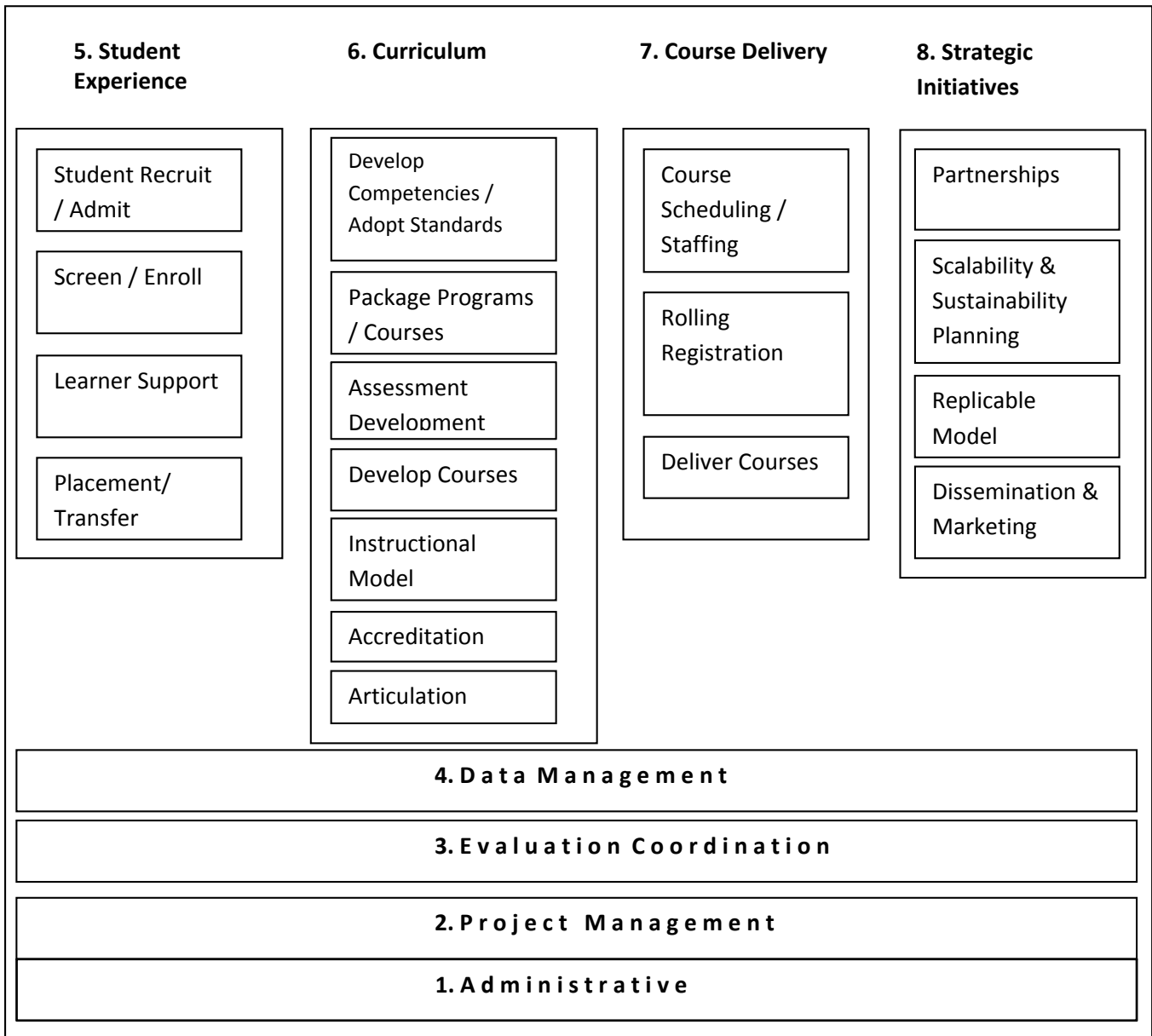


TAACCCT Grant Major Functions – 10/04/2013



TAACCCT Grant Major Functions and Owners – 10/204/2013

1. Administrative (Staffing) [Nancy]

- a. Hired – Project manager, administrative assistant, Co-Director, Academic Coach #1
- b. RAR Analyst assigned to project
- c. Instructional Designers reassigned to project
- d. Admissions/recruiter, Academic/career coach hired; registration support identified; Financial Aid support being worked out.

2. Project Management [Mary]

- a. Manage the completion of deliverables by maintaining project plans (database)
- b. Maintain relationships with co-grantees and Federal Program Officer
- c. Prepare and submit all required DOL reports and updates
- d. Plan and facilitate monthly conference calls
- e. Coordinate Western Governor’s workshops and webinars
- f. Advise on budgetary spending, process invoices, and communicate cash flow
- g. Communicate regulatory requirement from the Department of Labor and problem solve solutions
- h. Collect and archive documentation as required by DOL and other interested stakeholders

3. Evaluation Coordination [Mary: Kevin and Bruce]

- a. Assist Mathematica in the collection of data
- b. Coordinate the flow of quantitative and narrative information for completing reports

4. Data Management (data collection, analysis, and reporting) [Mary: Bruce and Kevin]

- a. Project planning and development
 - i. Assist in development of recruiting/enrollment procedures to ensure collection and storage of required performance and evaluation data in data systems (data warehouse, SSP, LMS, etc.)
 - ii. Assist in development of data dictionary
- b. Student support
 - i. Develop and deploy caseload performance reports for Academic Coaches
 - ii. Respond to ad-hoc data requests
- c. Performance reporting
 - i. Provide data as needed for QNPRs (DOL Quarterly Narrative Progress Reports)
 - ii. Generate data required for APR (DOL Annual Performance Reports) and submit to Mathematica
 - iii. Prepare narrative and summative data for the APR and submit report on an Annual Basis
 - iv. Compile ad hoc reports on the completion of deliverables to DOL and Mathematica
- d. Evaluation reporting
 - i. Generate data required for project evaluation and submit to Mathematica
 - ii. Respond to ad-hoc data requests
- e. Continuous improvement (to be decided)
 - i. Provide supplementary analysis of performance and evaluation data in support of continuous-improvement efforts
 - ii. Respond to ad-hoc data requests

5. Student Experience

- a. Student Recruitment / Admit [Jessica]
 - i. Marketing
 - ii. Establish internal/external partners
 - iii. Recruit
 - iv. Admissions/Career Counseling
 - v. Financial Aid
- b. Screen / Enroll [Christi]
 - i. Screening Tools (HTS, SmarterMeasure)
 - ii. Meet intake requirements for evaluation
 - iii. Model template for orientation
 - iv. Placement testing and entrance requirements/remediation options
 - v. PRL
 - vi. Advise/Student-Coach Agreement
 - vii. MAP
 - viii. Register
- c. Learner Support [Christi]
 - i. Framework for student support/case management model
 - ii. Data and reporting structure
 - iii. Intervention triggers and framework
 - iv. Integrate templates into SSP / MAP
 - v. Assessment metrics for coaches/student satisfaction surveys
- d. Placement/Transfer [Chad]
 - i. Framework for holistic career counseling model
 - ii. Internship pathways
 - iii. Tools to track career counseling, transfer, and job placement
 - iv. Articulations agreements for transfer/transfer assistance plan

6. Curriculum

- a. Develop competencies / Adopt Standards [CIS/Nancy]
 - i. Verify that CIS plans to adopt Ohio standards
 - 1. ITWorks
- b. Package Programs (Certificates and Degrees?)/ Courses (April and Annie) (not used for Status updates) [CIS/Nancy]
 - i. Map standards to CIS programs/courses
 - 1. Develop template
 - 2. Map Courses as developed
 - ii. Submit curriculum modifications as needed [CIS]
- c. Assessment Development [Instructional Design]
 - i. Assessment policy
 - ii. Pre-assessment
 - iii. Assessment improvement plan

1. Faculty review
2. Cognitive levels (Bloom)
- d. Develop courses [Instructional Design]
 - i. Course development schedule – Nancy, Vandana
 - ii. Template
 - iii. Course Development Process
 1. Develop Development timeline
 2. Map competencies
 3. Develop assessments
 4. Develop contents
 5. Map competencies, assessments and content
 6. Quality review
 - iv. Investigate Accelerated Learning Theory
 - v. Continuous improvement
- e. Instructional Model [CIS]
 - i. Fully online, competency-based, self-paced
 - ii. Fully online competency-based, traditional
- f. Accreditation [Nancy and Jared]
 - i. HLC approval
- g. Articulation – [Nancy and Janeil]
 - i. To WGU
 - ii. Other transfer agreements

7. Course Delivery

- a. Course Scheduling / Staffing [CIS and Nancy]
 - i. Special section number assigned by Registrar (800-sequence)
 - ii. Keep content section numbers same from term-to-term (?)
 - iii. Open sections only as needed (?)
- b. Rolling registration [Christi]
 - i. Records personnel identified (Tammy Tolle)
 - ii. Develop In-term grading procedures
 - iii. Identify “important dates” by term (drop without record, “W,” purge, payment deadline, census)
 - iv. Establish registration “rules”(who can register, deadlines, permissions)
 - v. Evaluate FA impact
 - vi. Develop more automated rolling reg (?)
- c. Deliver Courses [CIS]

8. Strategic Initiatives

- a. Partnerships
 - i. Developing employer-related internal Sinclair relationships (those at Sinclair responsible for employer and Social Services and WIB relationship) [Dave]
 - o Workforce Development,
 - o Career Services,
 - o Internship Office,

- Tech. Prep.,
- Learning Centers (Scott Marcum),
- Public Relations,
- Pres. Office, BPS/CIS (Advisory Board),
- Advisory Boards,
- RAR
- Foundations Division
- ii. Employer Partnerships [Dave]
 - Employer WHO's/WHO research and targeting plan
 - Strategic Partners Executive Forum, Business & Industry Executive Team, Dayton Development Coalition, Job & Family Services...
 - ⊖ Community and employer meetings
 - Employer Engagement Tracker tool
- iii. Government Partnerships [Chad]
 - Identify and develop government agency/individual partnerships
 - Track Local and State Government outcomes
 - Collaborate with Local and State Government agencies on workforce initiatives
 - Track Government Engagement
 - Develop and maintain Government Agencies flowchart
 - Brand CBE knowledge and Accelerate IT programs with Government Agencies
 - Develop Government Agency task force to match their supply with workforce demands
- iv. Grant Partnerships [Mary]
 - Dissemination
 - Collaboration
- b. Scalability & Sustainability Planning [Dave and Nancy]
 - i. Business Model - Meetings with Budget Office.
 - ii. Grant alignment to Strategic-5 Initiative: E-Campus Initiative
- c. Replicable Model
 - i. Competency-Based Education System [Dave and Nancy]
- d. Dissemination & Marketing [Dave and Nancy]
 - i. Grant branding strategy
 - ii. Student marketing plan
 - iii. Employer marketing plan
 - iv. "Government Partnerships"/Social Services marketing plan
 - v. Internal to Sinclair marketing plan
 - vi. General external marketing plan
 - Events
 - a. League STEM Conference
 - b. PR event (Adam)

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