

Vincennes University Logistics Training and Education Center (VU LTEC)

SUMMARY REPORT- TAACCCT GRANT

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OVERVIEW

In January 2012, Vincennes University Logistics Training and Education Center (VU LTEC) opened its doors with the support and assistance of the Town of Plainfield to offer a premiere logistics training and education center, located at the epicenter of logistics activity in Indiana. Comprised of office, classrooms, and a 30,000 square foot warehouse, the funds provided by the Town of Plainfield made it possible for VU LTEC to successfully implement logistics programs targeting high-need, high-wage career pathways. Utilizing a blended learning approach, VU LTEC is able to combine traditional classroom learning with dynamic hands-on training in a fully-functional warehouse, giving students both the technical content knowledge and real-world application.

In October 2012, VU LTEC was awarded a four-year Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant from the United States Department of Labor in the amount of \$2,931,354. The purpose of the US Department of Labor TAACCCT grant is to “provide community colleges and other eligible institutions of higher education with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, are suited for workers who are eligible for training under the TAA for Workers program, and prepare program participants for employment in high-wage, high-skill occupations.”¹

The focus of the VU LTEC TAACCCT grant application was to increase the number of qualified, employable candidates within the supply chain/logistics industry by providing them with increased opportunities to advance their education and their careers through rigorous classroom and hands-on learning. With a focus on serving Economic Growth Region 5, VU LTEC strategically selected their location in Plainfield, Indiana, amongst 35 million square feet of light manufacturing and distribution. The location of VU LTEC was critical in connecting students with logistics employment opportunities.

Grant programs offered at VU LTEC include both academic (credit) and training (non-credit) programs. The following provides a description of programs offered:

Academic Programs:

CDL Class A Tractor Trailer Driver Training: The CDL Class A program is a six-week academic course designed to prepare students to enter the tractor-trailer driver marketplace at an entry level driving position. Included in the training is (1) Classroom instruction relating to federal regulations governing commercial motor vehicle operation, inspection procedures, proper maintenance practices and vehicle safety; (2) Lab instruction on the backing range learning to master a variety of backing skills; (3) Road driving instruction in which students can expect to drive under a variety of conditions.

Supply Chain Logistics Management (SCLM) Certificate and Associate Degree: The SCLM Certificate (30 credit hours) focuses on an overview of supply chain concepts and provides an excellent stepping stone in to the SCLM Associate Degree. The SCLM Associate degree (60 credit hours) prepares students for a variety of entry-level positions in the field of supply chain, logistics and distribution. The curriculum includes a core of business and general education courses, as well as extensive specialized training in procurement, transportation, production, planning/scheduling and materials management.

¹ TAACCCT Program Summary. Retrieved from <https://www.doleta.gov/taaccct/>

Training Programs

Fork-Lift Essentials (FLE): The FLE course is an OSHA-compliant course intended to provide students an understanding of the basic functions of warehousing and material handling. Concepts included in this course are: safety, operator training, hazard identification and safe load handling. Students receive a VU LTEC certificate of completion and VU LTEC Powered Industrial Truck Operator (PITO) license upon successfully passing both a written exam and driving skills practical.

Team Lead Essentials (TLE): The TLE course is designed for logistics employers and incumbent workers within their organization whom currently have a leadership role, or have been identified with leadership potential. The program focuses on equipping Team Leads with the skills necessary to manage and lead high-performing teams. Concepts included in the course are: The role of a leader, soft skills, leadership styles, effective communication, on-the-job training, leadership vs. management, team work, conflict resolution, motivating employees and performance metrics.

Global Logistics Associate (GLA): The GLA is a nationally-recognized certificate program sponsored by APICS (Association for Operations Management), a premier professional association for supply chain and operations management. The GLA is a hybrid training program, consisting of online, classroom, and substantial hands-on content. This certificate program focuses on the general knowledge in several key areas, including: workplace essentials, supply chain management, logistics and transportation, warehouse operations, and SCM information technology. The award of the GLA certificate requires passing the GLA Certificate Exam. In addition, students participate in a self-paced, online OSHA 10-Hour General Industry Certification.

FUNDING

Grant funding in the amount of \$2,931,354 was utilized for capacity building efforts of VU LTEC. The following provides an overview of the cost categories and general description of how funding was utilized:

Personnel and Fringe: Staff members were hired throughout the lifecycle of the grant to support the various grant initiatives. Staff hired included: Director of Logistics, Project Manager, Academic Advisor/Coach, Finance Specialist (PT), Warehouse Technician, Program Specialist, CDL Coordinator, CDL Faculty and Supply Chain Faculty (FT and PT).

Travel: Funding was allotted for staff travel to perform community outreach and engagement activities, as well as to attend industry-relevant conferences.

Equipment: In order to enhance the hands-on learning experience that students have in VU LTEC's 30,000 square foot warehouse, equipment and technology regularly found within the industry was purchased to simulate the numerous distribution facilities surrounding the training center. Equipment and technology purchased included:

- Microsoft Dynamics AX, a Warehouse Management System (WMS) utilized to control and track inventory;
- Pick-to-Light, Voice-Pick and RF Scanners, which are picking technologies used in distribution centers;
- Three (3) fork-lifts to expand the pre-existing fleet that VU LTEC had for their Fork-lift Essentials program;
- Four (4) semi-tractors and four (4) trailers to expand the pre-existing CDL Class A program to serve additional participants during the six-week program;
- Moveable Classrooms to allow for additional instructional areas

Supplies: Various supplies were purchased, including items such as:

- A software system (ACEWare) allowing students to register and pay for training courses online, as well as allow staff to internally track student information
- Laptops for grant-funded staff
- General office supplies
- Instructional supplies

Contractual: Per TAACCCT grant requirements, VU LTEC contracted with a third-party evaluator (Thomas P. Miller and Associates) to provide a formal evaluation of the grant funded program. Other contractual line items included equipment maintenance and repair.

Other: Costs within this category included items such as:

- Facility rent, utilities, telephone and data
- Advertising and marketing (billboards, radio ads, truck wraps, brochures)
- Professional fees (attendance at career and education fairs)

Indirect Costs: Costs that are not directly accountable to a cost object and in compliance with Vincennes University's federally negotiated indirect cost rate

ACHIEVEMENTS

While there are several notable achievements throughout the lifecycle of the grant, the following highlights what program leadership believes to be the biggest strides that were made during the grant period and beyond:

1. **State of the Art Warehouse:** VU LTEC leadership strongly believes that the 30,000 square foot fully-functioning hands-on training center is truly what differentiates the center from competitors and provides a unique student experience unlike any other. While classroom instruction serves a fundamental role in introducing concepts, the ability for students to walk out of the classroom and into a working warehouse to interact with the equipment and technology they are learning about, allows students to reinforce concepts learned. In addition, gaining real-life experience within the VU LTEC warehouse better prepares students to enter logistics positions with a heightened confidence level. The equipment and technology purchased through the grant, including a Warehouse Management System (WMS), RF Scanners, Voice-Pick, Pick-to-Light, and fork-lifts, coupled with the significant donations and/or deeply discounted equipment and other materials received (*see Appendix B*), has allowed VU LTEC to transform a static 30,000 square foot space into a dynamic hands-on training center that teaches the skills logistics employers are actively seeking.
2. **First Book Partnership:** First Book is a national book bank located in Washington DC with the mission of elevating the quality of education for children in need by providing access to books and educational resources. VU LTEC has partnered with First Book since 2012 to provide a real-world, hands-on experience for students to validate the skills learned throughout their training program. When publishers have books that go unsold or too many copies are printed, they are donated to First Book. First Book in turn works with partners, like VU LTEC, to ensure the millions of donated books are put in to the hands of children in need.

VU LTEC simulates the supply chain with First Book products with each program having a defined role in the process. CDL students are dispatched to pick-up donated books at the publisher's warehouses where they learn to drop and hook trailers, interact with warehouse associates and navigate roads and understand the required paperwork. The loads are delivered back at VU LTEC where students learning material-handling skills move and store the product using industry-leading equipment. Students interact with the Warehouse Management System (WMS) and technology control systems to track and control the product. Finally, warehouse students in the GLA program pick, pack and ship completed orders using equipment found in the warehouses where they will eventually be working.

3. **Expansion of the CDL Class A Program in Central Indiana:** Grant funding played an instrumental role in allowing VU LTEC to expand its presence and programming for the CDL Class A program in Central Indiana. Originally, the CDL Class A program was not included in the VU LTEC TAACCCT application. However, throughout the course of the grant, VU LTEC continued to see an increased interest by potential inquiries for the CDL Class A program and recognized that with the help of grant funding, the existing program could be greatly expanded to serve additional students.

According to IndianaSkills.com, a Tractor-Trailer Truck Driver is the number one most in-demand job in Indiana, with an average annual earnings of \$38,490.² Recognizing this program as another very viable option to allow students to receive short-term education that leads to high-wage employment opportunities, VU LTEC submitted and was approved a modification to add the CDL Class A program to the TAACCCT grant. With

² Tractor Trailer Truck Driver-Indiana Regions Overview. Retrieved from <http://www.indianaskills.com/job.php?soc8=53303200>

the approval of the CDL Class A program as a grant-funded program of study in January 2015, it allowed VU LTEC to:

- Hire an additional full-time instructor, thus expanding our ability to serve a larger number of students;
- Hire a CDL Coordinator who was responsible for oversight of the CDL program, working with industry employers and the public workforce system, marketing and recruiting students for the CDL program, and assisting students with job placement post-enrollment'
- Purchase four (4) tractors and trailers in response to increased student enrollment

With the additional tractors and trailers being utilized by students, VU LTEC recognized this as a prime opportunity for the tractors and trailers to be “moving billboards” to advertise VU LTEC programs as students drove them around the Indianapolis and surrounding area. As a result, the grant-funded tractors and trailers were wrapped with three different custom designs to promote VU LTEC programs. VU LTEC leadership believes this decision was incredibly significant in the increase in inquiries and student enrollment within the CDL Class A program. With the CDL Class A program becoming a grant-funded program of study in 2015, VU LTEC saw an increase in student enrollment from 44 students in 2014 to 97 students in 2015.

4. **Articulation Agreements and Work Experience/Military Credit:** A goal and deliverable of the TAACCCT grant was to establish a process to compress time for the attainment of credentials. In order to do this, VU LTEC employed three different methods:

- **Articulation Agreements:** VU LTEC worked with three universities in Indiana to establish articulation agreements for the Supply Chain Logistics Management (SCLM) Associate Degree. These articulation agreements confirm that all 60 credit hours of the SCLM AS Degree will transfer directly into the following programs:
 - *Embry Riddle Aeronautical University, B.S. Logistics and Supply Chain Management*
 - *Oakland City University, B.A.S. Operations Management*
 - *Trine University, B.S. Applied Management*
- **Work Experience:** In working with the VU Business and Management Department Chair and VU Business Management Program Chair in the College of Business and Public Service, students who had previous work experience within the logistics industry were able to provide proof of this experience to the College for an opportunity to be awarded with work experience credit for courses within the SCLM AS Degree or Certificate program.
- **Military Credit:** In working with VU’s Military Education Department, students who had previous military experience were able to have their Military Occupational Specialty (MOS) reviewed for credit towards the SCLM AS Degree or Certificate program.

5. **Additional Grant Opportunities:** VU LTEC’s ability to expand capacity and programs with the use of TAACCCT grant funding has led to sustainability for the center. Because of this, it has allowed program leadership to pursue additional grant opportunities that will aid in helping support students and current programming. Grant opportunities include:

- **Indiana Department of Corrections (DOC) - Awarded June 2016:** This grant will focus on providing CDL Class A training for 18 previously incarcerated individuals. The total grant award amount is \$67,950. Grant funding will be used to pay for all tuition expenses and lab fees, thus eliminating barriers to entry.
- **Indiana Department of Transportation (DOT) - Awarded August 2016:** This grant will focus on attracting and training minorities, women and economically disadvantaged individuals for the CDL Class A

program. Specifically, the grant is intended to increase the targeted group of participants to complete the CDL Class A program and become employed in the trucking/hauling industry, with a specific emphasis in employment with Disadvantaged Business Enterprises (DBE's). The total grant award amount is \$165,578. Grant funding will be utilized to pay for full or partial tuition for several participants, a full-time CDL instructor, a CDL Class A tractor and trailer, instructional tools and classroom instructional materials (road cones, textbooks, etc.), advertising and marketing of the program, and supportive services (transportation and lodging stipends). The goal of the grant is to train a minimum of 26 students over one year, with the possibility of grant extension for three additional years.

- **Region 5 Sector Partnership Grant - Awarded August 2016:** Region 5 Workforce Development Board, Inc. submitted and was awarded a Department of Workforce Development (DWD) Sector Partnership Grant application. Region 5 selected VU LTEC as the exclusive training provider to instruct the Global Logistics Associate (GLA), plus Fork-Lift Essentials (FLE) and OSHA 10-Hour General Industry Certification. The total grant award amount is \$168,000. Grant funding will be utilized for full program tuition costs, marketing and advertising, employer outreach events, and supportive services (transportation stipends). The goal of the grant is to train a minimum of 50 students.

6. **Toyota Industrial Equipment Partnership:** The hands-on warehouse has attracted the attention of large employers such as Toyota Industrial Equipment, who has recognized the niche training that is provided because of the ability to instruct using a blended learning model that combines classroom instruction with real-world application. While Toyota has been a partner of VU LTEC's throughout the course of the grant, Toyota wished to further strengthen the partnership by investing in their Sales Professionals and selected VU LTEC to collaborate with them to roll-out a national training program for their Fork-Lift Sales Professionals. Utilizing the GLA program as a framework, in June 2016, VU LTEC began a one-week training program that is intended to give Toyota Sales Professionals a foundational understanding of warehousing and distribution, in order to equip them with knowledge to better support and ultimately sell to their customers. One-week classes are held every month with the ultimate goal of training over 650+ Sales Professionals. In addition, Toyota houses a fleet of brand new fork-lifts at VU LTEC, available for students to utilize. The strong partnership and on-going collaboration with Toyota is significant to VU LTEC sustainability efforts.

RECOMMENDATIONS FOR IMPLEMENTATION

There have been many lessons learned by TAACCCT grant staff throughout the four-year grant period. The following recommendations are intended to help aid other University staff on items to consider when administering state, local, or federal grants:

1. **Identify and Establish Key Staff:** Successful implementation of a grant relies heavily upon having key staff in place at the onset of the grant to ensure a seamless execution of grant deliverables. It is *imperative* that the hiring of staff is not delayed. Establishing key staff and their roles and responsibilities at the beginning of the grant will ensure time and resources have been allocated appropriately. The following are recommendations of staff needed to successfully administer a grant and their overarching jobs responsibilities. Determination of Full-Time or Part-Time status for each position should be based upon the grant award amount and activities/deliverables required:
 - **Director:**
 - Responsible for the overall vision of the grant program
 - Oversight of program curriculum; Work with faculty to strengthen program curriculum
 - Establish and cultivate on-going relationships with external stakeholders
 - Solicit support for the program of study from business and industry leaders
 - Participate on relevant boards and advisory committees
 - Work directly with essential VU offices (Accounting, Risk Management, etc.)
 - Ultimate budget oversight
 - Identify sustainability avenues post-grant
 - **Project Manager:**
 - Responsible for comprehensive grant program and fiscal management
 - Understand and interpret grant regulations and ensure compliance with such regulations
 - Ensure project activities, deliverables and timelines are met
 - Complete all reporting requirements
 - Work directly with essential VU offices (Accounting, Risk Management, etc.)
 - Establish policies and procedures
 - Coordinate with external stakeholders
 - **Faculty:**
 - Responsible for curriculum development, including planning, designing and writing programs
 - Ability to teach course content in a variety of formats
 - Prepare and deliver content via multiple learning modalities
 - Ensure emphasis on hands-on instruction
 - Responsible for designing, administering and grading all coursework
 - Maintain current and accurate students grades, records and attendance
 - Ensure consistent communication with VU College of Business and Public Service
 - Connect with employers for student tours, internship opportunities, etc.
 - Participate in professional development learning opportunities; Maintain knowledge of current practices in the field

- **Outreach Coordinator:**
 - Promote and market grant programs through workshops, presentations, career and education fairs, etc. to prospective students and external stakeholders
 - Establish and execute a robust marketing plan; Update as needed
 - Coordinate with VU marketing department and/or vendors to establish key marketing messages and outreach (brochures, billboards, radio ads, mailings, etc.)
 - Establish and cultivate on-going relationships with external stakeholders
 - Identify new opportunities for program promotion
 - Connect prospective students with Academic Advisor for continued assistance with admissions and enrollment
 - Responsible for accurately tracking outreach impact
 - Maintain good public relations
- **Academic Advisor/Coach:**
 - Point of contact for all prospective and current students
 - Provide initial consultation with students to identify educational goals
 - Responsible for guiding students through the admissions and enrollment process
 - Maintain accurate and complete records of all students
 - Provide on-going support to students while enrolled to help alleviate any potential barriers to program continuation
 - Assist students with resume development, job application completion, preparing for job interviews, and connecting students with job opportunities
- **Data Specialist**
 - Responsible for accurate data collection and reporting
 - Understand grant regulations regarding data collection and reporting
 - Establish and document data collection procedures
 - Review data on an on-going basis for errors, edits, etc.
 - Provide monthly reports to Director/Project Manager with data measurements
- **Finance Specialist:**
 - Manage all invoicing, payment processing and billing
 - Complete all requisitions, purchase orders and receiving of items purchased; Follow-up with vendors to resolve issues or questions
 - Responsible for accurate entry of all student and financial records
 - Monitor accounts on a regular basis
 - Prepare monthly revenue reports for Director/Project Manager review
 - Work directly with VU finance offices
- **Program Specialist:**
 - First point-of-contact for initial inquiries for VU LTEC programs
 - Responsible for primary phone coverage and fielding calls to the appropriate individual/department
 - Create forms, documents and presentations
 - Maintain accurate and organized student and program files
 - Coordinate building/program activities
 - Perform administrative functions (filing, copying, organizing, etc.)

2. **Establish Relationships with VU Offices:** Administering a grant requires collaboration with several VU offices. It is important to identify a point of contact within each office for questions and collaboration as needed. At a minimum, the below VU offices should be engaged with:
- **Accounting Office:** Establish monthly meetings with the Accounting Office to monitor grant budget activity. Notify Accounting Office of upcoming purchases.
 - **Architectural Services and Facilities:** Questions and assistance with facility construction and maintenance.
 - **Bursar Office:** Questions regarding student payments, properly invoicing for tuition, collecting and posting payments and tracking receivables.
 - **Grant Office:** Collaborate with the Grant Office to ensure all grant rules, regulations and deadlines are abided by. Communicate with Grant Office regarding any modifications and reports required to be submitted.
 - **Human Resources Office:** Work directly with Human Resources Office to post and manage open job positions. Provide new hire paperwork and required forms in a timely manner.
 - **Purchasing and Risk Management Office:** Work to ensure that proper procedures are being followed in relation to establishing requisitions and purchase orders. Communicate about any discrepancies, delayed payments, etc. If grant purchases require a minimum of three quotes or a formal Request for Proposals (RFP) process, work with the Purchasing and Risk Management Office to ensure all procedures are correctly followed for procuring services or materials, as well as final contract review and approval.
 - **Registrar Office:** Ensuring classes are accurately created, enrolling students in to courses, providing a schedule of classes and general class communication.
3. **Understand Grant Regulations and Deadlines:** Grant recipients are responsible for understanding and complying with all grant regulations, deliverables and outcomes. Upon award of a grant, the Project Manager should complete the following actions:
- **Re-read the solicitation for applications** that the entity who awarded the grant initially released. Now that the grant has been awarded, it is important to refresh your memory on the original intent and purpose of the grant.
 - **Re-read the grant you submitted.** Often times there is a several month delay between when the grant was submitted to the applicable entity and when it is actually awarded. Once you receive notice of an award, it is essential to go back and read your grant and refresh your memory on what you have committed to.
 - **Read the grant award packet,** which is provided to a grantee when they are officially awarded a grant. The grant award packet should provide key information regarding deadlines. It is common for grantees to have to complete quarterly and annual reports where you are required to provide a status update of your grant project, as well as outcome numbers. It is important to know when the deadlines for submitting reports are and how the reports are submitted.
 - **Read all applicable local, state, and/or federal regulations** that relate to the proper administration of your grant. Upon grant award, the grant award packet typically identifies all regulations that a grantee must comply with (*example: 29 CFR Part 37, Nondiscrimination and Equal Opportunity Requirements*). It is important that a grantee conduct thorough research on all local, state or federal regulations that are listed and understand what each of those regulations require. Any regulations listed are required to be understood and abided by for proper grant administration.

4. **Understand Grant Deliverables and Outcomes:** The expectation of the awarding agency is that you are utilizing grant funds to increase student outcomes and meet grant deliverables. Upon award, it is essential to understand:

- **The outcome numbers you have committed to.** This is typically, at a minimum, the number of students you indicated you would serve during a grant period. Additional measurements may also be required for you to collect, such as number of students retained, number of students who entered employment, and/or number of students who received a wage increase.

From the onset of the grant, the Project Manager should work closely with the Data Specialist to determine *what* measurements need to be collected and *how* those will be collected. For example, if the grant requires you to collect and report on demographic information (*example: gender, race, ethnicity, etc.*), it is important that a registration form is created that collects all of the required information. In addition, the Project Manager and Data Specialist should determine how post-enrollment data will be collected (*example: number of program completers, number of credit hours earned, number who received employment, etc.*). Lastly, where the data is kept for accurate recordkeeping and reporting is another decision that must be made (*example: Excel Spreadsheet, Access database, purchased software program, etc.*). It is then the Data Specialist's job to ensure that all required data is collected efficiently and accurately and reported in compliance with established deadlines.

- **The activities and deliverables you have committed to.** Many grants require a grantee to complete several activities and deliverables to demonstrate the effectiveness of grant execution. It is important to identify the activities and deliverables you have committed to and any associated timelines for completion. The Project Manager is responsible for creating a project work plan that identifies all grant activities and final deliverables that need to be completed. In collaboration with applicable grant staff, the Project Manager should thoroughly plan and allocate the appropriate resources (time, personnel, etc.) needed and then establish reasonable deadlines for completing the activity/deliverable. Once deadlines have been established, the Project Manager is responsible for ensuring that the project is kept on task and/or making adjustments accordingly for successful completion.

Lastly, it is critical that documentation is retained for any program activity or deliverable. Many grants, especially at the federal level, will be formally monitored to ensure grantees are within compliance and not abusing grant funds. Preserving documentation is the chief way that grantees are able to demonstrate they are diligent about using grant funding for its intended purposes. Documentation to retain includes, but is not limited to: meeting notes, e-mails or other methods of communication, planning documents, drafts and final products. In essence, a grantee should be able to produce tangible items that reflect their work towards a specific activity/deliverable.

5. **Establish a Policies and Procedures Handbook:** Grants require certain processes and procedures and in order for staff to complete tasks with fidelity, it is important to ensure that a Policies and Procedures Handbook has been developed that comprehensively provides the necessary steps for completing any and all tasks associated with the grant. The Policy and Procedures Handbook should be updated on a continuous basis to ensure accuracy and could include items such as:

- Grant Overview (mission, vision, outcomes, deliverables, regulations)
- Internal Policies (hiring of personnel, time reporting, use of facility)

- Program Policies (student inquiries, student admission, registration form, student folders, data reporting)
- Program Procedures (inputting student information in to Banner, evaluating military experience or work experience for credit, submitting transcripts)
- Fiscal Policies and Procedures (tracking administrative expenses, completing requisitions and purchase orders, completing travel vouchers, processing student payments, Staples orders)
- Appendix (Acronyms list, relevant documents)

6. **Know Your Target Audience:** In order to effectively market the grant program(s), you must know your target audience and develop specific messages that will attract that audience to your program. As such, a comprehensive marketing plan should be established that:

- **Identifies each target audience** (*example: military personnel, women, minorities, dislocated workers, working adults, high school students, etc.*)
- **The unique message (i.e. key points) for each audience** (*example: for individuals with a military background, being able to potentially use their MOS for articulated credit to compress time to attainment of their certification or degree is appealing*)
- **Methods for conducting outreach** to your target audience (*example: brochures, radio ads, billboards, social media, etc.*)
- **How you will collect the effectiveness** of marketing to your target audience (*example: inquiry cards, survey forms, etc.*)

7. **Identify External Stakeholders:** The success of your grant program will depend largely on the external stakeholder connections that you make. Information you share about your program will continue to grow organically as you make relationships with stakeholders, who in turn, promote the program on your behalf. Grantees should think broadly about the external stakeholders they should connect with and includes, but is not limited to:

- Community Associations and Groups (*Volunteers of America, Community Centers, Re-Entry Programs, Chamber of Commerce*)
- Economic Development
- Industry Associations
- Industry Employers
- Local and State Government (*Department of Workforce Development, Indiana Department of Veteran Affairs, Town Councils, state and local representatives*)
- Military/Veteran organizations
- School Agencies (*High school, Career Centers, Adult Basic Education Programs, The Excel Centers*)
- WorkOne Centers
- Workforce Investment Boards

8. **Remain Flexible:** Flexibility is fundamental to successful grant implementation and execution. While much planning goes in to writing and submitting a grant application, once awarded, grantees may find that their vision for a particular aspect of the program does not go according to plan. *This is perfectly acceptable and bound to happen.* However, grantees must continue to exercise flexibility to determine how to restructure their original plans to still meet grant deliverables and outcomes. It is highly recommended that grantees stay in close contact with the grant awarding agency to notify them of changes so they are aware of your challenges and can provide technical assistance.

CONCLUSION

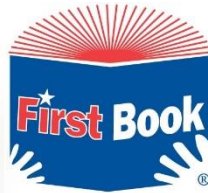
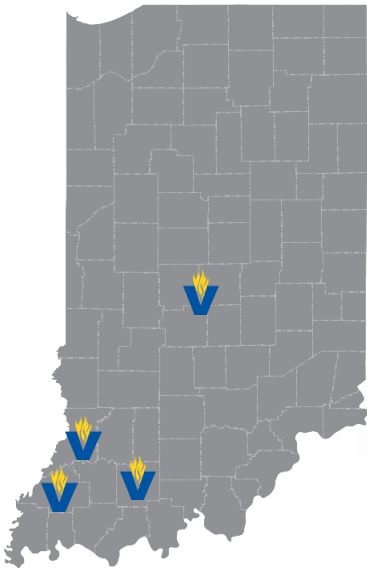
The four-year TAACCCT grant allowed Vincennes University the opportunity to expand into Central Indiana and establish a one-of-a-kind training center that is on the forefront of hands-on supply chain and logistics education. The vision for the center came together through significant collaboration with industry employers and other external stakeholders and accomplished by the arduous work and dedication of VU LTEC staff. The results are a dynamic training center that showcases interactive technology and equipment that students utilize to gain authentic hands-on learning opportunities. This unique experience is unparalleled to any other and successfully prepares students with the knowledge, skills and abilities to be productive and impactful assets to a company's logistics operation.

ADDITIONAL DOCUMENTATION

For additional information regarding activities, accelerators and barriers for each year of the TAACCCT grant, the following reports were designed and written by Thomas P. Miller and Associates, VU LTEC's third-party evaluator:

- [VULTEC Year 1 Evaluation Report](#)
- [VU LTEC Year 2 Evaluation Report](#)
- [VU LTEC Year 3 Evaluation Report](#)
- [VU LTEC Final Evaluation Report](#)

APPENDIX A: VU LTEC MAJOR MILESTONES



JANUARY 2012

Vincennes University expands its presence in Central Indiana, opening VU LTEC in Plainfield with support from the Town of Plainfield

FEBRUARY 2012

VU LTEC partners with First Book to distribute children's books and materials nationwide; To-date over 4 million books have been processed and shipped by VU LTEC students

OCTOBER 2012

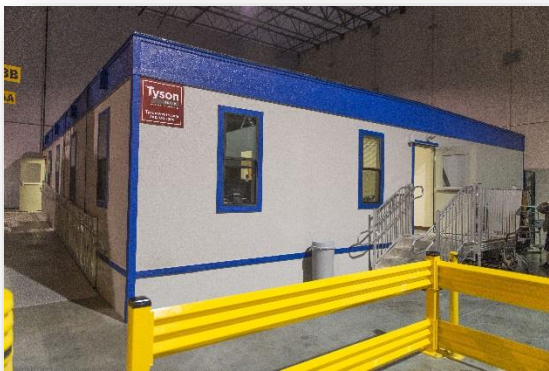
VU LTEC is awarded a \$2,931,354 capacity building grant from the US Department of Labor

APRIL 2013

VU LTEC begins grant-funded logistics training programs (Fork-lift Essentials & Team Lead Essentials Training)

JULY 2014

VU LTEC procures equipment and technology to simulate a warehouse environment, including: RF Scanners, Voice-Pick, Pick-to-Light, and a Warehouse Management System



DECEMBER 2014

VU LTEC expands capacity by adding two classrooms, a computer lab and two offices



MAY 2015

VU LTEC purchases five tractors and eight trailers (grant & non-grant) in response to the rapidly growing CDL program and are wrapped in three custom designs



AUGUST 2015

Plainfield HS launches a Global Logistics Associate (GLA) cohort at VU LTEC; Program is added to Area 31 Career Center catalog for 2016-2017 school year

SEPTEMBER 2015

VU LTEC expands fork-lift training options by purchasing three fork-lifts and receives two additional donated fork-lifts with wire guidance



JUNE 2016

The Toyota Industrial Equipment partnership officially launches with a one-week GLA training for Toyota Sales Professionals held monthly

VU LTEC VISITORS

VU LTEC hosts meetings and events for local, state and national associations and has seen over 900 attendees through the building since 2012

APPENDIX B: TOTAL DOLLARS INVESTED

VU LTEC had the ability to capitalize on several funding opportunities and donations, all which played an integral piece in creating a hands-on training center.

Year	Company	Location	Amount	Description
Investments				
2011	Town of Plainfield		\$500,000	Initial Investment
	Vincennes University		\$525,000	Initial Investment
TOTAL			\$1,025,000	
Grants				
2012	US DOL TAACCCT Grant		\$2,931,354	Grant Award
2016	IN Department of Corrections		\$67,950	Ex-Offender Training Grant
	IN Department of Transportation		\$165,577	CDL Training Grant
2016	Region 5 Sector Partnership Grant		\$168,000	GLA Training Grant
TOTAL			\$3,332,881	
Donations				
2012	"Save"ty Yellow Products	Chicago, IL	\$9,000	Warehouse Safety Equipment
	Shorr Packaging	Aurora, IL	\$150,000	Packaging Demo Room
	Create-A-Soft	Aurora, IL	\$249,000	Simcad Software
2013	Associated Solutions	Indianapolis, IN	\$10,000	Deep-Reach Fork-Lift
	Hannibal Industries	Los Angeles, CA	\$5,000	Racking Display
	Pitney Bowes	Hayward, CA	\$30,000	Conveyor
	Toyota Material Handling	Columbus, IN	\$25,000	Fork-lift
	Toyota Material Handling	Columbus, IN	\$10,000	Engine Cut-aways (2)
	Driving Ambition	Indianapolis, IN	\$5,000	Flatbed Trailer
2014	Big Ass Fans	Lexington, KY	\$6,625	Industrial Fan
	Schneider	Ottawa, IL	\$6,000	53' Trailer
	enVista	Carmel, IN	\$133,469	Warehouse Technology
	Newcastle Systems	Haverhill, MA	\$3,000	Battery Powered Cart
2015	Con-Way Freight	Portland, OR	\$30,500	Tractor and 28' trailers (2)
	SpaceGuard Products	Seymour, IN	\$6,800	Driver Cage
	New Age Industrial	Norton, KS	\$39,800	Order Picking Carts (8)
	Associated Solutions	Indianapolis, IN	\$30,000	Swing-Reach Fork-Lift
	Associated Solutions	Indianapolis, IN	\$5,500	Walkie-Rider
	Associated Solutions	Indianapolis, IN	\$6,000	Wire Guidance for Fork-Lifts
	Cascade	Fairview, OR	\$400	Fork-Lift Extension Kit
	Worldwide Material Handling	Romeoville, IL	\$1,200	Folding Carts
	Online Transport	Indianapolis, IN	\$10,000	53' Trailers (4)
	Schneider	Ottawa, IL	\$50,000	Tractor
	Toyota Material Handling	Columbus, IN	\$13,750	Pallet Racking
2016	SpaceGuard Products	Seymour, IN	\$20,000	Security Cages; Warehouse Guarding
	SalesForce	Indianapolis, IN	\$25,000	CRM Software
TOTAL			\$880,244	

APPENDIX C: VU LTEC PARTNERSHIPS

The following partners have been instrumental in the success of VU LTEC, either through equipment donations, curriculum review, hiring students and/or being an advocate for logistics programming.



The Vincennes University Logistics Training and Education Center (VU LTEC) initiative is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

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