Federal Grants:
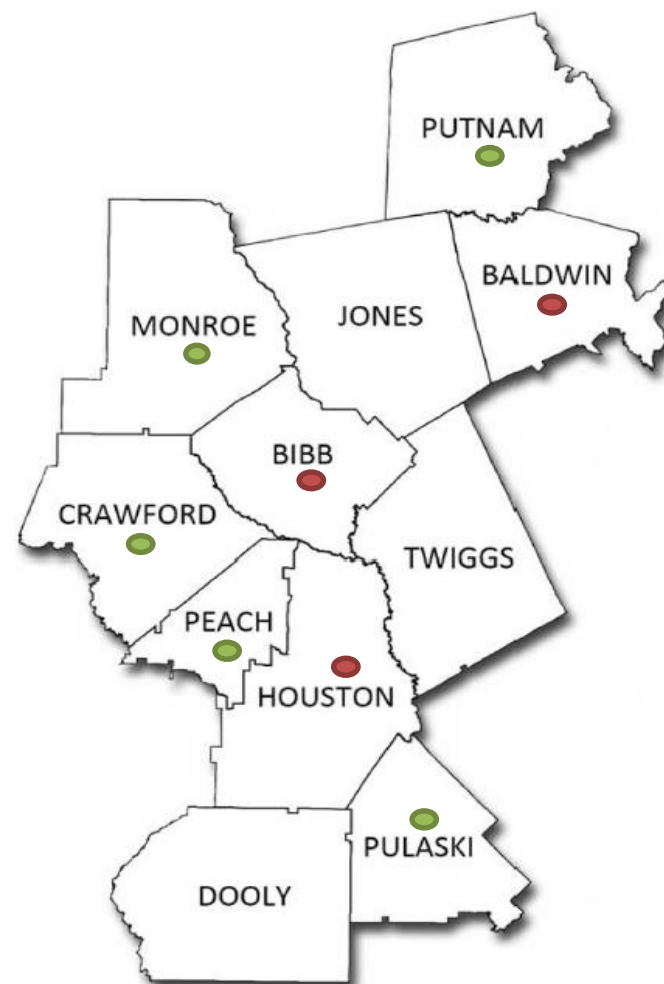# Managing the Assessment Workload

Bonnie P. Quinn

February 2018

Southeastern Association for Community College Research
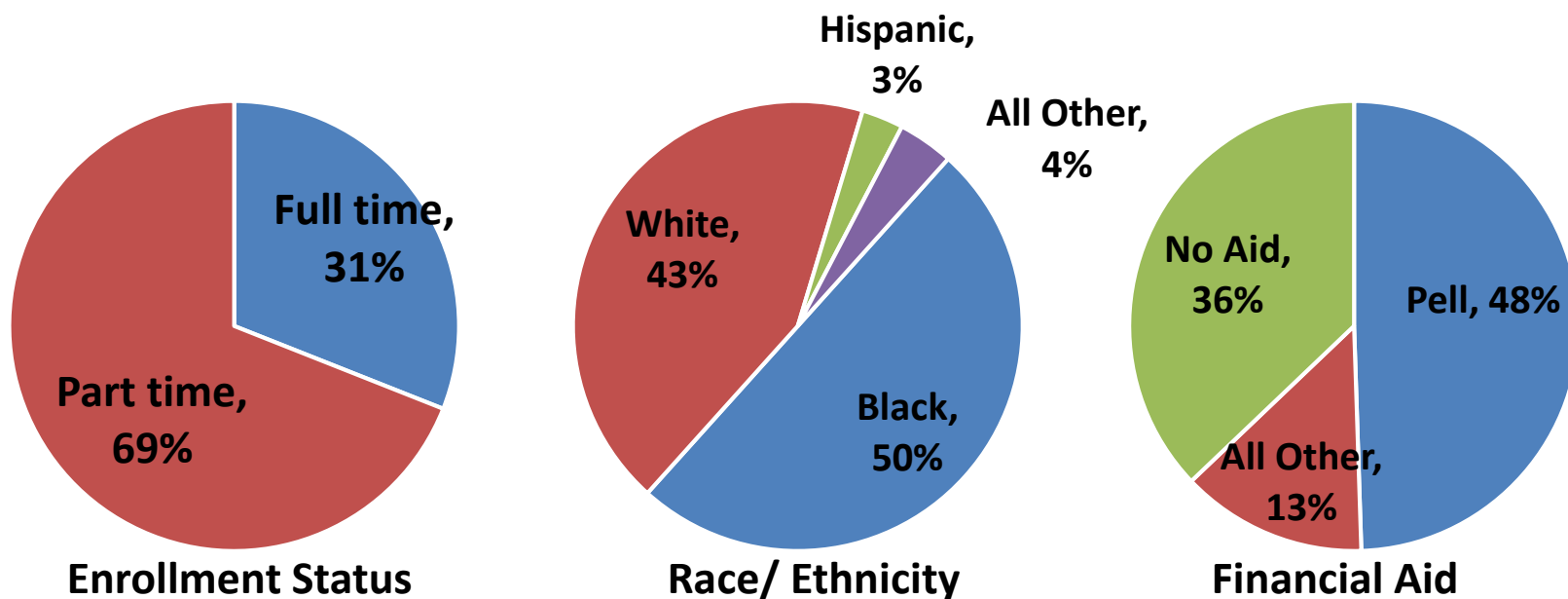
Presentation Topics

- College Demographics
- Overview of the BlendFlex Learning Model
- Grant Implementation
- Evaluation of Grant Objectives
- External Evaluation
- Communicating Results

Service Delivery Area

Enrollment by County AY2017	# of Students	% of Total
Houston	3,631	31%
Bibb	2,886	25%
Baldwin	639	6%
Remaining SDA (8 Counties)	2,171	19%
Outside SDA (144 Counties + 29 States)	2,164	19%
Credit Enrollment	**11,429**	

CENTRAL GEORGIA
cgtc
TECHNICAL COLLEGE

CGTC Student Demographics

Enrollment Status
- Full time, 31%
- Part time, 69%

Race/ Ethnicity
- White, 43%
- Black, 50%
- Hispanic, 3%
- All Other, 4%

Financial Aid
- Pell, 48%
- No Aid, 36%
- All Other, 13%

AY2017 Total Credit Enrollment = 11,429

TAACCCT Grant

Trade Adjustment Assistance Community College and Career Training grant (TAACCCT)

Awarding Agency: U.S. Department of Labor Employment and Training Administration

Grant Period: Oct 1, 2013 – Sep 30, 2017

Award Amount: $2,622,249

Purpose:

To develop a collaborative, blended learning, technology-driven approach to creating healthcare career pathways with multiple opportunities for entry and exit which will allow TAA eligible, veteran (VA), Workforce Innovation and Opportunity Act (WIOA) participants, and others such as the under-employed and the unemployed, to gain the education and credentials required for employment in high-demand healthcare careers.

What is BlendFlex Learning?

➢**BlendFlex Learning** –an integrated course delivery approach **combining both synchronous and asynchronous instruction that eliminates mutually exclusive course delivery** and **provides students with the flexibility and convenience of attendance that best meets their needs during any given point within a semester**.
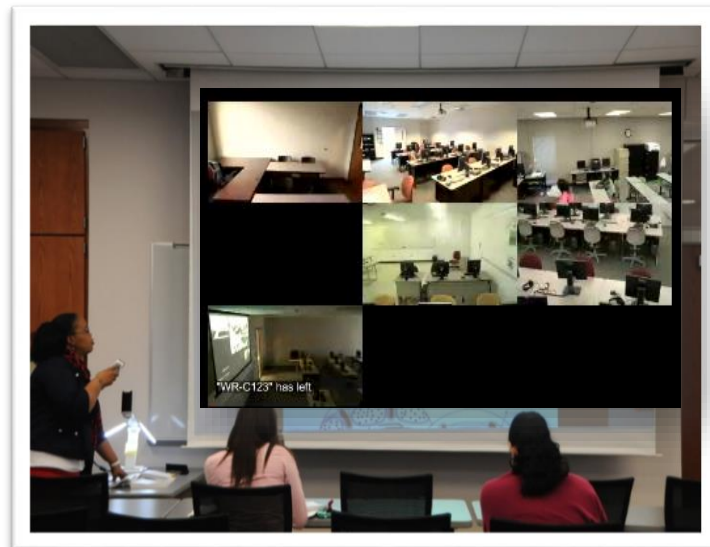
Grant Implementation

Data Review

Reviewed Course Outcome Data
1. Top 25 High Enrollment Courses
2. Allied Health Core Courses
3. Occupational Health Courses

➤ Success Rates (A,B,C grades)
➤ Attrition Rates (W grades)

Data Informed Decisions

1. Focus initial efforts on improving student access to the courses needed for competitive selection health programs

2. Scale project using occupational health courses

3. Pilot using the Allied Health Core course with the highest enrollment: ALHS 1011 – Structure & Function of the Human Body
(Diploma level Anatomy & Physiology)

Evaluating Grant Objectives

Step 1: Identify Reporting Requirements

i.   Annual and Quarterly Program Reporting Forms & Instructions

ii.   Data Elements for Individual-Level Participant Data Collection

iii.   Technical Assistance Guide for Reporting Documentation

iv.   DOL Core Monitoring Guide

v.   Work Plan (Activities & Deliverables)

vi.   TAACCCT Learning Network
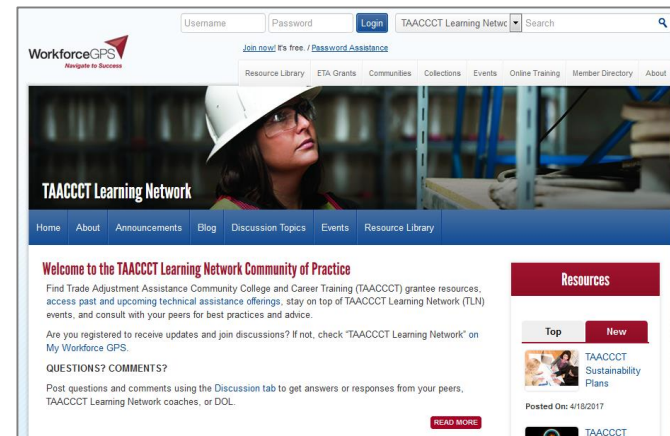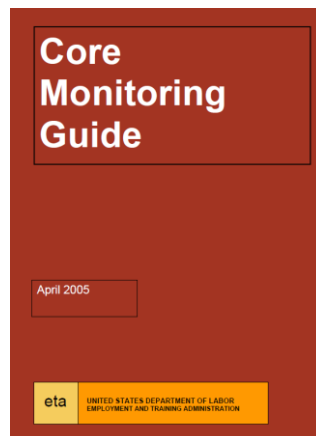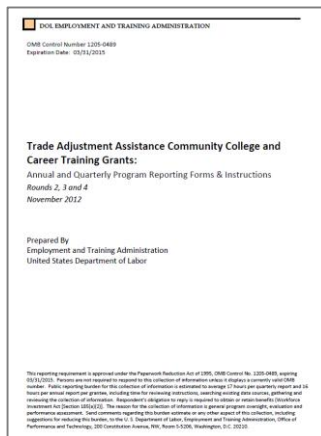
Evaluating Grant Objectives

Step 2: Establish manageable assessment processes in writing

i.   Identify available data sources and unmet data needs
ii.   Define program eligibility requirements
iii.   Create spreadsheet of Program Data
- Establish a Data Dictionary
- Automate reports based on Program Data spreadsheet
iv.   Write instructions for recurring data tasks
v.   Provide written solutions for time consuming/ complicated tasks
vi.   Create shortcuts to relevant regulations

Define Program Eligibility Requirements

TAACCCT Grant Target Group Definitions

Target Group	Definition	Data Source(s) - Report and Banner form
TAA-eligible	Participants of the Trade Adjustment Assistance (TAA) program established by the Trade Act of 1974.	Report: 158 Enrollment of Students by VA, TAA, WIA Status Banner form: SGASTDN (TAA Activity code)
WIA-eligible / WIOA-eligible	Participants of the WIA training system implemented under the Workforce Investment Act of 1998 Participants of the WIOA training systems implemented under the Workforce Innovation and Opportunity Act of 2014, which superseded the Workforce Investment Act of 1998.	Report: 158 Enrollment of Students by VA, TAA, WIA Status Banner forms: SGASTDN (WIA Activity codes) and TSAAREV (WIA Financial Aid codes)
Veterans	Individuals identified as Servicemembers, Veterans, their dependents and survivors based on the US Department of Veterans Affairs language.	Report: 158 Enrollment of Students by VA, TAA, WIA Status Banner form: SGASADD (Military Attribute codes) and SGASTDN (VA Financial Aid Benefit codes)
Unemployed or Underemployed Workers	Individuals identified as unemployed or underemployed workers	Self-reported in Blend Flex Course Survey
Limited Education Populations	Individuals who enroll at CGTC with a General Equivalency Diploma (GED) in lieu of a high school diploma.	Report: DC123 Education Level of Credit Students Banner form: SGASTDN (Education Level Codes)
Special Populations Adult Learners	Individuals meeting the definition of the term" Special populations" as taken from the "Carl D. Perkins Vocational and Technical Education Act of 1998" which includes the following: a. Individuals with disabilities b. Individuals from economically disadvantaged families including foster children c. Single parents, including single pregnant women d. Displaced homemakers e. Individuals with other barriers to educational achievement, including individuals who are academically disadvantaged and individuals with limited English proficiency.	Multiple Reports: Report: DC105 Disabled Students Banner form: GOAMEDI (Medical Disability codes) Report: DC106 Special Populations Banner form: SEADETL (Special Population codes) Report: DC120 Academically & Economically Disadvantaged Students Banner form: TSAAREV (Disadvantaged Codes)
Adult Learners living in rural communities	Individuals with a county of residence which meets the definition of "rural" as defined by the Georgia General Assembly in 1999 (SB195) – a county population of 35,000 people or less. CGTC uses 2010 Census results to determine eligibility.	Report: DC122 Enrollment by County of Residence Banner form: SPAIDEN (County Codes)

Establish Data Dictionary for Program Data

Data Element	Column	Source	Answer Options	Definition/ Additional Information
B1_Participant	G	Calculated based on eligiblity requirements: Health Major	Yes - Preferred Participant, Yes - Health Major (not preferred participant), No - Not a Health Major; Exit Point information is also captured here	Yes only applies for all Health Majors. Preferred Participant only applies if student has a Yes in at last one of the following fields: VA Eligible (Column AD), Disability Eligible (AI), Pell Eligible (AJ), TAA (AK), Other (AQ), Employment Status (AC) = unemployed or underemployed.
B2_Completer	H	Report DC110 - Awards Conferred by Student	Yes - Term, No, Not a participant	Student earned all of the credit hours necessary for a TCC, diploma, or degree in a Healthcare major including completion of at least one BlendFlex class
B2a_Incumbent Workers _Completers	I	Report DC110 - Awards Conferred by Student	Yes, No, Unknown employment status, n/a, Not a Participant	Yes only applies if Employment Status (AC) = Employed or Underemployed; N/A only applies if Employment Status (Column AC) = unemployed; No only applies of Completer Status (H) = No
B3_Retained Grant Program	J	Individual Service Plan (FacFusion Academic History)	Yes, No - withdrawn term, No - last term of attendance, No - new major, Not a participant	After enrollment in a BlendFlex class, student is retained if he/she enrolls at least one term per academic year
B4_Retained New Program	K	Individual Service Plan (FacFusion Academic History)	Yes - New Major, No - withdrawn term, n/a, Not a Participant	N/A applies for students still enrolled in the original major
B6_Earned Award	L	Report DC110 - Awards Conferred by Student	Yes - Award description, No, Not a Participant	Student earned all of the credit hours necessary for a TCC, diploma, or degree in a Healthcare major including completion of at least one BlendFlex class

Spreadsheet of Program Data - 168 Columns

Automate Individual Reports based on Program Data Spreadsheet

Individual-Level Summary Report - Round 3 TAACCCT Data Elements for Participants
Participant «B1_Participant»

No.	Data Element	CGTC Reporting Value	Data Source
1	Name Student Identification Number	«FIRST_NAME» «LAST_NAME» «STU_ID»	Banner Screenshot
2	Date of Birth	«C6_DOB»	Banner Screenshot
3	Gender	«C1_GENDER»	Banner Screenshot
4	Race	«C2_Race»	Banner Screenshot
5	Hispanic/ Latino Ethnicity	«C2_Ethnicity»	Banner Screenshot
6	School Status	«C3_Enrollment_Status»	DC126 Credit Enrollment by Home Campus (FT=12+ credits in F, Sp & 6+ credits in Su)
7	Incumbent Worker Status	«C4_C10_Employment_Status»	Self-reported in BlendFlex Course Survey
8	Eligible Veteran Status*	«C5_VA_Eligible»	158 Enrollment of Students by VA, TAA, WIA Status
9	Individual with a Disability*	«C7_Disability_Eligible»	DC105 Disabled Students
10	Pell-grant eligible*	«C8_Pell_Eligible»	DC120 Economically Disadvantaged Students
11	TAA eligible*	«C9_TAA__ACTIVITYCODE»	158 Enrollment of Students by VA, TAA, WIA Status
12	Other Demographic Measures* • WIA • Adult Learners living in rural communities • Special Populations Adult Learners (SP) • Limited English Population (LEP)	«C10_Other»WIA: «C10_WIA__ACTIVITYCODE», «C10_WIA__FINAID» Rural County: «C10_Rural_County» SP/LEP: «C10_Special_Populations»	158 Enrollment of Students by VA, TAA, WIA Status DC106 Special Populations DC120 Academically Disadvantaged Students DC123 Education Level of Credit Students (20= GED) DC122 Enrollment by County of Residence
13	Date of Enrollment in BlendFlex Program	«First_BF_Term»	Individual Service Plan (INet Academic History)
14	Program Completion	«B2_Completer»	Individual Service Plan (INet Academic History)
15	Continued Enrollment in Grant-Funded Program	«B3_RetainedGrantProgram»	Individual Service Plan (INet Academic History)
16	Continued Enrollment in Other Education	«B4_RetainedNewProgram»	Individual Service Plan (INet Academic History)
17	Number of Credit Hours Completed	«Total_Credit_Hours_Completed»	Individual Service Plan (INet Academic History)

Write Instructions for Recurring Data Tasks

TAACCCT Student Data Tasks

Beginning of Term

1) Download Blended Learning Student enrollment information for the new term
   iNet Report 152 – Blended Learning CRNs
   iNet Report 153 – Blended Learning Students

2) Add the information from iNet Report 153 –Blended Learning Students to the Annual Report Data spreadsheet
   a. Identify which students are new BlendFlex students (they get a new row)
   b. Identify which students are returning (their information is added to the already existing row)

3) Download the following reports and format appropriately:
   a. iNet Report 158 – Data Comparison (TAA, VA, WIA students)
   b. KMS DC105 – Disabled students by Home Campus
   c. KMS DC106 – Special Populations by Home Campus
   d. KMS DC120 – Academically & Economically Disadvantaged Students
   e. KMS DC122 – Enrollment by County, State of Residence
   f. KMS DC123 – Education Level of Credit Enrolled Students by Home Campus
   g. KMS DC126 – Total Credit Enrollment by Campus

4) Identify which of the new BlendFlex students are listed in each of the aforementioned reports.
   a. Update the appropriate column in the Annual Report Data spreadsheet using the Annual Report Data Dictionary as a guide
   b. For each student, print the applicable reports (only page 1 and the page with the student's name) to place in the Participant File

End of Term

1) Upload the final grade earned for each BlendFlex Student
2) Enter the number of Credit Hours completed for ALL participants

Provide Written Solutions
for Time Consuming/ Complicated Tasks

Rural Counties* within Georgia

Name of County	Status	Population
Appling County	Rural	18,236
Atkinson County	Rural	8,375
Bacon County	Rural	11,096
Baker County	Rural	3,451
Baldwin County	Urban	45,720
Banks County	Rural	18,395
Barrow County	Urban	69,367
Bartow County	Urban	100,157
Wheeler County	Rural	7,421
White County	Rural	27,144
Whitfield County	Urban	102,599
Wilcox County	Rural	9,255
Wilkes County	Rural	10,593
Wilkinson County	Rural	9,563
Worth County	Rural	21,679

*The Georgia General Assembly in 1999 defined rural as a county population of 35,000 people or less. This definition was established by the Georgia General Assemby in 1999 as part of the Rural Hospital Authorities Assistance Act (SB195)

County Population was determined using 2010 Census Data

Create Shortcuts to Relevant Regulations

TAACCCT ADMINISTRATIVE REQUIREMENTS

Requirement	Institutions of Higher Education	Web Address
Audit	29 CFR Part 99	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.99&rgn=div5
Audit Resolution	29 CFR Part 96	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.96&rgn=div5
Basic Principles for Allowable Costs	A-21 Section C 2 CFR Part 220	https://www.whitehouse.gov/omb/circulars_index-education http://www.gpo.gov/fdsys/granule/CFR-2012-title2-vol1/CFR-2012-title2-vol1-part220/content-detail.html
Treatment of Selected Items of Cost	A-21 Section J 2 CFR Part 220	https://www.whitehouse.gov/omb/circulars_index-education http://www.gpo.gov/fdsys/granule/CFR-2012-title2-vol1/CFR-2012-title2-vol1-part220/content-detail.html
Uniform Administrative Requirements	29 CFR Part 95	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.95&rgn=div5
Lobbying Restrictions	29 CFR Part 93	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.93&rgn=div5
Suspension and Debarment	29 CFR Part 98 Subparts A-E	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.98&rgn=div5
Drug-Free Workplace	29 CFR Part 98 Subpart F	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.98&rgn=div5
Non-Discrimination (Civil Rights)	29 CFR Part 31	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.31&rgn=div5
Non-Discrimination (Basis of Handicap)	29 CFR Part 32	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.32&rgn=div5
Age Discrimination of 1975	29 CFR Part 35	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.35&rgn=div5
EO Requirements (WIA only)	29 CFR Part 37	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt29.1.37&rgn=div5
Title IX – Education Amendments Act of 1972	49 CFR Part 25	http://www.ecfr.gov/cgi-bin/text-idx?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&node=pt49.1.25&rgn=div5

Electronic Code of Federal Regulations:
http://www.ecfr.gov/cgi-bin/ECFR?SID=001a0bad6f0b10c3dc920ba5e8ce67ae&page=browse

OMB Circulars: https://www.whitehouse.gov/omb/circulars_index-education

Table adapted from the Core Monitoring Guide dated April 2005

External Evaluator

- Provide input on the evaluation support needed from the External Evaluator

- Collaborate on a timeline of evaluation tasks

- Assign responsibility for each task

- Utilize the External Evaluator to emphasize the need for data collection

TAACCCT Grant Evaluation Tasks Timeline

	Central Georgia Technical College - TAACCCT Grant (October 2013 - September 2017)				
	Evaluation Tasks	**Product**	**Year 1 (Oct 13 - Sep 14)**	**Responsible Party and others**	**Completed**
1	Select Evaluation Committee	List of members	May 2014 Visit	Smith/Manning/Quinn	Yes
2	Participate in conference calls/meetings	Minutes of meetings		Manning and CGTC Staff	Ongoing
3	Define cohort and control group	List of names	TBD	Manning/Frye/Quinn	
4	Evaluate the recruitment/selection process (look at record keeping)	Defined recruiting process/policy	August 2014 visit (begin)	Student services staff/Evaluation Committee/Manning	Ongoing

External Evaluator – Best Practices

1. Communicate regularly
   At least quarterly on the phone or in person

2. Review all evaluation reports before they are submitted to the funding agency
   Provide prompt feedback on inaccurate or confusing information

3. Keep the External Evaluator informed
   Provide copies of approved modifications and other information documenting successful outcomes

Communicating Results

Steering Committee

(Internal Partners)

- Report detailed results
- Emphasize areas for improvement
- Obtain feedback on improvement strategies

Advisory Board

(External Partners)

- Report summarized results
- Emphasize successes
- Obtain feedback on areas relevant to the Board members (recruitment, scaling project, employment trends, etc.)

CGTC Community

- Educate faculty, staff, and students on the benefits of the program
- Professional Development opportunity

Broader Community

- Highlight success stories
- Implementation strategies
- Technical information

Communicating Results

CENTRAL GEORGIA
HEALTHCARE WORKFORCE ALLIANCE

TAACCCT Grant Fact Sheet

Central Georgia Technical College, on September 25, 2013, was awarded the U.S. Department of Labor Employment and Training Administration's *Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT)* for a four year period.

Award Amount: $2,622,249.00

Grant Period: October 01, 2013 thru September 30, 2017

Program Title: Central Georgia Healthcare Workforce Alliance (CGHWA)

Program Purpose:

To develop a collaborative, blended learning, technology-driven approach to creating healthcare career pathways with multiple opportunities for entry and exit which will allow TAA eligible, veteran (VA), Workforce Innovation and Opportunity Act (WIOA) participants, and others such as the under-employed and the unemployed, to gain the education and credentials required for employment in high-demand healthcare careers.

Activities:

- Incorporation of evidence-based strategies
- Infusion of technology in guided pathway courses
- Implementation of a full scale healthcare alliance between CGTC and business and industry
- Collaboration of internal and external stakeholders
- Development of educational and career pathways with multiple entry and exit points
- Enhancement of student opportunities for academic progression flexibility through transfer and articulation agreements

Progress to Date: October 01, 2013 – December 31, 2016

- Collaborated with the CGHWA Advisory Board, comprised of healthcare business and industry partners, to create a more strategic workforce development partnership.
- Participated in U.S. Congressman Sanford D. Bishop, Jr. Roundtable Discussion in Atlanta, GA with U.S. Secretary of Labor, Thomas Perez and Albany Technical College, a fellow TAACCCT grantee.
- Honored for supporting military-affiliated students: CGTC was named Best for Vets: Career & Technical Colleges by the Military Times, Earned the designation of "Top School" from Military Advanced Education and Transition's Guide to Top Colleges and Universities, and was Designated as a 2017 Military Friendly® School.
- Outfitted 68 classrooms with technology allowing synchronous and asynchronous class attendance, which increases the total to 88 TelePresence classrooms throughout the ten CGTC campuses and instructional sites.
- Expanded BlendFlex opportunities: the BlendFlex strategy completed its 8th semester of instruction
  ~ 19 BlendFlex strategy classes implemented since summer 2014.
  ~ Over 1,476 students enrolled in BlendFlex classes since summer 2014.
  ~ Over 1,350 unique participants served; exceeding the original grant goal of 900.
- Provided flexibility and expanded educational opportunities via technology enhancements for health care students while maintaining student success rates that are better or comparable to other sections of the same course.
- Trained over 26 CGTC faculty in the BlendFlex Professional Development Class during the grant implementation period.
- Promoted the BlendFlex strategy to over 5,000 business and industry partners, regional and national conference participants, community members, high school seniors, and current and prospective students by sharing the innovative opportunity available in CGTC Health Science programs.
- Expansion of technology and best practices for Adult Education instruction and distance tutoring, as well as planned implementation with local high school partners.

THE REVIEW

Produced by the Office of Institutional Effectiveness

Volume 4, Issue 1   **Spring Semester 2017**

The BlendFlex Model: Using Technology for Student Success

In fall 2013, the College was awarded the U.S. Department of Labor's *Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT)* to implement the BlendFlex model of instructional delivery. To date, 19 courses have offered BlendFlex sections:
- 4 Allied Health Core Courses,
- 4 Occupational Health Courses,
- 2 Occupational Business Courses, and
- 9 General Education Courses.

Cumulative student outcomes at the course level are slightly better in BlendFlex sections, even with attendance flexibility and increased use of TelePresence technology.

	Successful Grades	Attrition Rate
BlendFlex Sections	82%	19%
All other Sections	80%	21%

BlendFlex Benefits:

1) Increases FTE enrollment:
- Greater variety of courses can be offered at the satellite centers,
- Fewer class cancellations due to sections with low enrollment, and
- Reduces student withdrawals due to life challenges.

2) Offers students flexible attendance options within one class:
- Face-to-face with the instructor,
- TelePresence from another site,
- Connect from home or work on a personal computer or tablet, and
- Watch recorded lectures.
Attendance is recorded based on submission of weekly assignments.

3) Cost effective use of resources:
- Combine multiple low enrollment sections into one class,
- Full-time faculty teach to satellite centers from any campus; reduces travel time and reduces need for adjunct faculty, and
- Improve space utilization by converting a large room into three smaller learning pods.

" The Student Voice

I like the BlendFlex classes because I work and it's hard to make it to classes sometimes. I also like that I was able to watch the lectures as many times as I wanted to.

An Achieving the Dream Institution

Did you know?

3,372 students enrolled in a BlendFlex or Telepresence class in academic year 2016.

55% would have been displaced, if low enrollment sections* were cancelled.

*Class size of <10

Main Campus:
80 Cohen Walker Dr.
Warner Robins, GA
31088; (478) 988-6800

Dr. Ivan H. Allen
President

CGTC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

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