

Form ETA-9160

**ANNUAL PERFORMANCE REPORT - Table 1
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Expires: 07/31/2018

OMB No. 1205-0489

A. GRANTEE IDENTIFYING INFORMATION	
Grantee Name:	Community College Of Denver
Grant Number:	TC-22506-11-60-A-8
Project Name:	The Colorado Online Energy Training Consortium
Grantee Address	
Address 1:	Address 2:
City:	Zip:
Report Year End Date: 09/30/2015	Report Due Date: 11/14/2015
Performance Items	Year Final (D)
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)	
1. Unique Participants Served/Enrollees	353
2. Total Number Who Have Completed a Grant-Funded Program of Study	94
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	26
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	65
4. Total Number Retained in Other Education Program(s)	2
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	2571
5a. Total Number of Students Completing Credit Hours	383
6. Total Number of Earned Credentials (aggregate across all enrollees)	838
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	72
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	20
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	31
7. Total Number Pursuing Further Education After Program of Study Completion	52
8. Total Number Employed After Program of Study Completion	36
9. Total Number Employed After Retained in Employment After Program of Study Completion	6
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	71
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)	
1a. Male	267
1b. Female	86
2a. Hispanic/Latino	84
2b. American Indian or Alaskan Native	8
2c. Asian	2
2d. Black or African American	5
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	224
2g. More Than One Race	0
3a. Full-Time Status	143
3b. Part-Time Status	210
4. Incumbent Workers	131
5. Eligible Veterans	16
6. Participant Age (mean)	32
7. Persons with a Disability	7
8. Pell-grant eligible	93
9. TAA-eligible	9

D. ACHIEVEMENTS AND SUCCESSES**1. Summarize your most innovative achievement or your greatest success story from the previous year.**

In final year COETC focused on energy. A major innovation by all colleges was to increase number of completers by doing transcript evaluations and facilitating the process for students to be awarded the credentials that they had earned. Colleges with mobile labs, particularly PCC, worked with industry to see how these instructional labs could be used for training. Colleges completed projects that built more interactive, workplace skills in programs. NJC completed Nacelle Classroom lab that replicates the work environment. FRCC completed the Power Plant project in conjunction with CSU and industry to provide instructional experiences for students that are like those found on the job

F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS**1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address:**

(1) the number of TAA Eligible individuals who participated in TAACCCT funded programs,

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(2) how many TAA eligible individuals enrolled and obtained credentials, certificates or degrees,

2

(3) how many TAA eligible individuals enrolled and *did not* obtain credentials, certificates or degrees,

7

(4) the average duration and whether the duration of education and training was longer or shorter for those individuals than for other non-TAA eligible participants.

8

(5) How does this training duration to date compare to that of non-TAA eligible participants?

No difference in the duration for TAA-eligible individuals and non-TAA eligible individuals

You may use observations or participant records to compile and summarize this information.

TAA numbers are only for Energy. CO Energy Sector experienced decline since grant due to drop in oil/gas prices which led to layoffs in the industry statewide and meant companies not hiring workers. Because UI data lags by 3 months, employment numbers will be off. Wage data indicates inaccuracies in SSN because of low percentage of matches. Most participants are underemployed or not in employed infield employed when they start programs; since they have employment, they do not count as "Employed after completing POS," even if they find employment in Energy Sector. Some of programs train workers who leave CO for job opportunities; we do not have employment data for these students

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C10. Other Demographic Measure (Optional - Entered by Applicant)**

Title	Participant Count	Comments
Final Year		
Retention in Fall	0	DE was not the focus of the year 4 extension. As such there was no new panel to populate. Updated credential information has been provided and Dev Ed Project did not count new participants after spring 2014 so no new participants were added Year 4.
Credits Hours Earned	0	DE was not the focus of the year 4 extension. As such there was no new panel to populate. Updated credential information has been provided and further information on the year 3 panel can be found in the final DE report.
Participants in Developmental Education	0	DE was not the focus of the year 4 extension. As such there was no new panel to populate. Updated credential information has been provided and further information on the year 3 panel can be found in the final DE report.
Credentials Earned	1600	DE was not the focus of the year 4 extension. As such there was no new panel to populate. Updated credential information has been provided and further information on the year 3 panel can be found in the final DE report.
Wage Increase for Incumbent Workers	0	DE was not the focus of the year 4 extension. As such there was no new panel to populate. Updated credential information has been provided and further information on the year 3 panel can be found in the final DE report.

**ANNUAL COHORT PERFORMANCE REPORT - Table 2
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year Final (D)	
	Program Participants	Comparison Cohort
A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)		
1a. Number of Students Enrolled with a Basic Skills Deficiency	10112	4191
1b. Number of students with demonstrated skills gains toward a certificate/degree	6189	3029
1c. Number of students with success in credit-bearing courses	1502	1679
B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1. Program:	Developmental Education	
2. Colleges offering the program (for consortia only):	all consortium colleges	
3. Typical/Expected Length of Program:	4 cohort, 2/3 redesign	
4. Cohort Start Date(s):	Jan 1, 2012	
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	691	3488
6. Total Number of Students Completing This Program	1502	1679
6a. Total Number of Completers in This Program Who Are Incumbent Workers	908	863
7. Total Number of Students Retained in This Program	2503	1121
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	13207	17129
9a. Total Number of Students Completing Credit Hours in This Program	6189	3029
10. Total Number of Earned Credentials in This Program:	0	0
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	0	0
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	0	0
11. Total Number Pursuing Further Education After Program of Study Completion:	744	898
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	108	105
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	66	115
14. Entered Employment Rate for All Graduates for this Program:	29.29	26.96
15. Number of Graduates Retained in Employment:	85	110
16. Employment Retention Rate for This Program:	48.85	50.00
17. Average Program Graduate Six-Month Earnings (gross):	9686	7696
C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male	4232	2094
1b. Female	5868	2090
2a. Hispanic/Latino	2503	1049
2b. American Indian or Alaskan Native	196	76
2c. Asian	253	250
2d. Black or African American	1040	620
2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	5399	1934
2g. More Than One Race	0	0
3a. Full-Time Status	5581	2391
3b. Part-Time Status	4524	1650
4. Incumbent Workers	4303	2235

5. Eligible Veterans	596	83
6. Participant Age (mean)	27	24
7. Persons with a Disability	0	0
8. Pell-grant eligible	5819	2381
9. TAA-eligible	0	0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

For Year 2 and beyond:

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

DE was not the focus of the year 4 extension. As such there was no new panel to populate. Further information can be found in the final DE report done by external evaluator, Rutgers, The State University of New Jersey: THE TRANSFORMATION OF COLORADO'S DEVELOPMENTAL EDUCATION PROGRAM: STUDENT OUTCOMES. Line 5 columns for PP should be 10,112; CC should be 4191. Data comes from 13 CCCS colleges and from Aims and CMC. Cohort of redesigned students taken from group that only took TAA redesigned DE courses. Comparison cohort randomly pulled. Some students had missing demographic information so totals do not sum. Redesigned Cohort S 2012 to F 2014. Courses taken from TAA course list.

**ANNUAL COHORT PERFORMANCE REPORT - Table 2
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year Final (D)	
	Program Participants	Comparison Cohort
A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)		
1a. Number of Students Enrolled with a Basic Skills Deficiency	98	589
1b. Number of students with demonstrated skills gains toward a certificate/degree	74	422
1c. Number of students with success in credit-bearing courses	73	378
B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1. Program:	Energy	
2. Colleges offering the program (for consortia only):	7	
3. Typical/Expected Length of Program:	2 years	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	111	230
6. Total Number of Students Completing This Program	319	1285
6a. Total Number of Completers in This Program Who Are Incumbent Workers	107	323
7. Total Number of Students Retained in This Program	352	1762
8. Total Number of Students Retained in Other Education Program(s):	313	2650
9. Total Number of Credit Hours Completed in this Program:	11599	16601
9a. Total Number of Students Completing Credit Hours in This Program	755	4002
10. Total Number of Earned Credentials in This Program:	514	1715
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	219	721
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	37	166
10c. Total Number of Students Earning Degrees	99	1170
11. Total Number Pursuing Further Education After Program of Study Completion:	113	421
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	71	120
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	17	35
14. Entered Employment Rate for All Graduates for this Program:	41.51	16.11
15. Number of Graduates Retained in Employment:	76	131
16. Employment Retention Rate for This Program:	86.36	84.52
17. Average Program Graduate Six-Month Earnings (gross):	17452	16850
C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male	679	2673
1b. Female	146	1864
2a. Hispanic/Latino	142	662
2b. American Indian or Alaskan Native	11	47
2c. Asian	11	102
2d. Black or African American	29	86
2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	586	3127
2g. More Than One Race	0	0
3a. Full-Time Status	250	1667
3b. Part-Time Status	418	1969
4. Incumbent Workers	318	2481

5. Eligible Veterans	75	249
6. Participant Age (mean)	20	27
7. Persons with a Disability	9	125
8. Pell-grant eligible	204	1670
9. TAA-eligible	0	0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

For Year 2 and beyond:

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

5 for year 4 wrong: 825 PP; 4537 CC. Data reports Aims, CMC, RRCC, PCC, NJC, FRCC, & TSJC. UI data not complete for 2015. Treatment group; S2012 through F2014. CC: F2010 to S2012. Choices do not accommodate those don't disclose or identify other than male/female. Numbers adjusted based on %. CO Energy experienced decline since grant due to decline in oil/gas: layoffs and companies not hiring. UI lags 3 months, numbers will be off. Wage data indicates SSN inaccuracies: low % of matches. Most participants under/not employed in field when start; are employed, so don't count as "Employed after POS," even if find Energy jobs. Some participants leave CO for jobs; no employment data for them.

Report Certification / Additional Comments

Grantee Remarks:	Grant has dramatically changed how CO CC offer dev. ed. Success of dev ed students in college courses increased, most dramatically in reading/writing: over 70%. The new model decreased time to in college course to no more than 1 semester. Many mainstreamed into college course with supplemental help. In final year COETC focused on energy. Major innovation by colleges was to increase completers by doing transcript evals and facilitating process for students to be awarded credentials earned. Colleges with mobile labs, particularly PCC, worked with industry to use labs for training. Colleges completed projects that built more interactive, workplace skills in programs. NJC completed Nacelle Classroom that replicates work environment. FRCC completed Power Plant with CSU and industry to provide instructional experiences like those found on job. More details can be found at https://www.cccs.edu/partnering-for-success/trade-adjustment-assistance/taa-coetc/taa-coetc-archive-documentation/
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Name of Grantee Certifying Official: Woodruff, Stephanie	Telephone Number:	Email: stephanie.woodruff@ccd.edu
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