Quarterly Narrative Progress Report
Trade Adjustment Assistance Community College and Career Training
(TAACCCT) Grants

Project Name:
The Colorado Online Energy Training Consortium
Grant Number:
TC-22506-11-60-A-8
Award Year:
2011
Report Quarter Ending:
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A. Quarterly Summary for Grant Activities

The colleges have focused on facilitating students completing programs and connecting completers to employment. Aims increased the completers to 49 and helped them prepare resumes. RRCC reached out to employers to improve job placement; they use information from student surveys and industry focus groups to improve program. The career coach contacts employers to inform them of the program and ask them to notify WQM instructors and students of job openings. RRCC hosted a Career Exploration Fair with 14 industry representatives and 38 students. CMC offers courses in hybrid form and using the mobile lab. CMC is working with content area specialist and instructional designers to improve the learning objects imbedded into courses. FRCC has been creating labs for the power plant. In response to the utility industry's request, FRCC revised curriculum for courses. The curriculum offers a balanced approach to the industry. FRCC graduated 7 students and provided outreach to them. The collaboration with Woodward, an employer partner, was featured in CCCS Connections: https://resources.cccs.edu/2015/05/27/two-significant-for t-collins-employers-tout-their-affinity-for-front-range-c ommunity-college-in-regional-newspaper-display-ads. TSJC RMLT Instructor coordinated classes and networked with energy industrial employees. He coordinated classes with MESA Hotline School in Grand Junction, attended by current line tech employees and trade school graduates

including twelve TSJC graduates. Representatives of energy companies from various states were in attendance. King worked with the representatives for employment opportunities for the 12 TSJC graduates and any other TSJC line tech graduates. NJC continues to add company donations to their program. These donations will help make the instructional environment for students more like the experience they will have on the job. NJC will build an actual GE nacelle on the ground. It won't generate power, but the control side will be designed and built by NJC students in the upcoming year. The second year wind students start their fall semester with a large project in the shop where they design and build an electrical trainer for the program. The program graduated 7. NJC had direct interview from employers for internships. Six had jobs lined up before graduation. Students took informal internships with several companies over the summer to get some experience. The internships ranged from Wind tech jobs to electricians.

B. Status Update on Leveraged Resources

Provide an update on the organizations that contributed the resources:
TSJC continues to receive supplies, office and classroom space, student training field, printing, computers, and IT support. Employer partners have donated to NJC Two GE 1.5 MW gearboxes and four Yaw gear motors that they will use to construct trainers for students(scrap iron price around $6000 total, new price around $300,000 total).

Provide an update on the ways in which the resources were used during the current quarter:
TSJC partner employers donate consumable supplies that students use during field training. These donations help keep the cost of the program down so that the college does not need a fee increase to cover expenses. The equipment donated at NJC is incorporated into working trainers (predominately the nacelle) built by students to simulate actual working conditions in the tower. NJC used $50,000 in supplies (TAA) to route power and control systems as well as automate many of the functions in the nacelle. The nacelle will be networked into a SCADA computer based in the wind lab that will be able to monitor all working systems in the shop.

Comments:
N/A

During this quarter, did you receive any additional leveraged resources beyond what is listed in your statement of work?
Yes

C. Status Update on Employer(s) Involvement

Discuss how the required employer(s) has been involved during the current phase of the project.
PCC students stay engaged by donating equipment, suggestions for improvement, referrals, and in-class visits. PCC has positive feedback from employers; students leave with appropriate work ethic and knowledge base. Aims refers students to current partners for jobs. RRCC held Career Fair and hosted Advisory Committee. CMC and FRCC work with industry partners. TSJC employers provide donations, feedback on program, and curriculum review. NJC employers support program with time and resources.

Outline specific roles and contributions of the employer(s) during this quarter.
PCC works with 10 employers at Tech Job Fair. 38 RRCC students and 14 employers attend Career Fair; they networked, asked questions, and learned about jobs. CMC added employers to advisory board. FRCC partners are on Board and connect with employers. TSJC employers donated equipment and manpower. Employers had 2 day, OJT. RMLT hosts rodeo where employers see students. NJC employers, NextEra Energy and Benchmark, interviewed and hired students. Past students gave specs for generator project.

Identify any challenges encountered/resolved in the development and management of the employer involvement.
Colleges did not indicate any new challenges.

Discuss new employers and commitments that may have been added to support the project.
Colleges added employers to advisory committees and for potential internships and jobs. PCC Holcim US, Inc. RRCCNational Water QL, Fort Collins Utilities, TriCounty Health, CO Water Congress, Merrick Engineering, CO Watershed Assembly, CO Professionals for OnSite Wastewater, CO Foundation for Water Education, Lockheed Martin. CMC Sierra Chemical, Exterran Technical. NJC Director Renewable Energy joined CEWC to link programs to employers needs to improve job opportunities for students.

Comments:
PCC delivered on-site training to Holcim US, Inc. Training at Lisbon Valley Mine wrapped up Hydraulics II training. The RRCC WQM instructor/career coach contacted employers for outreach with human resource offices. Research firm completed focus group with 5 industry professionals who want to support RRCC to prepare WQM students for careers. CMC employers advise and develop courses. NJC hears positive feedback from employers, a sign students leave with a work ethic and knowledge base to be successful.

Have you had any consultation or advisory meetings with business or employer partners during this quarter?
Yes

Were there any direct hires of program of study completers by employer partners during this quarter?
Yes

Were internships or other work-based learning opportunities posted during this quarter?
Yes

Did you acquire any additional employer partners during this quarter?
Yes

D. Timeline for Grant Activities and Deliverables

General Comments:
In this past quarter, colleges have had three priorities. Each of the colleges has focused on increasing the number of completers and assisting them to find jobs. Colleges are using feedback from students and industry to improve programs and ensure that they are sustainable. The Colleges are also building transition plans to ensure that people receiving services will continue those services and that the program is sustainable by the college. Aims increased the number of completers to 49. The College and grant staff are working with these students helping prepare resumes for employment opportunities. RRCC automated the process for awarding certificates to students who have completed the requirements but do not request that the certificate be awarded. The Career Coaches are developing a transition plan so that participants who are receiving grant services will know what office and/or individual can assist them. Career Coaches and Project lead continue to connect with industry for recruitment and placement information. CMC continues to work with industry partners, particularly Climax Mine, to ensure that their program and its courses,

including the hybrid and mobile lab courses, meet the needs of employers. FRCC is conducting outreach to potential employers, and developing a transition plan to end the grant, transitioning career services and communicating program information to appropriate individuals at FRCC. TSJC is building relationships with industry employers relationships to sustain their program. NJC is exploring ways to continue their success with employers for both full-time jobs and internships. This past quarter, 7 students secured full time employment, and 6 secured non-credit internships in a technical field.

How many programs are you planning to offer?
27

As of this quarter, how many programs have you launched to date?
27

Activity ID: 1
Status: Complete
Activity Type: Activity
Project Goal: Strategy 1.1 Activity 1
Narrative: Redesign developmental education
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/07/2011
Actual End: 09/30/2014
Notes: 02/11/2013: Prior to this project math had a 4 course sequence, ENG had a 3 course sequence, and REA had a 3 course sequence
08/05/2013: We have served over 9,000 students in redesigned DE courses since the start of the grant. We will measure outcomes for DE in phases: pre redesign, phase I, and phase II.
11/11/2013: Through this quarter 16806 (duplicated) students have enrolled in redesign DE courses.
02/07/2014: 18352 (duplicated) students have enrolled in redesign DE courses. This has far surpassed our initial grant goals. And our consortium continues to scale up efforts in this area.
05/12/2014: 05/10/2014: 25,402 (duplicated) students have enrolled in redesign DE courses. The consortium colleges continue to scale these efforts.
08/12/2014: As of June 30, 2014, 27,480 students (duplicated) have enrolled in Redesigned Dev. Ed. courses. We continue to scale these efforts and will have full implementation in fall 2014.
11/11/2014: As of fall 2014, all Colorado community colleges implemented the redesigned courses in MAT and CCR. As of September 30, 2014, 38,192 students (duplicated) have enrolled in Redesigned Dev Ed courses.

Activity ID: 2
Status: Complete
Activity Type: Activity
Project Goal: Strategy 1.1 Activity 2
Narrative: Develop alternative assessments and targeted remediation modules
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/07/2011
Actual End: 09/30/2014
Notes: 02/11/2013: Redesign math for pathways and ENG/REA collapsed to CRC.
11/11/2013: We are working with Pearson to develop a statewide diagnostic to be used when students are not college ready on other indicators (ACT, SAT, PARCC, Smarter balance). The diagnostic looks at Math and CCR content skills and provides more detailed info
02/07/2014: We are at the point where we are ready to release an RFP for a new diagnostic in DE.
05/12/2014: 05/10/2014: RFP for new diagnostic closes May 23, 2014. Proposals to be reviewed June 9, with vendor demos scheduled for June 20. New assessment should be ready for fall 2105.

08/12/2014: McCann was chosen for assessment project. The new assessment will have a writing assessment, will be aligned to CCCS curriculum, and will have diagnostics. CCCS is negotiating contract. New assessment will be available for fall 2015.
11/06/2014: CCCS has a signed contract with McCann and Associates for the new assessment. Faculty and staff across the colleges are now involved in developing the assessment. Assessment will be available to colleges January 25, 2015.

Activity ID: 3
Status: Complete
Activity Type: Activity
Project Goal: Strategy 1.2 Activity 1
Narrative: Pilot the use of OER developmental math courses
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 01/06/2012
Actual End: 05/03/2013
Notes: 06/06/2012: CCD project
02/11/2013: All fast start courses are using NROC. This seems to have shifted from a pilot to use at CCD.
05/11/2015: CCCS has developed offers a MOOC for MAT 108. To help students who are not prepared for that or for specific competencies, CCCS has aligned the course with EdReady, NROC s resource for dev math, and links students to those resources.

Activity ID: 4
Status: Ongoing
Activity Type: Activity
Project Goal: Strategy 2.1 Activity 1
Narrative: Personalized guidance
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 01/06/2012
Actual End:
Notes: 02/11/2013: Career coaches are serving students at all 15 campuses.
11/11/2013: Coaches served 938 students
02/07/2014: Coaches have served 3598 students
05/12/2014: 05/10/2014: Career Coaches have served 5288 students.
08/12/2014: Career Coaches have served 4905 students.
11/06/2014: Coaches have served 5705 students. PPCC, LCC, OJC, CCD, CCA, ACC, CNCC, and MCC developed transition plans for students served by the CC. CMC, Aims, FRCC, RRCC, TSJC, PCC, and NJC are extending CC role in a variety of ways for the extension year.
02/10/2015: The colleges in the extension have CC's in place that are focused specifically on

completion and employment. For the first Quarter in the extension, the CC's at PCC, RRCC, TSJC, and NJC have seen 122 new participants.

05/11/2015: CCs have served 206 students this quarter. Since the inception of the grant, CC's at the 7 Energy colleges have served 2179 students. The CC focus at each college is completion and employment.

08/10/2015: Career Coaches have served 141 participants this quarter. The CC from the 7 energy colleges have served 2232 participants since in the grant. Focus of activities is increasing completion, increasing employment and building transition plan.

Activity ID: 5
Status: Complete
Activity Type: Activity
Project Goal: Strategy 2.1 Activity 2
Narrative: Develop statewide Energy Career Website
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 08/01/2012
Actual End: 09/30/2014
Notes: 06/06/2012: We have been meeting with https://secure.collegeincolorado.org/ to make an energy hub but have not started the contract.

02/11/2013: SOW is complete with CIC. We expect a contract next quarter.

11/11/2013: College in Colorado had a sub-contract with XAP for technical development of our website that expired this year. They are finishing up an RFP for a new vendor to finish the specifics on our hub.

05/12/2014: 05/10/2014: College in Colorado is contracting with Kuder to develop energy hub. They have June 2014 deadline for all work to be completed.

08/12/2014: College in Colorado is developing the site with Kuder Inc. The deadline was extended to September so that they can build a product that will meet the needs of the students, the colleges, and the industry.

11/06/2014: College in Colorado launched PowerUPColorado in September 2014. http://PowerUpColorado.org

Activity ID: 6
Status: Ongoing
Activity Type: Activity
Project Goal: Strategy 2.1 Activity 3
Narrative: Dev systemic processes for identifying & referring students from workforce ctrs to training programs
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 09/28/2012

Actual End:

Notes: 06/06/2012: Our partnership with workforce has been a significant delay on this project. June 2012 is when the contract for services was finally executed and we will wait on CDLE until Sept for complete expenditure authorizations.

11/05/2012: CDLE updated EA's this quarter. The partnership is only at some of the WF centers in the state. There is a gap in this area at some colleges because WF did not want to execute the EA.

02/11/2013: CDLE released a program guidance letter at the end of this quarter to instruct WF centers in this process.

11/11/2013: CDLE has identified promising practices through partnerships at Rural (NJC, MCC, CNCC), Denver, and Jeffco work force centers. While promising, WFC do not all understand DE and do not easily identify with that aspect of this project.

05/12/2014: 05/10/2014: WfC in Boulder County ceased participation in TAA-COETC Grant citing distance between BCWFC and FRCC, Larimer campus. Funds were redistributed to other regions. 3/31/2014 763 referrals, 1231 assessments, and 30 individuals assisted.

08/12/2014: Funds redistributed to rural workforce regions from Boulder County WFC withdrawal from the project. Workforce Region Projects will continue through August 31, 2014. Referrals: 867: assessments: 1520.

11/11/2014: The grant has helped build relationships between work force centers and community colleges. As of 9/30/2014 Referrals 955; Assessments 1711.

02/10/2015: While the contractual agreement with WFC ended on September 30, 2014, colleges continue to work with their local WFC. Colleges indicate that they have had no new referrals since September 2014.

05/11/2015: Colleges continue to collaborate with local WFC. Colleges indicate that no new students were referred to CC this quarter.

08/10/2015: Colleges continue to engage their Work Force Center partners at events and meetings to ensure that participants have access to all services that are available.

Activity ID: 7
Status: Ongoing
Activity Type: Activity
Project Goal: Strategy 2.1 Activity 4
Narrative: Create internships and place students
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/07/2011
Actual End:
Notes: 05/12/2014: 05/10/2014: 25 internship and work placement agreements have been created since the start of project at CMC, FRCC, RRCC and TSJC. Colleges have placed 51 students in these internships.

08/12/2014: Colleges report 21 internships: 17 from RRCC, 3 from Aims and TSJC. The colleges report that 66 students have been placed in Internships since the start of grant: 29 from NJC, 15 from FRCC, 17 from RRCC, and 5 from CMC.

11/06/2014: Colleges report no new internship sites created. Last QR should have reported 26 sites--17 from RRCC and 3 each from TSJC and CMC. 67 Students have been placed in internships since the start of the grant: 30 NJC, 15 FRCC,17 RRCC, and 5 CMC.

02/10/2015: We have 28 sites and 68 students participating in Internships since the inception of the grant. Colleges have not increased their internships site in the last quarter. RRCC increased the number of students in internships by 1, from 17 to 18.

05/12/2015: CMC added 2 new internships, total 26; colleges have placed 7 additional students in internships, total 75. Several of the colleges(RRCC,NJC,CMC,PCC) have begun partnerships with employers to develop new internship positions for students.

08/10/2015: Colleges did not add any additional internship sites this past quarter; total sites 26. They did add an additional 12 students who were placed in an internship for a total of 87.

Activity ID: 8
Status: Complete
Activity Type: Activity
Project Goal: Strategy 3.1 Activity 1
Narrative: Build online/hybrid stackable short-term certs & assoc degree programs that lead to career pathways
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 01/01/2014
Notes: 02/11/2013: COETC is building online/hybrid certs & degrees in the energy pathway. Only one college, AIMS, has focused on stackable certs to their degree program. Others may be doing entire degree or certificate but not in the same area so they don't stack

02/07/2014: All energy content has been created and is now in online or hybrid format. Most content is hosted on Merlot but all is indexed at http://cccscoetc.weebly.com/ so others can access the OER

05/12/2014: 5/10/2014: Colleges (Aims, RRCC, FRCC) continue to add courses to the Merlot.

08/12/2014: Colleges continue to add content to Merlot (NJC,CMC,FRCC).

05/11/2015: Colleges continue to review online/hybrid courses to improve courses for students.

08/10/2015: Colleges continue to use feedback from industry employers to ensure that their courses and programs meet the needs of employers.

Activity ID: 9
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.1 Activity 1
Narrative: Develop hybrid and online training courses
Expected Start: 10/01/2011
Expected End: 09/30/2014

Actual Start: 10/01/2011
Actual End: 01/01/2014
Notes: 11/11/2013: http://cccscoetc.weebly.com/

Activity ID: 10
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.1 Activity 2
Narrative: Use OER resources where available
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 01/01/2014
Notes: 05/12/2014: 05/10/2014: CCCS Instructional Designer works with college faculty to identify OER appropriate for courses.
08/12/2014: CCCS Instructional Designer works one-on-one with faculty and staff at colleges to add OER content. Designer also works with faculty and staff on presentation of material in course shell.

Activity ID: 11
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.2 Activity 1
Narrative: Develop and deploy mobile labs for hands-on training
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 01/01/2012
Actual End: 11/01/2013
Notes: 02/11/2013: Labs at RRCC and CMC are coming along well. PCC has reported equipment delays. AIMS' lab is transportable but not mobile in the sense that the others created.
11/11/2013: RRCC, CMC, and PCC all have completed their MLL. We have some amazing photos of the PCC and RRCC labs.
05/12/2014: 5/10/2104: PPC offered 2 classes in MLLs serving 16 students. At CMC, PCC, and RRCC 148 students have enrolled in classes in MLLs and 122 have completed content since beginning of grant.
08/12/2014: RRCC shared MLL with Central Wyoming College in Apr. PCC provided 4 classes in MLLs serving 45 students. CMC continues to use the MLL for classes and training.For all labs, 193 students have have enrolled in MLL courses;169 have completed content.
11/06/2014: RRCC used MLL for env sampling in WQM 121. PCC provided 3 classes in MLL with 49 students. 315 students enrolled in MLL classes: 73 at CMC, 102 at RRCC, and 140 at PCC. 278 students completed content using MLL: 72 at CMC, 83 at RRCC, and 123 at PCC.

02/10/2015: 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC. RRC uses the MLL to support instruction in WQM 121.
05/11/2015: 361 students have taken courses using the MLL: 82 at CMC; 177 at PCC; 102 at RRCC. 320 students have completed content using the MLL: 82 at CMC; 155 at PCC; 83 at RRCC.
08/10/2015: 370 students have taken courses using the MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 students have completed content using the MLL: 82 at CMC; 163 at PCC; 83 at RRCC.

Deliverable ID: 1
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 1
Narrative: Revised DE programs
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 10/07/2011
Actual End: 02/13/2013
Notes: 11/11/2013: With the statewide redesign of developmental education all DE courses will be changed to new delivery and curriculua formats by fall 2014.
05/12/2014: 5/10/2104: All college schedules for fall 2014 show full implementation of DevEd Redesign, offering all new courses in CCR and MAT.
11/06/2014: All Colorado community colleges fully implemented the redesign of developmental education in fall 2014.

Deliverable ID: 2
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 2
Narrative: Contextualized curriculum
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 01/01/2012
Actual End: 09/02/2013
Notes: 11/11/2013: Energy programs created contextualized math and English experiences for students in energy. Content is posted by college at http://cccscoetc.weebly.com/

Deliverable ID: 3
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 3
Narrative: Accelerated curriculum
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 01/01/2012
Actual End: 08/01/2013
Notes: 11/11/2013: Developmental education curriculum has been updated and faculty are using the new curriculum guides statewide to create course content. Content has been reverse designed to accelerate student progress in DE.

11/06/2014: All Colorado community colleges have fully implemented the redesign of dev ed. Most students can complete dev ed requirements in one semester; many students are mainstreamed into college level courses.

Deliverable ID: 4
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 4
Narrative: modularized curriculum
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 01/01/2012
Actual End: 01/01/2014
Notes: 11/11/2013: Developmental education curriculum has been updated and faculty are using the new curriculum guides statewide to create course content. Some colleges are making choices to modularize their content for delivery specifically in math.
05/12/2014: 05/10/2014: PPCC is working on modularized content in CCR and MAT for a bootcamp or Accuplacer Prep/soft landing for Veterans.
08/12/2014: PPCC is creating two, two credit courses to capture the modules into credit courses. Completing the two courses will equal MAT 050 credit. They are also continuing the development of the Veterans Program

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Deliverable ID: 5
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 5
Narrative: Alternative assessments
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 01/01/2012
Actual End:
Notes: 11/11/2013: We are working with Pearson to develop a diagnostic assessment for developmental education.
05/12/2014: 05/10/2014: CCCS is seeking a vendor to provide diagnostic. RRP closes May 23. Proposal evaluations take place June 9 with demonstrations on June 20. Vendor should be chosen by July and assessment ready for full implementation fall 2015.
08/12/2014: CCCS has chosen a vendor for the project (McCann) and is working on contract. Assessment will provide writing sample and diagnostics and will be aligned to CCCS courses.
11/06/2014: We have a contract with McCann and Associates for a new assessment that will include non-cognitive questions and make use of diagnostics. New Assessment will be available January 2015.

02/10/2015: The test platform for the new assessment is ready. Cut scores for math, writing, and reading have been established. We are now working with all the colleges to implement the new platform that should be at the college sites by end of February.

05/11/2015: Pilot of new assessment will happen in May at ACC. McCann has provided training for all Testing Center staff through 4 regional all day workshops at FRCC, Larimer; ACC; PCC; and CCD.

08/10/2015: CCCS Colleges have decided to use high school GPA and course completions as alternative assessments. The vendor for the CCPT has built adaptive background questions that information to be used for placement. Two trials have been successful.

Deliverable ID: 6
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.1 Deliverable 6
Narrative: students complete or test out of DE
Expected Start: 10/01/2012
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 11/11/2013: To date, 7602 (duplicated) students have completed their developmental courses.
05/12/2014: 5/10/2014: To date, 7936 students (duplicated) have completed their developmental courses.
08/12/2014: To date 10,252 students have completed their Dev Ed courses.
11/06/2014: To date, 10,501 students have completed their dev ed courses. All Colorado community colleges have fully implemented the redesign; most students will complete dev ed requirements in one semester and many are co-enrolled in college level courses.

Deliverable ID: 7
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 Deliverable 1
Narrative: Intro algebra pilot tested at CCD
Expected Start: 10/01/2011
Expected End: 06/30/2012
Actual Start: 01/01/2012
Actual End: 05/03/2013
Notes: 11/06/2014: CCD is using NROC as supplemental resource for students.

Deliverable ID: 8

Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 Deliverable 2
Narrative: pilot test results are evaluated
Expected Start: 10/01/2011
Expected End: 06/30/2012
Actual Start: 08/01/2012
Actual End: 08/01/2013
Notes: 06/06/2012: The first course using NROC OER ran Spring 2012. Results have not yet come in.
05/12/2014: 5/10/2014: At CCD 307 students have completed OER developmental math courses.
08/12/2014: As of June 30, 2014, 337 students have completed OER developmental math courses at CCD.

Deliverable ID: 9
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 Deliverable 1
Narrative: CDLE develops processes with workforce centers. Students receive guidance from Career Coach.
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 12/24/2012
Actual End: 09/30/2014
Notes: 06/06/2012: While coaches are working with students. There is no formal process developed with CDLE. Workforce centers have not submitted expenditure authorizations to CDLE and aren't expected to until September 2012. This has slowed work in this area.
11/11/2013: CDLE has identified promising practices between WF centers and coaches.
05/12/2014: 5/10/2104: CDLE continues to work with partners to build best practices. Workforce Centers have 763 referrals, 1231 assessments, and 30 individuals assisted with internships/job development.
08/12/2014: CDLE continues building partnerships with colleges for referrals and assessments, including a "reverse referral " developed with CCD so that the college can refer students back to WFC for financial assistance.
11/11/2014: Referrals through the grant were 955. Assessments given were 1711. Best practices: continuous relationship between the college (CC) and the workforce; specific procedures for the relationships--who does what when; communication to all involved.
02/10/2015: The contractual agreement ended September 2014. WFCs will continue to refer students to community college program, and the CC will reach out to their local WFC based on relationships built through the grant.
05/11/2015: While no new students have been referred to the energy colleges, the CC continues to

reach out to WFC and to reinforce the partnerships and use the processes built through the grant.
08/10/2015: Colleges engage with their local workforce centers through sector partnership initiatives, job fairs, employment activities, and general meetings. These interactions provide the foundation for sustainable partnerships.

Deliverable ID: 10
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 Deliverable 2
Narrative: Implementation of revised student success courses
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 10/01/2011
Actual End: 08/01/2013
Notes: 06/06/2012: several colleges are running AAA courses in conjunction with DE offerings. As data are available we will use it to make decisions about course implementation to scale.
11/11/2013: We have an open AAA course on our weebly site. Colleges are making different choices about use of AAA. In round 3 TACT project we learned from this experience that we need to standardize the course and delivery for assessment and use.
08/12/2014: RRCC is using "Bring Your A Game to Work" as the focus for a student success course that is taught integrated into content courses in WQM and in dev ed.
11/11/2014: Colleges continue to imbed student success and employablity skills into courses. Some colleges require students enrolled in dev ed courses to also take a student success course. Colleges will track data.

Deliverable ID: 11
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 Deliverable 3
Narrative: Statewide Energy Career website is launched
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 12/02/2012
Actual End: 09/30/2014
Notes: 05/12/2014: 5/10/2104: College in Colorado contracting with Kuder to develop energy hub. Has June 2014 deadline for all work to be completed. Site will include information from colleges and from employers.
08/12/2014: Sytatewide Energy Hub is in process. College in Colorado is developing the pieces that include career exploration and assessment, academic and career planning, financial aid, and finding employment.
11/06/2014: College in Colorado launched PowerUpColorado in September 2014.

Deliverable ID: 12
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 Deliverable 4
Narrative: COETC students persist at higher rate than cohort
Expected Start: 10/01/2012
Expected End: 09/30/2013
Actual Start: 10/03/2011
Actual End:
Notes: 08/13/2014: CCCS is pulling together data to explore completion and success rates of students enrolled in redesigned dev ed courses.
02/10/2015: Initial data indicates students in redesigned dev ed courses complete college level math and English at higher rate than students enrolled in old model. Co-req model has best results. Energy students who saw CC also show higher rate of completion.
05/11/2015: CCCS data fall 2013 indicates students in redesigned dev ed successfully complete college course at a higher rate and faster pace than students enrolled in old model. Studies indicate students seen by CC persist in Energy program at a higher rate.
08/10/2015: Reports show redesign reduced time to college course and increased percentage of students who complete college course for CCR. SAI has best results(over70%). Math shows shorter time to college level; need more semesters for results in completion.

Deliverable ID: 13
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 Deliverable 5
Narrative: COETC students graduate at faster rate than cohort
Expected Start: 10/01/2013
Expected End: 09/30/2014
Actual Start: 10/03/2012
Actual End:
Notes: 11/06/2014: Energy Colleges have built pathways and stackable certificates to increase completion and contextualized math dev ed into content so students do not take additional courses. Length of dev ed seq reduced from max of 4 semester to a max of 1 semester.
02/10/2015: Initial data suggests that dev ed students complete college level math and English courses faster than under old model and that students who saw CC are more likely to complete certificates/degrees. CCCS and Rutgers will continue these studies.
05/11/2015: Data continues to indicate that COETC participants, both dev ed and energy, complete programs of study at a higher rate.
08/10/2015: Dev Ed reports by CCCS and Rutgers show increase in number of students who enroll in and complete college level English or math course within 0 or one semester.

Deliverable ID: 14
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 Deliverable 1
Narrative: Energy program content advised by employers and content experts
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 10/01/2011
Actual End: 01/01/2014
Notes: 05/12/2014: 5/10/2014: Colleges have identified industry partners who have been involved in the redesign. They sit on advisory boards at energy college to consult on curricula and are faculty in the program area (RRCC) who then teach the redesigned courses.
08/12/2014: Colleges work with industry partners on Advisory Commitees, as mentors for students, as employers for Interships, and for consultants in their programs. All the colleges report having industry at job fairs and in their classrooms and labs.
11/06/2014: Industry partners continue working with colleges by serving on advisory committees, by developing and reviewing curriculum, by mentoring students, and making recommendations on the programs.
08/10/2015: To ensure that their programs are sustainable, colleges have been working with employers and other industry reps to review curriculum, to evaluate resources, and to analyze strategies. This is part of the transition from grant to college activities.

Deliverable ID: 15
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 Deliverable 2
Narrative: Referral system in place between WF Centers and colleges
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 12/24/2012
Actual End: 09/30/2014
Notes: 06/06/2012: No contract with CDLE during Q1 2012.
11/11/2013: This varies by center. CDLE has identified a number of promising practices for referral. These seem to be more successful for academic programs (i.e. energy) than for DE.
05/12/2014: 05/10/2014: PCC has built model relationship with WF Center for referrals.
08/12/2014: PCC continues to model best practices between community colleges and WFC. CCD has developed a reverse "referral process" with Denver County WFC to send students from the college to the WFC. MCC, TSJC and NJC have also collaborated on projects.
11/11/2014: Best practices: Client referral forms; Reverse referral process; specific procedures for making referrals; recruiting participants from GED orientations; creating program flyers; involving WFC with the participant after referral to colleges.

02/10/2015: CDLE contract ended 09/30/2014. Colleges continue to work with local WFCs and follow best practices identified during this grant to ensure smooth transition of clients from the WFC to the college.

Deliverable ID: 16
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 Deliverable 3
Narrative: Job + internship placements
Expected Start: 10/01/2012
Expected End: 09/30/2013
Actual Start: 10/01/2011
Actual End:
Notes: 05/12/2014: 05/10/2014: Since beginning of grant, CMC, RRCC, FRCC, and TSJC have developed 25 internship agreements and placed 51 students in agreements. The energy colleges report 302 students enrolled in their programs finding placement in a related field.
08/12/2014: Since beginning of grant, CMC, RRCC, FRCC and NJC have placed 66 students in Internships. The colleges report placing 339 of their enrolled students in a job in a related field.
11/06/2014: Since beginning of the grant, CMC, FRCC,RRCC and NJC report placing 67 students in internships. They report placing 339 students in a job related field.
02/10/2015: Since the inception of the grant CMC, FRCC, RRCC, and NJC have 68 students participating in Internships. The energy colleges report 638 students have been placed in a job related field.
05/11/2015: Since the inception of the grant 75 students have participated in an internship. Colleges report placing 411 students in a job related field. Last quarters reported figure of 638 was incorrect.
08/10/2015: Since the inception of the grant colleges have developed 26 internship sites, and 87 students have participated in an internship. Colleges report placing 466 students in a job related field.

Deliverable ID: 17
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 Deliverable 4
Narrative: Continued placement and feedback from employers
Expected Start: 10/01/2013
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 05/12/2014: 05/10/2014: employer partners provide assistance to students enrolled in energy programs by hosting employment open houses (CMC), by helping with job placement

(FRCC), and by offering employment (TSJC).

08/12/2014: Employer partners help students and colleges by participating in job fairs(PCC,NJC,CMC), acting as mentors (all), hosting informational meetings (RRCC NJC, Aims) and assisting with placements (all).Often, college instructors are employed by industry.

11/06/2014: Colleges report that employers help their students at job fairs (FRCC, PCC, NJC, CMC), onsite visits(NJC), mentors (all), informational meetings(all). At many colleges faculty are also employed by the local industries.

02/10/2015: Employers continue involvement at all the colleges: assist students and colleges with job fairs (PPC) act as mentors (all), host informational meetings (RRCC, CMC, NJC, Aims)and assist with placements (all). Many instructors are employed by industry.

05/11/2015: Employers continue work with energy colleges at job fairs, mentor roles,and program review. Arvada identified RRCC WQM as sole source for hires in water.TSJC RMLT now a member of CEWD; is a preferred educational provider for apprenticeship training.

08/10/2015: Colleges have added industry employers to advisory committees. These employers attend job fairs, mentor students, review programs, and donate resources to college programs. RRCC, PCC, NJC, and TSJC hosted career fairs and other employer events.

Deliverable ID: 18
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Deliverable 1
Narrative: Energy courses designed/developed
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 10/01/2011
Actual End: 01/01/2014
Notes: 06/06/2012: Content is developed. We are in the process of getting that content in online and hybrid formats.
11/11/2013: Almost all content is now available in OER. http://cccscoetc.weebly.com/
08/12/2014: All content is available in OER--colleges are now making adjustments to their courses.
11/06/2014: Colleges continue to review and revise courses to make them more effective.

Deliverable ID: 19
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Deliverable 2
Narrative: OER content integrated into courses
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 10/07/2011
Actual End: 08/01/2013

Notes: 06/06/2012: Where available.

11/06/2014: Faculty working with instructional designers are developing, finding and integrating OER as appropriate.

Deliverable ID: 20
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Deliverable 3
Narrative: Students are enrolled in energy programs
Expected Start: 10/01/2012
Expected End: 09/30/2013
Actual Start: 01/01/2012
Actual End:
Notes: 05/12/2014: 5/10/2014: Since beginning of the grant, 1483 students have been enrolled in redesigned energy courses.
08/12/2014: Since the beginning of the grant, 1780 students have enrolled in redesigned energy courses.
02/10/2015: Since the grant, the colleges report that 2560 students have been enrolled in redesigned energy courses.
05/11/2015: Colleges did not add new students enrolled in redesigned energy courses after fall 2014. Colleges have enrolled 2560 students in redesigned energy courses.
08/10/2015: Colleges have not added participants after fall semester 2014. The focus is on increasing completers and employed.

Deliverable ID: 21
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Deliverable 4
Narrative: Students graduate from energy programs
Expected Start: 10/01/2013
Expected End: 09/30/2014
Actual Start: 01/01/2012
Actual End:
Notes: 05/12/2014: 5/10/2014: Since beginning of grant, 731 students have completed a program of study (certificate or non-certificate curricula.
08/12/2014: Since the beginning of the grant 1110 students have successfully completed a program of study (certificate or non-certificate curriculum).
11/06/2014: Since the beginning of the grant, 1121 students have successfully completed a program of study.
02/10/2015: Since the beginning of the grant, colleges indicate that 1263 students have completed a program of study.

05/12/2015: Since the beginning of the grant, 1296 students have completed a program of study (cert or non-cert)

05/12/2015: Since the beginning of the grant, 1296 students have completed a program of study (cert or non-cert).

08/10/2015: Since the beginning of the grant, 1342 students have completed a program of study (cert or non-cert).

Deliverable ID: 22
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Deliverable 5
Narrative: Colleges capacity for online delivery is strengthened
Expected Start: 10/01/2013
Expected End: 09/30/2014
Actual Start: 01/01/2012
Actual End: 01/01/2014
Notes: 05/12/2014: 05/10/2014: As of spring 2014, all energy colleges offer at least one certificate or degree online or in hybrid format.
08/12/2014: Energy colleges continue to design courses that include online content. RRCC added 9 certificates in hybrid format.

Deliverable ID: 23
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 Deliverable 1
Narrative: Mobile Lab equipment ordered, labs built and ready
Expected Start: 10/01/2011
Expected End: 09/30/2012
Actual Start: 03/31/2012
Actual End: 06/28/2013
Notes: 06/06/2012: Equipment approval happened in March 2012 pushing back the speed on this deliverable.
08/06/2013: CMC, PCC, and RRCC all have completed their MLL.

Deliverable ID: 24
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 Deliverable 2
Narrative: Mobile Labs are serving students statewide
Expected Start: 10/01/2012

Expected End: 09/30/2013
Actual Start: 12/31/2012
Actual End: 06/28/2013
Notes: 06/06/2012: delay in equipment approval delayed ordering and building of these labs.
02/11/2013: RRCC completed their lab this quarter and will start using it next quarter.
08/06/2013: RRCC, PCC, and CMC are all using their MLL to serve students.
05/12/2014: 05/10/2014: At CMC, PCC, and RRCC 148 students have enrolled in mobile lab courses since the beginning of the grant.
08/12/2014: RRCC, PCC, and CMC have shared their MLL's. CMC and RRCC have worked together as well as CMC and Aims and NJC. PCC had 4 classes in MLLs serving 45 students. For all labs, 193 students have have enrolled in MLL courses;169 have completed content.
11/06/2014: RRCC, PCC, and CMC continue to use their labs to support training and education across the state. For all labs, 315 students enrolled in MLL classes; 278 students completed content.

02/10/2015: RRCC, PCC, and CMC use MLL's to support training and education. 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC.
05/11/2015: RRCC, PCC, and CMC continue to use MLL's. 361 students have taken courses using MLL: 177 at PCC; 102 at RRCC, and 82 at CMC. 320 students have completed content.
08/10/2015: Colleges continue to use MLL's. 370 students have taken courses using the MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 students have completed content using the MLL: 82 at CMC; 163 at PCC; 83 at RRCC.

Deliverable ID: 25
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 Deliverable 3
Narrative: Colleges capacity to deliver hands-on training at a distance is strengthened
Expected Start: 10/01/2013
Expected End: 09/30/2014
Actual Start: 10/01/2012
Actual End: 01/01/2014
Notes: 06/06/2012: Until courses are online and hybrid this activity will remain not yet started.
02/11/2013: Some energy colleges are running their courses online and hybrid.
05/12/2014: 05/10/2014: As of 3/31/2014, the energy colleges have developed 279 energy courses online and hybrid. Mobile labs provide opportunity for on-site training.
08/12/2014: Energy Colleges have developed 309 courses online and hybrid. The MLL's are being used to provide customized training for industry and hands on lab experiences for distant students.
11/06/2014: Energy colleges have developed 342 courses online and hybrid. RRCC, CMC, and PCC continue to use the MLL for training and for offering courses both credit and non credit.
05/12/2015: RRCC, PCC, and CMC continue to find innovative uses for MLL's and are developing additional courses/modules for MLL delivery. Colleges are also using MLL for training for

employers.
08/10/2015: CMC. PCC, and RRCC are using MLL's for training at employer sites.

E. Status of Progress and Implementation Measures

Strategy: Redesign developmental education. Develop alternative assessments and targeted remediation modules.

Progress Measure 1 for Strategy 1: Time to completion for students in DE (based on levels of remedial need). 2,400 students will be served by new dev. Ed. Curriculum
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Redesign allowed us to exceed expectations. We created a structure where students can finish DE in 1 semester; many are served in co-req format and complete DE with required college level courses. 3/31/2014 students in DE courses is 25,402. 6/30/2014 27,480 students enrolled in redesigned DE courses. 9/6/2014 38,192 students enrolled in redesigned. CCCS fully implemented redesign. 2/10/2015 Students enrolled in redesigned DE complete college level courses faster. Coreq models,students can complete DE and college in same semester. 5/10/15 Students in co-reqs have highest success rates. 8/10/15 Redesigned increased number of dev ed students who complete college course in 0 to 1 semester

Progress Measure 2 for Strategy 1: Number of students who complete their required developmental sequence or alternative assessments & curriculum successfully: Yr 1 65% will demonstrate basic skill competency; yr 2 70%; yr 3 75% (1800).
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: A better question would be How many students have completed their required developmental education coursework? But the DE redesign has been implemented and continues to scale at all colleges. 03/31/2014 7,936 completed DE 6/30/2014 8609 took redesigned dev ed courses. 10,252 completed DE courses since the grant. 9/30,2014, 10,501 students completed DE. CCCS fully implemented redesign; most students complete DE requirements in 1 semester, many co-enrolled in college courses. 2/10/2015 Students in redesigned DE complete college level courses faster. Many students complete DE/college in the same semester. 5/10/15 Co-req models show highest success. 8/10/15 Success rates in coreq as high as 82%

Progress Measure 3 for Strategy 1: Students who complete gatekeeper college-level English and math. 61% overall CCCS remedial pass rate
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Two questions - How many students in redesigned DE have completed college ENG? How many students in redesigned DE have completed college level math? 03/31/2014:Students in redesigned DE ENG/REA who completed a college ENG course 2,377. Students who were in DE MAT who have completed a college MAT course is 833. 6/30/2014: 3773 who took DE ENG completed college ENG; 1225 who took DE math completed a college

math course. 9/30/2014 4,652 took DEENG completed college ENG; 1716 who took DEMAT completed college MAT 2/10/2015 Colleges offer faculty professional development, focus on SAI. 5/10/15 CCCS explores ways increase SAI. 8/10/15 DETF met July. Focus on increasing SAI opportunities.

Implementation Measure 1 for Strategy 1: Fifteen developmental programs redesigned.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: All colleges have at least one section of redesigned program. Many have more redesigned. This fall, CCD, CNCC, LCC, OJC, CCA, and PCC moved all DE sections to redesign. College schedules for fall 2014 show full implementation of DE redesign. 6/30/2014 All Colleges are ready for full implementation of Redesigned program. 9/30/2014 All Colorado community colleges have completely implemented the redesign of dev ed. 5/10/15 All colleges have implemented dev ed resign and are exploring which strategies have the best results. System exploring ways to increase number SAI options for students since the Co-Req model has best results. 8/10/15 DETF focused on increasing SAI opportunities.

Implementation Measure 2 for Strategy 1: Number of students enrolled in redesigned developmental courses. 2400 students served by DE curriculum; 4000 career services; 2000 served by career coaches
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: This is three different questions. 1) Students served by DE: 18352 2) Students served by career services (WFC):1644 3) Students served by career coaches: 3598 As of 3/31/2014 students served by DE 25,402. Students served by career services (WFC) 2,024. Students served by Career Coach 5,288. As of 6/30/2014 students served by DE 27,480. Students referred by WFC to colleges 867. Students served by Career Coach 4905. As of 9/30/2014 38,192 students have enrolled in Redesigned Dev Ed courses. 5,705 students served by career coach. 955 students referred by WFC to colleges.
Strategy: Pilot the use of OER developmental math courses

Progress Measure 1 for Strategy 2: Number and percentage of students who complete OER developmental math courses. 61% overall CCCS remedial pass rate including in OER courses.
Progress to Date: 100%
Grantee Self Assessment: On Track
Qualitative Description: This question asks multiple things. Should I report number or percent of students? Should I report course pass rate? CCD served 229 students in NROC. 3/31/2014 CCD served 307 students in NROC. 6/30/2104 CCD served 337 students using NROC 9/30/2014 CCD now uses NROC as supplemental resources for all students enrolled in dev ed MAT. 2/10/2015 Remedial average pass rate of all CCCS dev ed coures remains above 61%. 5/10/15 Average pass

rate remains above 61%. CCCS piloting using NROC for remediation for students enrolled in MAT 108 MOOC. 8/10/15 Colleges can use EdReady as prep for CCPT. Competencies of CCPT have been aligned to NROC.

Progress Measure 2 for Strategy 2: Time to completion in OER developmental math courses compared to standard developmental math courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: 2 semesters v 3 in old format. One semester to complete dev ed for most students; many students mainstreamed into college level courses. 9/30/2014 With full implementation of redesign at community colleges fall 2014, colleges have cut time to completion to 1 semester for most students and mainstream options for many students. 2/10/2015 Initial data indicates students enrolled in redesigned dev ed courses enroll in and complete college courses faster. In co-req, students can complete dev ed and college in same semester. 5/10/15 Data shows increased college completion rates. SAI (Co-reqs) show best results. 8/10/15 Increase in number/% students who complete college course in 0 to 1 term.

Implementation Measure 1 for Strategy 2: Faculty trained to effectively teach these courses
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: 19 faculty trained in OER 9/30/2014 Colleges continue to train faculty and staff on the rationale for the redesign and on strategies for teaching redesigned courses. Faculty and staff also receive training on using OER resources as supplements with students. 2/10/2015 Colleges continue offering professional development activities for faculty. Focus is now on SAI techniques. 5/10/15 CCCS exploring ways to provide more opportunities for faculty to learn about SAI.

Implementation Measure 2 for Strategy 2: One college implementing this course format
Progress to Date: 100%
Grantee Self Assessment: On Track
Qualitative Description: CCD implemented this course format. 6/30/2014: CCD continues to use NROC courses for dev ed in math. 9/30/2014 CCD is now using NROC as a supplemental resources for all dev ed students. 5/10/15 CCD continues to use NROC as resource for students. CCCS piloting using NROC materials to support students enrolled in MAT 108 MOOC. 8/10/15 CCCS has aligned the competencies of the math CCPT to the NROC materials. Colleges can use the platform as a study guide for the assessment.
Strategy: Personalized guidance via career coaches, intrusive advising, early warning systems, student success courses

Progress Measure 1 for Strategy 3: Number and percentage of students who enroll in consecutive

semesters. 2106 students served in Energy

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 3/31/2014 1796 (dup) students and 1105 (undup) students enrolled in the energy program. 6/30/2014: 2449 (dup) students (1409 undup) students enrolled in redesigned energy courses. 9/30/2014 Since grant 2457(dup) students have been served in redesigned energy courses and 1427 (undup) students have been served in redesigned energy courses. 2/10/2015 Since grant, 2680 dup students enrolled in redesigned energy courses. 1544 undup students enrolled in redesigned energy courses. 5/10/15 3136 dup student and 1769 undup students enrolled in redesigned energy courses. 2560 students enrolled since grant. 8/10/15 Since grant 3469 dup students enrolled in redesigned energy courses. 1825 undupl.

Progress Measure 2 for Strategy 3: Number of students who complete 9 credits in a program of study (concentrators). 549 total number of students who earn a degree during the period of performance. 2500 students use services

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: How many students served by CC?Students served by CC how many completed 9 credits in program of study, how many earned a degree 3/31/14: CC served 1,678 students who completed 9 cr. CC served 584 students who completed a degree/cert. CC served 5288 students. 6/30/14: CC 1910 students who completed 9 cr; 772 earned a degree/cert. 9/30/14 870 students w/CC earned degree/cert; 2271 earned 9cr. 2/10/15 1263 students completed program of study. 883 served by CC completed 9cr; 671 completed deg/cert. 5/10/15 Students working with CC: 1188 9 crdt; 751 cert/degree. All CC worked with 4671 since grant. 8/10/15 CC at energy colleges served 2232; 1343 earned 9 cr. 872 earned deg.

Progress Measure 3 for Strategy 3: Number and percentage of students using these services; type of services provided. 2500 students use services provided by CLDE.

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: Students served by WFC:1644 As of 3/31/2014 WFC served 2,024 students. As of 6/30/2014 WFC made 907 referrals. As of 9/30/2014 WFC activity: 1711 Assessments; 955 referrals; 39 Internships; 29 Job development. 2,734 students served. As of 2/10/2015 Contract with CDLE was concluded on 9/30/2015. Individual colleges continue to work with local WFC to develop smooth transitions to college programs. 5/10/15 Colleges and WFC's continue to collaborate. 8/10/15 Colleges connect with WFC through sector partnerships meetings, trainings, job fairs, and employment events.

Progress Measure 4 for Strategy 3: Number of certificates and degrees completed annually. 1579 certificates or degrees earned over the life of the project.

Progress to Date: 85%

Grantee Self Assessment: Behind Schedule

Qualitative Description: Same as question 2 in this section: 441 students served by the coach have earned a certificate or degree. In energy, 371 have completed. 3/31/14 the CC served 584 students who completed a degree/cert. 3/31/14 731 students completed program of study. 6/30/14772 students served by CC completed degree/cert. 9/30/14 870 students served by CC earned cert/degree. 2/10/15 Energy: 1263 students compl program of study. 883 students served by CC compl 9 credits; 671 comp deg/cert. 5/10/15 1296 students compl program of study.751 students worked w/CC compl cert/deg; 1188 compl 9 cr. 8/10/15 CC at energy co1leges served 2232; 1342 compl program of study; 1343 earned 9 cr. 872 earned deg

Progress Measure 5 for Strategy 3:   Student satisfaction with these services - more than 50% students reporting satisfied or exteremly satisfied with service

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 5/10/14 Comments from students positive. Some colleges doing surveys; rating of 4.2/f 5 at TSJC and 3.33/ 5 at CNCC. Many made return visits to CC(MCC and OJC. PPCC CC reached 85% of recruitment with positive feedback. Final report on CC published spr 14. Rutgers implemented satisfaction survey of CC Apr 14. 6/30/14: Not many completed survey. Colleges report students make multiple visits and report high completion rates of students served by CC--TSJC, NJC, MCC. 9/30/2014 Few completed survey: colleges report student using CC returned more likely to use other college resources. 5/10/15 Positive feedback from students on CC. 8/10/15 Data indicates working with CC increases completion

Implementation Measure 1 for Strategy 3: 15 career coaches hired

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: All 15 are currently on staff. 5/10/2014 Colleges have replaced the CC as people have been hred fr other 6/30/14: Some colleges lost CC's--CMC, FRCC (became Navigator for CHAMP), LCC, and ACC--as people are hired into new positions. Other colleges (CCA) have replaced the CC. 9/30/14 Colleges have transition plans to ensure students served by CC will be served at end of grant. Several have institutionalized the CC role. 2/10/15 Energy colleges have identified staff to assume role of CC for energy students. Focus is completion and employment. 5/10/15 Colleges have processes for CC for completion (transcript audits) and employment(fairs, mentors) 8/10/15 Colleges developing transition plans.

Implementation Measure 2 for Strategy 3: Implementation of early warnings systems (via LMS for online programs, Career Coach monitoring)

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: All colleges are using career coaches 6/30/2014: Even as colleges lose

individuals who were CC's, they have found ways to continue the services. 9/30/2104 All colleges have created transition plans to ensure students served by CC during grant will continue to receive services. 2/10/2015 Energy colleges have developed ways to serve energy students using CC's and other college staff. 5/10/15 Colleges are developing processes that they can use to increase completers (grad audits,degree works) and to connect students with employers. 8/10/15 RRCC has automated process for applying for deg/cert. All colleges auditing transcripts to find completers.

Strategy: Build online and hybrid flexible, stackable short-term certificates and associate degree programs that lead to employment/advancement in Energy careers.

Progress Measure 1 for Strategy 4: Job placement - 300 TAA students placed in energy positions
Progress to Date: 100%
Grantee Self Assessment: On Track
Qualitative Description: 3/31/14 302 students who participated in energy program placed in job in related field. 3/31/14 51 energy students in internships. 6/30/14 66 students in an Internship; 339 placed in job in the field. 9/30/14 67 students participated in internships. 339 students placed in a job related field. 2/10/15 CMC, FRCC, RRCC,and NJC have 68 students in Internships. Energy colleges placed 638 in job related field. 5/10/15 75 students participated in internship. Colleges placed 411 students in job related field. 8/10/15 87 students participated in an internship. Colleges placed 466 students in job related field.

Progress Measure 2 for Strategy 4: Wages of students after placement - target wages $23/hour
Progress to Date: 80%
Grantee Self Assessment: On Track
Qualitative Description: Students report $15-$28 per hour. We want to match this data with labor actual data. There is a 9 month lag in data availability so we are going to report students self reported wages. For APR we will report data using the UI. 6/30/2014 Colleges self report from $13(FRCC); $40 (RRCC). 9/30/2014 Colleges self report. FRCC $12 to $21.hour; RRCC 35k to 40k ann.;NJC $18. to $22. 2/10/2015 Colleges self report: Aims 25.00; FRCC,CMC 20.00; RRCC 35k to 45k annually;TSJC 21.00; NJC 18.00 to 21.00. 5/10/15 Colleges self report:CMC 21; Aims 25; RRCC 20; TSJC 21; FRCC 20; NJC 14 to 22 8/10/15 College report ranges from $14. (summer) to $25.

Progress Measure 3 for Strategy 4: Number of students enrolled in Energy programs. 2106 students served in energy programs.
Progress to Date: 87%
Grantee Self Assessment: Behind Schedule
Qualitative Description: 3/31/2014 1483 students were enrolled in redesigned energy courses. 3/31/2014 1796 students(dup)enrolled in redesigned energy courses. 3/31/201, 1105 students(undup)enrolled in redesigned energy courses. 6/30/2014: Students enrolled in redesigned energy programs: 2449 dup and 1405 undup. 9/30/ Students enrolled in redesigned energy programs: 2457 dup and 1407 undup. 2/10/2015 Since the grant, 2680 dup students and 1544

undup students enrolled in redesigned energy courses. 5/10/15 3136 dup student and 1769 undup students enrolled in redesigned energy courses 8/10/15 3469 dup and 1825 undup students enrolled in redesigned energy courses

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Implementation Measure 1 for Strategy 4: 1500 Career Readiness Certification tests administered and completed through workforce centers

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Assessments from workforce centers 1003 As of 3/31/2014, WFC administered 1231 Career Assessments. 6/30/2014: WFC administered 1420 Career Assessments. 9/30/2014 WFC administered 1711 assessments. 2/10/2015 Contract with CDLE concluded on 9/30/2014.

Implementation Measure 2 for Strategy 4: Role of Industry in creation of energy courses

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Industry informed course content through advisory committees at colleges. 6/30/2014 Industry involved in curriculum development and instruction at colleges, often as adjunct instructors. 9/30/2014 Industry and colleges formed strong partnerships in the grant. Industry continues to provide resources for colleges including adjunct instructors. 2/10/2015 Employers continue work at colleges: assist with job fairs and placement, act as mentors, and host info meetings. Many instructors employed in industries. 5/10/15 Employers continue their work. 8/10/15 Industry assisting colleges with sustainability plans for programs.

Implementation Measure 3 for Strategy 4: 1000 internship and work placement agreements created and students placed.

Progress to Date: 70%

Grantee Self Assessment: Behind Schedule

Qualitative Description: 3/31/2014 302 students placed in work; 51 placed in internships. 6/30/2014: 66 students participated in Internships;339 were in job in related field. 9/30/2014 67 students in Internships;339 were in job in related field. 2/10/2015 CMC, FRCC, RRCC, and NJC have 68 students in Internships. Energy colleges report 638 students placed in a job related field. 5/10/15 Since the grant 75 students participated in internship. Colleges report 411 students in a job related field. Last qrt. number of 638 incorrect. Colleges are building capacity to increase job options. 8/10/15 87 students participated in an internship; 411 were in a job in related field.

Strategy: Develop hybrid and online training courses and use OER resources where available; and mobile labs for hands-on training

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Progress Measure 1 for Strategy 5: 2106 students enrolled in online, hybrid, and mobile lab programs

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 1473 enrolled in onl/hyb energy courses. 120 students enrolled in MLL. 3/31/2014 1796 students (dupl) enrolled in onl/hyb energy courses (1105 undup). 148 enrolled in MLL courses. 6/30/2014: 2449 students (dup) enrolled in onl/hyb energy courses (1409 undup). 193 enrolled in MLL courses. 9/30/2014: 2569 students(dup) enrolled in onl/hyb courses(1499 undup). 315 students enrolled in MLL classes; 278 completed. 2/10/2015 2680 dup students(1544 undup) enrolled in redesigned energy courses.336 used MLL. 5/10/15 3136 dup and 1769 undup students enrolled in redesigned energy courses. 361 used MLL. 8/10/15 3469 dup and 1825 undupl students have enrolled in redesigned energy courses. 370 used MLL

Progress Measure 2 for Strategy 5:   565 students who master technology taught in mobile labs

Progress to Date: 65%

Grantee Self Assessment: Behind Schedule

Qualitative Description: 120 As of 3/31/2014 148 students have enrolled in MLL courses, 122 have completed course work in MLL. 6/30/2014:193 students have enrolled in MLL courses; 169 have completed MLL content. As of 9/30/2014 315 students enrolled in MLL classes; 278 students completed content. 2/10/2015 336 students have taken courses using the MLL: 161 at PCC; 102 at RRCC, and 73 at CMC. 295 students have completed content using the MLL: 139 at PCC; 83 at RRCC and 73 at CMC. 5/10/15 361 students have taken courses using MLL: 177 at PCC; 102 at RRCC, and 82 at CMC. 320 students have completed content. 8/10/15 370 taken courses using the MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 completed content: 82 at CMC.

Implementation Measure 1 for Strategy 5: Seven online and hybrid programs developed with and without OER resources

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: 6/30/2014: 27 programs are available online/hybrid 9/30/2014: 27 programs and 342 courses are available online/hybrid. 2/10/2015: 27 programs and 356 courses are available online/hybrid. 2/10/15 27 programs and 377 courses are available online and hybrid.

Implementation Measure 2 for Strategy 5: Three mobile lab programs

Progress to Date: 100%

Grantee Self Assessment: On Track

Qualitative Description: RRCC, PCC, and CMC lhave MLLs. 6/30/14: CMC, PCC, and RRCC share labs with colleges in CO and other states-RRCC and Wyoming. 9/30/14: CMC, PCC, and RRCC share MLL's for industry training. College in TX interested in leasing MLL. 2/10/15 RRCC, PCC, and CMC use MLL's for training and education. 336 students taken courses in MLL: 161 PCC; 102 RRCC, 73 CMC. 295 students completed content: 139 PCC; 83 RRCC 73 at CMC. 5/10/15 RRCC, PCC, and CMC use MLL's. 361 students taken courses using MLL: 177 at PCC; 102 at RRCC, 82 at CMC. 320 students completed content. 8/10/15 370 taken courses using the

MLL: 83 at CMC; 185 at PCC; 102 at RRCC. 328 completed content: 82 at CMC; 163 at PCC; 83 at RRCC.

F. Key Issues and Technical Assistance Needs

Title	Description
Number of Completers	FRCC has found some conflicts in data that they need to resolve. They have found a difference between number of completers of a program of study between this quarter and last quarter. The college will work July-Sept to research and resolve this issue.
ADA Accessability	RRCC noted that all courses must be complaint with ADA guidelines. They will need to find dollars to support this project that will involve faculty, instructional designer, and accessibility staff input. Compliance needs to be addressed.
Clarifying Job Requirements	NJC reported that two program completers had been denied jobs based on driving record (speeding tickets). College needs to ensure that program participants understand any on the job qualifications that might prevent them from being employed in the field after program completion and/or clearly identify specific hiring requirements of employers.

G. Best Practices, Promising New Strategies and Success Stories

Best Practices and Promising New Strategies

1 Awarding Degrees/Certificates

Many students at community colleges complete requirements for certificates/degrees but never request the certificate/degree be awarded by the college. RRCC has automated process to increase completers. Career coach audits transcripts of program participants, current and past, to identify students who have completed requirements. CC completes the paperwork and contacts the participant. They are working with IR staff to schedule reports of eligible students that can be submitted post-grant

2 Industry and Education

NJC has leveraged COETC dollars and industry donations to build an actual GE nacelle on the ground. It won't generate power, but the controls side will be designed and built by NJC students in the upcoming year. The second year wind students start their fall semester with a large project in the shop where they design and build an electrical trainer for the program. Students in this program will experience an educational environment that comes close to that they will have on the job.

Success Stories

1 Educational Experiences

FRCC models bringing education, industry and government together on a project. FRCC built a working Power Plant for students in their program through a joint initiative of COETC, FRCC, CSU, and industry. The Power Plant provides a real life teaching/learning environment. "Writing on the Range" shows how TAA Round 1 helped build a hands-on training facility that is driven by industry standards: http://blog.frontrange.edu/2015/06/15/get-hands-on-traini ng-in-manufacturing-energy-technology/

2 Supporting Non Trad Students
An employer for TSJC's RMLT program sponsored a scholarship for a female student. Upon completing the program, that municipal cooperative employed that graduate.

H. Additional Outcome Information

Colleges are exploring ways to ensure that their programs are sustainable and that they meet the needs of industry. RRCC will conduct industry surveys next quarter. They will use the information form these surveys to increase recruitment and placement. Findings will be shared in final report. PCC is investigating offering CDL training for "Class B" Option for program sustainability. They will also be expanding other campus services to include Fremont Campus.