

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: 09/30/2012	Report Due Date: 11/14/2012
Performance Items	Year 1 (A)
B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)	
1. Unique Participants Served/Enrollees	256
2. Total Number Who Have Completed a Grant-Funded Program of Study	79
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	40
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	91
4. Total Number Retained in Other Education Program(s)	0
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	1007
5a. Total Number of Students Completing Credit Hours	212
6. Total Number of Earned Credentials (aggregate across all enrollees)	41
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	18
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)	70
7. Total Number Pursuing Further Education After Program of Study Completion	11
8. Total Number Employed After Program of Study Completion	11
9. Total Number Employed After Retained in Employment After Program of Study Completion	9
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	63
C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)	
1a. Male	188
1b. Female	68
2a. Hispanic/Latino	44
2b. American Indian or Alaskan Native	4
2c. Asian	4
2d. Black or African American	18
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	153
2g. More Than One Race	1
3a. Full-Time Status	231
3b. Part-Time Status	25
4. Incumbent Workers	106
5. Eligible Veterans	5
6. Participant Age (mean)	35
7. Persons with a Disability	7
8. Pell-grant eligible	0
9. TAA-eligible	29

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

The developmental education task force has been our greatest achievement as a consortium this past year. All consortium colleges have had faculty and staff working together to set policy for our state related to developmental education and redesign efforts. At the same time, faculty have been working on the TAACCCT developmental education projects that align with our grant goals and with the policy work we are doing. The convergence of grant and policy work has created a climate where faculty can really experiment to create greater access and opportunities for our developmental students.

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,

29

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

17

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

12

(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.

12

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

Duration for TAA-eligible individuals is shorter

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

TAA numbers include Energy and Dev Ed. 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 in field 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
Year 1 (A)		
Retention in Fall	1078	This number reports for students entering in this year who had not yet earned a credential who are enrolled in Fall term of the next reporting cycle.
Credits Hours Earned	6259	This number reports number of credits with a passing grade of "C" or better calculated by year.
Participants in Developmental Education	1906	During year 1 of project, COETC served 1906 participants in the redesign of developmental education.
Credentials Earned	212	This number reports credentials earned, calculated by year.
Wage Increase for Incumbent Workers	178	This number reports number of incumbent workers with a documented wage increase.

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

Performance Items	Year 1 (A)	
	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	691	3488
1b. Number of students with demonstrated skills gains toward a certificate/degree	11	596
1c. Number of students with success in credit-bearing courses	11	596
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	8	20
6a. Total Number of Completers in This Program Who Are Incumbent Workers	0	0
7. Total Number of Students Retained in This Program	214	3333
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	1389	7238
9a. Total Number of Students Completing Credit Hours in This Program	398	2703
10. Total Number of Earned Credentials in This Program:	8	20
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:	0	0
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	0	0
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	0	0
14. Entered Employment Rate for All Graduates for this Program:	0	0
15. Number of Graduates Retained in Employment:	0	0
16. Employment Retention Rate for This Program:	0	0
17. Average Program Graduate Six-Month Earnings (gross):	0	0
C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male	278	1241
1b. Female	413	2247
2a. Hispanic/Latino	235	1095
2b. American Indian or Alaskan Native	18	99
2c. Asian	11	82
2d. Black or African American	90	315
2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	289	1782
2g. More Than One Race	0	0
3a. Full-Time Status	332	1130
3b. Part-Time Status	359	2358
4. Incumbent Workers	0	0

5. Eligible Veterans	30	89
6. Participant Age (mean)	28	27
7. Persons with a Disability	27	135
8. Pell-grant eligible	0	0
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 1:

Describe how the comparison cohort was identified, selected and how it will be tracked during years two and three of the grant. If the comparison cohort is selected from a recent sample of students, describe the process for making this decision and the process that followed for selection. Address how the requirements for matching age and gender were met.

Test cohort panel created for DE Math. Redesign of curriculum was limited in Year 1 panel to help identify other factors that may need to be controlled for in subsequent years. Method of selection for comparison cohort included all students enrolled in comparable DE courses during F07, S08, Su08, S09. Some schools had begun redesign prior to S12 it was necessary to identify a cohort that predated any of these early redesign efforts. A wider period of time was used for the comparison cohort to draw on DE students who will match the wider participant group anticipated in Year 2. In addition to being matched on age and gender, students were matched on basic skills proficiencies.

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

Performance Items	Year 1 (A)	
	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		0
1b. Number of students with demonstrated skills gains toward a certificate/degree		0
1c. Number of students with success in credit-bearing courses		0
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):	Aug 1, 2012	
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):		0
6. Total Number of Students Completing This Program		0
6a. Total Number of Completers in This Program Who Are Incumbent Workers		0
7. Total Number of Students Retained in This Program		0
8. Total Number of Students Retained in Other Education Program(s):		0
9. Total Number of Credit Hours Completed in this Program:		0
9a. Total Number of Students Completing Credit Hours in This Program		0
10. Total Number of Earned Credentials in This Program:		0
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year		0
10b. Total Number of Students Earning Certificates in This Program – More Than One Year		0
10c. Total Number of Students Earning Degrees		0
11. Total Number Pursuing Further Education After Program of Study Completion:		0
12. Number of Non-Hispanic White Graduates Employed After Program Completion:		0
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:		0
14. Entered Employment Rate for All Graduates for this Program:	0	0
15. Number of Graduates Retained in Employment:		0
16. Employment Retention Rate for This Program:	0	0
17. Average Program Graduate Six-Month Earnings (gross):		0
C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male		0
1b. Female		0
2a. Hispanic/Latino		0
2b. American Indian or Alaskan Native		0
2c. Asian		0
2d. Black or African American		0
2e. Native Hawaiian or Other Pacific Islander		0
2f. White		0
2g. More Than One Race		0
3a. Full-Time Status		0
3b. Part-Time Status		0
4. Incumbent Workers		0

5. Eligible Veterans		0
6. Participant Age (mean)	0	28
7. Persons with a Disability		0
8. Pell-grant eligible		0
9. TAA-eligible		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 1:

Describe how the comparison cohort was identified, selected and how it will be tracked during years two and three of the grant. If the comparison cohort is selected from a recent sample of students, describe the process for making this decision and the process that followed for selection. Address how the requirements for matching age and gender were met.

Energy coursework will be cf at the group and individual level but design varies by college depending on deployment of curriculum and student enrollment. Two of the energy colleges established 3 synchronous comparative cohorts. The small number of synchronous cohorts results from the small size of many of the energy courses, and colleges inability to simultaneously offer redesigned and non-redesigned courses. A number of the energy colleges identified asynchronous cohorts. These cohorts will use F12 redesigned courses and compare them with non-redesigned courses that were offered, F11, S12 and/or SU12. We also created DE cohorts but only for internal program evaluation purposes.

Report Certification / Additional Comments

Grantee Remarks:	CO Energy Sector experienced decline since grant due to decline in oil and gas prices which led to layoffs in the industry statewide and meant that 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. Majority of participants are employed when they start our programs. They are underemployed and not employed in field; since they have employment, they do not count as “Employed after completing POS,” even if they find employment in Energy Sector. Some of our programs train workers who leave the state for job opportunities; we do not have employment data for these students.
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