



**REQUEST FOR PROPOSAL: 201509 "Evaluation Services for USDOL
Project: Accelerated Career & Education Pathway Program"**

ADDENDUM # 1 (posted 05-18-15)

The following information answers numerous questions of this RFP. This information becomes a permanent part of the Proposal Invitation document:

1. **Did TSTC have any assistance in writing the evaluation section of their proposal to US DOL to win the award? If so, who helped them with that section? Is this individual or evaluation firm allowed to participate in the RFP solicitation and complete for the full evaluation?** We worked with a consultant, Mason Bishop, in the writing of the grant itself, but Mason did not assist with the evaluation part of the award. Anyone Mr. Bishop consulted with in completing his contract would be eligible to bid on this RFP and compete for the full evaluation.
2. **As we are part of numerous Round 4 awards, we are aware that the detailed evaluation plan is due today (May 15th) to the US DOL. Has the college received an extension with the Department for this deliverable? If the college is preparing the detailed evaluation plan prior to securing an evaluation firm, who is writing this 1.** We have written and submitted an evaluation plan, although the DOL did offer an extension on the deadline.
3. **Could you please send me a copy of the project narrative as submitted and approved by DOL/ETA? (to know the number of participants per year and course structure, etc)**
See Attached.
4. **Is this a single-institution grant?** Yes
5. **Was an evaluator engaged in writing the evaluation section of the proposal? Are they eligible to bid?** We worked with a consultant, Mason Bishop, in the writing of the grant itself, but Mason did not assist with the evaluation part of the award. Anyone Mr. Bishop consulted with in completing his contract would be eligible to bid on this RFP and compete for the full evaluation.
6. **Is there a page limit for the proposal? What is the format for the proposal submission plan?** There was not a set page limit or a set format for the proposal, however each proposal shall be prepared simply and economically, providing a straightforward and concise description of Proposer's ability to meet the requirements of this RFP. Emphasis shall be on completeness, clarity of content and responsiveness of the proposal requirements.

7. **I came across this while researching your Round 4 award:**
<http://www.policyandresearch.com/wp/the-policy-research-group-to-evaluate-four-trade-adjustment-assistance-community-college-and-career-training-taacct-projects/>. Was The Policy & Research Group awarded this contract or is this a true solicitation for proposals?
This is indeed an open solicitation, and no contract has been awarded. The contracts originally entered into were built into the proposal by the consultant. After the award was made, the DOL notified the college that a full procurement was necessary. This is a full, open solicitation and a true and objective selection will be made.

Please sign and return one copy of this addendum with proposal as verification of receipt and compliance with addendum information.

Company Name: _____

Address: _____

Signature of Authorized

Company Official: _____ Title: _____

Telephone Number: _____ Date: _____

1. STATEMENT OF NEED (20 points)

Texas State Technical College (TSTC) seeks funding to expand the college’s ability to deliver education and career training programs in a competency based, accelerated learning platform. Structured to support rapid deployment of training connected to employment in the state’s growing manufacturing sector, the *Accelerated Career and Education Pathway Program (ACEPP)* will provide entry points for TAA-eligible, the unemployed and veterans to access career pathways in manufacturing-related employment. Credentials will be stacked and latticed so that the target participant population can receive industry-recognized certifications embedded in associate degree programs, all linked directly to occupational opportunities. ACEPP will utilize the Texas Workforce Commission’s College Credit for Heroes program to connect veterans with competency assessments followed by accelerated learning programs designed to move them quickly into available manufacturing jobs

a. Serving the Education and Training Needs of TAA-Eligible Workers (10 points)

(1) Impact of Foreign Trade (4 points). During Texas’ Fiscal Year 2013, 6,571 estimated workers were covered by TAA certifications, and outreach to these workers was conducted. 2,663 TAA-eligible workers applied for services or benefits, and 2,578 participated in TAA-supported training services. Certifications in TSTC’s service region are detailed in Table 1.

TABLE 1: TAA Certifications, 2011-2014				
Petition Number	Company	Estimated # of Workers	Certification Date	County Impacted
85017	Alcoa, Inc.	1,200	2/7/14	Milam
82721	EZO Copper Products	189	5/24/13	Cherokee
82336	Dana Structural Manufacturing	30	1/18/13	Gregg
81004	Pace America Enterprises	60	12/21/11	McLennan
74565	Smead Manufacturing	128	1/19/11	McLennan

Source: Texas Workforce Commission

(2) *Education and Training Needs of TAA-eligible Workers (3 points)*. Nationally TAA participants face a number of barriers to reemployment, most notably a lack of skills and educational attainment. Specifically, TSTC is targeting TAA participants in its service region who have a lack of marketable skills and lack the training and credentials needed for new employment. A specific challenge that TSTC will address through improved educational delivery is the age of TAA participants, as over 60 percent are over the age of 40. Table 2 details TAA-eligible worker information for the TSTC service region.

TABLE 2: TAA-Eligible Worker Information (Texas)		
TAA-Eligible Worker Occupations	TAA-Eligible Educational Attainment (FY 2013)	Worker Information
<ul style="list-style-type: none"> • Manufacturers of Aluminum Sheet, Plate and Foil • Telecommunications (copper) Workers • Manufacturers of Fabricated Structural Steel • Manufacturers of Truck Trailers • Manufacturers of Stationery Products 	<ul style="list-style-type: none"> • 12.12% - less than high school • 39.24% - GED or High School Diploma • 34.61% - some college / Associate's Degree • 10.34% - Bachelor's Degree • 3.69% - Other (including .13% with some graduate school) 	<p>Demographics (2013):</p> <ul style="list-style-type: none"> ○ 50% Male, 50% Female ○ 30.61% age 40-49, 31.35% age 50-59, 21.75% age 30-39, 16.29% other ○ 38.77% Hispanic, 28.73% White, 23.3% Black, 5.67% Asian, 3.53% Other
<i>Source: Texas Workforce Commission</i>		

(3) *Strength of Partnerships with Applicable TAA Agencies (3 points)*. TSTC, itself a state agency as well as an institution of higher education, has a long-standing relationship with the Texas Workforce Commission (TWC). The TWC is the state TAA and workforce agency and operates in partnership with 28 local workforce investment boards (WIB) representing various regions of the state. TSTC frequently partners with TWC and regional boards in customized training projects, including those funded by the state's Skills Development Fund. The TWC and local WIB partners are collaborating with TSTC on the ACEPP, and Table 3 outlines specifics of the collaboration between TSTC and ACEPP workforce partners.

TABLE 3: State Workforce Agency Collaboration	
TSTC Role	TWC and Local Board Partner Roles
<ul style="list-style-type: none"> • Serve as fiscal agent and administrator of ACEPP • Design and implement blended curriculum • Facilitate trainee onboarding (outreach and registration) • Provide regular outreach to veterans exiting military service at Fort Hood, Texas • Host and support Tooling U online services • Document individual trainee achievement, transfer of credit, badge attainment, etc. • Provide placement services, access to job fairs, etc. for program completers • Maintain project website and e-newsletter • Monitor project for compliance – reporting, OMB compliance, award document, etc. 	<ul style="list-style-type: none"> • Ensure that trade impacted workers statewide are made aware of ACEPP • Consider allocating additional funds from TWC’s Skills Development Fund to support additional training • Provide an on-ramp to ACEPP for veterans through TWC’s College Credit for Heroes Initiative, providing formal evaluation of military educational experiences documented on a College Credit for Heroes transcript • Provide performance data related to outcomes (e.g., wages, retention, etc.) for reporting purposes • Refer TAA-eligible and unemployed adults to training • Assist with job placement and job referrals as required • Support employer and industry engagement • Assist in integrating ACEPP activities with state workforce system planning and dialog

b. Evidence of Job Opportunities in the Targeted Industries and Occupations (5 points)

(1) Labor Market Information (3 points). The ACEPP’s defined service region is the ten-county area surrounding TSTC and served by the Heart of Texas, East Texas and Central Texas Workforce Investment Boards. However, due to further collaboration through the Texas local WIB system, a broader 27-county region will be served through shared program innovations, use of online training components and targeted outreach to TAA-eligible and other dislocated workers. ACEPP participants will be prepared for careers in the manufacturing sector as welders, CNC operators/machinists, and industrial machinery mechanics. The 2013-2014 *Heart of Texas Targeted Occupations Guide* projects average annual wages for CNC Operators at \$37,856, welders at \$42,994, and industrial machinery mechanics at \$48,048. Table 4 includes projections for targeted occupations in the ACEPP 10-county service region.

	Targeted Occupations	2010 Employment	2020 Employment	Percentage Growth
Heart of Texas Workforce Solutions	Welders, Cutters, Solderers & Brazers (51-4121)	650	790	21.5%
	Industrial Machinery Mechanic (49-9041)	470	620	31.9%
	Computer Controlled Machine Tool Operator (51-4011)	120	170	41.7%
	Machinist (51-4041)	470	590	25.5%
Central Texas Workforce Solutions	Welders, Cutters, Solderers & Brazers (51-4121)	470	550	17%
	Industrial Machinery Mechanic (49-9041)	250	310	24%
	Machinist (51-4041)	230	270	17.4%
East Texas Workforce Solutions	Welders, Cutters, Solderers & Brazers (51-4121)	1,890	2,200	16.4%
	Industrial Machinery Mechanic (49-9041)	1,240	1,740	40.3%
	Machinist (51-4041)	1,300	1,530	17.7%

Source: Texas Workforce Commission

(2) Skills, Abilities, and Credentials Required in the Targeted Industries and Occupations (2 points) The ACEPP targets the three career pathways of welding, industrial maintenance and CNC/machining due to strong occupational growth in the service region. TSTC has the clear understanding of the knowledge, skills and abilities needed for these occupations, including the industry-recognized and college credentials attainable by participants and connected specifically with occupations. Table 5 outlines the career pathways targeted through ACEPP, the knowledge, skills and abilities (KSAs) needed for employment and the credentials that will be provided to participants of the program.

TABLE 5: Industry Identification of Skills Required for Welding, IM and Machining

Career Pathways	Basic and Advanced Skills	Knowledge and Abilities	Credentials
Welding	Computer Skills Complex problem solving; critical thinking Judgment and Decision Making Time Management Mathematics	Ability to Operate Equipment Proficiently Ability to Operate in Flexible Work Environments Knowledge of Assembly, Inspection and Repair	AWS SENSE Level 1 AWS Certified Welder Combination Welding Certificate Structural Welding Certificate Associate's Degree
Machining	Ability to Read and Comprehend Technical Materials	Knowledge of Process and Equipment Knowledge of Safety Protocols	NIMS Machining I CNC Programming, Turning & Milling Certificates CNC Operator Certificate Associate's Degree Machining Certificate
Industrial Maintenance			Associate's Degree in Industrial Maintenance Mechanic Certificate Wiring Certificate PLC Certificate MSSC Certified Production Technician

c. Gap Analyses (5 points)

TSTC leadership has been working with the Texas Higher Education Coordinating Board, Texas Workforce Commission and the state legislature to reconfigure the college's delivery system to provide **faster and more effective impact to address workforce demands**. TSTC is moving to an **accountability funding formula** aimed at moving the college focus from "seat time" to performance outcomes (retention, completion, job placement and earnings). ACEPP will also address an **infrastructure gap** with dedicated industrial maintenance training space supporting rapid deployment of accelerated, competency-based training to participants.

One ACEPP regional partner, the Baylor Research & Innovation Collaborative (BRIC), has

identified a gap in the traditional university research park structure, and its regional partners are committed to working together to address it. Leaning heavily toward economic development, R&D, and technology transfer, **such initiatives often leave workforce development—the rising need for trained technical workers—out of the equation.** BRIC designers deliberately built in 45,000 SF of training space for TSTC in their facility, with the goal of building synergy between R&D, commercialization and talent development. With sustainability in mind, ACEPP services will be available through the BRIC, in addition to campus locations, in order to expand opportunities for worker training, but also to connect TSTC’s workforce development and training efforts to the region’s premier, employer-supported economic development hub.

Lack of competency-based training options tied to performance funding, **gaps in accelerated programs** to meet employer demand, and **gaps in infrastructure** tied to economic development have impacted TSTC’s ability to fully meet its mission of training workers for high-growth, high-wage technical occupations. ACEPP provides a significant opportunity for TSTC to fully transition to a sustainable, performance-based model of training delivery, one of the first of its kind in the U.S. Table 6 provides a summary of TSTC’s gap analysis, the core element addressed through eliminating the gap and the core project strategy for the program.

Project Strategy to be Implemented and Evaluated	Core Element Identification	Identified Gap to be Addressed in Order to Implement Innovation
Development of Accelerated, Competency-Based Training in a Blended Format Tied to Performance Funding	Career Pathways	<ul style="list-style-type: none"> ➤ Gap in teaching to nationally-recognized competencies and standards (NIMS, AWS) ➤ Lack of qualified instructors to provide customized workforce training ➤ Little deliberate alignment of educational offerings to competencies and occupational targets provided by the state workforce system ➤ Lack of available accelerated training programs to meet industrial demand

		<ul style="list-style-type: none"> ➤ Lack of alignment with bachelor’s degree-level education ➤ Need for increased educational pathways to degree programs from career training and certificate programs ➤ Need for engineering students to access industry certifications that will enhance employability
	Advanced Online and Technology-Enabled Learning	<ul style="list-style-type: none"> ➤ Lack of online learning options ➤ Lack of technology resources needed for effective blending learning opportunities ➤ Need for more virtual simulation technology ➤ Need for increased access and flexibility for target population
	Strategic Alignment with Workforce System	<ul style="list-style-type: none"> ➤ Lack of consistent approach in conducting competency assessments ➤ Lack of leveraging other TAACCCT efforts to train manufacturing workforce ➤ Lack of career advisors tied to employers and industry to guide students in career planning and completion ➤ Need to strengthen deliberate alignment of workforce system and workforce training endeavors at TSTC and other two-year colleges
	Sector Strategies	<ul style="list-style-type: none"> ➤ Need to align welding, machining and industrial maintenance as a set of occupations in the manufacturing sector ➤ Lack of comprehensive employer engagement across the entire sector ➤ Lack of alignment between competency-based training and employer hiring

2. METHODOLOGY AND WORK PLAN (55 points)

ACEPP methodology centers on utilizing evidence-based practices to retool the delivery of workforce training to meet the growing demand for workers across the state, moving the college from a traditional funding formula (contact hours) to a competency-based, accelerated training format via a blending, technology-based learning approach.

a. Evidence-Based Design (8 points)

(1) Strength of Evidence and (2) Evidence for Program Design (5 points). Table 7 below

provides a synopsis of research providing strong and moderate evidence supporting implementation of the ACEPP single project strategy with the following key components:

(1) **sector strategies** that link training to economic development; (2) **career pathways** that utilize accelerated, competency-based learning and competency assessments to identify transferable skills; (3) **technology** that incorporates use of blended learning.

TABLE 7: Evidence-Based Design	
Project Strategy: Accelerated, Competency-Based Workforce Training (Blended Model)	
Evidence and Citation	Use of Evidence in Program Design
<p>1. Sector Strategies—Demonstrate the following:</p> <ul style="list-style-type: none"> a. Participants receive significantly greater earnings b. Participants significantly more likely to work and work more consistently, over time c. Participants significantly more likely to work and in jobs with higher wages <p>S. Maguire, J. Freely, C. Clymer, M. Conway, and D. Schwartz. <i>Tuning in to Local Labor Markets: Findings from the Sectoral Employment Impact Study</i>. 2010. (Strong)</p>	<p>The ACEPP will utilize evidence in implementing project strategy by:</p> <ul style="list-style-type: none"> • Promoting educational and career pathways as a growth element as part of a regionally-based collaborative approach • Focusing efforts on “high-skill” jobs in welding, machining and industrial maintenance • Aligning industry-recognized credentials to associate’s degree and four-year engineering programs • Creating articulation pathways from non-credit to credit programs • Conducting competency assessments for participants pre-program to identify transferable skills and skill gaps, as well as align programs to employer-identified skills and competencies
<p>2. Sector Strategies—Assist low income adults with greater employment and earnings:</p> <ul style="list-style-type: none"> a. Majority of participants studied more fully employed. b. Participants’ earnings lifted them above poverty line. <p>L. Zandniapour and M. Conway. <i>Progress of Participants of Sectoral Employment Development Programs</i>. SEDLP Research Report, No. 3. The Aspen Institute. February 2002. (Moderate)</p>	
<p>3. Career Pathways—Employer survey data demonstrate that the most pronounced skills gaps in welding, machining and manufacturing are in the area of “Skilled Production”—machinists, operators, craftsmen and technicians—and impacts business productivity and production targets.</p> <p>T. Morrison, et. al. <i>Boiling Point? The Skills Gap in Manufacturing</i>. Deloitte and the Manufacturing Institute. 2011. (Moderate)</p>	
<p>4. Career Pathways—TAA participants are provided assessments by different program staff, but consistency in approach is lacking and dependent on WIA co-enrollment and other factors.</p> <p>M. Mack. <i>Assessment, Case Management, and Post-Training Assistance for TAA Participants</i>. Social Policy Research Associates. Final Report. June 2009. (Moderate)</p>	

<p>5. Career Pathways— TAA participants who received career assessment services were more likely to obtain training-related job placement. R. D’Amico and P. Schochet. <i>The Evaluation of the Trade Adjustment Assistance Program: A Synthesis of Major Findings</i>. Final Report. Mathematica Policy Research, Inc. December 2012 (Strong)</p>	<ul style="list-style-type: none"> • Providing a consistent framework of competency assessments using appropriate instruments • Leveraging impact through participation in NSF ATE Center of Excellence WELD-ED • Accelerate learning and focus on individual competencies via online learning resources through use of Tooling U-SME for technical competencies and Hawkes Learning System for mathematics • Increase retention via accelerated remedial learning approaches • Establishing TSTC as an AWS Accredited Test Facility
<p>6. Technology—In a review of more than 1,000 empirical studies between 1996 and 2008, researchers found that student learning was highest in a blended environment where both online and face-to-face instruction were incorporated into instructional design. B. Means, Y. Toyama, R. Murphy, M. Bakia, and K. Jones. <i>Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies</i>. Center for Technology in Learning, US Department of Education. September 2010. (Strong)</p>	
<p>7. Technology—Quantitative methodology is used to analyze the effectiveness of online as compared to classroom learning experiences at six public universities, with the results documenting comparable outcomes for accelerated online and traditional classroom students. W. Bowen, M. Chingos, K. Lack, and T. Nygren. <i>Interactive Learning Online at Public Universities: Evidence from Randomized Trials</i>. Ithaka. May 22, 2012. (Strong)</p>	

(3) Proposed Education and Training Strategies and Use of Evidence (3 points). TSTC has utilized the evidence-based practices described in Table 7 to design ACEPP, applying them directly to the following innovative strategies as part of the project design:

- Accelerated, competency-based training: Both remedial and core courses will be part of an accelerated, competency-based technical training path built on a blend of online skill-based training, reinforced in industry-standard, instructor-led hands-on labs.
- Blended learning that allows participants to use a combination of online technology and in-class tools: Tooling U-SME is partnering with TSTC to provide flexible hybrid training programs integrating on-line curriculum with industry-standard, hands-on instruction. Endorsed and supported by key industry associations such as NIMS, Tooling U-SME offers online assessments, certifications and learning experiences benchmarked against objectives

to strengthen competency-based training. The project will incorporate additional online resources through AWS, including the Academic Success library for electronic standards, specifications, methods and guidelines.

- Education and training tied to performance funding and employment outcomes: ACEPP's primary outcome measurement is employment, with TSTC's career services department working in tandem with the workforce system to provide linkages to available jobs for program completers. ACEPP participant recruitment for available occupations will be facilitated through job fairs hosted on site at TSTC and the BRIC. **In 2013, TSTC became the first college in America to adopt a funding model based entirely on student employment outcomes.** With the new "value-funding" model, TSTC's state funding is attributable to student earnings **after** leaving college and starting a career. ACEPP trainees will be included in this value-added model, furthering TSTC's employment focus.

b. Career Pathways (12 points)

(1) Contextualized, Remedial Coursework (3 points). TSTC has found that an intensive workshop approach with pre- and post- testing to document skill attainment accelerates student progress. Remedial training for ACEPP participants will accordingly be provided in a "just-in-time," accelerated format rather than in a traditional remedial lab or classroom setting. "Pedal to the Metal" math classes will employ the Hawkes Learning System, an online resource providing modularized training in basic math competencies that can be configured to match requirements in the student's career path. Reading and writing skills will be addressed in an integrated format in a two-hour workshop (with TABE post-test) or 15-week class. During the first quarter of funding, TABE score requirements will be set for each career path. To contextualize remedial competencies in participants' career pathways, remediation will be

offered concurrently with Tooling U-SME’s Certified Process Technician modules.

(2) Career Guidance and Services to Address Retention (1 point). The *Prove It* assessment, customized to the project’s target occupations, will provide the baseline for initial career guidance provided through local WIB partners in one-stop centers. ACEPP project management will coordinate with the WIBs as referrals are made, with ongoing career guidance offered throughout the participants’ enrollment: (1) employer partners will provide mentoring opportunities and conduct class and workshop presentations on job opportunities and expectations in welding, machining and industrial maintenance; 2) structured visits on-site will occur where employers host participants at company locations to gain exposure to specific work environments; 3) WIB staff will host workshops on resume writing and applying for jobs; and 4) participants will have full access to TSTC Career Services resources.

(3) Prior Learning Assessment (1 point). The ACEPP prior learning assessment strategies build on the existing and recognized PLA model of College Credit for Heroes (CCH). In Texas, under this PLA model, military training and experience is assessed and academic credit is transferred to an institution of higher learning in the State. Because this model is recognized and in place, TSTC will build an enhanced PLA portfolio that improves opportunities for gaining credit for prior and experiential learning. Table 8 summarizes PLA approaches.

Type of Assessment	Assessment Process
Third Party Exams	Students enrolling in college that have passed a DANTES Subject Standardized Test or Excelsior College Exam are awarded college credit. (DANTES is often used in the military.)
College Credit for Heroes Transcript	Texas College Credit for Heroes (CCH) assesses military training and experience and offers a CCH transcript providing academic transfer credit.
TSTC Military Occupations Crosswalk	With federal funding from the US Department of Education, TSTC established a web-based military crosswalk linking military occupations to the college’s technical career paths in order to award credit for training and experience veterans earned in the service.

Advanced Placement of Apprenticeship	Students enrolled in apprenticeship programs may be advanced placed into the curriculum by being awarded courses in which they have been evaluated as meeting the competencies of the course.
Challenge Exams	Certain courses are eligible for earning credit through a challenge examination. If the student achieves a passing score on the examination, credit or hours will be awarded to the student's transcript.
Transcript Evaluation	Faculty in TSTC Industrial Maintenance, Mechanical Engineering and Welding Departments will evaluate each participant's traditional college transcripts.

(4) *Competency-based Programs and Measuring of Proficiency (1 point)*. Once a participant has been assessed, and prior learning has been evaluated and transcribed (or badged), the participant will move into online training through Tooling U-SME. As competencies are verified in online classes and simulations, participants will then spend time with qualified instructors in an industry-standard lab to complete their training. Classes are enhanced with interactive tools designed specifically to engage learners and reinforce key concepts, while reinforcing information through flash-based labs that contextualize knowledge and prepare learners for exams. CNC simulators mirror brand-specific controls for Haas, Mazak and GE Fanuc controllers. AWS online resource libraries for SENSE (the AWS Scholastic Welding Library) and standards (Academic Success) provide further competency-based resources to support blended learning strategies.

(5) *Modularized Curricula (1 point)*. The modularized curricula that will be used and enhanced for the ACEPP project is Tooling U-SME. Tooling U-SME curriculum is offered in stackable credentials resulting in industry-standard certifications and offered in a hybrid online/lab experience format that moves from competency to competency, building skills in an occupational context. Common competencies in the curriculum accelerate trainee movement through the training as individuals “stack” completed certifications. AWS also provides modularized training for ACEPP through its online curriculum and related workshops and

training, including SENSE, Accredited Test Facility certification, and online resource libraries designed to support blended learning.

(6) Stacked and Latticed Credentials (2 points). Tooling U-SME is configured to support the stackable and latticed credentials required in TAACCCT projects; its Competency Framework for Manufacturing Excellence includes nine manufacturing occupational subject areas created by industry professionals and professional organizations and 60+ occupational competency models. The learning management system (LMS) validates and documents trainees' progress through the curriculum, applying cross-cutting competencies to each credential attained. The ACEPP utilizes industry-recognized credentials in welding and machining through AWS and NIMS and integrates them into associate's degree level paths, providing multiple on- and off-ramps for participants. Table 9 details the stackable credentials.

TABLE 9: Career Pathways and Stackable Credentials			
	Occupations	Certificates	Degrees (Associate's and Bachelor's)
Welding	Welders, Cutters, Solders, Brazers	AWS SENSE Level I AWS Certified Welder Combination Welding Certificate Structural Welding Certificate	AAS in Welding Bachelor of Science Bachelor of Arts in Applied Science Bachelor of Science in Applied Science Bachelor's Degree in Applied Technology
Machining	Machinists Machining Technicians CNC Operators CNC Programmer Tool & Die Maker Manufacturing Setup Technician	NIMS Machining I Certification Programming-Mastercam Associate Level Certification CNC Programming, Turning & Milling Certificates CNC Operator Certificate Machining Certificate	AAS in Mechanical Engineering Bachelor of Science Bachelor of Arts in Applied Science Bachelor of Science in Applied Science Bachelor's Degree in Applied Technology

Industrial Maintenance	Industrial Maintenance Mechanic Production Operator Inspectors/Testers Metal and Plastic Workers	Wiring Certificate PLC Certificate Advanced Manufacturing Certificate Certified Production Technician Industrial Maintenance Mechanic Certificate	AAS in Industrial Maintenance Technology Bachelor of Science Bachelor of Arts in Applied Science Bachelor of Science in Applied Science Bachelor's Degree in Applied Technology
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(7) Plans to Engage Employers for New and Current Credentials (2 points). Employers will engage in specific activities to strengthen the learning experiences of ACEPP participants, including curriculum review, validation of career paths, consideration of program completers for open positions, plant tours, employment-based learning experiences, and classroom presentations. Heart of Texas Workforce Solutions will host the Regional Economic and Education Coordination Council twice annually, at which employers will receive updates on program progress and provide feedback on the curriculum, training approach, and project resource strengths.

(8) Transferability and Articulation (1 point). ACEPP career pathways articulate through the baccalaureate degree level. TSTC has numerous articulation agreements, allowing for multiple options for continuing education. Table 10 highlights TSTC articulation agreements.

TABLE 10: Transferability and Articulation Relationships	
TSTC Articulation Agreements	Baylor University Bellevue University (Nebraska) Lamar University Midwestern State University Sam Houston State University Stephen F. Austin State University Tarleton State University Texas A&M Commerce Texas State University Texas Tech University University of Houston Victoria University of North Texas

<p>College Credit for Heroes Agreements</p>	<p>Angelo State University Austin Community College Dallas County Comm. College Dist. Central Texas College Del Mar College Grayson College Lee College Lone Star College System National American University (Texas locations) Parker University Prairie View A&M University San Jacinto Comm. College Dist. Tarleton State University Tarrant County College District Temple College Texas A&M Health Science Center Texas A&M University West Texas A&M University Western Governors University</p>
<p>WELD-ED Partnerships</p>	<p>Lorain County Community College (Ohio) College of Canyons (California) North Dakota State College of Science The Ohio State University Honolulu Community College (Hawaii) Weber State University (Utah) Yuba College (California) Chattanooga State Technical Community College (Tennessee) Illinois Central College (Illinois)</p>

c. Advanced Online and Technology-Enabled Learning (5 points)

(1) Incorporation of Advanced Technology into Program Design and Delivery (3 points).

Since its establishment in 1965, TSTC has offered technology-driven workforce training guided by the active participation of industrial advisory committees specific to each training area. The distinguishing characteristic of the TSTC learning experience has been the role of industry-standard, hands-on training experiences that are customized to specific occupational areas and guided by instructors. In the ACEPP, this legacy of high value investment in hands-on training is complemented by state-of-the-art, competency-based online instruction that

accelerates the learning process by taking advantage of participants' prior learning experiences whether those experiences are academically transcribed or experience-based. Online learning will also be central to instructional delivery for ACEPP trainees requiring remedial math.

Tooling U-SME is a leader in competency modeling, and brings its experience and strong connection to the manufacturing sector to bear in a robust occupationally-driven curriculum, designed to be offered in parallel with relevant hands-on training experiences. Utilizing TSTC's state-of-the-art welding and machining lab campus facilities with modest expansion to the BRIC will provide participants access to such advanced technology as the Haas Technical Education Center (multi-axis machining), CAD/CAM lab, and machine shop as well as pipe welding, nuclear welding, and structural welding lab environments.

In addition to Tooling U-SME resources, ACEPP will employ AWS advanced welding education and certification programs aligned to such industry-specific codes as AWS Structural Welding Codes, American Society of Mechanical Engineers Boiler & Pressure Vessel Codes, and American Petroleum Institute Pipeline Welding Code. AWS will work with TSTC through ACEPP to attain certification (employing modularized and competency-based curriculum) as an Accredited Test Facility to certify trainees for these industrial occupations.

(2) Use of Technology Strategies to Further Program Outcomes (2 points). As TSTC faculty and administrators have prepared for transition to the accountability value-added funding model, new mission-specific technology-driven instructional delivery methods have been sought. TSTC leadership is committed to building an innovative organizational culture, continually innovating to make student employability the core focus, while remaining true to significant higher education principles like diversity, access, retention and completion. In

practice, innovations like blended online and face-to-face instruction increase access, retention and completion and the ACEPP is an ideal test bed for these innovations in course delivery.

d. Strategic Alignment with the Workforce System and Other Stakeholders (7 points)

(1) Coordination with Governor’s Economic Development and WIA-WP Integrated State Workforce Plan Goals and Priorities (1 point). ACEPP is aligned with *The Strategic State Workforce Investment Plan for the State of Texas (Program Years 2012-2016)*, which has as a goal, “To provide an attractive economic climate for current and emerging industries and market Texas as a premier business expansion and tourist destination that fosters economic opportunity, job creation, and capital investment by... ..developing a well-trained, educated, and productive workforce.” Further, ACEPP supports the Governor’s Texas Industry Cluster Initiative, which has identified specific industries that have been targeted as crucial to the future of the Texas economy. “Advanced technologies and manufacturing” is an identified priority cluster, and the ACEPP is building the workforce that supports cluster development and improved job growth in Texas.

(2) Alignment with Education and Training Strategies (1 point). The Strategic WIA State Plan identifies skill attainment as a Texas priority and highlights the need for “practical technical knowledge,” committing to assist employers in addressing the challenge posed by retiring technical workers through targeting WIA-funds and the State’s Skills Development Fund for projects that address technical skills training tied to cluster growth and providing customized training for employers through local community or technical colleges. TSTC will work with TWC to access the Skills Development Fund as a means of continuing accelerated, competency-based workforce training well beyond the DOL TAACCCT funding period.

(3) Collaboration with the Public Workforce System (2 points). TSTC has signed agreements with its three WIB partners, and each is committed to providing assessment,

referral, and outreach support, and hosting job fairs and Regional Economic and Education Coordination Council meetings. The Texas Workforce Commission is also committed to assisting with the project, including working with TSTC on continued opportunities to leverage non-TAACCT funds in support of ACEPP during and after the grant fund period. TSTC and TWC are also partnering to serve unemployed veterans through the College Credit for Heroes program and utilize best practices in that program for the entire ACEPP participant population.

Table 12 lists specific ways that TSTC is partnering with the public workforce system.

TABLE 12: ACEPP Workforce Partnership Summary

➤ Heart of Texas partners will provide screening services when referring TAA-eligible, veterans and long-term unemployed adults to ACEPP for training
➤ TSTC and Heart of Texas partners will jointly work with employers and industry and refer participants to jobs in industrial maintenance, welding and machining
➤ Heart of Texas and TWC partners will utilize the tools and processes to co-enroll ACEPP participants in Wagner Peyser for services and assist TSTC with outcomes measurement through UI wage record access
➤ Heart of Texas partners will assist TSTC in identifying potential participants who may have transferable skills and experiential learning that can be translated to “credit” utilizing PLA and College Credit for Heroes program
➤ Heart of Texas and TWC partners will participate with TSTC in the Regional Economic and Education Coordination Council to foster a regional approach to addressing workforce challenges

(4) Role of Local Workforce Investment Boards (1 point). Signed agreements with the Heart of Texas, East Texas and Central Texas workforce boards are included as attachments. Each board is committed to referring trainees, assisting with assessment, participating in regional meetings, and providing guidance on workforce-specific measures, activities and reporting throughout the funding period. The ACEPP budget provides funding for contracts at Heart of Texas Workforce Solutions, East Texas Workforce Solutions and Central Texas Workforce Solutions to support dedicated staff to helping with WIB deliverables.

(5) *Collaboration with Other Organizations (2 points)*. TSTC maintains a presence in ten communities beyond Waco, including partnerships with multiple business and community-based organizations. The Greater Waco Chamber of Commerce, a regional industry association, strengthens local and regional industrial connections and provides a platform for employer engagement. TSTC is committed partner in the development of the BRIC, which links to additional partners such as the City of Waco, Baylor University and the Waco Foundation. Space committed to TSTC inside the BRIC (45,000 SF) will allow for program continuance and expansion in out-years. National industry partners, AWS and NIMS, and an affiliation with Chicago’s UI Labs DMDI Institute, funded as part of the National Network for Manufacturing Innovation, provides additional opportunities for leveraged impact, growth and sustainability and ensures industry competencies are embedded in educational programming.

e. Alignment with Previously-Funded TAACCCT Projects (4 points)

TSTC is committed to coordinating ACEPP training with Amarillo College’s *Accelerated Career Pathways*. Program representatives will be invited to attend regional ACEPP meetings to present learning experiences and outcomes. ACEPP’s partnership with AWS and NIMS to develop competency-based programs tied to assessments and economic development strategies links ACEPP to the Round 3 Pellissippi State-led TAACCCT consortium. Table 13 outlines anticipated actions and outcomes of ACEPP alignment with previous TAACCCT projects.

TABLE 13: TAACCCT Previous Grantee Engagement	
Actions	<ul style="list-style-type: none"> ➤ Compare program models for similarities ➤ Conduct initial baseline of pre-program curriculum offered and common “gaps” in programming ➤ Identify common participant intake practices ➤ Leverage curriculum enhancement efforts to avoid duplication ➤ Learn from any immediate “continuous” improvement actions taken by funded projects ➤ Implement common credentials ➤ Share interim evaluation results for continuous improvement

Outcomes	<ul style="list-style-type: none">✓ Competency-based, blended curriculum tied to participant outcomes✓ Curriculum and credentials that are nationally recognized and portable✓ Implement most effective recruitment and competency screening practices✓ Implement curriculum quickly and more efficiently✓ Provide greater opportunity for program participants and other students to enter and complete targeted programs of study✓ Better completion rates and labor market outcomes✓ New products for the community college and workforce network of best practices for welding and machining
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f. Sector Strategies and Employer Engagement (10 points)

(1) Plans for Sector Strategies (3 points). ACEPP is targeting the manufacturing sector because the need for workers in this sector continues to grow in the region and across Texas. Specifically targeted within the manufacturing sector are the three high-growth career paths of welding, industrial maintenance and machining. Employer partners include SpaceX, Nucor Steel, L-3 Communications, Bechtel, AR Machining and Vossloh. At UI Labs' invitation, TSTC provided a letter of support for the UI Labs Digital Manufacturing and Design Innovations (DMDI) Institute, funded by the Department of Defense in February 2014. The DMDI Institute is part of the National Network for Manufacturing Innovation. As the DMDII completes startup processes, TSTC will work to connect ACEPP to DMDII opportunities. Further sector impact will be leveraged through TSTC's employer partners and industry advisory committees through information updates on program activities, as well as the latticed connection from ACEPP career pathways to certificate and associate degree programs. The project's regional industry representative is the Greater Waco Chamber of Commerce, and national industry partners AWS and NIMS will ensure ACEPP is providing nationally-recognized credentials that are portable and represent competencies needed by employers.

(2) Evidence of Employer Commitment (4 points). Primary evidence of employer commitment is found in signed agreements from each of the employer partners. These agreements commit employers to support of the project via regional meeting attendance, help with curriculum alignment and provision of work based training opportunities. Table 14 provides a summary of employers' roles in ACEPP.

TABLE 14: ACEPP Employer Partner Roles	
1)	Assist with defining the proposed project's strategies and goals
2)	Identify the skills and competencies for the proposed pathways
3)	Assist with curriculum development and design of the proposed pathways
4)	Assist with aligning stackable credentials with career ladders
5)	Serve on the proposed program's Regional Economic and Education Coordination Council
6)	Provide work-based training opportunities such as internships for participants
7)	Host site visits and facilitate guest lectures
9)	Serve as a prospective employer for qualified program participants

(3) Level of Commitment to Additional Involvement (3 points). TSTC has incorporated additional involvement by employers into the program design. TSTC has a long history of receiving leveraged resources from corporate partners, including donations of equipment, provision of scholarships and assistance aligning curriculum with workplace competencies. In addition, TSTC operates customized training programs with area employers to meet specific skill needs. Under ACEPP, TSTC will continue working with employers on customized training opportunities related to the competency-based, blending learning model being implemented. Further, TSTC will continue to seek donations of equipment and leverage assistance to expand training operations at the BRIC. Finally, ACEPP employer partners have committed to providing opportunities for “work and learn” so that participants who may have spells of unemployment can gain the workplace skills needed alongside the technical skills needed for employment. TSTC will leverage up to 50 internships during the ACEPP grant.

g. Project Work Plan (9 points)

Activity	Implementers	Costs	Timeline and Milestones
<p>Project Strategy: Develop Accelerated, Competency-Based Training in a Blended Format Tied to Performance Funding</p> <p>1.1 Use evidence in program design to establish a prior learning assessment and skills assessment for TAA eligible and dislocated workers.</p> <p>1.2 Evaluate OER from manufacturing TAACCT projects for integration into training delivery.</p> <p>1.3 Align national industry credential development to current TAACCT projects and develop articulation options</p> <p>1.4 Integrate Employer Engagement best practices from TAACCT rounds 1, 2, 3.</p> <p>1.5 Evaluate other manufacturing innovation projects</p> <p>Core Element #1: Evidence Based Design</p> <p>Core Element #5: Alignment with TAACCT Projects</p>	<p>Program Manager TSTC Workforce Development ACEPP Regional Advisory Council</p>	<p>Salary & Fringe: \$218,070 Supplies: \$3,375</p>	<p>Start: 10/1/14 End: 08/1/2015</p> <ul style="list-style-type: none"> ✓ Hire Program Manager ✓ Framework for exchanging best practices established between previous TAACCT projects ✓ PLA criteria developed ✓ Competency based learning practices approved at community college level ✓ Employer Engagement begun; Regional Economic & Education Coordination Council established ✓ Current credentials and gaps are baselined ✓ Credentials needing to be implemented prioritized ✓ Agreement with DoD National Network of Manufacturing Innovation (DMDI) formalized
<p>Deliverables 1: Manual identifying curriculum adopted to industry standards as developed by TAACCT grantees and ACEPP; Competency Based Learning Institution Policy; Curriculum Sharing Plan (SME Validated and sent to DOL May 15, 2015)</p> <p>2.1 Engage workforce system to recruit participants and match aptitudes and experience with training programs.</p> <p>2.2 Establish training and employment alignment plans to ensure curriculum is continually responsive to workforce demands and Governor's Economic Development plan.</p> <p>2.3 Establish AWS Accredited Test Facility (ATF) at TSTC's Waco campus</p> <p>2.4 Align national industry credential development to existing and new associate's degrees to foster educational options for participants</p>	<p>Program Director ACEPP Instructors TSTC Provost & Curriculum Office NIMS AWS Texas Economic Development Corporation</p>	<p>Salary & Fringe: \$268,277 Supplies: \$38,637 Travel: \$2,000 Contractual: \$80,000</p>	<p>Start: 04/1/2015 End: 3/31/2016</p> <ul style="list-style-type: none"> ✓ Hire Outcomes and Data Specialist ✓ Participant recruitment and assessment strategy formalized ✓ Student focused retention and completion plan drafted ✓ AWS and NIMS engaged and partnership agreements implemented ✓ Curriculum aligned to manufacturing programs in the state ✓ Articulation agreements initiated ✓ Crosswalk of credential implementation complete

<p>Core Element #4 Strategic Alignment with Workforce System and Other Stakeholders</p> <p>Deliverables 2: Recruitment and Assessment Plan; Articulation Agreements—Non-credit to credit; 2+2; and multi-state; Credit Transfer Guide (SME Validated and sent to DOL November 15, 2016)</p> <p>3.1 Develop curriculum and credentials aligned to national industry standards and competencies with support from AWS, NIMS, and Tooling U-SME</p> <p>3.2 Recruit and enroll program participants, conduct TABE and Prove It assessments and develop work-based learning opportunities</p> <p>Core Element #2: Career Pathways Core Element #3: Advanced On-line and Technology Enabled Learning</p>	<p>Program Director ACEPP Instructors NIMS AWS</p>	<p>Salary & Fringe: \$509,792 Travel: \$2,000 Supplies: \$278,006 Contractual: \$218,740</p>	<p>✓ AWS SENSE Standards in ACEPP implemented</p> <p>Start: 06/1/2015 End: 9/30/17</p> <p>✓ Hybrid courses aligned to associate's degrees and certificates developed ✓ New full-time faculty with experience in industry in order to increase capacity for courses tied to national industry competencies and credentials are hired ✓ 411 participants are enrolled in training ✓ 266 participants earn at least one credential</p>
<p>Deliverables 3: New Career Pathways Featuring Stacked and Latticed Credentials; non-proprietary courses added to OER repository (SME Validated and sent to DOL January 15, 2017)</p> <p>4.1 Establish ACEPP Track with Texas College Credit for Heroes to facilitate rapid transition of veterans into the workplace</p> <p>4.2 Identify employer engagement unified strategies between community colleges, WIBs and Econ. Dev. Agencies</p> <p>4.3 Integrate work-based learning in curriculum.</p> <p>4.4 Engage in job placement and retention activities</p> <p>4.5 Integrate training model into TSTC's value-funded student employment outcomes</p> <p>4.6 Complete Third Party Evaluation</p> <p>Core Element #6: Sector Strategies & Employer Engagement</p>	<p>Program Director ACEPP Instructors TSTC Provost & Curriculum Office ACEPP Regional Advisory Council Texas Workforce Commission WIBs Texas College Credit for Heroes Team</p>	<p>Salary & Fringe: \$297,011 Supplies: \$6,750 Contractual: \$240,000</p>	<p>Start: 6/1/2015 End: 9/30/2017</p> <p>✓ Texas College Credit for Heroes agreement negotiated ✓ Employer and instructor feedback and communication plan formalized ✓ Employers, college and governor's office formalize coordination ✓ Employers provide 50 internships to participants. ✓ 230 participants placed in jobs; 183 retained employment ✓ Value-funded data points registered indicating employment priority in training</p>
<p>Deliverables 4: ACEPP transfer agreement for use and duplication by Texas College Credit for Heroes; Career Assessment Analysis; Career Guidance Program Plan; Third Party Evaluation (September 30, 2018)</p>			

3. OUTCOMES AND OUTPUTS (15 points)

a. Analysis of Outcome Projections (5 points) (1) Outcome Projections (2 points)

	Outcome Measure	Targets for all Participants	
1	Total Unique Participants Served Cumulative total number of individuals entering any of the grant-funded programs offered	Year 1: 50 Year 2: 137 Year 3: 224	Total: 411
2	Total Number of Participants Completing a TAACCT-Funded Program of Study Number of unique participants having earned all of the credit hours (formal award units) needed for the award of a degree or certificate in any grant-funded program	Year 1: 0 Year 2: 102 Year 3: 186	Total: 288
3	Total Number of Participants Still Retained in Their Program of Study or Other TAACCT-Funded Program Number of unique participants enrolled who did not complete and are still	Year 1: 50 Year 2: 19 Year 3: 21	Total: 90
4	Total Number of Participants Completing Credit Hours Total number of students enrolled that have completed any number of credit hours to date	Year 1: 0 Year 2: 134 Year 3: 173	Total: 307
5	Total Number of Participants Earning Credentials Total number of participants completing degrees and certificates in grant-funded programs of study	Year 1: 0 Year 2: 111 Year 3: 155	Total: 266
6	Total Number of Participants Enrolled in Further Education After TAACCT-funded Program of Study Completion Total number of students who complete a grant-funded program of study and enter	Year 1: 0 Year 2: 19 Year 3: 55	Total: 74
7	Total Number of Participants Employed After TAACCT-funded Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-funded program of study entering employment in the quarter after the quarter of program exit	Year 1: 0 Year 2: 62 Year 3: 108 Year 4 (follow-up only): 60	Total: 230
8	Total Number of Participants Retained in Employment After Program of Study Completion Total number of students (non-incumbent workers only) who completed a grant-funded program of study and who entered employment in the quarter after the quarter of program exit who retain employment in the second and third quarters after program	Year 1: 0 Year 2: 38 Year 3: 98 Year 4 (follow-up only): 47	Total: 183
9	Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment Total number of students who are incumbent workers and who enrolled in a grant-funded program of study who received an increase in wages after enrollment	Year 1: 0 Year 2: 10 Year 3: 15 Year 4 (follow-up only): 7	Total: 32

(2) How Targets Derived (2 points). TSTC is targeting TAA-eligible workers, other dislocated workers and veterans, assuming a modest number of incumbent workers entering the program after Year 1. The ACEPP outcome targets assume a reasonable timeline for program implementation in year 1, with participants beginning no later than June 1, 2015. The program timeframe also assumes most credentialing will occur in years 2 and 3, with labor market outcomes becoming most pronounced in year 3. The ACEPP assumes a roughly 70% program completion rate, and as TSTC transitions to the performance-based funding model, completion rates, credential rates and labor market outcomes become critical. TSTC is anticipating high

outcome rates for measures 4 and 5 due to the emphasis on national industry-recognized credentials and competency-based training.

Labor market outcomes addressed through measures 7-9 reflect ambitious plans to employ and retain workers and improve upon wages for those who are working at time of program entry. Based on current job placement rates for TSTC graduates, the college is focusing on an 80% entered employment rate against the program completion measure. The ACEPP projects a high job retention rate under the premise that nationally-aligned industry credentials lead to successful labor market attachment.

(3) Balance of Deliverables and Outcomes (1 point). Because of legislative action, TSTC must incorporate dramatic changes to the institution's technical training portfolio, and TAACCCT provides an opportunity to address gaps in programming through implementation of deliverables leading to improved outcomes. The main deliverables impacting the outcomes will be in the areas of (1) accelerated, competency-based training; (2) blended learning; and (3) integration with economic development. TSTC anticipates significant impact in outcome measures 4 and 5 from the use of accelerated and competency-based learning as well as from the blended learning paradigm employed in ACEPP. TSTC anticipates that outcomes measures 1, 2, 3, 7, 8 and 9 will positively impact economic development.

b. System or Process for Tracking and Reporting Outcome Measures (5 points)

(1) Existing Tracking Procedures (3 points). TSTC employs a variety of tracking procedures to monitor performance, and these are administered through the college's Office of Institutional Effectiveness & Research. These include TSTC portal dashboards, which are based on certified data and available by program, TSTC data-on-demand reports, which provide more dynamic data updated nightly from the colleague database or state-certified trend data, US-ED IPEDS Reports, and Texas Higher Education Coordinating Board reports, which

include Perkins core indicator performance and accountability. Within TSTC's Office of Sponsored Programs, tracking measures are in place specific to each funded award, using the award's performance measures and OMB requirements for internal monitoring.

Existing tracking is also in place through the state workforce system's Labor Market and Career Information (LMCI) Office. A department of the TWC, LMCI tracks Texas performance data specific to occupations and economic sectors. LMCI data is used by the state for workforce and education reporting, regional planning and economic development. ACEP's WIB partners will assist TSTC in utilizing these data and tracking procedures.

(2) Plan to Address Gaps in Tracking (2 points). Gaps in tracking identified for ACEPP are the same as those under review by TSTC in its move to accountability funding. Use of Tooling U-SME will address these gaps by tracking each trainee as he or she progresses through the Tooling U-SME modules, achieving competencies along the way. The Tooling U-SME learning management system will track employee achievement of each competency and generate reports as these competencies are validated through assessments, testing and certifications. Further support to addressing gaps in tracking will be provided by the ACEPP external evaluation partner, Thomas P. Miller & Associates (TPMA). TPMA will provide program implementation analysis and outcomes analysis services to support participant tracking, and will partner to mitigate gaps in tracking and data collection.

c. Using Data for Continuous Improvement (5 points)

(1) Participant and Outcome Data Review (3 points). Program administration will be housed in the TSTC Workforce Development office, with the Associate Vice President directly supervising the Program Director. The Program Director will work with project staff, faculty and administrators to monitor project outcomes, conduct quarterly reporting to USDOL and work directly with the third-party evaluator. The Program Director will also work with post-

award grant administrators in the college's Office of Sponsored Programs to coordinate development of definitions, including "participants," "program entry" and "program exit," work with the College Registrar's office on proper enrollment of participants, and interface with college faculty and staff on reporting and evaluation issues.

Formal data reviews will occur monthly and will be initiated by the Outcomes and Data Specialist. The Outcomes and Data Specialist will be part of the project management team and will provide a monthly report on data issues, outcomes-to-date and issues to be addressed. Data reviews will also be shared with external partners, and in particular, AWS, NIMS and Weld-Ed can provide input and feedback on issues related to credential and curriculum development that may need improvement, or assist with issues as they arise. Data reviews will also occur within TSTC and with WIB and employer partners as part of the Regional Economic and Education Coordination Council meeting that will occur quarterly.

(2) Sustainability Plan (2 points). Sustainability is rooted in TSTC's new funding formula and the Texas Workforce Commission's support of business and industry through training funds. The value-added funding model is built on student completion of nine semester hours (achievable through ACEPP's latticed structure linking workforce training to matriculated college curriculum). Once any trainee leaving the college begins to generate earnings, the TWC will track earnings using unemployment insurance wage data. TSTC funding will then be based on the direct and indirect economic return generated by these additional wages. The ACEPP will lay the groundwork for the ongoing offering of accelerated, competency-based training that is uniquely suited to the new funding formula. Training initiatives begun under the ACEPP will be primed for leveraged funding from the State of Texas. Finally, sustainability is supported through the shell space provided in the BRIC, which will be used to

expand and sustain program offerings in out years as the space is completed.

4. ORGANIZATIONAL PROFILE AND PROJECT MANAGEMENT (10 points)

a. Qualifications (4 points)

TSTC offers new, emerging and customized curriculum as the only state-supported technical college system in Texas. Nearly 30,000 students are served each year through traditional degree programs, short term continuing education and corporate training programs. The Waco campus has an operating budget of more than \$81 million and currently manages a portfolio of grants and contracts totaling \$4.1 million. Federal agencies that have active grants with TSTC include the National Science Foundation, the Office of Vocational and Adult Education (OVAE), Nuclear Regulatory Commission, and Federal Aviation Administration.

The Associate Vice President for Workforce Development, Mr. Bob Livingston, will supervise the Program Director. Ms. Cindy Reily, Associate Vice President for the Office of Sponsored Programs, will serve as **Interim Program Director** to ensure an efficient project start and seamless transition to the Program Director early in Year 1.

The **Program Director** will have (1) administrative oversight of the entire ACEPP program with full responsibility for budget administration, efficient and effective implementation of program activities, program deliverables and reports, and communication with the U.S. Department of Labor, and (2) ensure seamless interaction with ACEPP partners, including developing communication protocols, scheduling regular advisory meetings, implementing the program design consistently, overseeing third-party evaluation activities and interfacing with AWS and NIMS, especially around credential development activities.

Qualifications for the Program Director include: a Master's Degree in Public Administration or a related field; a minimum of five to seven years of higher education or equivalent management experience; experience with managing budgets, comprehensive

projects and federal or foundation grants; and knowledge of evaluation methods. Other criteria will include strong leadership, communications, and team-building skills with a preference for experience in competency-based education. Table 15 summarizes the responsibilities of the Program Director and the Outcomes and Data Specialist.

Table 15: ACEPP Program Management	
Staff/Start Date	Responsibilities
Program Director	Responsible for: providing administrative oversight of the entire ACEPP program and ensuring seamless interaction and communication with project partners in order to meet overall program objectives and deliverables. Will be working directly with employers to support curriculum refinement, definition of credentialing and career pathways, and participant job placement.
Outcomes and Data Specialist	Responsible for: meeting quarterly reporting deadlines, working with third-party evaluator to implement rigorous evaluation; working with industry and employer partners on program improvements based on data, developing definitions, and monitoring consistent implementation of participant information.

b. Management Structures (3 points)

The ACEPP will be located in the Student Learning Division in the Workforce Development office. The Program Director and staff will work directly with the Office of Sponsored Program for launch of the program’s key components, post-award compliance, and reporting. The TSTC President gives authority to the Program Director to administer the project according to the grant application and program budget. TSTC will create an ACEPP Outcomes Committee consisting of the college’s institutional effectiveness, budget and program staff, and ensure that data collection procedures, definitions and evaluation “service treatments” are implemented consistently. The Outcomes Committee will also provide program transparency by ensuring that data needed for continuous improvement and work with external partners is available. TSTC will also work with the three WIB partners, regional industry partners and employers to implement a sustainable set of business practices designed to better connect the demand for labor with the supply for labor and reduce duplication of effort.

c. Systems and Processes for Timely Reporting (3 points)

TSTC employs a full-time grant accountant and a fully-staffed **Office of Sponsored Programs**, with trained professionals managing post-award contract compliance. Grants accounting is administered in the **Financial Services Division** to maintain a firewall between program and compliance activities monitored inside the Office of Sponsored Programs. In the event of audit, TSTC's internal auditors work with Financial Services to respond to inquiries.

TAACCCT funds will be established in a separate account. All invoices to funding sources and partners, check deposits, financial reports and purchase requisitions will be approved by the Program Director, the Office of Sponsored Programs and TSTC's Grants Accounting Office. All project expenditures will require prior authorization from the Program Director to ensure that the purchase is allowable as outlined in grant policies and procedures. Project expenditures will be recorded and tracked monthly, and no requisition will be approved or processed without approval in the Office of Sponsored Programs (OSP), and monthly time and effort reports will be completed to document time committed to the project. TSTC will participate in all USDOL training activities related to orientation, financial management and reporting, performance reporting, product dissemination, and other technical assistance training, as appropriate, including two training events in Washington, D.C.

To ensure efficient and effective program management, TSTC will write a monthly report to document project goals and objectives accomplished, and store monthly and annual reports and USDOL materials in a single data repository. An electronic repository will include grant policies and procedures, project personnel roles and responsibilities, and job descriptions, monthly and annual reports, award letters, and monthly fiscal reconciliation reports.