GREATER NEW ORLEANS
INFRASTRUCTURE PARTNERSHIP

Department of Labor Strengthening Community Colleges Training Grant Round 4:
Greater New Orleans Infrastructure Partnership

The Greater New Orleans Infrastructure Partnership (GNOIP), a Consortium application led by Delgado Community College in partnership with Northshore Technical Community College, Nunez Community College, and River Parishes Community College, will provide essential training opportunities and access to pathways into Good Jobs for residents across the 10-parish region of Greater New Orleans (GNO). GNOIP aims to address workforce challenges for Southeast Louisiana's infrastructure sector.

Roles and responsibilities

Institution	Lead	Role	High-Level Activities
Delgado CC	Arlanda Williams Khalid Gross Sarah Vinnet (Fiscal Contact)	Lead Applicant	Accelerate growth of transportation sub-sector occupations through investment in targeted programs
Northshore Technical CC	Jim Carlson Sharon Jones	College Partner	Accelerate growth of energy and construction sub-sectors through investment in targeted programs
Nunez CC	Reggie Poche Jerry Graves	College Partner	Accelerate growth of energy sub-sector through investment in targeted programs
River Parishes CC	Misty D. Slayter	College Partner	Accelerate growth of energy and construction sub-sectors through investment in targeted programs
Greater New Orleans Development Foundation	Salem Habte Sara Bradford	Sector Convener	Serve as Sector Convenor to support alignment of project activities with employer needs, provide project management and data coordination support

Programs

College	Career Pathway Program	Estimated Participants
Delgado CC	Diesel Technology	40
Delgado CC	Commercial Vehicle Operations & Heavy Equipment Program	120
Delgado CC	Motor Vehicle Technology	380
Northshore Technical C	Electric Line Technology	60
Northshore Technical CC	Heavy Equipment Operator	70
Nunez CC	Process Technology	170
River Parishes CC	Industrial Maintenance	100
Total participants		**940**

Department of Labor	Notice of Award

Award# 24A60CC000024-01-02
FAIN# 24A60CC000024
Federal Award Date: 02/13/2025

Recipient Information

1. Recipient Name
DELGADO COMMUNITY COLLEGE
615 City Park Ave
New Orleans, LA 70119-4399

2. Congressional District of Recipient
01
3. Payment System Identifier (ID)
1726012995A6
4. Employer Identification Number (EIN)
726012995
5. Data Universal Numbering System (DUNS)

6. Recipient's Unique Entity Identifier (UEI)
GETYNKENXB51
7. Project Director or Principal Investigator

Susanne Dietzel
Program Director
sdietz@dcc.edu
504-671-6706

8. Authorized Official

Dr. Arlanda Williams Ph.D.
Vice Chancellor of Workforce Development
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Federal Agency Information
ETA Office of Grants Management

9. Awarding Agency Contact Information

Ms. Sarah D Medley
Grants Management Specialist
medley.sarah.d@dol.gov
000-000-0000

10. Program Official Contact Information

Francine Cormier
N/A
cormier.francine.j@dol.gov
972-850-4895

Federal Award Information

11. Award Number
24A60CC000024-01-02
12. Unique Federal Award Identification Number (FAIN)
24A60CC000024
13. Statutory Authority

FUTA, 26 USC 3301, WIOA P.L. 113-128

14. Federal Award Project Title
Greater New Orleans Infrastructure Partnership

15. Assistance Listing Number
17.261
16. Assistance Listing Program Title

WIOA Pilots, Demonstrations, and Research Projects

17. Award Action Type
DOL - Budget Realignment
18. Is the Award R&D?
No

Summary Federal Award Financial Information

19. Budget Period Start Date 05/01/2024 **- End Date** 06/30/2028

20. Total Amount of Federal Funds Obligated by this Action	$0.00
20a. Direct Cost Amount	($39,875.05)
20b. Indirect Cost Amount	$39,875.05
21. Authorized Carryover	$0.00
22. Offset	$0.00
23. Total Amount of Federal Funds Obligated this budget period	$6,050,000.00
24. Total Approved Cost Sharing or Matching, where applicable	$0.00
25. Total Federal and Non-Federal Approved this Budget Period	$6,050,000.00

26. Period of Performance Start Date 05/01/2024 **- End Date** 06/30/2028

27. Total Amount of the Federal Award including Approved Cost Sharing or Matching this Period of Performance	$6,050,000.00

28. Authorized Treatment of Program Income
ADDITIONAL COSTS

29. Grants Management Officer – Signature

Mrs. Brinda Ruggles
Grant Officer

30. Remarks

See Remarks (continuation)

Department of Labor

Recipient Information

Recipient Name

DELGADO COMMUNITY COLLEGE

615 City Park Ave

New Orleans, LA 70119-4399

Congressional District of Recipient

01

Payment Account Number and Type

1726012995A6

Employer Identification Number (EIN) Data

726012995

Universal Numbering System (DUNS)

Recipient's Unique Entity Identifier (UEI)

GETYNKENXB51

31. Assistance Type

Discretionary Grant

32. Type of Award

Other

33. Approved Budget
(Excludes Direct Assistance)

I. Financial Assistance from the Federal Awarding Agency Only

II. Total project costs including grant funds and all other financial participation

a. Salaries and Wages	$511,400.00
b. Fringe Benefits	$164,768.00
c. Total Personnel Costs	$676,168.00
d. Equipment	$376,995.00
e. Supplies	$205,010.00
f. Travel	$40,000.00
g. Construction	$0.00
h. Other	$689,753.63
i. Contractual	$3,950,000.00
j. **TOTAL DIRECT COSTS**	$5,937,926.63
k. **INDIRECT COSTS**	$112,073.37
l. **TOTAL APPROVED BUDGET**	$6,050,000.00
m. **Federal Share**	$6,050,000.00
n. **Non-Federal Share**	$0.00

34. Accounting Classification Codes

FY-ACCOUNT NO.	DOCUMENT NO.	ADMINISTRATIVE CODE	OBJECT CLASS	ASSISTANCE LISTING	AMT ACTION FINANCIAL ASSISTANCE	APPROPRIATION
0501742324BD202401740003235DW040A0000AOWI00AOWI00	CC000024NU1	ETA	410023	17.261	$0.00	01742324BD

Remarks (Continuation)

To modify the existing Statement of Work in accordance with Attachment 1 of this amendment.

To update Grant Term B.1: Indirect Cost Rate and Cost Allocation Plan and incorporate the 12/18/2023 Negotiated Indirect Cost Rate agreement in accordance with attachment 2 of this amendment.

To change the Authorized Representative from Hillary A. Williams to

Arlanda J. Williams, Ph.D.
Awilli4@dcc.edu
504-671-6489.

To change the Person of Contact from Hillary A. Williams to

Susanne B. Dietzel, Ph.D.
sdietz@dcc.edu
504-671-6706.

This amendment addresses Conditions of Award #2 through #5. Condition #1 remains outstanding.

AWARD ATTACHMENTS

1. Attachment 1_SOW

2. Attachment 2_NICRA

a. Statement of Need

Labor Market Area – The *Greater New Orleans Infrastructure Partnership (GNO*

Infrastructure Partnership), a Consortium application led by Delgado Community College in

partnership with Northshore Technical Community College, Nunez Community College, and

River Parishes Community College, will provide essential training opportunities and access to

pathways into Good Jobs for residents across the 10-parish region of Greater New Orleans

(GNO). For the purposes of identifying equity gaps and defining a cohesive service area, the

following parishes are included in the defined labor market area: Jefferson, Orleans,

Plaquemines, St. Bernard, St. Charles, St. James, St. John the Baptist, St. Tammany, and

Washington parishes. These parishes collectively represent what is considered the GNO region

in Southeast Louisiana. GNO residents generally live and work across these ten parishes, and the

area serves as a common, integrated economic region. GNO has an overall population of

1,428,249, with a total of 673,192 jobs and a Gross Regional Product of $93.1B (Lightcast,

2023). Of note, 48% of the region consists of American Indian/Alaska Native, Asian, Black/

African American, Hispanic/Latino, Native Hawaiian/Pacific Islander residents, demographic

categories specifically outlined in the U.S. Department of Labor's Workforce Integrated

Performance Systems (Lightcast, 2023). Of residents between the ages of 25 to 54 (prime

working age), only 37% have an Associate degree or higher (Lightcast, 2023). According to the

U.S. Census Bureau's 2021 American Community Survey, 20.7% of GNO residents live in

poverty. Additionally, 14% of GNO households participate in the Supplemental Nutrition

Assistance Program. GNO also suffers from lack of labor force participation. According to the

U.S. Bureau of Labor Statistics, of unemployed residents, nearly 57% are under age 44.

Relatedly, the region's labor force participation rate is 58.4%, which is nearly 8% lower than the national average (Lightcast, 2023). The data clearly show opportunities for improvement, and the GNO Infrastructure Partnership endeavors to address some of these deficiencies.

Industry Sector – The GNO Infrastructure Partnership aims to address workforce challenges for Southeast Louisiana's infrastructure sector. With recent historic federal and private infrastructure investments, employers consistently express the need for skilled workers to complete infrastructure projects and maintain existing operations. A 2023 Brookings analysis found that the U.S. needs to prepare 32M new workers to address additional infrastructure worker needs and the 17M workers expected to leave the workforce in the next decade.

GNO reflects a microcosm of the national surge in infrastructure workforce demand, amplified by the rise in construction in the wake of Hurricane Ida, as well as with our region's strategic importance in U.S. energy production and world-leading port system. Over the past 12 months, GNO has seen: Construction/Skilled Trades: 4,033 unique job postings; Energy: 1,408 unique job postings; Transportation and Logistics: 9,843 unique job postings.

The region's unique geographical and climatic challenges, combined with a bustling port and a dense urban landscape, create specific demands for a skilled workforce. To capture current market conditions and federal opportunities, while addressing urgent regional needs, the Partnership will focus on infrastructure and skilled trades.

The GNO Infrastructure Partnership will target subsectors with robust overall labor demand not being met by current capacity; these subsectors will be addressed by the targeted programs in the GNO Infrastructure Partnership. The partnership will promote pathways – highly transferrable throughout the infrastructure sector – demanded by specific subsectors: Intra-Metro Transportation (local roads and public transport); Trade and Logistics (freight, rail, seaports, and

trucking); and Energy (gas pipelines, utility facilities).

Projected Regional Demand – The Infrastructure Investment and Jobs Act (IIJA), Inflation Reduction Act (IRA), and other federal investments are providing a once-in-a-generation opportunity for major infrastructure updates. However, contractors struggle with staffing, and many critical project bids receive no responses. GNO faces urgent infrastructure failures and climate challenges. Louisiana's coastal erosion has resulted in significant land loss, increasing infrastructure vulnerability. Further, Louisiana's population decline emphasizes the urgency to enhance infrastructure, develop workforce, and leverage challenges to create regional prosperity.

GNO is a hub for trade infrastructure at the mouth of the Mississippi River with the largest combined port complex in the world. Six Class I railroads service the region, as well as the intersection of I-10, I-12, I-59, US 11, US 51, US 61, US 65, and US 90. The region's infrastructure has been ravaged by decades of disinvestment, a shrinking tax base, and chronic subsidence that impacts infrastructure, including gas lines and tens of thousands of lead service lines. Today, 55% of treated drinking water leaks through broken pipes before reaching the tap. There is dire need for heavy equipment operators, pipefitters, and welders to address this.

Nearly twenty years after Hurricane Katrina, GNO is still struggling to rebuild its damaged infrastructure. Approximately 65% of the streets in the City of New Orleans are rated in "poor" or worse condition. Now, the City is in the midst of delivering a $2B Joint Infrastructure Recovery Request (JIRR), a program funded by a FEMA settlement from Katrina that seeks to fix 400 miles of roadways and subsurface infrastructure. Nearly $30M of JIRR construction is currently underway; next year, nearly $120M of construction is expected to be ongoing at once, demanding four times today's construction workforce.

In 2021, Hurricane Ida downed the region's electrical grid infrastructure, leaving some areas

without power for three months. Electric line technology trades are demanded to improve grid resilience. Through the Grid Resilience and Innovation Partnerships (GRIP), Entergy New Orleans has won a $55M award to harden a transmission line, which failed during Hurricane Ida, and install battery backups throughout the disadvantaged community of New Orleans East, while training students and formerly incarcerated persons for energy jobs. Additionally, the State's Department of Natural Resources won $249M for the Louisiana Hubs for Energy Resilient Operations (HERO) Project to develop resilience hubs around the state.

Within the transportation sector, passenger rail service restoration is being pursued; Amtrak will start New Orleans to Baton Rouge service in 2027, and Amtrak will restart New Orleans to Mobile service, inoperative since Hurricane Katrina, in 2024. The New Orleans Regional Transit Authority will build a new Downtown Transit Center to streamline public transit access and buy 20 new electric buses, while installing associated charging equipment. The Port of New Orleans is preparing for a new $1.8B Louisiana International Terminal to improve container handling and international supply chain connectivity. This project alone will create 18,000 jobs. This collection of projects will require a significant number of trained workers.

In U.S. energy production, a $21B liquified natural gas (LNG) terminal is under construction in Plaquemines Parish by Venture Global LNG, which will permanently create 413 direct jobs and demonstrates the need for Nunez CC's Process Technician program.

While community colleges across the state are working to align programs with industry needs, constraints of capacity, financial, and coordination hinder efforts to prepare residents for these generational investments. The GNO Infrastructure Partnership is focused on near- and medium-term workforce needs and career pathways that immediately lead to Good Jobs. *In addition to the specific training programs targeted with this investment, the GNO Infrastructure*

Partnership consortium institutions will coalesce their efforts on accelerating the growth of additional new and established programs relevant to infrastructure and skilled trades jobs to ensure this investment is amplified and sustainable into the future. This historic combination of federal, private, and local infrastructure investment will create good-paying, high-quality jobs for workers and families, including union jobs and jobs that do not require a four-year degree, with thousands of new opportunities workers tasked with propelling our region's infrastructure.

The GNO Infrastructure Partnership will address the following targeted occupations:

Program (Institution)	Occupation(s)	Current Employment (2022)	Projected Growth (2022-2027)	Unique Job Postings (Oct 2022 – Oct 2023)	Annual Median Earnings
Diesel Technology (Delgado)	Bus & Truck Mechanics; Diesel Engine Specialists	706	+5%	529	$50,786
Commercial Vehicle & Heavy Equipment Operations (Delgado)	Heavy & Tractor-Trailer Drivers; Other Construction Equipment Operators	2,797	+6%	2,202	$47,272
Motor Vehicle Technology (Delgado)	Automotive Service Technicians & Mechanics	2,763	+2%	1,348	$41,880
Electric Line Technology (Northshore)	Electrical Power-Line Installers & Repairers; Telecommunications Line Installers & Repairers	491	+6%	206	$62,499
Heavy Equipment Operator (Northshore)	Other Construction Equipment Operators	1,875	+3%	387	$55,095
Process Technology (Nunez)	Petroleum Pump System Operators, Refinery Operators & Gaugers; Chemical Technicians	2,049	+2%	121	$72,098
Industrial Maintenance (River Parishes)	Industrial Machinery Mechanics; Millwrights	2,176	+7%	313	$61,521

Source: Lightcast, 10/2023   *Note: Data inclusive of the 10 parish GNO labor market area*

Each of these occupations meets the Consortium's Good Job criteria, including: 1) Hourly wages of $20+/hour (above United Way of Southeast LA ALICE threshold); 2) Experienced job growth over past decade; and, 3) Expected to grow at 2%+ over the next 5 years.

This criterion is in direct alignment with the 7th and 8th Good Jobs Principles of the U.S. Departments of Commerce and Labor, ensuring career pathways offer family-sustaining wages, provide in-demand skills, and offer clear career advancement opportunities.

i. Equity Gap Analysis

While demand for skilled talent has reached a critical mass and is only expected to increase further over the next decade, the current workforce demographics indicate our region has a lot of work to do to ensure wealth-building potential is equitably realized. Overall, infrastructure-related occupations suffer from significant underrepresentation of BIPOC workers. This extends beyond GNO and is evident across the state. A comprehensive report by the Louisiana Workforce Commission (LWC) has shed light on the demographic discrepancies in various sectors, including construction and transportation. These sectors are pivotal to infrastructure and their workforce makeup does not proportionally reflect the state's demographic diversity. For example, the LWC's report indicated that while African Americans constitute approximately 32% of Louisiana's population, their representation in the construction occupations is markedly lower at only 19% (LWC, 2022). The state and our region need programs and policies that encourage the participation of minorities in these fields to foster a more inclusive workforce, ensure equitable access to high-wage infrastructure careers; and address the growing demand for skilled labor in Louisiana's infrastructure sectors.

Analysis of 2023 Lightcast data demonstrates the disparities in the occupations targeted by the GNO Infrastructure Partnership; compared to a total population that is 48% BIPOC:

- In Industrial Machinery and Millwrights careers addressed by River Parishes CC's Industrial Maintenance Technician program, 20% of GNO workers are People of Color

- 30% of GNO Bus and Truck Mechanics and Diesel Engine Specialists are from under-represented groups, an opportunity for Delgado CC's Diesel Technology program

- 25% of Electrical Power-Line Installers & Repairers and 23% of Operating Engineers & Other Construction Equipment Operators are from underrepresented backgrounds in Northshore CC's direct service area of Livingston, St. Helena, St. Tammany, Tangipahoa, and Washington parishes

- 20% of Petroleum Pump System Operators, Refinery Operators, and Gaugers and Chemical Technicians occupations in Plaquemines and St. Bernard parishes are from under-represented demographics, an opportunity for Nunez CC's Process Technician program.

Recent federal and private infrastructure investments have the potential to truly transform the economic mobility landscape of GNO. However, to fully realize this potential, the status quo of underrepresentation in infrastructure careers must be addressed. Inaction will inevitably lead to further entrenchment of systemic inequities, many of which can be solved by access to high-wage careers. With concerted regional efforts to address this gap, change can ensure Southeast Louisiana residents can fully capture the generational wealth-building potential. *To tackle this challenge, the GNO Infrastructure Partnership aims to better align representation in targeted occupations by removing barriers to program enrollment, program completion, and employment for minority students so they can benefit equitably from recent infrastructure investments.*

For this application, minority residents are those defined as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander. Current enrollment data for each program targeted by the GNO Infrastructure Partnership:

Institution	Program	Current Student Enrollment	% Minority Students
Delgado CC	Diesel Technology	28	71%
Delgado CC	Commercial Vehicle & Heavy Equipment Operations	22	100%
Delgado CC	Motor Vehicle Technology	142	57%
Northshore Technical CC	Electric Line Technology	27	22%
Northshore Technical CC	Heavy Equipment Operator	29	45%
Nunez CC	Process Technology	162	54%
River Parishes CC	Industrial Maintenance	46	41%

*Data self-reported by each institution

The data highlights varying success in recruiting students of color to infrastructure programs, and the opportunity to increase BIPOC student placement into employment. While some programs do relatively well recruiting students from underrepresented groups, the overarching

labor market data indicates there is significant room for growth and that there may be gaps in connecting students into careers. The GNO Infrastructure Partnership will work directly with employers and WFDBs to support student recruitment *and* placement into Good Jobs.

b. Expected Outcomes and Outputs
i. Theory of Change
Please find attached the GNO Infrastructure Partnership Theory of Change.

ii. Strategy Options Chart (4 Points)
Proposed Strategy Options – GNO Infrastructure Partnership

Table 1 No.	Proposed Strategy Options	Funding Source
A1	Improve current process of obtaining and incorporating ongoing sector-wide employer input on curriculum and program development	Grant Funds
A3	Establish employer commitments to interview qualified candidates	Grant Funds
B2	Provide support services or benefits for services such as stipends, tuition, training cost, and assistance for food, internet, tutoring, child/dependent care, transportation, and healthcare including mental health services.	Grant Funds, Leveraged Funds
B4	Collaborate with a Labor Union and target populations of students/workers in relevant industry sectors that have successfully engaged underserved communities targeted to ensure that sector-based career pathways result in good jobs that support worker voice, safety, and benefits.	Leveraged Funds
C3	Provide hands-on training in-person or virtually, such as through technology-enabled simulations.	Grant Funds

iii. Career Pathways Program(s) Participant Estimate and Tracking Plan
The GNO Infrastructure Partnership will define enrollment into an aligned career pathways program based upon self-identified information in a student's application process, screening by the program coordinators overseeing the respective programs, and tracking of students enrolled in these programs to include persistence measures as a component of enrollment evaluation. Each Consortium institution has screening protocols to support accurate measurement of enrollment figures, and all include a mechanism for Program Coordinators to meet with current and prospective students individually to assess program fit, career goals, and plans of study. A student will be considered fully enrolled if they have indicated they are pursuing a targeted program and remain enrolled for two weeks following the beginning of a semester (drop date).

To ensure consistent tracking against target metrics, data tracking will monitor student

engagement, achievement, and outcomes. Specifically, the data points will include student enrollment figures, attendance records, course completion rates, and post-graduation placement in either further education or employment. Additionally, student satisfaction surveys and feedback forms will be collected to gauge the perceived quality of instruction and support services. The following datapoints will be gathered at key intervals:

- Referrals from public workforce system and Labor Union partners will be tracked quarterly

- Enrollment figures will be finalized two weeks post-term start to align enrollment with college-recognized timelines

- Attendance records will be tracked quarterly to ensure real-time intervention is possible

- Course completion rates and grades will be compiled at the end of each semester

- Post-graduation outcomes will be assessed six months after program completion to allow for adequate job search or transfer time

- Number of students participating in interviews with employer partners

- Number of students participating in interviews with employer partners

Enrollment figures will be finalized two weeks post-term start to align enrollment with college-recognized timelines. The data gathering process will be facilitated by the Ellucian Banner student information system, a data platform used across the Louisiana Community and Technical College System (all 4 CC consortium institutions are governed by the LCTCS). To ensure comprehensive data analysis, an annual review will synthesize all collected data points to evaluate the overall success of the program, identify trends, and inform strategic decisions for curriculum adjustments, resource allocation, and program expansion. By adhering to this data tracking schedule, the community colleges will ensure a dynamic and responsive educational environment that adapts to the evolving needs of its students and the workforce landscape.

Each institution will report enrollment and completion figures of selected programs quarterly

to GNO Infrastructure Partnership Lead Delgado CC and Sector Convener Greater New Orleans Development Foundation (GNODF). GNODF plays a workforce intermediary role in the GNO region and has a track record of successful project management, and, as such, is well-positioned to support consistent data gathering that can be used to analyze real-time workforce supply and demand trends. Upon award approval, Delgado CC and GNODF will begin aggregating data and tracking metrics against application goals. The table below highlights GNO Infrastructure Partnership career pathways programs that will be enhanced and tracked, along with estimates for total number of participants during the 48-month grant period of performance.

College	Career Pathway Program	Estimated Participants
Delgado CC	Diesel Technology	40
Delgado CC	Commercial Vehicle Operations & Heavy Equipment Program	120
Delgado CC	Motor Vehicle Technology	380
Northshore Technical C	Electric Line Technology	60
Northshore Technical CC	Heavy Equipment Operator	70
Nunez CC	Process Technology	170
River Parishes CC	Industrial Maintenance	100
Total participants		**940**

iv. Sustainable Systems Change

While each Consortium college has embarked on institutional initiatives to address equity gaps across GNO, the GNO Infrastructure Partnership is a collective effort to align programs with employer demand, partner with workforce system and economic development organizations, and emphasize recruitment of students from under-represented populations. This new approach involves partners jointly marketing career opportunities, eliminating access barriers, and supporting employment placement. The goal is to eventually expand to more programs, partners, and employers across infrastructure and skilled trades, matching residents with Good Jobs in all related occupations through this grant. The following are key aspects:

Employer Engagement
Current State: Each Consortium college currently approaches employer engagement and

feedback in an ad hoc manner. Primarily, this takes the form of informal partnerships between instructors and employers that either have historical relationships with a program or have a contact at the college. Additionally, most members of the Consortium have Employer Advisory Boards that meet infrequently and provide some feedback on high-level changes.

End State: By the conclusion of the grant period, employers will be fully engaged in GNO Infrastructure Partnership targeted programs. With support from GNODF as Sector Convenor, each college will have established an Employer Advisory Committee (EAC) specific to their programs. EACs will facilitate employer feedback on hands-on curriculum components and coordinating with instructors and students to facilitate employer site visits. An additional project outcome will be employers will commit to interview program completers.

Planned Sustained State: Beyond the grant period, employer engagement will continue through the mechanisms established by the GNO Infrastructure Partnership. Relationships formalized will continue as the mutually beneficial value becomes clear to all employers. Activities such as site visits, employer participation in institutional and WFDB career fairs, and interview priority will be cornerstones of employer engagement moving forward.

Cross-Institutional Collaboration
Current State: Much like the current state of employer engagement, cross-institutional collaboration takes place as-needed currently. While each college has equity goals and strategic plans to recruit students from underrepresented backgrounds, no broader initiative exists. Additionally, colleges occasionally partner on programmatic endeavors, but most workforce development programming is developed by a single institution.

End State: By completion, Consortium colleges and Sector Convener GNODF will have met quarterly to discuss sector trends/data, best practices in student recruitment for infrastructure careers, and collaboration opportunities for programs and employer engagement.

Planned Sustained State: Post-grant, the GNO Infrastructure Partnership will continue to be a

force for collaboration with the support of the Sector Convenor GNODF. Partners have a track

record of sustaining partnership, as evidenced by the GNO Mechatronics & Advanced

Manufacturing Apprenticeship (U.S. DOL WORC 2019 grantee), an initiative predicated on

cross-institutional collaboration at regional community colleges.

Partnerships with Public Workforce System and Labor Unions
Current State: There are 5 regional WFDBs, with varying levels of partnership with community

colleges. WFDBs are not always made aware of career pathways at colleges, and colleges are not

made aware of funding opportunities available to students through WFDBs. Similarly, some

colleges have Labor Union relationships, others do not. The inconsistency of relationships

between these important stakeholders presents barriers for residents to maximize opportunities.

End State: By the completion of this grant, partnerships with local WFDBs and Labor Unions

will be significantly strengthened. Formal tracking mechanisms for referrals into targeted

programs, as well as partnerships between key contacts at each college and Workforce Boards

and Unions, will be established. Importantly, students will have clear steps to access WIOA

funding to offset costs as well as wraparound service need. Lastly, Union workers will have

pathways into college credentials and students will have access to Union partnerships.

Planned Sustained State: Through the GNO Infrastructure Partnership, local WFDBs and Unions

will continue to have a seat at the table to address infrastructure workforce challenges and

opportunities. A key measure of progress will be the consistency of collaboration between

stakeholders. Further programs will be identified for partnership opportunities post-grant, and the

establishment of a referral framework and tracking mechanisms will pay continued dividends.

Equity Analysis
Existing State: Currently, each institution has various equity initiatives and recruitment targets as

well as overall commitments to ensuring equitable outcomes for students and a workforce that is representative of our community. However, intentional tracking against defined goals and continuous evaluation for potential action strategies is not consistent.

End State: At the grant's conclusion, colleges will be actively tracking equity measures such as demographic information of students enrolled in programs, equity recruitment goals, and employment placement. This data will be reported for active monitoring and benchmarking against regional equity goals of a representative workforce in infrastructure sector careers.

Planned Sustained State: Post-grant, the consortium is committed to continuing to monitor outcomes across colleges and programs to track whether strategies have led to long-term, sustained measurable equity outcomes.

v. Project Work Plan and Annual Milestones: Please see attached Project Work Plan.

c. Project Design
The GNO Infrastructure Partnership is a Consortium of the following partners:

Institution	Role	High-Level Activities
Delgado CC	Lead Applicant	Accelerate growth of transportation sub-sector occupations through investment in targeted programs
Northshore Technical CC	College Partner	Accelerate growth of energy and construction sub-sectors through investment in targeted programs
Nunez CC	College Partner	Accelerate growth of energy sub-sector through investment in targeted programs
River Parishes CC	College Partner	Accelerate growth of energy and construction sub-sectors through investment in targeted programs
Greater New Orleans Development Foundation	Sector Convener	Serve as Sector Convenor to support alignment of project activities with employer needs, provide project management and data coordination support

Delgado CC will serve as Lead Applicant, and together with partner institutions (Northshore Technical CC, Nunez CC, and River Parishes CC) and Sector Convener (GNODF), the Consortium will work to meet the needs of residents, students, and employers. As opposed to a one-size-fits-all strategy, the Consortium aims to leverage each college's inherent strengths to accelerate the growth of existing infrastructure-related programs to meet near- and medium-term workforce needs of employers. Each college has deep relationships with their respective

communities and works closely with employer partners to enhance programs, but the GNO Infrastructure Partnership will provide a cohesive mechanism for institutions to coordinate efforts, explore new programs, and share best practices. The colleges will leverage existing resources/assets and expertise in their targeted programs.

Through its partnership with New Orleans Regional Transit Authority and Port of New Orleans, Delgado CC is well-positioned to lead career pathway development in the transportation and logistics subsector. Delgado CC also has established partnerships with Entergy, providing students with practical experiences and real-world insights in the energy and transportation sectors. Entergy collaborates with Delgado in offering specialized training and professional development opportunities, addressing a future workforce gap in the utilities industry.

Similarly, Nunez CC's existing partnership with Venture Global LNG on workforce development for the $21B LNG facility (the largest private financing project in history) makes it a natural lead to redevelop Process Technology career pathways specific to LNG. As the newest member of the Process Technology program's advisory board, Venture Global has advised the College regarding updates to its curriculum and training equipment so that its facilities and pedagogy are relevant to LNG Process Technicians. Venture Global has already hired several recent graduates who will work in its nearby facility.

Situated in the middle of Louisiana's industrial corridor, River Parishes CC serves as the workforce partner of choice for many River Region employers by offering programs that match students with real-time employer needs. River Parishes CC recently established a Business and Industry Leadership Team (BILT) comprised of key industry stakeholders, including Shell, Dow, Marathon, OxyChem, and Air Products. The BILT identified the need to create a bridge curriculum for Industrial Maintenance Technicians as each plant differs in terms of transitioning

to the latest technology. With this grant, RPCC will provide short-term and customized training and degree pathways in Industrial Maintenance to accommodate varied needs.

Lastly, Northshore Technical CC has existing partnerships with power company employers, including Cleco, Demco, Washington-St. Tammany Electric, and Chain Electric, which will be expanded by increased training opportunities for individuals seeking careers as Electric Linesman. In addition, NTCC's Heavy Equipment Operator training program will continue to support local companies, including Barriere Construction, Weeks Marine, Boh Brothers, and Waste Management to work toward meeting employer demand.

Each institution is a trusted community partner with significant strengths and partnerships, making them leaders in their respective areas of focus. The Consortium and each participating college will forge further relationships with employers, increase recruitment and completions for students from underrepresented populations, and increase successful student placements in Good Jobs. Additionally, insights gained from this initiative can be disseminated to a broader network through conferences, webinars, and publications, thereby amplifying the impact of their sustainable transformations and inspiring similar actions nationwide. This shared learning approach enhances the capacity of each institution and contributes to a collective advancement towards sustainability goals, setting a precedent for community colleges across the country.

Cross-institutional collaboration will be facilitated by the Sector Convenor GNODF. By leveraging its regional leadership role and extensive network, GNODF will coordinate efforts among the community colleges to identify common challenges, consistently track trends, and explore opportunities for further collaborative efforts. The Consortium will meet once per quarter to discuss the status of the project, share program updates, track milestones, and discuss action plans for continued success. By serving as an intermediary, GNODF will contribute to

strengthening individual college programs, and to the broader objective of creating a resilient,

adaptable, and skilled infrastructure workforce that can drive growth and prosperity.

i. Career Pathways Programs

The *GNO Infrastructure Partnership* will utilize the following **Strategy Options**:

Program (Institution)	Strategy Option(s)
Diesel Technology (Delgado CC)	A1, A3, B2, B4, C3
Commercial Vehicle & Heavy Equipment Operations (Delgado CC)	A1, A3, B2, B4, C3
Motor Vehicle Technology (Delgado CC)	A1, A3, B2, B4, C3
Electric Line Technology (Northshore Technical CC)	A1, A3, B2, B4, C3
Heavy Equipment Operator (Northshore Technical CC)	A1, A3, B2, B4, C3
Process Technology (Nunez CC)	A1, A3, B2, B4, C3
Industrial Maintenance (River Parishes CC)	A1, A3, B2, B4, C3

Each career pathway will involve a similar Strategy Options to address equity gaps in GNO

infrastructure occupations. Strategy Options were selected as they represent the greatest

opportunities for maximum impact on targeted programs. Below is the Consortium's rationale:

Strategy	Rationale
A1	• Supports building the proverbial table for employers to fully engage with colleges, both to offer critical program input and to provide students with broader employment opportunities • Supports the establishment of Employer Advisory Committees at each college that will help shape the future of infrastructure-related workforce development • Ensures students are engaged in real-world learning opportunities that meet real-time employer needs and are exposed to the full breadth of employment options in their programs of study to increase opportunities for generational wealth-building for students of color
A3	• Provides a standardized partnership framework that allows employers the flexibility to make strategic hiring decisions while also prioritizing program participants • Allows companies opportunities to access a diverse, job-ready talent pool, ensuring they have employees with practical, up-to-date skills • Benefits students by providing direct pathways to employment and strengthens the local economy by creating a skilled workforce
B2	• Addresses critical barriers to accessing career pathways that lead to Good Jobs by supporting students tapping into potential WIOA funding and other wraparound support offered by workforce development boards and/or their community partners • Promotes a "No Wrong Door" policy to ensure residents/students are properly referred to possible WIOA funding and/or training programs
B4	• Brings a level of worker voice not ubiquitous in Louisiana, particularly in higher education • Ensures education and training are aligned with industry, supports the economy by preparing qualified labor pool, and amplifies worker voice for fair employment and career advancement
C3	• Facilitates employer participation in hands-on learning within targeted programs • Increases a student's earning potential by providing them with tangible, job-ready skills that are in-demand and align skills gained with real-time needs of employers • Through targeted advanced equipment purchases, training will enhance students' competitive edge, as employers often seek candidates proficient with industry-standard technology

ii. Demonstration of Sector Convener and Employer Engagement

GNODF, recognizing the importance of infrastructure to regional economic development and economic mobility, has served as a regional convenor and facilitator for several years. In advance of IIJA, GNODF brought together regional stakeholders to develop a matrix of cross-parish priority projects, from grid hardening to container terminal development. On a monthly basis, GNODF compiles grants, awards, and milestones for wide distribution to stakeholders, like local jurisdictions and industry partners. GNODF regularly collaborates with the State's Infrastructure Coordinator and relevant state offices to support project development and funding deployment. GNODF, ad hoc, works with individual jurisdictions on application preparation. To date, GNODF has supported over 30 regional competitive applications to IIJA-funded programs.

GNODF will play a pivotal role as an infrastructure sector convener for the GNO Infrastructure Partnership by acting as a catalyst for regional economic development and as a bridge between various stakeholders. By leveraging an extensive network, including connections with Louisiana's Congressional Delegation, GNODF can advocate for funding, while nurturing partnerships for sustainability. GNODF intends for infrastructure development to align with wider economic goals, thereby stimulating job creation, improving quality of life, and advancing economic mobility opportunities for the region's most underserved residents. Through the GNO Infrastructure Partnership, GNODF is committed to apply infrastructure-specific coordination experience to strengthen degree pathways, while harnessing connections with community and governmental leaders tasked with project development, disbursement, and contracting.

As evidenced by Letters of Commitment, the GNO Infrastructure Partnership has developed a coalition of employers committed to serving on Advisory Committees, including hands-on components to ensure alignment with workforce needs, Career Fairs, and interview opportunities to qualified candidates. Committed employers include: Pemos Truck Repair; Intracoastal Tug &

Barge; New Orleans Regional Transit Authority; Port of New Orleans; Associated Terminals; CLECO; Soggy Bottom Power; Louisiana CAT; Entergy; and, Laitram.

iii. Demonstration of Workforce Development System Engagement

An essential component of the Partnership's goal of closing the representation gap in infrastructure occupations is ensuring local Workforce Development Boards (WFDBs) have a seat at the table. WFDBs implement strategic initiatives aimed at reducing employment disparities among residents by providing access to job training, education programs, and employment services to meet the needs of diverse communities. This collaboration between the colleges and WFDBs will help ensure that students gain the necessary skills and are guided to sustainable employment by leveraging support services, such as career counseling and job placement assistance offered to students attending the targeted programs of this application.

Specific to the GNO Infrastructure Partnership, WFDBs supporting grant activities include First Planning District WFDB (Tri-Parish Works), Jefferson Parish WFDB (Jefferson Workforce Connection,) and New Orleans WFDB (Mayor's Office of Workforce Development/OWD). These partners will assist with channeling the benefits of this grant to eligible participants. Through their intake processes, they will assess potential candidates to ensure a match between the individuals' needs and the objectives of the targeted programs. By identifying and referring candidates for participation, they will act as a bridge to educational and career advancement opportunities. These boards play a pivotal role in helping students maximize their WIOA funding and connect them with partner organizations that can provide additional support services. After discussions with all five WFDBs covering the GNO region, it was clear that the three boards included in the pilot of the GNO Infrastructure Partnership had capacity to support the grant's activities. An important goal for the period of performance and following grant completion will be to include the other boards that were not able to commit to this project at this time.

**iv.   Demonstration of Worker Organization, Labor-Management Organization,
or Labor Union Engagement and Community-Based Organization Engagement**

As evidenced by the attached Letter of Commitment, the GNO Infrastructure Partnership will

initially partner with Boilermakers Local Union 37 to bring a level of worker voice that is not

ubiquitous across Louisiana, particularly as a right to work state. A key goal will be to expand

Labor Union partnerships for other occupations/programs. As the initial Union partner,

Boilermakers 37 will participate in a College/Labor Union Working Group to scope potential

collaborative projects, including articulation agreements and joint recruitment initiatives.

Community-based organizations will play a pivotal role in ensuring community voice is

integrated into the GNO Infrastructure Partnership's activities as evidenced by attached Letters

of Commitment from United Way of Southeast Louisiana, Louisiana Parole Project, and

Hispanic Chamber of Louisiana. These organizations represent a small sample of the

Consortium's community partners serving targeted populations who will help to ensure

community-specific considerations and barriers are kept at the fore.

v. Student Voice

Each college is committed to supporting mechanisms for student feedback and integrating

student perspectives to address barriers to accessing Good Jobs in the infrastructure sector. To

gain an understanding of the lived experiences of targeted underrepresented student

communities, each institution will deploy Student Advisory Committees (SACs) that meet at

least twice per year. Each career pathway will have a dedicated SAC that is representative of the

diversity of our region and will provide a platform for students to share their experiences and

challenges in a structured setting. Consideration will be made for offering various meeting times,

locations, and modalities to ensure maximum participation opportunities. These SACs will

provide students with an opportunity to inform the College and the program on curricular

modifications, needed academic and personal support, and on students' perceived preparedness

to join the workforce. Students will participate in programmatic review and assessment and

engage with industry partners to gain insight into the knowledge, skills, and habits of mind

employed by all successful employees. To incentivize student participation in a SAC, the

colleges will provide students with gift cards following each meeting.

vi. Advancing Good Jobs

Program (Institution)	Occupation(s)	Prevailing Wage	Projected Growth (2022-2027)	% Workers Near Retire-ment (55+)
Diesel Technology (Delgado CC)	Bus and Truck Mechanics; Diesel Engine Specialists	$50,786	+5%	24.7%
Commercial Vehicle & Heavy Equipment Operations (Delgado CC)	Heavy and Tractor-Trailer Drivers; Other Construction Equipment Operators	$47,272	+6%	30.7%
Motor Vehicle Technology (Delgado CC)	Automotive Service Technicians and Mechanics	$41,880	+2%	24.7%
Electric Line Technology (Northshore Technical CC)	Electrical Power-Line & Telecommunications Line Installers & Repairers	$62,499	+6%	14.2%
Heavy Equipment Operator (Northshore Technical CC)	Other Construction Equipment Operators	$55,095	+3%	28.3%
Process Technology (Nunez CC)	Petroleum Pump Operators, Refinery Operators & Gaugers; Chemical Technicians	$72,098	+2%	21%
Industrial Maintenance (River Parishes CC)	Industrial Machinery Mechanics; Millwrights	$61,521	+7%	30.3%

Source: Lightcast, 10/2023 *Note: Data inclusive of the 10 parish GNO labor market area*

The Consortium defines a Good Job as an occupation that has a median hourly wage above

the United Way of Southeast LA's Asset Limited, Income Constrained, and Employed (ALICE)

threshold of $20/hour (UWSELA, 2023); has experienced job growth over the past decade; and is

expected to grow in a statistically significant manner over the next 5 years. In addition, we define

a Good Job as one that has an accessible career pathway and strong prospects for career growth

due to alignment with burgeoning regional industry sectors. This criterion directly aligns with the

Good Jobs Principles emphasized by the Biden-Harris Administration and exceeds other

measures of Good Jobs such as MIT's Living Wage Calculation for GNO ($16.51/hour).

The GNO Infrastructure Partnership occupations have robust career mobility and

advancement opportunities as evidenced by Lightcast's "Next Step Jobs" algorithm for targeted

occupations and percentage of current workers nearing retirement age (age 55+). Having a clear

line of sight on what career opportunities may exist beyond a current career pathway and opportunities for upward advancement due to retirements helps students make informed choices.

A clear example of upward career advancement opportunity are the occupations served by Northshore Technical CC's Electric Line Technology program. Upon program completion, graduates enter a workforce situation in which 14% of workers are nearing retirement age, wages hover above $60,000, and transferability of skills can promote an eventual transition into Telecommunication Line Installers & Repairers with a potential increase of over $13,433 in annual pay (Lightcast, 2023). Similar conditions exist for graduates of Nunez CC's Process Technology program where wages are more than $72,098, 21% of current workers are nearing retirement age, and skills and credentials can be leveraged to eventually transition to Power Distributors and Dispatcher occupations with a $14,325 increase in annual pay (Lightcast, 2023).

Through partnerships with local WFDBs and GNODF, each community college will establish Employer Advisory Committees related to their programs of focus. A key goal of conversations held within these committees will be to gain a real-time understanding of job opportunities available to students. Through this direct employer engagement, each Consortium member will glean critical employer information related to wages, career mobility and progression opportunities, and necessary training to facilitate economic mobility. Additionally, the Consortium will leverage GNODF's Business Retention and Expansion efforts to glean further insights into the employers offering Good Jobs across GNO.

The community colleges, in partnership with a grantee-contracted Evaluator, will undertake an annual data review and analysis process to assess the effectiveness and relevance of their targeted career pathway programs. This process will involve collecting and analyzing data on wages, job stability, and career advancement opportunities of the jobs for which participants are

being trained and placed. The analysis will focus on determining whether these jobs offer family-sustaining wages, align with current market demands, and provide opportunities for skills development and career progression. By examining employment trends, salary scales, and evolving workforce needs, the colleges can ensure programs remain responsive to economic realities and job market demands. Key metrics like participant employment rates, wage increases, and medium-term career advancement will be crucial in evaluation.

Using insights gained from this analysis, community colleges will make data-informed project management decisions to continually refine and improve their training programs. This approach ensures that the training is not only aligned with current industry standards but also anticipates future trends and skills requirements. Adjustments may include to update curriculum, introduce new training modules, or discontinue aspects of the programs that no longer align with market needs. The collaboration with the developmental evaluator will be key in this process, providing an objective, data-driven perspective that guides the strategic planning and decision-making processes of the colleges in their quest to deliver impactful and relevant job training.

vii. Advancing Equitable Employment Outcomes

Workforce development stands as a pivotal element in the strategic deployment of federal infrastructure investments in Louisiana, serving not only to galvanize the state's economy but also to reinforce the social fabric through equitable job creation. As federal funds flow into Louisiana infrastructure projects, there is a profound opportunity to drive inclusive growth by equipping a diverse workforce with the skills necessary to build, maintain, and innovate within these new frameworks. Prioritizing workforce development ensures that the economic benefits of infrastructure enhancements are widely distributed, enabling historically underserved communities to gain access to quality employment and career advancement opportunities. By fostering a skilled workforce that reflects the rich diversity of GNO, the region enhances its

competitive edge and upholds equity as a core value, ensuring that the infrastructure empower residents to contribute to and share in the prosperity these investments bring.

The GNO Infrastructure Partnership will address several barriers to implement the proposed Strategy Options and address equity gaps in infrastructure occupations. First, the Consortium must address limited industry engagement in program development and evaluation, which creates a gap between the skills taught and those required by employers. Strengthening partnerships with businesses and industries to ensure curricula are aligned with current and future job demands is critical. Also, colleges must overcome internal bureaucratic hurdles that slow program redevelopment and hinder response to evolving workforce needs. Lastly, colleges have not always collaborated with WFDBs and Unions, often operating in separate spheres.

The proposed Strategy Options are selected to narrow equity gaps identified, primarily through targeted approaches that address specific challenges faced by underrepresented and marginalized groups. The strategies emphasize strong partnerships with local industries, the public workforce system, and Unions, which aligns training with real-world job demands and provides students with direct pathways to employment and advancement. A multifaceted approach encompassing wraparound support, collaboration with labor unions and workforce boards, hands-on training, streamlined processes for employer input, and securing commitments for interviews is vital for narrowing or closing the equity gap within the infrastructure sector. Hands-on training is essential for practical skill development, allowing students to gain real-world experience, thereby making them more job-ready and attractive to employers. Improving processes for obtaining and incorporating employer input ensures that programs remain responsive to the evolving needs of the industry, enabling us to adapt our curriculum and training methods in real-time. These strategies, by equipping students with relevant skills and breaking

down systemic barriers, promote equity and inclusion in the infrastructure workforce.

The community colleges, with a developmental evaluator, will annually review data to assess their impact on reducing equity gaps. This involves analyzing enrollment, completion, job placement, and long-term outcomes, focusing on underrepresented groups. Insights from this analysis will guide the colleges in enhancing strategies, curricula, and partnerships to create an equitable learning environment and improve labor market outcomes. This ongoing evaluation and adjustment are crucial for reducing systemic barriers and fostering equity.

d. Organizational, Administrative, and Fiscal Capacity

Delgado CC's Chancellor is empowered by the Louisiana Community and Technical College System (LCTCS) Board of Supervisors to provide executive oversight and is supported by a team including the Vice Chancellor for Business and Administrative Affairs, Director of the Office of Grants Development, and Chief Communications, Advancement & Strategic Initiatives Officer. These individuals are responsible for compliance with LCTCS regulations, state laws and processes, and federal procurement procedures. The GNO Infrastructure Partnership grant will be overseen by the Chief Communications, Advancement & Strategic Initiatives Officer and the Director of the Office of Grants Management with project management and coordination support from GNODF's Director of Workforce Programs. Additionally, the Consortium's project partners will strengthen the capacity of the project team, both in industry engagement and administrative support. Delgado has a strong record of managing federal grants, fulfilling compliance, and facilitating partnerships. Currently, Delgado has 55 restricted funds managed by its internal finance and compliance team, including 20 federal grants. Since 1996, Delgado's Internal Control System outlines the policy and procedures for all sections, departments, divisions, and campuses. The System is underpinned by core components: control environment, risk assessment, control activities, information & communication, and monitoring.

e. Past Performance – Programmatic Capability

As Lead Applicant, Delgado CC's ability to successfully execute multi-pronged, complex sector-based career pathways projects is established, as is Delgado's track record of collaboration with GNODF and partner colleges. This partnership, underpinned by Delgado's robust project management framework and deep understanding of the sector's workforce needs, led to the development of the GNO Mechatronics Apprenticeship Program. This initiative, in partnership with Northshore Technical CC and Nunez CC, highlights the depth and breadth of expertise the colleges in the Consortium have in managing complex sector-based career pathways. This program, skillfully designed to align with industry trends and job market demands, included elements such as targeted skill development, real-world internships, and mentorship opportunities. One of the flagship results of this project was the significant increase in employability among participants. Post-program analysis showed that 80% of participants secured employment following completion of the program, a testament to efficacy. Additionally, there was a marked improvement in the advanced manufacturing workforce diversity, as the program targeted underrepresented groups, leading to a more inclusive industry landscape.

Delgado CC has been awarded approximately $56M within the past 5 years from local, state, federal, and private sources. Each grant awarded has at least one designated Program Manager to oversee the grant initiatives with support services overseeing fiscal areas to ensure compliance with grant regulations and state/federal regulations. All the awards are geared towards creating sustainable and viable programs that create new and/or enhance the College's offerings, increase enrollment, and ensure students are provided with a clear career pathway and connection to well-paying jobs upon completion (certificate and/or degree).

f. Budget and Budget Narrative

Please find attached the GNO Infrastructure Partnership Budget Narrative.

B.1 Indirect Cost Rate and Cost Allocation Plan

Indirect (facilities & administrative (F&A)) costs mean those costs incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Direct costs, by contrast, can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. Identification with the Federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect (F&A) costs of Federal awards.

If the DOL serves as the Federal Cognizant Agency (FCA) for the award recipient, then the grant and cooperative agreement award recipient must work with DOL's Cost & Price Determination Division (CPDD), which has delegated authority to negotiate and issue a Negotiated Indirect Cost Rate Agreement (NICRA) or Cost Allocation Plan (CAP) on behalf of the Federal Government. More information about the DOL's CPDD is available at DOL's Cost & Price Determination Division (CPDD) website. This website has guidelines to develop indirect cost rates, links to the applicable cost principles, and contact information. The CPDD also has Frequently Asked Questions to provide general information about the indirect cost rate approval process and due dates for provisional and final indirect cost rate proposals.

If a new NICRA is issued during the award's period of performance, it must be provided to DOL within 30 days of issuance. Funds may be re-budgeted as necessary between direct cost categories as long as it is consistent with the Budget Flexibility term within this agreement, grant requirements, and DOL regulations on prior approval. However, the total amount of the award will not be increased.

☒ **1.**

    ☒ (a) A federally approved NICRA or federally approved CAP covering a portion of the grant period of performance is attached. Regarding only the NICRA:

Indirect Rate approved %:	See attached
Type of Indirect Cost Rate (i.e. Provisional/Predetermined/Fixed):	See attached
Allocation Distribution Base:	See attached
Current beginning and ending period applicable to rate:	See attached

    ☐ (b) Election of 15% De Minimis Rate

    The award recipient does not have a current negotiated (including provisional) rate and may elect to charge a de minimis rate of 15% of modified total direct costs

(MTDC) which may be used indefinitely. A governmental department or agency unit that receives more than $35 million in direct Federal funding must submit its indirect cost rate proposal to its cognizant agency for indirect costs and cannot request a de minimis rate. This methodology must be used consistently for all Federal grant awards until such time as the grant award or cooperative agreement recipient chooses to negotiate for an indirect cost rate, which the award recipient may apply to do at any time. See 2 CFR 200.414(f) for more information on use of the de minimis rate. Please be aware that incurred indirect type costs (such as top management salaries, financial oversight, human resources, payroll, personnel, auditing costs, accounting and legal, etc. used for the general oversight and administration of the organization) must not be classified as direct costs; these types of costs are recovered as part of charging the de minimis rate.
Estimated Indirect Costs for 1.a. and 1.b. must be identified on the SF-424A budget form.

☐ **2.**

☐ (a) The provided NICRA or CAP approved by the FCA does not cover a portion of the period of performance, or

☐ (b) Indirect costs are being claimed on the SF-424A; however an indirect cost rate proposal or CAP has not yet been submitted for approval to the FCA.

URGENT NOTICE: Estimated indirect costs have been specified on the SF-424A, Section B, Object Class Category "j", however only 15% of Modified Total Direct Costs (MTDC) will be released to support the indirect costs in the absence of a NICRA or CAP approved by the FCA. The remaining funds which have been awarded for Indirect Costs are restricted and may not be used for any purpose until the recipient provides a signed copy of the NICRA or CAP and receives documentation stating that the restriction is lifted by the Grant Officer. Upon receipt of the NICRA or CAP, the Grant Officer will issue a grant modification to the award to remove the restriction on those funds.

As the grant or cooperative agreement award recipient, the recipient must submit an indirect cost rate proposal or CAP. If the FCA for indirect costs is DOL, these documents should be submitted to the DOL's Cost & Price Determination Division (CPDD). Otherwise, they should be submitted to the grant award recipient's FCA. Alternatively, the award recipient may request the de minimis rate if eligible (see section b. above). In addition, the recipient must notify the FPO that the documents have been submitted to the appropriate FCA.
If the award recipient does not submit a NICRA proposal within 90 days of award, they will be limited to the de minimis rate of 15% of Modified Total Direct Costs (MTDC).

☐ **3.** The award recipient elected to exclude indirect costs from the proposed budget. Please be aware that incurred indirect costs (such as top management salaries, financial oversight, human resources, payroll, personnel, auditing costs, accounting and legal, etc. used for the general oversight and administration of the organization) must not be classified as direct costs; these types of costs are

indirect costs. Only direct costs, as defined by the cost principles contained in the Uniform Guidance will be charged. If indirect costs are misclassified as direct costs per the guidelines at 2 CFR 200.412, such costs may become disallowed through an audit or compliance review conducted by a Federal staff person.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 72-6012995
ORGANIZATION:
Delgado Community College
615 City Park Avenue, Building 37
New Orleans, LA 70119

Date: 12/18/2023
FILING REF.: The preceding
agreement was dated
06/17/2019

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

| | EFFECTIVE PERIOD | | | | |
TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2019	06/30/2024	43.00	On Campus	All Programs
PRED.	07/01/2019	06/30/2024	20.19	Off Campus	All Programs
PRED.	07/01/2024	06/30/2028	43.00	On Campus	All Programs
PRED.	07/01/2024	06/30/2028	20.20	Off Campus	All Programs
PROV.	07/01/2028	Until Amended			Use same rates and conditions as those cited for fiscal year ending Jun 30, 2028

*BASE

Direct salaries and wages including all fringe benefits.

R62678

Attachment 2

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:
The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES:
Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: The off-campus rate will apply for all activities: a) Performed in facilities not owned by the institution and where these facility costs are not included in the F&A pools; or b) Where rent is directly allocated/charged to the project(s). Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Fringe Benefits –

FICA
Retirement
Disability Insurance
Tuition Remission
Worker's Compensation
Health Insurance
Life Insurance

Per 2 CFR 200.414(g) – A rate extension has been granted.

The next indirect cost proposal based upon the fiscal year ending 06/30/2027 is due no later than 12/31/2027.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000.

Attachment 2

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing indirect costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of indirect costs allocable to these programs.

BY THE INSTITUTION:

Delgado Community College

(INSTITUTION)

Ronald Russo
(SIGNATURE)

Ronald Russo
(NAME)

V.C. for Business Affairs
(TITLE)

_1-3-2024_
(DATE)

ON BEHALF OF THE GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES
(AGENCY)

Arif M. Karim -S Digitally signed by Arif M. Karim -S
Date: 2023.12.26 15:41:23 -06'00'

(SIGNATURE)

Arif Karim
(NAME)

Director, Cost Allocation Services
(TITLE)

12/18/2023
(DATE)

HHS REPRESENTATIVE: Olulola Oluborode
TELEPHONE: (214) 767-3261

R62678

Attachment 2

Evaluation Grant

Memorandum

Date: September 13, 2024

To: Delgado Community College, 24A60CC000024

From: Strengthening Community Colleges Training Grants Team

Subject: Status for SCC4 National Evaluation

Dear Hillary Williams Jr. and Rachel Wilkerson,

Thank you for working quickly with DOL's SCC4 National Study Team to describe your grant program, answer questions, and support the kick-off of the Strengthening Community Colleges Training Grants Round 4 (SCC4) National Evaluation. As a result, the SCC4 National Study Team, under the leadership of DOL's Chief Evaluation Office, was able to move quickly to conduct a feasibility study and select the grantees that will be included in the impact study.

This communication lets you know your status with respect to DOL's SCC4 National Evaluation. We wanted to give you a heads up before you receive the official amendment through Grant Solutions, which will be posted no later than September 30, 2024. This memorandum also provides important information related to changes in the required developmental evaluation and to requirements concerning the collection of Social Security Numbers.

Selection for DOL's National Evaluation

On behalf of DOL's Chief Evaluation Office, we are pleased to let you know that you have been selected for the following components of DOL's National Evaluation:

- The impact study using a quasi-experimental design (QED), or an outcomes study. DOL plans to move forward with one of these two study designs once the design phase is finalized
- The implementation study

QED/outcomes studies will involve participating in discussions about your program and other programs at your college, entering into a memorandum of understanding (MOU) with the National Study Team, and providing administrative records. DOL and the National Study Team will provide additional information about this component of the study as it rolls out.

Because you were selected for at least one aspect of the impact evaluation, you will receive additional funding based on a consistent formula factoring in the type of study(ies) for which you were selected, the number of estimated participants you proposed (RCT only), and the number of consortium colleges included (if relevant). Note that additional funding allocations are based on the study design determined by DOL's Chief Evaluation Office; allocating the funds as a percentage of grant funding did not ultimately support the study design. Your additional funding is estimated at this time as follows:

- Current grant amount is $5,750,000
- Additional funds related to the National Evaluation are estimated as $300,000
- New grant amount is estimated as $6,050,000

Note that this estimate may change, and the final amount will be included in your official grant amendment. If the new grant amount is significantly different, we will first communicate that to you via a second email.

You will also receive a period of performance extension from an end date of April 30, 2028, to an end date of June 30, 2028.

Details on Amendments for Additional Funds

The amendment process will consist of two amendments, referred to here as the **DOL-initiated amendment** and the **grantee-initiated amendment**.

- First, a DOL-initiated amendment will be posted to Grant Solutions no later than September 30, 2024, that includes the new amount for total grant funding and the period of performance extension. Grant Solutions will generate an automatic email to the grant's Authorized Representative and Points of Contact (as listed in your SF-424 or subsequently changed via amendment). This will be a unilateral amendment issued by DOL and no action on your part is required for it to take effect.
- Second, after the DOL-initiated amendment is posted you will have 45 days to submit to your FPO the final version of your grantee-initiated amendment with a revised budget and budget narrative documenting how you plan to spend the additional funds, and any accompanying Statement of Work changes. During this time, the SCC4 National Study Team and Program Office will work with you and your FPO to flesh out aspects of the additional funding, if needed. Your revised budget that reflects your new total grant funding will be reviewed by your FPO, DOL's Division of Strategic Investments (the Program Office) and DOL's Chief Evaluation Office as part of the review process; this may involve communication with you as well.
- Once finalized, DOL will approve your grantee-initiated amendment in Grant Solutions.

Allowable Use of Additional Funds

Additional funds for those in the Quasi-Experimental Design (QED) or outcomes study may be used for the following:

- Hire a designated staff person to manage data collection and coordinate with the study team

Note that the evaluation team will conduct an additional feasibility study to determine the nature of this component of the national evaluation (i.e., whether it will be an impact evaluation using QED, or an outcomes study). After completion of the feasibility study for this component, grantees may request to shift grant funds to support recruitment or other roles aligned with the final study focus.

Implementation Study

All SCC4 grantees that are selected for the impact study (RCT and/or QED), or outcomes study will be included in the implementation study that is part of the National Evaluation. This will involve participating in phone interviews and completing a brief survey, among other activities. DOL and the National Study Team will provide additional information about this component of the study as it rolls out.

Grant-Funded Developmental Evaluation

In the Welcome Letter you received from SCC@dol.gov on April 30, 2024, DOL asked that you delay procurement of your grant-funded developmental evaluator. Now that we have a better understanding of how the SCC National Evaluation will work, we have decided to revise our guidance for your grant-funded developmental evaluation to best support the National Evaluation. Specifically:

- DOL is eliminating the requirement for the developmental evaluator to submit draft and final evaluation plans, as well as eliminating the interim and final reports themselves, although grantees can opt to request written products for their internal use (e.g., briefs or more substantial reports).
- In lieu of requiring the evaluation designs and reports, DOL is requiring that grantees work with their contracted developmental evaluator to develop interim and final versions of 5-10 briefing slides that provide an overview or summary of grant accomplishments.
- DOL will review the draft procurement plan, which will include the tasks for which grantees plan to contract, and provide feedback.
- The Good Jobs and Equitable Employment Outcomes data review and analysis process will now occur in Years 2, 3, and 4 (not in Year 1).
- The draft procurement plan will be due no later than October 31, 2024.
- The target date for procurement of the grant-funded developmental evaluation is March 31, 2025.

See the attached policy change and technical assistance document on SCC4 Developmental Evaluations for more details. Note that the attached document will be included in your DOL-initiated grant amendment to memorialize these changes in Grant Solutions.

Requirement to Collect Social Security Numbers

Please note the following requirement for all SCC grants, which will be included in your DOL-initiated grant amendment. This relates to language in Section VI.C. Reporting of FOA-ETA-23-15.

For the purposes of performance reporting, grantees are required to report participant-level data to ETA, including Social Security Numbers (SSNs), on all individuals that receive grant-funded services. SSNs allow ETA to match employment data from the Common Reporting Information System (CRIS). Thus, the collection of participant SSNs lessens the burden on grantees in tracking exit-based employment measures, while permitting consistent and reliable outcome information on the program's longer-term impacts. The DOL-Only Performance Accountability, Information, and Reporting System / WIOA Participant Individual Record Layout (PIRL) (OMB Control No. 1205-0521) is the current OMB-approved reporting template that will apply to these grants.

Please note: While grantees are required to ask participants for their SSN, a participant cannot be denied services if they choose to not disclose this information.

Key Players for SCC Evaluations

There are a lot of players involved with the SC4C National Evaluation! Here is a description of the key players for your reference:

- DSI – Division of Strategic Investment, DOL's Program Office for SCC grants, will support your FPO, and communicate with you about any major steps in the National Evaluation; DSI will also be the primary point of contact related to your grant-funded developmental evaluation. We can be reached at SCC@dol.gov.
- FPO – Your FPO will work with you to develop and submit your budget amendment related to the impact evaluation.
- OGM – DOL's Office of Grants Management, specifically the Grant Officer – will send via Grant Solutions a DOL-initiated amendment describing your additional funds and extended time period and will also provide final approval of your grantee-initiated amendment describing your revised budget.
- CEO – DOL's Chief Evaluation Office, manages the SCC4 National Evaluation for DOL and is closely involved with all aspects.
- The SCC4 National Study Team – Mathematica and its partners Community College Research Center (CCRC) and Social Policy Research Associates--is responsible for implementing the SCC4 impact and implementation studies for DOL and will be in close contact with you throughout the grant. The National Study Team can be reached at SCCnationaleval@mathematica-mpr.com

This communication comes to you from DSI – Division of Strategic Investment, DOL's Program Office for SCC grants. Please reply to SCC@dol.gov if you have questions about any information in this email **and be sure to copy your FPO.**

Reporting Requirements and Procedures

Strengthening Community Colleges Training Grants, Round Four (SCC4) Performance Reporting Handbook

Performance Reporting Guidance for:

SCC4 Performance Policy
Quarterly Narrative Performance Report (QNR)
Quarterly Performance Report (QPR)

Prepared By:
United States Department of Labor
Employment and Training Administration
Office of Workforce Investment
Division of Strategic Investments

VERSION 1.0 – August 2024

Table of Contents

INTRODUCTION

Strengthening Community Colleges Training Grants, Round Four (SCC4) grantees are required to submit quarterly progress reports to the United States Department of Labor (DOL or the Department), Employment and Training Administration (ETA) to comply with legislative reporting and recordkeeping requirements of the grant [Funding Opportunity Announcement](#) (SCC4 FOA-ETA-23-15) and grant award.

SSC4 grants are authorized under Section 169(c) of the [Workforce Innovation and Opportunity Act](#) (WIOA). See also Title I of Division A of Pub. L. 116-94.

This performance handbook provides performance policy guidance and technical assistance. The following sections provide an overview of each section of the handbook:

Section I – Performance Reporting Policy Guidance

This section describes the overall performance reporting guidance for SCC4 grantees, including core requirements for submitting the Quarterly Progress Report, reporting due dates along the quarterly reporting cycle, and an introduction to the DOL Performance Reporting System – Workforce Integrated Performance System (WIPS), including how to access WIPS.

Section II: Quarterly Narrative Performance Report (QNR)

This section describes the Quarterly Narrative Performance Report (QNR). A QNR is a written qualitative report reflecting grant program activities during the reporting quarter. Grantees submit the QNR in WIPS.

Section III: Quarterly Performance Report (QPR)

This section provides information on the Quarterly Performance Report (QPR), which is required for all SCC4 grantees. The QPR is an aggregate summary of participant-level data records. WIPS generates this report using participant-level data files submitted quarterly by each grantee. This section provides instructions and tips for collecting, tracking, and submitting participant-level data.

SECTION IV: Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance

For the purposes of aligning SCC4 grant reporting requirements with WIOA, SCC4 grantees will report on the WIOA primary indicators of performance.

For technical assistance, the **[SCC4 Grants Performance Reporting Resource](#)** page on WorkforceGPS is the go-to site for all things related to performance reporting for SCC4 grants. The page offers links to key policy guidance documents and TA resources such as webinars, tutorials, sample files, and FAQs.

Section I – Performance Reporting Policy Guidance

1.1 Quarterly Reporting

Quarterly Reporting assists DOL in tracking grant activities and outcomes and provides a snapshot of grant-funded activities for the current quarter and cumulative quarters throughout the grant period of performance. The report contains updates on the implementation and progress specified in the grant's Statement of Work (SOW), Work Plan, and participant-level outcomes.

Quarterly Reporting includes both a **Quarterly Narrative Performance Report (QNR) which includes a copy of the Work Plan that describes the current status for each element** and a **Quarterly Performance Report (QPR).** A QPR is required for all grantees once participants begin receiving grant-funded services, see below for a reminder of the participant tracking timeline outlined in the SCC4 FOA.

SCC4 grantees must take the following steps to fulfill the Participant Tracking requirement. Technical assistance will be provided to support these steps.

- By Month 9 (February 2025) of the grant, hire or assign a Data Assistant or Coordinator responsible for ensuring accurate data products and consistent participant tracking procedures.

- By Month 12 (May 2025) of the grant, develop, pilot, and finalize data collection procedures and tools.

- By Month 12 (May 2025) of the grant, begin enrolling and tracking participants.

- By Month 14 (July 2025) of the grant, begin conducting data quality checks or earlier if submitting a QPR.

Final Quarterly Reports

SCC4 grantees are required to submit Final Quarterly Reports at the end of the grant period of performance. The QPR and QNR submitted for the last reporting quarter at the end of the grant will serve as the grant's Final Quarterly Reports. The final QNR must summarize project activities, employment outcomes, other deliverables, and related project results and thoroughly document the grantee's training approaches during the entire performance period.

1.2 Reporting Due Dates and Quarterly Reporting Cycle

Quarterly Reporting Deadlines

Quarterly reports are due to DOL **no later than the 15th of the second month** after the end of each reporting quarter. The table below provides the due dates for each reporting quarter.

Reports not submitted by the due date will be considered late and not in compliance with grant requirements.

Table 1: Quarterly Progress Report Deadlines

Report Activities Occurring Between	Quarter End Date	Progress Report Due Date*
January 1 – March 31	March 31	May 15
April 1 – June 30	June 30	August 15
July 1 – September 30	September 30	November 15
October 1 – December 31	December 31	February 15

* Should the report's due date fall on a Saturday, Sunday, or holiday, grantees are encouraged to submit their report on the previous business day of the reporting deadline.

1.3 DOL Performance Reporting System – Workforce Integrated Performance System (WIPS)

DOL uses the web-based reporting system WIPS for SCC4 grantees to submit the Quarterly Performance Report (QPR) and the Quarterly Narrative Report (QNR). WIPS is an online, password-protected system that allows grantees to:

1. Submit a CSV data file of selected participants served to date;
2. Verify that data is correct using a series of logic and validation checks;
3. Generate and certify the Demo PIRL QPR for SCC4 Grants using aggregation rules;
4. Generate and certify an SCC4 QNR in WIPS; and
5. Submit an updated copy of your work plan that describes the current status for each element**.**

1.4 WIPS Access

To access the Workforce Integrated Performance System (WIPS) for SCC grant performance reporting purposes, each grantee must establish WIPS user accounts for designated staff.

All WIPS account requests must be made by the grant's Authorized Official (AO). After an SCC grant has been awarded, the National Program Office will contact the grant AO to designate the staff needing WIPS user accounts.

All requests for (and changes to) WIPS accounts may only be made by the grant AO and must be sent to the SCC mailbox, SCC@dol.gov.

Each SCC4 grant is allowed up to three WIPS accounts. Grants must have at least one "**certification account**" with the option to add a second "certification account" and one "**upload account**."

Note that if the AO changes during the period of performance and they have one of the certification user accounts, the grantee should work with their Federal Project Officer (FPO) to process an amendment to change the AO. The grantee should then inform the National Program Office of the AO change, and the current AO account will be deactivated. The new AO will be offered a certification account or may designate a staff member for the account.

Certification Account: The user has full access to WIPS and can perform all WIPS functions for both the Quarterly Narrative Report (QNR) and the Quarterly Performance Report (QPR), including entering information into the reporting system, file uploading, reviewing errors, viewing reports, and certifying both the QNR and the QPR reports.

Certification indicates that the grantee's AO, or their designee, certifies that the data submitted is complete, true, and accurate to the best of their knowledge.

Upload Account: The user can perform WIPS functions that support report completion for both the QNR and the QPR, including entering information into the reporting system, file upload, reviewing errors, and viewing reports, but cannot certify either the QNR or the QPR report.

Please note that WIPS uses a login.gov to access your account. WIPS does not issue usernames or passwords.

Requesting a WIPS Account

To request either a Certification Account or an Upload Account, the Authorized Official on record must send an email to SCC@dol.gov with the following contact information for the designated user(s):

- Contact Full Name
- Contact Email Address
- Account Type Requested (Certification or Upload)

After the request has been reviewed and approved, the WIPS user will receive an email with instructions on how to set up their WIPS account. These instructions include the requirement to create a login.gov account. Please ensure that the email address used to request the WIPS account creation matches the email address that will be used to create the login.gov account.

Change of Authorized Official

Any changes to the Authorized Official must go through the grant amendment process, assisted by the grant's Federal Project Officer (FPO). The amendment, signed by the Grant Officer, is the formal approval of the Authorized Representative change. If your grant has changed the AO, you will need to notify the Program Office.

Section II – Quarterly Narrative Performance Report

All SCC4 grants will submit a [Quarterly Narrative Performance Report](#) (QNR). The Employment and Training Administration (ETA) uses the information provided in the QNR to monitor the grant's progress and identify promising practices and challenges to grant implementation. Grantees can also report grant program highlights and identify technical assistance needs from the latest reporting quarter.

The report provides updates on the implementation and progress specified in each grant's SOW. It is a qualitative report of grant activities that occurred during the reporting quarter, which includes a status update on program activities, events, and partnership successes or hurdles that affect grant programs during the reporting quarter.

- Grantees are required to use the Office of Management and Budget (OMB)-approved QNR template.

- DOL will review implementation progress on the work plans quarterly for technical assistance purposes, and annually for performance monitoring and compliance purposes. Grantees will report implementation progress on the work plan using the Quarterly Narrative Report.

    o Upload a copy of your updated work plan that describes the current status for each element each quarter as an attachment to your QNR

- Grantees can also use the QNR to report additional information about their participants that are not reported using quantitative data alone.

- Grantees will report implementation progress on the work plan using the Quarterly Narrative Report. DOL will review implementation progress on the work plans quarterly for technical assistance purposes, and annually for performance monitoring and compliance purposes.

- **Section XI. Additional Information**. The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report. Among other topics, grantees are encouraged to include any challenges or issues with the expenditure plan (e.g., under- or over-spending).

2.1 Submitting a QNR in WIPS

Each grant program will submit their QNR directly into WIPS using their WIPS account. The online form is identical to the OMB-approved Quarterly Narrative Performance Report Template (ETA-9179). Grantees should enter narrative responses into the form using the fields provided in WIPS. Best practice includes the preparation of a separate document using the OMB-approved QNR, from which narrative responses are then pasted into the corresponding form fields provided in WIPS. Once a grantee has completed the QNR and has verified that the information

is accurate, they should indicate that the report is final by selecting the "Certify" button on the QNR. Certifying the report indicates that the grantee's authorized representative certifies that the data submitted is complete, true, and accurate to the best of their knowledge. Grantees may also submit up to five supplemental documents (in Word, pdf, or zipped format) to support their QNR submission.

2.2 Submitting the Work Plan

Each quarter grantees will upload a copy of the work plan that describes the current status for each element as an attachment to the QNR. The work plan should include information on progress made towards implementation.

Section III – DOL ETA Quarterly Performance Report (QPR)

3.1 DOL ETA Quarterly Performance Report

A QPR is an aggregated report of SCC4 performance measures and WIOA primary indicators of performance with respect to participants. The Workforce Integrated Performance System (WIPS) generates the QPR through participant-level data files and creates a snapshot of the grant's progress to date. The DOL Demo QPR is required for SCC4 grantees to track their students in career pathways program(s) enhanced with grant funding. The Demo QPR will report cumulative, grant-to-date participant outcomes resulting from program activities. It is a quantitative report that aggregates all participant records that the grantee has collected and uploaded as a data file into the WIPS system.

Please see *Attachment 6: Demo PIRL Quarterly Performance Report (QPR)* and *Attachment 7: SCC QPR OUTCOME MEASURE DEFINITIONS AND AGGREGATION RULES* for further guidance on generating the quarterly performance report.

3.2 Participant Training and Employment Tracking and Reporting

While SCC4 grants are capacity-building grants, an important aspect of capacity-building at community colleges is collecting and reporting on participant outcomes, such as program enrollment, credential attainment, and employment outcomes. Participant performance outcomes can also contribute to proof of concept and contribute to the body of evidence for SCC4 grants. Thus, grantees are required to track four participant outputs and outcomes for career pathways program(s) enhanced with grant funding throughout their grant performance period. These four participant outputs and outcomes are generated from the data elements collected on each participant.

The SCC4 FOA provides policy guidance on the performance measures that grantees will use to collect and report participant data. The SCC4 Performance Handbook Attachment 4 provides the Performance Outcome Measures for SCC Round 4 grantees with a start date of May 1, 2024.

Grantees are not required to provide targets for these outputs and outcomes, nor will ETA use this information to monitor grantee performance; however, ETA will use this information for the purposes of technical assistance as well as the national evaluation.

3.3 DOL Demo Participant Information Record Layout (PIRL) Schema for SCC4 Grants

The Demo PIRL Schema identifies data elements that grantees are required to collect about each participant served in a career pathways program(s) enhanced with grant funding. Each PIRL data element includes a number, name, field type and length, definition and instruction, and code values.

There are several PIRL data elements unique to SCC4 grantees to report participant-level outcomes. The tips below provide further guidance on how to use these key PIRL data elements for reporting purposes.[1]

Reporting SCC Grant Program

PIRL 105 Special Project ID is used to designate demonstration grants in WIPS. SCC grantees will use the code value DEM1111 for PIRL 105.

PIRL 106 Special Project ID is used to designate the specific SCC Grant Program and round in WIPS. SCC Round 1 grantees should use SCC1111, SCC Round 2 should use SCC2222, SCC Round 3 should use SCC3333, and **Round 4 should use SCC4444**.

PIRL 107 will be left blank.

Reporting Eligible Participants

When students first enroll in the grant-enhanced program(s) of study, grantees must determine if the student is currently employed or not employed. This will inform how to report participants on employment-related outcome measures. For the purposes of tracking participants for SCC4, "participants" are defined as the students enrolled in career pathways programs that are being enhanced using SCC4 Program Grant funds. The definition of eligible participants is broad. Consistent with the funding source, eligible participants include new entrants to the workforce and those seeking their first job, dislocated workers who have lost employment, and those currently working but seeking additional skills. Reporting on their employment status is important because this PIRL data element informs other PIRL data elements.

New Entrants to the Workforce refer to those who have never worked before or who have been out of the workforce for a long enough time as though they are entering the workforce for the

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[1] This section does not describe all the PIRL data elements that grantees are required to include in their data file upload in WIPS. See Tab 2 of 2021 PIRL Demo Schema for SCC grants for a list of all required data elements and their code values.

first time. For example, this may include, but is not limited to, long-term unemployed individuals and justice-impacted individuals, high school graduates, and youth who have dropped out of school and are seeking their first full-time job. While it is permissible for high school students enrolled in a dual enrollment program to enroll in individual courses within the applicant's grant-enhanced career pathways program, only those students with a declared intent to enroll in the full career pathways program may be the focus of—and counted as a participant in—the proposed project.

Dislocated workers refer to individuals who were terminated or laid-off or have received a notice of termination or lay-off from employment; or were self-employed but are now unemployed, as well as other individuals defined in WIOA Sec. 3(15).

Employed workers (also categorized as incumbent workers in WIPS) refer to individuals who are employed but need training to secure full-time employment, advance in their careers, or attain employment in occupations that qualify as good jobs. This includes low-wage and medium-wage workers who need to upgrade their skills to advance in their careers, and workers who are currently working part-time. Note that in other DOL grants, "incumbent workers" refers to participants who receive training offered by their current employer in partnership with the grantee (sometimes called contract training). Under SCC4 this type of incumbent worker is not eligible for grant-funded participation.

PIRL 400 EMPLOYMENT STATUS AT PROGRAM ENTRY (WIOA)

This PIRL data element is one of the data elements used to report a participant's employment status at the time of enrollment in the grant program. This data element is used to calculate the employment status of all participants served through the grant as either employed or unemployed. Dislocated workers and new entrants to the workforce are unemployed workers reported by using the code value 0 in PIRL 400. Incumbent workers are employed workers reported by using code value 1.

> **PIRL 907 RECIPIENT OF INCUMBENT WORKER TRAINING**
>
> When determining participant eligibility, SCC4 grants should apply the definition of incumbent workers as indicated in their grant FOA. Eligible Participants determined as incumbent workers and enrolled in incumbent worker training are reported as code value 5 = DWG funded grant in **PIRL 907 Recipient of Incumbent Worker Training**.

Reporting Program Participation

PIRL 900 DATE OF PROGRAM ENTRY (WIOA)

Date of Program Entry refers to the date on which an individual becomes a participant upon determination of eligibility and begins to receive grant-funded services. For SCC4 grants, grant-funded services may include but are not limited to receiving assessment and case management services and/or enrollment in the SCC4 training program. The program entry date may or may not be the same date that an individual begins training, depending on whether the individual received other grant-funded services prior to starting training.

PIRL 901 DATE OF PROGRAM EXIT

SCC4 participants are exited from the program when they have not received any services funded by the program for 90 consecutive calendar days and are not scheduled for future services.

The date of exit is applied retroactively to the last day the individual received a service funded by the program. PIRL 901 (Date of Program Exit) is used to collect and report the date of exit.

For exit-based performance measures (WIOA Primary Indicators of Performance), the quarter for tracking these measures is determined by the quarter in which the date of exit occurs. (**EXAMPLE**: If the date of exit is between January 1 and March 31, the first quarter after exit would be April 1 through June 30).

Tips: PIRL 901 should not be reported before the 90 days have elapsed. This data element requires a lookback each quarter of all participants who have not received any services or training in the past 90 days and are not scheduled for any future services.

Do not report an exit date in the future or a date prior to the 90th day since services or training were received.

Reporting Social Security Numbers

Social Security Numbers (SSNs) are used to calculate most of the WIOA primary performance indicators on behalf of grantees by matching them with unemployment information (UI) wage records provided through the Common Reporting Information System (CRIS). This is why collecting SSNs is so critical. Grantees are required to request SSNs from every grant participant. However, an individual does not have to disclose their SSN in order to receive grant-funded services.

PIRL 2700 Social Security Number: A social security number (SSN) is required for all SCC grant participants that receive grant-funded services. Grantees should enter a valid SSN for PIRL 2700. Grantees should **never** report a false SSN. Grantees should enter a code value of 999999999 for PIRL 2700 when reporting eligible participants who choose not to disclose their SSNs.

Reporting Program Enrollment and Program Completion

PIRL 1811 DATE ENROLLED DURING PROGRAM PARTICIPATION IN AN EDUCATION OR TRAINING PROGRAM LEADING TO A RECOGNIZED POST-SECONDARY CREDENTIAL OR EMPLOYMENT (WIOA)

This PIRL data element is used to report if a participant was enrolled during program participation in an education or training program that leads to either a recognized post-secondary credential, including a secondary education program, or a training program that leads to employment.

PIRL 1813 DATE COMPLETED DURING PROGRAM PARTICIPATION IN AN EDUCATION OR TRAINING PROGRAM LEADING TO A RECOGNIZED POST-SECONDARY CREDENTIAL OR EMPLOYMENT (WIOA)

This PIRL data element is used to report overall program completion for a participant and should not be reported until all the planned training components (e.g., **PIRL 1302 Training #1, PIRL 1309 Training #2**, and **PIRL 1314 Training #3**) have been completed.

Reporting Training Outcomes

SCC4 grantees have several PIRL data elements to report training activities. SCC4 grants share WIOA PIRL data elements to report dates for Training #1, #2, and #3.

PIRL 1300 RECEIVED TRAINING (WIOA)

Record if the participant has received training services.

Table 2. Reporting Training Outcomes (WIOA Data Elements)

DATA ELEMENT NAME	DATA ELEMENT DEFINITIONS/INSTRUCTIONS	TRAINING ACTIVITY #1	TRAINING ACTIVITY #2	TRAINING ACTIVITY #3
DATE ENTERED TRAINING	Record the date on which the participant's first training service actually began. Grantees can report up to three training activities for a participant enrolled in a program of study.	PIRL 1302	PIRL 1309	PIRL 1314
TYPES OF TRAINING	Grantees should report the types of training when there is a training date in PIRL 1302, PIRL 1309, and PIRL 1314.	PIRL 1303	PIRL 1310	PIRL 1315
COMPLETED TRAINING	Record if the participant completed training.	PIRL 1307	PIRL 1312	PIRL 1317
DATE COMPLETED TRAINING	Record the date the participant completed training.	PIRL 1308	PIRL 1313	PIRL 1318

Please note, SCC grantees **may not use** the following code values to report Types of Training:

- 03 = Entrepreneurial Training (non-WIOA Youth)
- 07 = ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)

PIRL 1409 MOST RECENT DATE RECEIVED SUPPORTIVE SERVICES

Record the most recent date on which the participant received a supportive service. As applicable, grantees may update this date each quarter. Supportive services are activities that will allow individuals to participate in and successfully complete the training provided through the grant.

Reporting Credential Outcomes

PIRL 1800, 1802, 1804: TYPE OF RECOGNIZED CREDENTIAL #1, #2, and #3 (WIOA)

PIRL 1801, 1803, 1805: DATE ATTAINED RECOGNIZED CREDENTIAL #1, #2, and #3 (WIOA)

Grantees may report up to three credentials that result from at least one training activity. These PIRL data elements are for reporting the credential or certificate attainment outcomes that a participant receives after completing the SCC4 training program. This includes the type of recognized credential and the date of credential attainment.

If multiple credentials are awarded, grantees should report the highest-level certificate and/or credential earned as it aligns with the grantee's training design, including the SCC4 industries and occupations identified in the grantee's SOW. Grantees are encouraged to replace data for Training #3 with data for the highest credential received during the grant period of performance. For example, suppose a training program includes three interim credentials. In that case, the grantee should replace data about the third intermediate credential (date entered training, type of training service, etc.) with data for the highest credential attained (e.g., an Associate's degree). This ensures that the highest credential received is recorded for each participant. Additional credentials should be reported in the QNR.

For further guidance on credentials, please refer to: TEGL 14-18 – *Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL)* and *TEN 25-19 – Understanding Post-secondary Credentials in the Public Workforce System*

Reporting WIOA Primary Indicators of Performance

PIRL 1332 PARTICIPATED IN POST-SECONDARY EDUCATION DURING PROGRAM PARTICIPATION (WIOA)

This PIRL data element is used to report if a participant was enrolled in a post-secondary education program that leads to a credential or degree from an accredited post-secondary education institution at any point during program participation.

Tip: All SCC4 grant programs are post-secondary education programs.

This data element relates to the credential indicator denominator, and those who are recorded as 1 are included in the credential rate denominator.

This element is a subset of **PIRL 1811 Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Post-secondary Credential or Employment, whereas some participants will be enrolled in programs leading to employment only but will not receive credentials.**

Do not record 1 if the participant was first enrolled in post-secondary education after exiting the program.

PIRL 1401 PARTICIPATION IN SECONDARY EDUCATION

This PIRL data element is required to generate a credential attainment rate in WIPS. *Reporting Measurable Skill Gains*

PIRL 1806, 1807, 1808, 1809, 1810 DATE OF MOST RECENT MEASURABLE SKILLS GAINS (WIOA)

These data elements calculate Measurable Skills Gains for participants enrolled in the select cohort of study. Grantees will record the most recent date on which the participant achieved a measurable skill gain. As applicable, grantees should update the date(s) when a measurable skill gain is achieved during each quarter.

Table 3. Measurable Skills Gains

PIRL Data Element	Description
1806	Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL)
1807	Date of Most Recent Measurable Skill Gains: Post-secondary Transcript/Report Card
1808	Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card
1809	Date of Most Recent Measurable Skill Gains: Training Milestone
1810	Date of Most Recent Measurable Skill Gains: Skills Progression

Reporting Employment Retention and Employment Placement

There are two categories to report employment placement outcomes for non-incumbent and incumbent workers. Non-incumbent workers are those that are unemployed at program participation. Incumbent workers are employed at program participation and must meet the FOA definition of incumbent worker.

Non-incumbent students who enter unsubsidized employment

PIRL 2118 DATE ENTERED EMPLOYMENT

This PIRL data element is used to report employment outcomes for non-incumbent students. Grantees may report this outcome at any time after program enrollment in the cohort program of study. Non-incumbent participants do not need to complete the cohort program of study to be reported in this outcome.

Non-incumbent Students Who Enter Training-Related Employment

PIRL 2126 ENTERED TRAINING-RELATED EMPLOYMENT AFTER TRAINING COMPLETION

This PIRL data element is used to report entered training-related employment if employment placement is related to the training provided through the grant and occurs after the cohort program of study is completed.

This data element is a subset of PIRL 2118 Date Entered Training and PIRL 1813 Date Completed, During Program Participation, an Education or Training Program Leading to a Recognized Credential or Employment, so participants reported in PIRL 2126 must also be reported in PIRL 2118 and PIRL 1813.

Incumbent Workers That Retain Current Position

PIRL 2119 INCUMBENT WORKERS RETAINED CURRENT POSITION IN THE 1st QUARTER AFTER PROGRAM COMPLETION

This PIRL data element is used to report if an incumbent worker completes their program and retains their current position in the first quarter after program completion.

Incumbent Workers That Advance into New Position

PIRL 2120, 2122, and 2124: INCUMBENT WORKERS ADVANCED INTO A NEW POSITION WITH CURRENT OR NEW EMPLOYER IN THE 1st, 2nd, or 3rd QUARTER AFTER PROGRAM COMPLETION

These PIRL data elements are used to report if an incumbent worker has completed their program of study and advanced to a new position that requires a higher level of skill, either with their current employer or new employer.

An incumbent worker may have up to three quarters after program completion to advance in their position, and grantees may report these outcomes at any time during the three quarters

after program completion. This employment outcome is reported in the actual reporting quarter in which the job advancement occurred.

3.4 Reporting Employment and Earnings

There are 12 PIRL data elements that all grantees using the 2021 Demo PIRL Schema are required to use related to employment and earnings. SCC grantees are relying on the Common Reporting Information System (CRIS) data that comes from unemployment data to provide information on participant employment and earnings outcomes. Therefore, grantees do not need to track these outcomes; however, grantees will need to enter a code value for each of the 12 required employment and earnings PIRL data elements.

PIRL 1600 - 1607 – EMPLOYED IN 1st, 2nd, 3rd 4th QUARTER AFTER EXIT AND TYPE OF EMPLOYMENT MATCH 1st, 2nd, 3rd 4th QUARTER AFTER EXIT
- Suggested code value to enter for PIRL 1600 - 1607: "0"

PIRL 1703 – 1706 – WAGES 1st, 2nd, 3rd 4th QUARTER AFTER EXIT
- Suggested code value to enter for PIRL 1703 – 1706: "0"

Please note that entering "0" for these PIRL data elements does **not** mean that the grantee is verifying the participant's employment status; the actual employment status and wage earnings will be calculated once the CRIS data is available for a quarter.

3.5 Guidance for Generating and Certifying a Quarterly Performance Report (QPR)

To generate the QPR, grantees will submit a .csv data file or a .txt file of participant-level information in WIPS. The participant-level data file includes information on all cohort participants served through the most current reporting quarter. After a grantee successfully uploads the participant-level data file into WIPS, the system will run the data file against a series of validation checks and will generate a QPR using WIPS aggregation rules. Once a grantee has verified that the information is accurate, they should indicate that the report is final by selecting the "Certify" button in WIPS. Certifying the report indicates that the grantee's authorized representative certifies that the data submitted is complete, true, and accurate to the best of their knowledge.

SECTION IV: Workforce Innovation and Opportunity Act (WIOA) Primary Indicators of Performance

DOL requires, consistent with 29 USC § 3224(a)(7), that SCC4 grants with a start date of February 1, 2021, and later align with and report on the six WIOA primary indicators of performance, as set forth in section 116(b)(2) of WIOA, and as further specified below.

5.1 WIOA Primary Indicators of Performance

Reporting on the WIOA Primary Indicators of Performance is applicable to SCC4-funded grants reporting participant-level data on a select cohort enrolled in a program of study.

The **Training and Employment Guidance Letter (TEGL) No. 14-18**: *Aligning Performance Accountability Reporting, Definitions, and Policies Across Workforce Employment and Training Programs Administered by the U.S. Department of Labor (DOL)* provides policy guidance to align and streamline performance indicators and requirements across 15 DOL Employment and Training Administration (ETA) programs with the Workforce Innovation and Opportunity Act (WIOA). Grantees are encouraged to review the TEGL and share it with staff and grant partners as appropriate.

The following WIOA primary indicators of performance are applicable to SCC4 grants:

Table 4. WIOA Primary Indicators of Performance

WIOA Primary Indicator of Performance	Description
1. Employment Rate – 2nd Quarter After Exit	Percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
2. Employment Rate – 4th Quarter After Exit	Percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
3. Median Earnings – 2nd Quarter After Exit	Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
4. Credential Attainment Rate	Percentage of participants enrolled in an education or training program wand attain a recognized post-secondary credential during participation in or within one year after exit from the program.
5. Measurable Skills Gains	Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains.
6. Effectiveness in Serving Employers (Retention of your participants with the same employer in the 2nd and 4th quarter after exit)	Retention with the same employer in the 2nd and 4th quarter after exit.

Some of these outcomes are reported directly by grantees using participant-level data files in WIPS, and some are calculated using a combination of data reported by grantees and state Unemployment Insurance (UI) wage records via the process called CRIS, explained in Section 5.4 below.

5.2 Calculating Employment-Based Primary Indicators of Performance

For the employment-based WIOA primary performance indicators, DOL acknowledges that SCC4 grantees may not have access to wage records to track and report exit-based employment rates and median earnings. Therefore, DOL will match wage records on behalf of grantees using CRIS (see Section 2.2) to capture these specific employment-based outcomes for participants who have successfully exited the SCC program. The CRIS process matches data to determine the following four indicators of the six that are applicable to SCC4 grants:

A. Employment Rate – 2nd Quarter After Exit

B. Employment Rate – 4th Quarter After Exit

C. Median Earnings – 2nd Quarter After Exit

D. Effectiveness in Serving Employers – Retention with the Same Employer 2nd and 4th Quarter After Exit

DOL will calculate these specific employment-based outcomes on behalf of grantees using Social Security Numbers (SSNs) provided for each SCC participant as part of the information included in each grantee's WIPS quarterly participant-level data file submission. This is why collecting SSNs is so critical. However, it is important to note that while SCC program grantees are required to collect SSNs, participants cannot be denied services if they choose to not disclose an SSN. Section VII of the Handbook provides information on the standards for collecting and storing social security numbers and tips for collecting this data from participants.

To support calculation of these DOL-required employment-based primary indicators of performance, SCC grants are required to track and report the following PIRL Data Elements (DEs):

- PIRL 900: Date of Program Entry
- PIRL 901: Date of Program Exit
- PIRL 923: Other Reasons for Exit*
  Individuals who are exited for the reasons noted in PIRL 923 will not be calculated in the WIOA primary performance indicators.
- PIRL 2700: Social Security Number

5.3 Calculating the Primary Indicators of Performance Credential Attainment and Measurable Skill Gains

To calculate credential attainment outcomes, SCC4 grantees will track and report this outcome using PIRL DEs through the participant-level data file submitted in WIPS. DOL receives this information via CRIS records, and WIPS will populate this information in the QPR after the reporting deadline.

E. <u>Credential Attainment</u>

The WIOA PIRL DEs used to report SCC4 credential outcomes are the same data elements that are used to calculate WIOA credential attainment outcomes after exit. WIOA credential attainment outcomes for SCC4 grants are reported in the QPR for a select cohort of participants that exited the program within a specific timeframe.

F. <u>Measurable Skill Gains</u>

To calculate measurable skill gains outcomes, SCC4 grantees will track and report this outcome using PIRL DEs through the participant-level data file submitted in WIPS. DOL receives this information via CRIS records, and WIPS will populate this information in the QPR after the reporting deadline.

5.4 Common Reporting Information System (CRIS)

Through a Memorandum of Understanding between DOL and the Kansas Department of Commerce, ETA's national program has access to aggregate employment outcome and wage information through the Wage Record Interchange System and the Federal Employment Data Exchange System. This information will be used to calculate the WIOA exit-based measures by matching personally identifiable information (PII) and UI wage data for the most recent reporting quarter. The WIOA performance outcomes will be reflected in grantee QPRs a few weeks after the QPR is submitted and certified by grantees.

5.5 Record Retention Requirements and Data Validation

Grantees must follow Federal guidelines on record retention. Grantees are required to maintain all electronic and hard-copy records pertaining to grant activities at least three years after the final award close-out. See the applicable grant Funding Opportunity Announcement (FOA) and 2 CFR 200.333-.337 for more specific information.

Data Validation

Strengthening Community Colleges Training Grant recipients are encouraged to fully implement the data validation framework outlined in section 4.B of [TEGL 23-19](#), and use the supporting documentation indicated in Attachment II to validate SCC-specific data elements in consultation with their assigned Federal Project Officer. Please note the SCC is not specifically listed in

Attachment II, however each data element that is included in the SCC PIRL Schema can be referenced in the attachment.

DOL recommends that grant recipients conduct periodic reviews of their QPR data to compare it against internal data calculations to ensure reported data is accurately reflected with supporting documentation and timely data entry. Additionally, grant recipients should work to develop a policy for periodic monitoring of source documentation. This may include random file selections scheduled on a quarterly basis to ensure the required source documentation reflects the outcomes reported. Grant recipients should implement policies that align with the goals of TEGL 23-19 to ensure adequate documentation is collected and maintained. These efforts will help protect grant recipients from incurring disallowed costs or being cited for other compliance findings by identifying and correcting potential issues prior to reporting.

SECTION V: Attachments

ATTACHMENT 1: QUARTERLY NARRATIVE PERFORMANCE REPORT

<div align="right">OMB Control Number: 1205-0448

ETA-9179</div>

Quarterly Narrative Performance Report Template

* Report Due Date: The 15th day of the second month of the subsequent quarter.

DOL GRANT PROGRAM NAME: _____

Program Year: _____

Quarter End Date: _____

Date Report Submitted: _____

The information provided in this Quarterly Narrative Performance Report will be used to help the Department of Labor's (DOL) Employment and Training Administration (ETA) monitor the progress of the grant and identify promising practices and challenges of the grantee in implementing the grant. The information collected here provides a more comprehensive assessment of the progress of grantees in meeting expected milestones, performance indicators, and program requirements. It also provides additional qualitative information to ETA regarding the activities of grantees as it relates to Workforce Innovation and Opportunity Act (WIOA) implementation or implementation of other discretionary grant programs, timeliness of program deliverables, technical assistance needs, innovative or promising practices in the field, and the use of evaluation for program accountability, assessment, and improvement.

Additionally, please note that, per the Uniform Guidance (2 CFR 200.328), grantees must inform ETA as soon as the following types of conditions become known and should not wait for a quarterly report deadline:

(1) Problems, delays, or adverse conditions which will materially impair the ability to meet the objectives of the Federal award. This disclosure must include a statement of the action taken, or contemplated, and any assistance needed to resolve the situation.

(2) Favorable developments which enable meeting time schedules and objectives sooner or at less cost than anticipated or producing more or different beneficial results than originally planned.

Section I. Contact Information.

DOL Grant Funding Opportunity Announcement *(optional)*:	

Grant Number:	
Grant Recipient Name:	
Grant Project Name:	
Grant Project Address:	
Grant Period of Performance:	
Point of Contact (Name, Phone Number, and Email):	

Section II. Summary of Grant Activities.

The purpose of this section is to provide an executive summary of grant activities, including planned and actual progress. Grant activities should be aligned with the goals and objectives outlined in the grant Statement of Work (SOW) and ETA approved work plan. For the current quarter, please include a description of all new and ongoing:

- Services supported by the grant;

- Key activities completed, including partnership development and coordination;

- Performance improvement efforts being undertaken to meet goals if projected goals for the quarter are not currently being met; and

- Additional activities performed by both the grantee and any sub-grantees, if applicable.

A. This may include additional information about service and training activities and outcomes to supplement the data submitted in the Quarterly Performance Report.

B. In accordance with the funding opportunity under which the grant was awarded, grantees that are providing supportive services and other participant services, should include:

- A description of the type(s) of services offered in the quarter;

- How they were delivered; and

- How they contributed to a participant's ability to fully participate in grant-funded activities.

C. Those grantees who have no changes to report on the above items relative to previously submitted reports should indicate so, in addition to indicating the reason for their lack of changes.

D. For Senior Community Service Employment Program (SCSEP) grantees, please provide information on the current quarter regarding:

- Types of host agencies that are being recruited.

- Additional training activities outside of community service assignments if you received Additional Training and Supportive Services (ATSS) funds. Describe the number of

participants served, service level goal attainment, and address how these funds improved your efforts to achieve the goals set in your ATSS request.

Section III. Progress Toward Grant Goals.

The purpose of this section is to describe the progress of the grant's project goals, benchmarks, milestones, special events, important deadlines, and deliverables.

A. Provide any updates on the progress of the ETA approved grant work plan and program activities,

B. Provide any updates on key deliverables and products developed for broad dissemination to the workforce system, as applicable. This includes identifying products developed with grant-funds such as educational curriculum, websites, and other resources.

C. Utilize the work plan in the grant's SOW to identify all major program activities and training for the reporting quarter. The work plan will demonstrate the project flow, include start, and end dates, schedule of activities, and projected outcomes. The work plan must be updated each quarter noting the actual date of each activity's completion as accomplished.

D. Include any challenges or concerns the project has encountered that may have affected or slowed grant progress of the work plan, and how the project intends to resolve them.

E. Describe the next steps or key focus areas planned for the project in the next quarter.

F. If applicable to the grant, use this section to provide additional information that describes the status of capacity building activities occurring under the program. This may include highlighting those items that have been completed and assessing how well the capacity building strategies of the program are meeting the training needs of the targeted industries through previously identified impact measures.

G. Grantees who have nothing to report should indicate this and explain why they have no progress toward grant goals.

Section IV. Development and Implementation of Effective Practices and Program Model Strategies.

The purpose of this section is to describe how the program model is achieving the program's intended purpose and the goals/objectives and activities outlined in the grant application and work plan.

This section may also reflect how equity is taken into account in the development and implementation of the program. "Equity" means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment. The term "underserved communities" refers to populations sharing a particular characteristic, as well as geographic communities that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life.

A. Development and implementation of effective practices and program model strategies. This may include:
- A description of outreach and/or recruitment activities;
- Examples of the development and implementation of education and training programs;
- Identifying and engaging industry sectors and employers;
- Identifying and convening sector strategy partners/partnerships
- Aligning policies and programs;
- Identifying systems change and ways of measuring systems change. Systems change refers to changes to policies, rules, procedures, and practices that once perpetuated a "problem" and now perpetuate a "solution." Measurement of systems change implies a comparison to pre-existing outcomes and can also be used to demonstrate capacity building;
- Tracking performance;
- Developing new, or enhancing existing, curriculum or industry training; and
- Creating new career assistance tools and resources.

B. Grantees may describe how any development and implementation activities (such as those outlined above in Section IV.A) contribute to use of services by underserved populations and facilitate equitable service provisions across target populations and underserved communities. Grantees may also identify administrative barriers, statutory barriers, or other challenges they face in ensuring equitable use, service delivery and outcomes achieved.

C. Grantees may describe any lessons learned and how those lessons learned will be integrated into ongoing grant activities.

D. Grantees with no progress to report on the above items should indicate this.

Section V. Status Update on Match and/or Leveraged Resources *(if applicable)*.

The purpose of this section is to provide updates on the status of all matches and/or leveraged resources.

A. Identify any funding needs and sources, and report the cumulative amount of any match and/or leveraged resources provided by the grantee and partners each quarter.

- Match resources are required resources, from non-Federal funds, which support the allowable grant activities. Only grants with a match requirement should report on match.

- Leveraged resources are those additional resources the grantee and its partners use to support the implementation of the program. Leveraged resources may take the form of cash or in-kind donations. Please indicate any new leveraged resources used to sustain the project after the life of the grant, if applicable.

- Please note that both match and leveraged resources must also be reported in the Financial Status Report (ETA-9130) quarterly, if applicable.

B. The update may include:

- Organizations that contributed the resources;
- Ways in which the resources were used during the current quarter;
- Cumulative amount of match and/or leveraged resources; and
- Type of match and/or leveraged resources contributed to the project.

Section VI. Status Update on Strategic Partnership Activities *(if applicable)***.**

The purpose of this section is to describe how partners are working together to implement the project and to communicate the dynamic growth and development of the strategic partnership, including cross-agency partnerships. This section is not intended to be a list of every partner meeting or communication, but rather should reflect the results and outcomes from such interactions and their impact on the project. Completing this section of the report allows grantees to reflect critically on their partnerships and contributes to broader discussions among grantees on partnership development and management.

A. Report the critical aspects of the grant partnership activities, including establishing and maintaining strategic partnerships, during the reporting period.

B. This section may:

- Discuss how partners have engaged during the current phase of the project;
- Outline specific roles and contributions of each partner during this quarter;
- Identify any challenges encountered/resolved in the development and management of the partnership; and
- Report new partners that may have been included in the project or identify any previous partners that may have left the project.

C. Grantees with nothing to report should indicate this.

Section VII. Status Update on Employer Engagement Strategies.

The purpose of this section is to share information related to promising practices and strategies that have strengthened existing employer partnerships and any efforts to develop new employer partnerships. This section may discuss how equity is taken into account in the identification of, engagement with, and services provided to employers and employer associations.

A. Report the efforts that have been undertaken to receive feedback from local area employers to identify their employee pipeline needs and engage local employers to interview, assess, train, and/or hire program participants. Examples may include:

- Increased employer involvement including employers serving as mentors;
- Program staff and employers identifying ways to encourage continuous improvement to hire program participants;
- New employer partnerships (e.g., increased number of employers); and

- Positive employment outcomes for program participants (e.g., employers support the hiring and advancement of program participants).

Section VIII. Key Issues and Technical Assistance Needs.

The purpose of this section is to describe any grant challenges and related technical assistance needs.

A. Summarize significant opportunities, issues, or challenges (such as under-enrollment) encountered during the quarter and any resolution of issues and challenges identified in previous quarters. Furthermore, describe actions taken or plans to address issues.

B. Describe questions the grantee has for ETA, as well as any technical assistance needs.

C. For SCSEP grantees, this section should include information on the recruitment of eligible applicants, meeting the most in need goal, and over/under enrollment challenges.

D. Grantees with nothing to report should indicate this.

Section IX. Significant Activities, Accomplishments, and Success Stories.

The purpose of this section is to provide additional, in-depth information regarding promising approaches, new processes, and/or lessons learned that are not addressed elsewhere in the report.

A. Report any other significant activities and accomplishments.

B. Describe in detail promising approaches, innovative processes, lessons learned, and grant- and participant-level success stories in this section each quarter, as appropriate.

C. Additionally, if appropriate, and with the participant's permission, please highlight one or two grant- or participant-level "success stories" from the program per quarter.

When documenting success stories, please describe the:

- Background, problem, issue, or concern prior to program involvement;
- Response or intervention provided by the project; and
- Results and outcomes, including who benefited and what changed or improved.

D. Grantees may also include promising practices and success stories as attachments to the report.

E. Grantees with nothing to report should indicate this.

Section X. Evidence and Evaluation.

The purpose of this section is to provide information to ETA on how evidence and evaluations are being developed and applied. This information may help ETA to plan for future evaluation needs.

A. Describe how the grantee is using or planning to use data, evidence, and evaluation findings to make improvements to programs and strategies. In this explanation, please include a discussion on accomplishments, strategies being implemented, and any barriers to success.

B. Please provide an update regarding the participation and status of any evaluations required as part of the funding announcement or award, if applicable. Please include any requests for technical assistance related to these requirements.

C. Please include information regarding the grantee's participation in any studies or evaluations not required as part of the grant award, including any internal evaluations. Please describe the study, any data sources, and whether a third party is managing this project.

D. As part of the evaluations described above, or as a separate stand-alone data analysis project, is the grantee using, or has plans to use, administrative data to better understand the grant program or the population it serves? If so, what data sources has the grantee been able to use or planned/desired to use? If so, what research or management questions do/can these data help the grantee answer?

E. Grantees with nothing to report should indicate this.

Section XI. Additional Information *(if applicable)***.**

The purpose of this section is to provide any additional relevant information that is not included elsewhere in the report.

A. Report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.

B. For SCSEP grantees, this section should include information regarding the:
   - Status of the activities described in their training and supportive services waiver request, if applicable and if not described in Section II.D;
   - Progress on special projects; and
   - Status of any complaints/grievances.

C. For H-1B funded grantees and Dislocated Worker demonstration grantees, report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.

D. For grants managed by the Office of Apprenticeship, grantees must report any outcomes and outputs in this section that are required by the grant award and not otherwise captured in the Quarterly Performance Report.

E. For grants managed by the Office of Apprenticeship, grantees who have created at least one new registered apprenticeship (RA) program and/or expanded at least one existing RA

program as a result of grant funds, must report 1) the name(s) of the RAP(s), and 2) the date that it was either created and/or expanded.

F. For NFJP grantees, this section should include information regarding progress for:
    a. Outreach contacts; and

G. If applicable, report on any additional performance indicators.

Paperwork Reduction Act Disclosure Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The control number for this collection is 1205-0448. Public reporting burden for this collection of information, which is required to obtain or retain benefits, is estimated to average 10 hours per quarterly response, including time for reviewing instructions, gathering, and maintaining the data needed, and completing and reviewing the Quarterly Narrative Performance Report. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, Room C-4526, 200 Constitution Avenue NW, Washington, DC 20210.

Note: Please do not return the completed ETA-9179 to this address.

ATTACHMENT 2: SCC PERFORMANCE REPORTING DEFINITIONS & GLOSSARY

Definition of Terms

Grant-Enhanced Career Pathways Program(s): A curriculum of multiple courses that leads to one or more industry-recognized credentials, which the grantee has enhanced using grant funds. The applicant must describe the grant-enhanced career pathways program(s) in the Project Narrative (or in a subsequent grant amendment).

Enrollment in Training: The enrollment date in a training program is considered the first day that a participant attends the training (either virtually or in person) for the purposes of reporting. See Training and Employment Notice [(TEN) 19-22, *Reporting Training in the U.S. Department of Labor's (DOL) Participant Individual Record Layout (PIRL)*](.).

- Grantees are encouraged to consider what documentation or records they will use to determine that a student has enrolled in a program of study that leads to an industry-recognized credential.

Incumbent Workers: SCC defines this term as individuals who are employed (with any employer) but need training to secure full-time employment, advance in their careers, or retain their current occupations. This includes low-wage and medium-wage workers who need to upgrade their skills to retain employment or advance in their careers, and workers who are currently working part-time.

For SCC4, incumbent workers who receive training offered by their current employer in partnership with the grantee (sometimes called contract training) are not eligible for grant-funded participation.

Industry-Recognized Credential: An industry recognized credential refers to credentials described in [Training and Employment Notice (TEN) 25-19: Understanding Post-secondary Credentials in the Public Workforce System](.).

ATTACHMENT 3: PARTICIPANT PERFORMANCE OUTPUTS AND OUTCOMES

For SCC4 the following program-specific performance measures (PM) will be reported in the QPR, along with demographic information for their proposed participant cohort; however, grantees do not need to set targets for these outputs:

- **PM1: Participant Cohort Students Who Begin Education/Training**. Those students who are enrolled in grant-funded program(s) of study and have begun education/training activities. Participants are reported as unique, unduplicated individuals.
- **PM2: Students Who Complete the Cohort Program of Study**.
- **PM3: Students Who Complete the Cohort Program of Study and Receive a Credential**.
- **PM4: Credentials Received by Students Enrolled in the Cohort Program(s) of Study**. PM4 measures credentials, not students. Credentials may be earned before or after completion. Students may earn multiple credentials.

ATTACHMENT 4: DOL DEMO PIRL SCHEMA QUARTERLY PERFORMANCE REPORT (QPR)

OMB Control Number: 1205-0521 Expiration Date: 06-30-2023

Date of Report:

PY 20xx Qtr x Performance Report for Demonstration Grants		
Time Period: (Choose Only One)	☐ Quarterly ☐ Rolling 4 Quarte ☐ Program to Date	
Reporting Period Covered:	mm/dd/yyyy - mm/dd/yyyy	
GRANT OVERVIEW		
Grant Number:	Grantee Name:	

		Total
A. SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
1. Total Exiters		
2. Total Participants Served		
3. Total Reportable Individuals		
B. PARTICIPANT SUMMARY INFORMATION (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		
Sex	1a. Male	
	1b. Female	
Enthicity/Race	2a. Hispanic/Latino	
	2b. American Indian or Alaskan Native	
	2c. Asian	
	2d. Black or African American	
	2e. Native Hawaiian or Other Pacific Islander	
	2f. White	
	2g. More Than One Race	
Other Demographics	3a. Eligible Veterans	
	3b. Individuals with a Disability	
	3c. Incumbent Workers	
	3d. Unemployed Individuals	
	3e. Low-Income Individuals	
	3f. Older Individuals (55 and older)	
	3g. Ex-Offenders	
	3h. English Language Learners, Individuals With Low Levels of Literacy or Facing Substantial Cultural Barriers	
	3i. Underemployed Individuals	
	3j. Dislocated Workers	
	3k. Long-Term Unemployed (27 or More Consecutive Weeks)	
Education Level	4a. Secondary School Graduate or Equivalent	
	4b. Completed 1 or More Years of Postsecondary Education	
	4c. Postsecondary Certification, License, or Educational Certificate (Non-Degree)	
	4d. Associate's Degree	
	4e. Bachelor's Degree or Equivalent	
	4f. Advanced Degree Beyond Bachelor's Degree	

	Total
C. PROGRAM SERVICES AND TRAINING ACTIVITIES (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	
1. Received Basic Career and Training Services	NA
2. Received Individualized Career Services	NA
3. Received Supportive Services	
4. Received Education/Job Training Activities	
5. Completed Education/Job Training Activities	

Training Types:	
9a. On the Job Training (non-WIOA Youth).	
9b. Skill Upgrading	
9c. Entrepreneurial Training (non-WIOA Youth)	NA
9d. ABE or ESL (contextualized or other) in conjunction with Training	
9e. Customized Training	
9f. Occupational Skills Training (non-WIOA Youth)	
9g. ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)	NA
9h. Prerequisite Training	
9i. Registered Apprenticeship	
9j. Youth Occupational Skills Training	
9k. Other Non-Occupational-Skills Training	
9l. Job Readiness Training in conjunction with other training	

D. WIOA PRIMARY INDICATORS OF PERFORMANCE	Total
1. Employment Rate (Q2) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Grantee Certified
	Additional UI Match
2. Employment Rate (Q4) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Grantee Certified
	Additional UI Match
3. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Grantee Certified
	Additional UI Match
4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	
5. Measurable Skill Gains (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	

E. EFFECTIVENESS IN SERVING EMPLOYERS	
1. Retention with the Same Employer in the 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Grantee Certified
	Additional UI Match

ATTACHMENT 6: SCC QPR OUTCOME MEASURE DEFINITIONS AND AGGREGATION RULES
The definitions of each of the SCC QPR outcome measures are provided below. These definitions are from
TEGL 14-18, the Demo PIRL data elements and aggregation rules, and the SCC4 grant Funding Opportunity
Announcements. The numbering in the table corresponds to that of the QPR represented in *Attachment 6:
DOL DEMO PIRL SCHEMA QUARTERLY PERFORMANCE REPORT (QPR)*.

*Please keep in mind PIRL 105 is present in many of the "PIRL DATA ELEMENTS REQUIRED FOR QPR
AGGREGATION" columns but is excluded for the purposes of this attachment.

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
A. GRANT SUMMARY INFORMATION		
1. Total Exiters	The total number of participants who exited the program during the applicable reporting period. Exit from the program occurs when a participant has not received any services funded by the program for 90 consecutive calendar days and has no gap in service and is not scheduled for future services. The date of exit is applied retroactively to the last day on which the individual received a service funded by the program.	PIRL 900 Date of Program Entry PIRL 901, Date of Exit
2. Total Participants Served	The total number of unique participants (new and current) who were participants for at least one day during the relevant reporting period. A participant is any individual who is determined eligible to participate in the grant program and receives a service funded by the grant. Individuals who receive only a determination of eligibility to participate in the program but do not begin receiving services are NOT considered participants.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3. Total Reportable Individuals	The total number of unique participants who, following a determination of eligibility, began receiving **their first grant-funded service** during the current quarter. Participants should only be included once, even if they enroll in multiple training programs.	PIRL 1002 Most Recent Date Received Basic Career Services
B. PARTICIPANT SUMMARY INFORMATION		
Gender		
1a. Male	The total number of new participants who self-identify their gender as male.	PIRL 201, Sex PIRL 900, Date of Program Entry PIRL 901, Date of Exit
1b. Female	The total number of new participants who self-identify their gender as female.	PIRL 201, Sex PIRL 900, Date of Program Entry PIRL 901, Date of Exit
Ethnicity/Race		
2a. Hispanic/Latino	The total number of participants who self-identify their ethnicity as Hispanic/Latino. The term Hispanic/Latino includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.	PIRL 210, Hispanic/Latino PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2b. American Indian or Alaskan Native	The total number of participants who self-identify their race as American Indian or Alaskan Native. The racial category American Indian or Alaska Native includes members of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.]	PIRL 211, American Indian PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
2c. Asian	The total number of participants who self-identify their race as Asian. The racial category Asian includes persons having origins in any of the original peoples of East Asia, Southeast Asia, or the Indian Subcontinent (e.g., Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, and Sikkim). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, the Philippine Islands, Thailand, and Vietnam.	PIRL 212, Asian PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2d. Black or African American	The total number of participants who self-identify their race as Black or African American. The racial category Black or African American includes persons having origins in any of the Black racial groups of Africa.	PIRL 213, Black/African American PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2e. Native Hawaiian or Other Pacific Islander	The total number of participants who self-identify their race as Native Hawaiian or Other Pacific Islander. The racial category Hawaiian Native or Other Pacific Islander includes persons having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	PIRL 214, Native Hawaiian/Other Pacific Islander PIRL 900, Date of Program Entry PIRL 901, Date of Exit
2f. White	The total number of participants who self-identify their race as White. The racial category White includes persons having origins in any of the original peoples of Europe, the Middle East, or North Africa.	PIRL 215, White PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
2g. More Than One Race	The total number of participants who self-identify more than one of the racial categories outlined in Rows C.2b through C.2f above.	PIRL 210, Hispanic Latino PIRL 211, American Indian PIRL 212, Asian PIRL 213, Black/African American PIRL 214, Native Hawaiian/Other Pacific Islander PIRL 215, White PIRL 900, Date of Program Entry PIRL 901, Date of Exit
Other Demographics		
4a. Youth and Young Adults, Ages 17 – 29	The total number of participants whose age is between 17 and 29 at program entry.	PIRL 200, Date of Birth PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3a. Eligible Veterans	The total number of participants who are eligible for veterans' priority of service under WIOA. See TEGL No. 10-09.	**4e. Eligible Veterans**
3b. Individuals with a Disability	The total number of participants that have a physical or mental impairment that substantially limits one or more of the person's major life activities.	PIRL 202, Individual with a Disability PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3c. Incumbent Workers	The total number of participants who were employed at program entry but need training to upgrade their skills to secure full-time employment, advance in their careers, or retain their current occupations in H-1B occupations and industries. Incumbent workers are workers who typically are employed in lower-skilled, lower-wage, front-line, and/or entry-level positions, and where attaining new skills and competencies could help advance them into middle- and high-skilled jobs with their current employer. This outcome includes newly hired workers and workers whose hours have been reduced and/or earnings have declined. The training provided to incumbent workers is developed with an employer or employer association.	PIRL 400, Employment Status at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 907, Recipient of Incumbent Worker Training
3d. Unemployed Workers	The total number of participants who are without a job, seeking employment, and are available to work.	PIRL 400, Employment Status at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3e. Low-income individuals	The total number of participants who meet the definition of low-income individuals under WIOA PIRL 802 Low Income Status at Program Entry.	PIRL 802, Low Income Status at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3f. Individuals 55 years and Older	The total number of participants whose age is 55 or older at program entry.	PIRL 200, Date of Birth PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
3g. Ex-Offenders	The total number of participants who either have been subject to any stage of the criminal justice process for committing a status offense or delinquent act or require assistance in overcoming barriers to employment resulting from a record of arrest or conviction.	PIRL 801, Ex-Offender Status PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3h. Individuals with Limited English Proficiency (English Language Learners)	The total number of participants at program entry, who have limited ability in speaking, reading, writing, or understanding the English language and also meet at least one of the following two conditions: (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.	PIRL 803, English Language Learner at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
3i. Underemployed Individuals	The total number of participants who are not currently connected to a full-time job commensurate with the individual's level of education, skills, or wage and/or salary earned previously, or who have obtained only episodic, short-term, or part-time employment.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 2101, Underemployed Worker
3j. Dislocated Workers	The total number of participants who were prior to program entry terminated or laid off or have received a notice of termination or lay-off from employment; or were self-employed but are now unemployed.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 904, Dislocated Worker
3k. Long-Term Unemployed (27 or More Consecutive Weeks)	The total number of participants who have been unemployed for 27 consecutive weeks or more at program entry.	PIRL 402, Long-term Unemployed at Program Entry PIRL 900, Date of Program Entry PIRL 901, Date of Exit
Education Level		

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
4a. Secondary School Graduate or Equivalent	The total number of participants that attained a secondary school diploma or secondary school equivalency.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4b. Completed 1 or more years of Post-secondary Education	The total number of participants that completed 1 or more years of Post-secondary Education.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4c. Post-secondary Certification, License, or Educational Certificate (non-degree)	The total number of participants that attained a post-secondary technical or vocational certificate (non-degree).	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4d. Associate's Degree	The total number of participants that attained an Associate's degree.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
4e. Bachelor's Degree or Equivalent	The total number of participants that attained a Bachelor's degree.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
4f. Advanced Degree Beyond Bachelor's Degree	The total number of participants that attained an advanced degree beyond a Bachelor's degree.	PIRL 408, Highest Educational Level Completed at Program Entry (WIOA) PIRL 900, Date of Program Entry PIRL 901, Date of Exit
C. PROGRAM SERVICES AND TRAINING ACTIVITIES		
1. Received Basic Career and Training Services	The total number of participants that receive individualized career services	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1001, Date of First Basic Career Service
2. Received Individualized Career Services	The total number of participants that receive individualized career services	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1200, Date of First Individualized Career Service
3. Received Supportive Services	The total number of participants that receive supportive services that are designed to address needs and ensure participant success in completing their training program.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1409, Most Recent Date Received Supportive Services
4. Received Education/Job Training Activities	The total number of participants that receive training services as part of grant-funded education or training activities.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1302, Date Entered Training #1

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION		PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
5. Completed Education/Job Training Program Activities	The total number of participants that complete, during program participation, an education or training program that leads to a recognized post-secondary credential, including a secondary education program, or training program that leads to employment as defined by the core program in which the participant participates.		PIRL 1813, Date Completed an Education or Training Program Leading to a Recognized Post-secondary Credential or Employment
Training Types			
C-9a. On the Job Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes on-the-job training.		PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1302, Date Entered Training #1 PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9b. Skill Upgrading	The total number of participants that receive grant-funded education or training, where the training includes skill upgrading.		PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9c. Entrepreneurial Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes entrepreneurial skills.		PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9d. ABE or ESL (contextualized or other) in conjunction with Training	The total number of participants that receive grant-funded education or training, where the training includes ABE or ESL in conjunction with training.		PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9e. Customized Training	The total number of participants that receive grant-funded education or training, where the training includes customized training.		PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
C-9f. Occupational Skills Training (non-WIOA Youth)	The total number of participants that receive grant-funded education or training, where the training includes occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9g. ABE or ESL (contextualized or other) NOT in conjunction with training (funded by Trade Adjustment Assistance only)	The total number of participants that receive grant-funded education or training, where the training includes ABE or ESL NOT in conjunction with training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9h. Prerequisite Training	The total number of participants that receive grant-funded education or training, where the training includes prerequisite training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9i. Registered Apprenticeship	The total number of participants that receive grant-funded education or training, where the training includes registered apprenticeship.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9j. Youth Occupational Skills Training	The total number of participants that receive grant-funded education or training, where the training includes youth occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9k. Other Non-Occupational-Skills Training	The total number of participants that receive grant-funded education or training, where the training includes other non-occupational skills training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3
C-9l. Job Readiness Training in conjunction with other training	The total number of participants that receive grant-funded education or training, where the training includes job readiness training in conjunction with other training.	PIRL 900, Date of Program Entry PIRL 901, Date of Exit PIRL 1303, 1310,1315 Type of Training Service #1, #2, #3

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
H. WIOA PRIMARY INDICATORS OF PERFORMANCE		
1. Employment Rate (Q2) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1602, Employed 2nd Quarter after Exit Quarter
2. Employment Rate (Q4) (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1606, Employed 4th Quarter after Exit Quarter
3. Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1704, Wages 2nd Quarter after Exit Quarter

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
4. Credential Rate (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized post-secondary credential during participation in the program or within one year after exit from the program.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1303, 1310, 1315 Type of Training #1, # 2, # 3 PIRL 1332, Participated in Post-secondary Education During Program Participation PIRL 1401, Enrolled in Secondary Education Program PIRL 1406, Date Enrolled in Post-Exit Education or Training Program Leading to a Recognized Post-secondary Credential PIRL 1602, 1604, 1606, 1608 Employed 1st, 2nd, 3rd, 4th Quarter after Exit Quarter PIRL 1800, 1802, 1804 Type of Recognized Credential #1, #2, #3 PIRL 1801, 1803, 1805 Date Attained Recognized Credential #1, #2, #3

DEMONSTRATION GRANT OUTCOME MEASURES	DEFINITION	PIRL DATA ELEMENTS REQUIRED FOR AGGREGATION
5. Measurable Skill Gains (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.	PIRL 900, Date of Program Entry PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1800, 1802, 1804 Type of Recognized Credential #1, #2, #3 PIRL 1801, 1803, 1805 Date Attained Recognized Credential #1, #2, #3 PIRL 1806, 1807, 1908, 1809, 1810 Date of Most Recent Measurable Skill Gain
E. EFFECTIVENESS IN SERVING EMPLOYERS		
1. Retention with the Same Employer 2nd and 4th Quarter After Exit (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	The percentage of program participants who exit and are employed with the same employer in the second and fourth quarters after exit.	PIRL 901, Date of Program Exit PIRL 923, Other Reasons for Exit PIRL 1602, Employed 2nd Quarter after Exit (WIOA) PIRL 1618, Retention with the Same Employer in the 2nd Quarter and the 4th Quarter (WIOA)

ATTACHMENT 5: SCC PERFORMANCE MEASURES, DEMO PIRL QPR AND RELATED PIRL
SCC Round 4 Grants Performance Measures

The SCC4 performance measures are not all reflected in the QPR. The WIPS system has the functionality to develop ad-hoc reports using the related PIRL data elements to aggregate SCC performance outcomes on behalf of grantees. We will make these reports available to grantees shortly after the reporting deadline.

SCC FOA	Demo PIRL QPR	Related PIRL Date Elements
PM1: Participants Who Begin Education/ Training	C4: Received Education/Job Training Activities	PIRL 1302 Date Received Training #1
PM2: Students Who Complete the Cohort Program of Study	C5: Completed Education/Job Training Activities	PIRL 1813 Date of Program Completion
PM3: Students Who Complete the Cohort Program of Study and Receive a Credential	Not Included	PIRL 1813 Date of Program Completion PIRL 1800 Type of Credential #1
PM4: Credentials Received by Students Enrolled in the Cohort Program of Study	Not Included	1800, 1802, 1804 Type of Recognized Credential #1, #2, #3

Financial Procedures

DOL SCC4 GNO Infrastructure Partnership
GUIDE FOR INVOICE PREPARATION

Invoices must be submitted no later than 20th of the month following the end of the quarter. This will allow time to review the backup documentation submitted by each College and GNODF and ensuring expenses incurred are allowable before reimbursement is issued. Once the Colleges/GNODF are reimbursed, the drawdown will be conducted. The quarterly drawdown amount will be the amount reported on the Quarterly Financial Status Report (QFR ETA 9130 form) due the following month.

Quarter End Date	*Report for Activities Occurring Between:*	*Reimbursement Request Due Date*
March 31	January 1 - March 31	April 20
June 30	April 1 - June 30	July 20
September 30	July 1 - September 30	October 20
December 31	October 1 - December 31	January 20

Year 1 invoice totals cannot exceed the allocation for Year 1.

Delgado Community College	$738,258.81
Northshore Technical Community College	$619,650.00
Nunez Community College	$1,099,500.00
River Parishes Community College	$553,070.05
Greater N.O. Development Foundation	$18,039.38

Because this is a Department of Labor federal grant, only those costs approved in the grant as explicitly written are allowed. Any modification to the grant will require written Federal Program Officer (FPO) approval.

1) **PERSONNEL SALARY / FRINGE**
   COGNOS Report, Ledger or Banner system screenshot that indicates the employee name, payroll period, gross salary and fringe benefits. If only a portion of the salary is being charged to the grant, the same backup is still required, but be sure to indicate the portion being invoiced for.

2) **TRAVEL**
   The Colleges should submit the same backup that kept is kept on file for auditing such as the Chrome River Pre-Approval and Expense Report. Please include, where applicable, the registration, mileage, baggage, airfare, hotel lodging, etc. Proof of payment such as (1) the College's credit card travel statement along with wire transfer of payment and (2) reimbursement payment to the employee for their out of pocket expenses for eligible meals, baggage, uber/lyft, etc.

   All travel reimbursement must follow the GSA and State travel guidelines. Refer to the links below.
   GSA - https://www.gsa.gov/
   PPM 449 - https://www.doa.la.gov/doa/ost/ppm-49-travel-guide/

Local mileage for personal vehicle use is currently $0.67.

3) **EQUIPMENT**
Must be on the approved equipment list.
- PO #
- Vendor Check
- Vendor Invoice

4) **SUPPLIES**
Must be on the approved supply list.
- PO #
- Vendor Check
- Vendor Invoice
- P-card documentation with receipt listing the items purchased

5) **CONTRACTUAL**
Delgado Community College must review all professional service contracts, MOU or partnership agreements before obtaining signatures before moving forward with any services.
Where applicable:
- PO #
- Vendor Check
- Vendor Invoice

6) **OTHER**
Where applicable:
- PO #
- Vendor Check
- Vendor Invoice

Student advisory committees
- Sign-in sheet of committee meetings
- Member name
- Payment made to member

7) **INDIRECT**
- *Colleges* - 10% of Personnel Salary/Fringe, Travel, Supplies, Contractual up to the first $25k per contractor, Other (excludes Student Advisory Committees)
- *GFNODF* – 26.25% of Direct Cost
  Can only recoup indirect cost of up to the first $25k of Contractual

INVOICING CONTACT:
Sarah Vinnett
Director of Restricted Funds
Delgado Community College
scaman@dcc.edu
(504) 762-3021

Quarterly Narrative Report

All SCC4 grantees have to submit a Quarterly Narrative Report by the 15th day of the second month after each quarter during which the grant is within its period of performance for the award. This report includes information regarding accomplishments, project success stories, grant activities, and promising approaches and processes, as well as progress toward performance outcomes, including update on product, curricula, and training development. This report is compiled by Marco Tejeda-Kemp at GNOInc.

To submit your quarterly updates, please fill out the GNOIP College Partner Intake Form (https://www.cognitoforms.com/GreaterNewOrleansInc/GreaterNewOrleansInfrastructurePartnershipQuarterlyNarrativeReportCollegePartnerIntakeForm) **no later than the 20th of the month following the end of the reporting Quarter** to allow enough time to compile the report. Once compiled, this report will be uploaded into WIPS and shared with all grant partners.

Here are a few guidelines to help you draft your report.

- Please be aware that we only have 6,000 characters per category. Therefore, please keep your reports short, precise, and below 1,200 characters.

- Your report should focus only on activities that happened during the quarter being reported on. Please don't add activities or planned activities from any prior or subsequent quarters, unless absolutely necessary.

- Reports should be written in the 3rd person; please don't use us, we, ours, etc. Only use your college's name – abbreviations are totally fine.

- The statement of work and the FOA serve as our contract with the Department of Labor and they have clearly defined deliverables. Please follow the statement of work in your reporting. For example, if the statement of work calls for an MOU with a workforce development board or industry partner, please secure one.

- Only list deliverables that actually occurred during the quarter. There is no need to report on standard practices that occur regularly, such as internal and external meetings, unless they happened during the reporting quarter. When reporting on specific events, such as job fairs, advisory council meetings, and graduations, please provide the dates, number of people who attended, etc. For example: "On May 14, GNODF hosted the consortium's first industry roundtable with more than 35 attendees, including employer and industry partners, workforce development boards, and community partners."

- Please use words like grant-enhanced, grant-funded, and DOL supported when referring to new courses, student data tracking, instructor salaries, equipment and supplies purchases, grant-related travel, and curricular and professional development.

- Our FPO and grant staff are particularly interested in hearing success stories and how our grant efforts have positively impacted participants, faculty, or the community. Please share those in Section VIII of the grant report.

As part of our responsibilities, GNOIP is also required to update its **workplan**. This will be done by the Program Director. The workplan outlines consortium progress on the Core Elements of our grant:
- Sector Based Career Pathways
- Good Jobs, Equitable Employment and Student Voice
- Strategy Options
    - Employer Engagement
    - Comprehensive Supports
    - Academic and Training Offerings
- Participant Tracking and Outcomes
- Third Party Evaluation
- Open Education Resources Content Development and Posting
- Linked Open Data Credentials
- Grant Funded Special Purpose Equipment and/or Minor Space Alterations

Grant partners' narrative reports will form the basis of this report. The Program Director will follow up directly with partners if questions arise when working on updating the work plan
.

Quarterly Performance Report

Performance Reporting Policies and Procedures:

According to our FOA, all grantees are required to report progress toward equitable employment and educational outcomes by **tracking participant enrollment, completion, and credential attainment** in career pathways program(s) enhanced with grant funding, with accompanying demographic information. More specifically, GNOIP colleges should report participant data through a QPR for **all participants that are enrolled in any grant-enhanced services or courses from the start of the grant period of performance or as of the first enrollment in the enhanced program of study**.

DOL utilizes the Workforce Integrated Performance System (WIPS) to determine employment outcomes for reported participants. Grantees must provide a comprehensive plan for participant data collection.

SCC4 grantees must take the following steps to fulfill the Participant Tracking requirement.
- By Month 9 of the grant, hire or assign a Data Assistant or Coordinator responsible for ensuring accurate data products and consistent participant tracking procedures (GNOInc has appointed Harrison Gitz as our data assistant. At a later point, Delgado Community College will hire a full-time data analyst who will take over data collection for all grant partners and work closely on the National Evaluation Grant.)
- By Month 12 of the grant, develop, pilot and finalize data collection procedures and tools
- By Month 12 of the grant, begin enrolling and tracking participants
    - Grantees are expected to start enrolling participants in grant-enhanced programs of study by at least month 12, with consideration of academic calendars, though sooner is preferred;
- By Month 14 of the grant, begin conducting data quality checks

Beginning in Q2 2025, all GNOIP colleges should begin offering courses that are grant enhanced (either through grant-purchased equipment, funding for instructors, or any other grant-funded services) and that fall within the career pathways identified for this grant:

School	Career Pathway	Grant funds
Delgado Community College	CDL/CVO, Diesel Technology, Heavy Equipment Program, Motor Vehicle Technology	CDL and Diesel Instructor salaries, equipment/supplies to support MVT/EVT program, curriculum and professional development, minor renovations
Northshore Technical and Community College	Electric Line Technology, Heavy Equipment Operator	HEO and ELT instructor salaries, equipment/supplies for both programs, marketing
Nunez Community College	Process Technology	Equipment/supplies for PT program

River Parishes Community College	Industrial Maintenance	Instructor and staff salaries, equipment, curriculum development

Participant Tracking:

While DOL offers flexibility in the data collection method, GNOIP college partners will use the **Case Management File** (excel spreadsheet) to track participants.

All data elements are explained in the **Demonstration PIRL Schema**, including the rules that ensure proper data collection. **Tab 2b** contains all the data elements SCC partners need to collect.

The Case Management File and the Demonstration File can be downloaded from the GNOIP resource page (https://www.dcc.edu/workforce-development/new-orleans-infrastructure-partnership/default.aspx).

All college partners must maintain their own participant tracking spreadsheets, i.e. the Case Management File, and share updates with the lead institution at the end of every quarter, no later than the 15th of the following month. The Program Director and the GNOInc Data Assistant will compile these records into the Quarterly Performance Report and submit it into WIPS on the 15th of the second month after the quarter ends.

Grant partners are required to track the following performance measures, along with demographic information:
- **PM1: Participants Who Begin Education/Training.** Those students who are enrolled in grant-enhanced program(s) of study and have begun education/training activities. Participants are reported as unique, unduplicated individuals.
- **PM2: Participants Who Complete the Program of Study.**
- **PM3: Participants Who Complete the Program of Study and Receive a Credential.**
- **PM4: Credentials Received by Participants Enrolled in the Program(s) of Study.** For this measure, SCC4 measures credentials, not students. Credentials may be earned before or after completion. Participants may earn multiple credentials.

Social Security numbers will need to be collected from all participants.

Please note:
Banner, the LCTCS registration system, does not capture most of the information we need to collect, especially our participants' demographic information.

All college partners must therefore conduct a **data survey** that collects the information needed to fill in the PIRL data elements 100 – 805. Because we are mandated to collect Social Security numbers and other confidential information, keeping the data secure is of utmost importance. Each college partner should work with the instructors or staff members who will administer the survey, Student Affairs, and IT to develop a data collection process that ensures data security. Please share this process with the Program Director.

Delgado has developed a data survey based on PIRL elements 100-805 and administers it securely through Formstack. It can be found in the GNOIP Policy Handbook located on our GNOIP resource page. Should college partners decide to use paper copies to conduct the survey, they need to be stored in locked cabinets when not in use, and, once they have been entered into the spreadsheet, shredded.

In addition, the data survey must include the following:
- A release form that acknowledges the use of PII for grant purposes only.
- A statement that informs participants that they will not be denied grant-funded services if they don't share their SS#.

Section I of the PIRL collects Individual Information, such as demographics and employment status at entry:
The Case Management File requires grantees to create an **Unique Individual Identifier** (needs to be 12 digits). GNOIP partners will use the participants' Lola number and add other identifiers to it.
For Delgado Community College, use: L12345678DCC
For Northshore Technical and Community College, use: L12345678NTC
For Nunez Community College, use: L12345678NCC
For River Parishes Community College, use: L12345678RPC

Data Element #	Data Element Name
101	State Code of Residence
102	Parish:
103	Zip Code of Residence:
200	Date of Birth:
201	Sex (M, F, or did not identify):
202	Disability:
203	If yes, category of disability
210	Ethnicity (Hispanic/Latino; American Indian/Alaskan Native; Asian; Black/African American; Native Hawaiian/Other Pacific Islander; White):
300	Veteran Status
400	Employment Status at Program Entry*

402	Long-Term Unemployed at Program Entry*
407	Highest School Grade Completed at Program Entry
408	Highest Educational Level Completed at Program Entry
409	School Status at Program Entry
801	Ex-Offender Status at Program Entry
802	Low Income Status at Program Entry
803	English Language Learner at Program Entry
804	Basic Skills Deficient/Low Levels of Literacy at Program Entry
805	Cultural Barriers at Program Entry

***New entrants to the workforce** (those who have never worked before and those who have been out of the workforce for a long time, 27 weeks+), **dislocated workers** (terminated or laid off, or have received notice, etc), and **employed workers** (those who need training to secure full-time employment, advance in their careers, or attain employment in occupations that qualify as good jobs) are SCC4 eligible participants and need to be counted. (Incumbent) Workers whose training is financed by their employer are not eligible and cannot be counted.

Section II collects Program Participation, such as date of program entry and exit (not to be confused with date training began or ended), and other services provided under WIOA. This information will be entered by your grant administrator.

Section III records Services and Activities, such as training dates, kinds of training (please use O*Net 4.0 to find the appropriate code for the occupation you are preparing students for), and other educational endeavors. This information will also be entered by the grant administrator.

Sections IV and V collect Program Outcomes, such as credentials received and employment status before and after completion, and Social Security Numbers.

For more information, please see the SCC4 Performance Orientation Webinar Recordings on the SCCTG Performance Reporting website and reach out to the Program Director with more questions.

All grant-enhanced courses with eligible participants need to be tracked. For Workforce courses, data collection should occur after the first week of classes; for academic courses, data collection should occur after the drop/add period.

According to our application, these are the courses and programs that need to be tracked.

Associate in Applied Science in Automotive Technology	Motor Vehicle Technology	Delgado Community College
Automobile & Light Truck Certification	Commercial Vehicle Operations & Heavy Equipment Program	Delgado Community College
Commercial Driver's License	Commercial Vehicle Operations & Heavy Equipment Program	Delgado Community College

CTC in Automotive Technology	Motor Vehicle Technology	Delgado Community College
CTS in Automotive Technology	Motor Vehicle Technology	Delgado Community College
Entry level ASE Medium/Heavy Truck Brakes	Diesel Technologies	Delgado Community College
Entry level ASE Medium/Heavy Truck Electrical/Electronic Systems	Diesel Technologies	Delgado Community College
Entry level ASE Medium/Heavy Truck Inspections, Maintenance and Minor Repairs	Diesel Technologies	Delgado Community College
Entry level ASE Medium/Heavy Truck Steering and Suspension	Diesel Technologies	Delgado Community College
Entry level ASE Medium/Heavy Truck Engines	Diesel Technologies	Delgado Community College
NCCER Millwright Level 1 -4	Industrial Maintenance	River Parishes Community Collge
Career and Technical in Electric Line Helper 1	Electric Line Technology	Northshore Technical College
Career and Technical in Electric Line Leader	Electric Line Technology	Northshore Technical College
Career and Technical in Electric Line Maintenance	Electric Line Technology	Northshore Technical College
Certificate of Technical Studies in Electric Line Technology	Electric Line Technology	Northshore Technical College
Associate of Applied Science in Process Technology	Process Technology	Nunez Community College
Associate of Applied Science in Process Technology - Fast Track	Process Technology	Nunez Community College
CTS in Process Technology	Process Technology	Nunez Community College
Process Technology Support Technician	Process Technology	Nunez Community College
Technical Diploma in Process Technology	Process Technology	Nunez Community College
Associate of Applied Science in Industrial Maintenance Technology	Industrial Maintenance	River Parishes Community College
CTS in Industrial Maintenance Technology	Industrial Maintenance	River Parishes Community College
Technical Diploma in Industrial Maintenance Technology	Industrial Maintenance	River Parishes Community College
CDL HazMat Endorsement		
Entry level ASE Heating and Air Conditioning		
Fluid Power Hydraulics Certification		
NCCER Core		River Parishes Community College
NCCER Heavy Equipment Level 1		Northshore Technical College
NCCER Heavy Equipment Operator Level 1		Northshore Technical College
OSHA 10 General Industry		

Delgado Community College Workforce Development

River City Advanced Manufacturing Center

Thank you for participating in this survey. Your class is being supported by a grant from the U.S. Department of Labor (FAIN 24A60CC000024-01-00). As part of our grant obligations, DCC is required to collect information on all individuals who receive grant-funded services, which includes your Social Security Number. Please note, you will NOT be denied grant services if you choose not to share your Social Security Number. Please know that your information will be kept private and will only be shared for grant reporting purposes.

Date/Time*

Course in which you are enrolled?
> CVL-CDL
> Heavy Equipment
> Diesel Technology

Please enter your Delgado ID number:*

Please enter your Social Security Number:*

Date of Birth*

What sex are you?
> Male
> Female
> Prefer not to say

Address*
> City
> State
> ZIP Code

Parish*

SCC4 required data

Do you identify as a person with a disability as defined by Section (A) (3) (2) of the Americans with Disabilities Act? Under the ADA a disability is defined as "a physical or mental impairment that substantially limits one or more of the person's major life activities."*
     Yes
     No
     Prefer not to say

Race and Ethnicity*
     Hispanic / Latino
     American Indian/Alaska Native
     Asian
     Black / African American
     Native Hawaiian/Other Pacific Islander
     White

Are you a Veteran?*
     Yes
     No

What is your current employment status?*

     Employed
     Incumbent worker, i.e. training will help my current position
     Military
     Not in the labor force
     Recently unemployed
     Long term unemployed (more than 27 weeks)
     Dislocated worker (laid off or being informed of being laid off)
     Underemployed
     Seeking new job skills

What is the highest level of education that you have completed?*
     High school
     Some college or vocational training
     Associate's degree
     Bachelor's degree
     Post Graduate degree
     Prefer not to say
     Other

Highest School Grade Completed at Program Entry:*

Are you currently enrolled in a post high school program*
     Yes

SCC4 required data

      No

Have you been convicted of a criminal offense?*
      Yes
      No
      Prefer not to say

In the last 6 months, have you received any of the following:*
      SNAP assistance
      TANF
      SSI assistance
      Unemployment Benefits
      State or local income based assistance (food stamps, reduced lunch, etc.)
      None of the above
      check all that apply

Is your primary language English?*
      Yes
      No

Are there any cultural barriers that may be a hinderance to employment?*
      Yes
      No
      Prefer not to answer

Submit Form

Reporting Deadlines

Narrative Report

Quarter End Date	Report for Activities Occurring Between:	Partner Narrative Report to Marco at GNOInc. Due Date	Delgado to Submit ETA 9179 to DOL by
March 31	January 1 - March 31	April 20	May 15
June 30	April 1 - June 30	July 20	August 15
September 30	July 1 - September 30	October 20	November 15
December 31	October 1 - December 31	January 20	February 15

Financial Report

Quarter End Date	Report for Activities Occurring Between:	Partner Reimbursement Request to Delgado Due Date	Delgado to Submit ETA 9130 to DOL by
March 31	January 1 - March 31	April 20	May 15
June 30	April 1 - June 30	July 20	August 15
September 30	July 1 - September 30	October 20	November 15
December 31	October 1 - December 31	January 20	February 15

Performance Report – data collection is ongoing

Quarter End Date	Report for Activities Occurring Between:	Partner Data to Delgado Due Date	Delgado to Submit ETA 9130 to DOL by
March 31	January 1 - March 31	April 20	May 15
June 30	April 1 - June 30	July 20	August 15
September 30	July 1 - September 30	October 20	November 15
December 31	October 1 - December 31	January 20	February 15

Equipment Purchases and Procurement

Effectively Managing Competitive Grants

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

Grantee Handbook

ISSUE DATE: JUNE 2020

Disclaimer *– This handbook is a general resource designed to orient grantees to the grant process in ETA. Specific details about particular grants may differ.*

The term non-Federal entity and the application of Subpart F of the Uniform Guidance extends to not only States, local governments, Indian tribes, institutions of higher education, and non-profit organizations, but also for-profit entities, foreign public entities, and foreign organizations (2 CFR 2900.2) These audits are conducted by an independent, non-Federal auditor (a licensed CPA), and the results of the audit are submitted to a Federal Audit Clearinghouse so that any Federal agencies can access them, with the exception of those for for-profit organizations.

Occasionally, your organization may also be asked to participate in supplementary audits by other Federal entities, such as the Office of the Inspector General (OIG), the Government Accountability Office (GAO), and the Defense Contracting Audit Agency. In all cases, OGM is responsible for resolving audit findings involving our funds or administrative procedures within six months from the date it was accepted into the Federal Audit Clearinghouse. See *Section 6: Audit Phase* of this Handbook for details.

F. Creative Commons Attributions License

As required at 2 CFR 2900.13, any intellectual property developed under a competitive award process must be licensed under a Creative Commons Attribution 4.0 (CC BY) license, which allows subsequent users to copy, distribute, transmit and adapt the copyrighted work and attribute the work in the manner specified by the recipient. For general information on CC BY, please visit http://creativecommons.org/licenses/by/4.0. Instructions for marking your work with CC BY can be found at http://wiki.creativecommons.org/Marking_your_work_with_a_CC_license.

G. Equipment

In line with the Uniform Guidance, 2 CFR 200.33, ETA defines equipment as any *tangible, personal property (including information technology systems)* that has:

1) A useful life of more than one year; and
2) A per-unit acquisition which equals or exceeds the lesser of the capitalization level established by the non-Federal entity or $5,000.

The acquisition cost of equipment is defined as the *net invoice price* of the equipment *plus* the cost of any modifications, attachments, accessories, or auxiliary apparatus needed to make the property usable for the purpose for which it was acquired. Other charges, such as the cost of installation, transportation, taxes, duty, or protective in-transit insurance, are included or excluded from acquisition costs depending on the regular accounting practices of the recipient of the equipment.

Please be aware that **prior written approval** is always required for equipment purchases. To ensure that any planned purchases of equipment can be considered allowable costs, you must obtain specific written approval from your Grant Officer ***in advance*** of purchase.   This requirement applies to equipment purchased directly with grant funds, as well as subrecipient purchases with grant funds. Information submitted in your project narrative, budget narrative, or SF-424A regarding expected equipment purchases does NOT by itself constitute approval of these purchases. ETA reserves the right to withhold approval for equipment purchases outlined in any project narrative, budget narrative, or SF-424A Form submitted by grant awardees. Equipment purchases must receive prior written approval in accordance with 2 CFR 200.407 or 2 CFR 2900.16.

*Grant recipients **may not** purchase equipment in the last funded year of performance which is defined as full program service delivery (not follow-up activities), which may not be the same as the last twelve months of the period of performance. If any approved acquisition has not occurred prior to the last funded year of performance, approval for that item(s) is rescinded. Check your grant award for your specific term.*

Grantees should submit an equipment purchase request to your FPO shortly after receiving your grant award. This timeline allows ETA sufficient opportunity to review and potentially give approval for all equipment purchases by the start of grant implementation, allowing for efficient execution of grant-related activities. Grantees are prohibited from incurring any costs related to equipment purchases with ETA grant funds <u>until</u> the request to purchase this equipment is approved by your Grant Officer, in the form of a modification to your grant specifically for the stated equipment. See *Section 4. Modifying Grants* of this Handbook for additional information.

H. Procurement

The Uniform Administrative Requirements for procurement are found at 2 CFR 200.317- 326 and key staff should be familiar with them. For example, 2 CFR 200.317 requires the State to follow the same policies and procedures it uses for non-Federal funds; 2 CFR 200.319 requires that all procurement transactions be conducted in a manner providing full and open competition; and 2 CFR 200.326 requires that every contract include specific provisions that are provided in the regulations. See the Uniform Guidance at 2 CFR Part 200 https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Grant recipients must also follow the requirements regarding the competitive award of One-Stop Operators and youth service providers in the WIOA at WIOA Sec. 121(d) and Sec. 123.

I. Reports

Your organization **is required** to submit quarterly financial and programmatic reports. These reports are due no later than 45 calendar days after the end of each specified reporting quarter. Reporting quarter end dates are March 31, June 30, September 30, and December 31. See Section 3 – *How to Manage Your Period of Performance* of this Handbook for more information.

Also, as an ETA grantee, your organization is encouraged to be aware of your State's broader WIOA funded workforce development system and its performance outcomes in your State's Workforce Development System. State WIOA performance information is available at https://www.dol.gov/agencies/eta/performance/results/.

J. Program Requirements

The FOA contains the program requirements for this award and will vary depending on program type. For instance, <u>matching funds and leveraged resources</u> are program-specific requirements. Should these examples of FOA Program Requirements apply to your grant, they will be included in your grant terms and conditions.

ABC Community College
123 Grants Avenue
Dallas, TX 75202
(XXX) XXX-XXXX

US Department of Labor
Federal Project Officer: Francine Cormier
Employment & Training Administration
525 Griffin Street, Suite 317
Dallas, TX 75202

Date (Date of final)

> RE: Grant Number – 24A60CC000024-01-00
>   Request prior approval for equipment

Federal Project Officer:

ABC Community College requests grant officer approval to purchase medical equipment for its Clinical Laboratory Technician (CLT) program. The approximate cost of the equipment is $120,000. If approved, the equipment will be purchased no later than June XXXX.

The equipment is necessary to allow students the opportunity to acquire the skill set necessary to be competent as a Clinical Laboratory Technician and acquire the program mandated number of hours needed to take the CLT examination. Enclosed is an itemized list of the equipment to further illustrate the equipment needs.

There are sufficient funds in the budget's equipment category to purchase the equipment. The equipment will be inventoried and housed at ABC community college.   Approval from the purchasing office has been obtained and appropriate procurement procedures will be followed.

Please contact *John Doe*, TAACCCT Project Director, at (XXX) XXX-XXXX) if additional information is needed.

Respectfully,
Signature authority