

Foreword

Thank you for taking a minute to review the GNOIP Project Handbook. This Handbook is designed to provide you with the necessary information to successfully fulfill your grant obligations as part of the Greater New Orleans Infrastructure Partnership. The Handbook is by no means complete, it is rather a work in progress and will continue to grow as our grant progresses. The information contained here is taken from the webinars, Performance Orientation, and Handbooks found on the Strengthening Community College Training Grant, Performance Reporting website (<https://collegeconnection.workforcegps.org/resources/2024/06/20/18/46/SCC4-Performance-Reporting-TA>), the ETA Grantee Handbook, the Core Monitoring Handbook (both can be found on the GNOIP resource page), as well as conversations with our FPO, ETA providers, and fellow Project Directors. The FOA (Notice of Availability of Funds and Funding Opportunity Announcement, https://www.dol.gov/sites/dolgov/files/ETA/grants/FOA-ETA-23-15_.pdf) and the Statement of Work contained in the Notice of Award also shape some of the policies and procedures outlined here. If you have more questions about the materials presented here, please get in touch with the Project Director, or consult with these sources.

The Handbook's purpose is to establish clear guidelines for grant management and implementation, as it is absolutely necessary that all grant participants adhere to the same policies and procedures. Our career pathways may be different, but our hiring and onboarding processes, performance reporting, purchase requisitions, employer and industry engagement strategies, student engagement, meeting of deadlines, and all accounting procedures must be the same.

As always, the Program Director is here to assist you every step of the way. Please feel free to reach out anytime to me with questions, suggestions, and requests.

Here's to a successful and collaborative grant implementation!!!!

Susanne

Susanne B. Dietzel, Ph.D.
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General Grant Information, Requirements and Deadlines



The **Greater New Orleans Infrastructure Partnership**, a consortium led by Delgado Community College in partnership with Northshore Technical Community College, Nunez Community College, River Parishes Community College, and supported by GNO Inc., will provide essential training opportunities and access to pathways into Good Jobs for residents to meet the infrastructure employment needs in our region. The GNOIP is supported by a generous grant from the U.S. Department of Labor's Strengthening Community Colleges Training Grant Program (FOA-ETA-23-15).*

CAREER PATHWAYS 2025 - 2028

	Career Pathways	Courses /Students	Estimated Number of Graduates	Credentials
Delgado Community College – River City	Heavy and Tractor-Trailer Driver	8 classes/year (ongoing)	150 over three years	Class A DL
Delgado Community College – River City	Diesel Engine Specialist	3 classes/year (ongoing)	60+ over three years	ASE IBC
Delgado Community College – River City	Heavy Equipment Operator	3 classes/year (ongoing)	80+ over three years	NCCER IBC
Delgado Community College – City Park	Electric Vehicle Technician	Classes beginning Fall 2026	380+ over three years	SP 2 EV IBC, ASE EV IBC, and Assoc. Degree in MVT
Northshore Technical and Community College	Electric Line Technician	Classes beginning Fall 2025	200+ over three years	ELLT CTS
Northshore Technical and Community College	Heavy Equipment Operator	Classes beginning Summer 2026	80+ over three Years	NCCER HEO 1
Nunez Community College	Process Technology with LNG certification	Classes beginning Fall 2026	170 over three years	PTEC CTS and AA
River Parishes Community College	Industrial Maintenance Millwright Instrumentation Specialist Pipefitter	Fall 2025	100 over three years	NCCER Assoc. Degree CTS IMT

For more information, please contact:

- Susanne B. Dietzel, Ph.D., SCC4 Program Director, Delgado Community College, sdietz@dcc.edu, (504) 671-5553, (504) 330-2272
- Mary Lachapelle, Senior Director of Strategic Initiatives, GNO Inc., mlachapelle@gnoinc.org, (504) 439-2598

* The GNOIP is supported by the Employment and Training Administration of the U.S. Department of Labor (DOL) as part of an award totaling \$ 6,005,000.00 with 100% financed by federal/DOL funds. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, the U.S. Department of Labor or the federal government.

Career Pathways	Goals	Number of Students per year	Credentials and Certifications Issued
Heavy and Tractor-Trailer Driver	8 classes/year	60	Class A DL
Diesel Engine Specialist	3 classes/year	24	ASE IBC
Heavy Equipment Operator	3 classes/year	36	NCCER IBC
Certified Logistics Associate	Pilot class Summer 2025	20	Certificate of Completion
Electric Vehicle Technician	First cohort to start in Fall 2025	50	SP 2 EV IBC, and ASE EV IBC



Targeted Programs:

☐ Electric Line Technician

(Livingston Campus)

☐ Heavy Equipment Operator

(Livingston & Florida Parishes Campus)



First Cohort Enrollment:

- ☐ Projected Program Start Date: Fall 2025
- ☐ Expected Time to Complete Program:
 - ☐ 2 semesters/1 year (ELLT)
 - ☐ 14 weeks (NCCR HEO Level I)
- ☐ ELLT Program Beginning Cohort Enrollment:
 - ☐ 10-15
- ☐ HEO Program Beginning Cohort Enrollment:
 - ☐ 10-12 per cohort (fall/spring)

Career Pathways:

- ☐ Electrical Power-Line Installers and Repairers
- ☐ Electrical & Electronics Repairers, Powerhouse, Substation, & Relay
- ☐ Heavy Equipment Operator for road or construction sites
- ☐ Operate excavators, dozers, and other heavy machinery for pipe work for water, sewer, and drainage systems

Projected Completion of First Cohort:

- ☐ ELLT Program Beginning Cohort Graduates:
 - ☐ May 2026
 - ☐ Graduates expected over next 3 years:
 - ☐ Year 1 (10), Year 2 (15), Year 3 (15)
- ☐ HEO Program Beginning Cohort Graduates:
 - ☐ December 2025
 - ☐ Graduates expected over next 3 years:
 - ☐ Year 1 (20), Year 2 (24), Year 3 (30)



Process Technology

Project Goal

The college aims to enhance training of **process operators** in liquified natural gas (LNG) production by providing hands-on training that will bridge the workforce skills gap, foster economic growth, and enhance regional prosperity. This project is of critical importance to the region's workforce development, as it aligns with the growing demand for skilled workers in Louisiana's burgeoning liquified natural gas (LNG) industry.

Projected Graduation Date of First Cohorts

May 2026 for PTEC FastTrack cohort

May 2027 for traditional PTEC cohort

Three-Year Projection of Graduates

170





Industrial Maintenance

Millwright
Pipefitting
Electrical
Instrumentation

Classes beginning July 2025

Period of Performance Timeline

The Grantee Handbook stipulates that all grant activities, performance outcomes, and grant expenditures must occur within the four-year period. For the GNOIP, this period has been extended until June 30, 2028. The grant period is divided as follows:

1. Planning Phase (three months to a year)

Dedicated to establishing all the support structures needed to achieve successful outcomes.

- Program Staffing and Support: recruiting, hiring/assigning and onboarding staff members who will implement the program
- Facilities and Resources; equipment and supplies (Equipment purchased with grant funds must be installed and ready to use no later than 24 months from the start of the period of performance.)
- Partner Engagement: Workforce Development Boards, employer partners, and other training collaborators
- Data Management
- Policy and Guidance
- Systems Access

Outcomes:

- Protocols and processes in place
- Familiarity with timeline, milestones, and deliverables

2. Program Development and Implementation Phase (one to four years)

Programs are launched and being delivered; activities include:

- Outreach and recruitment
- Enrollment
- Education and training
- Collaborating with Workforce Development Boards and internal and external partners to provide support services, if needed
- Participant tracking and performance reporting

3. Closeout Phase (towards June 30, 2028)

- All accrued expenditures are allowed to be liquidated
- No additional accruals or obligations can be incurred

Participant Files

The FPO strongly recommend, and the Grantee Handbook assumes, that all college partners create and maintain participant files on each participant in a grant-funded course or career pathway. These files can be on paper or digital, or both.

In case of a monitoring visit, participant files should be easily accessible by student name or UII, and should match the information contained in the QPR. It is recommended that the information and data you have collected on each participant be located in one secure file, rather than across numerous files.

At a minimum, participant files should include:

- Application and enrollment materials
- Funding information and/or supportive services documents (especially if students were referred by Workforce Development Board and received WIOA funding)
- Registration and completion records
- Attendance records from the class that show student actually participating
- Credentials attained (dated copies of IBCs, licenses, CoCs, final grades, graduation files) dates on the certificates must match the dates you enter into the participant case management file for the QPR
- If participants are members of the Student Advisory Groups, please include minutes from the meetings
- Other useful materials include:
 - Information about interviews they have participated in or jobs they have gotten as a result of their participation in the grant-funded programs
 - Success stories

Materials to Share with Program Director

- Hiring dates and resumes of all grant-funded employees
- Syllabi of all grant-funded classes
- Notification which IBCs were earned when

Information to Share with Program Director

- Any and all grant updates; successes and challenges
- Invitations/Flyers to Advisory Board meetings, student advisory councils, and other grant-related events

Meetings

- Quarterly zoom meeting for all GNOIP members, usually first week of month following Quarter
- Monthly phone calls with Program Director starting September 28, 2026
- Bi-annual Industry and Employer Roundtables hosted by GNO Inc.
- Bi-annual site visits
- Annual CERE site visit
- Conferences and other events
- Ribbon cuttings and other celebratory events
- Program Director is always available for phone calls, zoom meetings, and site visits

Processes to Have in Place

- All grant funded classes should have course evaluations on file
- Attendance should be taken in every grant-funded class, and attendance records should be kept on file
- Regular communication and collaboration with Workforce Development Boards
- Formal and informal processes and tracking system to assist students find employment
- Availability and tracking of supportive services (internal and external) for students, most importantly WIOA funding

Narrative Report

<i>Quarter End Date</i>	<i>Report for Activities Occurring Between:</i>	<i>Partner Narrative Report to Marco at GNOInc. Due Date</i>	<i>Delgado to Submit ETA 9179 to DOL by</i>
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

<i>Quarter End Date</i>	<i>Report for Activities Occurring Between:</i>	<i>Partner Reimbursement Request to Delgado Due Date</i>	<i>Delgado to Submit ETA 9130 to DOL by</i>
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

<i>Quarter End Date</i>	<i>Report for Activities Occurring Between:</i>	<i>Partner Data to Delgado Due Date</i>	<i>Delgado to Submit ETA 9130 to DOL by</i>
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

Requirement to Promote Grant Information in Certain Public Communications

If you are distributing statements, press releases, RFPs, bid solicitations, and other documents that describe projects or programs funded with DOL/Federal money, please use this language:

The GNOIP is supported by the Employment and Training Administration of the U.S. Department of Labor (DOL) as part of an award totaling \$ 6,005,000.00 with 100% financed by federal/DOL funds. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, the U.S. Department of Labor or the federal government.

Also list the percentage of the total cost of the program or project which will be financed with Federal money, i.e.

The total cost of _____ program is \$_____. \$_____ (xx%) is funded through a U.S. Department of Labor – Employment and Training Administration grant. The other \$_____ (xx%) is funded through non-Federal resources.

Subrecipient Monitoring

Subrecipient Monitoring Policies and Procedures

According to the Core Monitoring Guide and CFR 200.332 (cited below), the grant recipient who is serving as a PTE (pass-through entity), in this case Delgado Community College, must closely monitor all subrecipients of a federal grant. The purpose of monitoring is to:

(e) Monitor the activities of a subrecipient as necessary to ensure that the subrecipient **complies with Federal statutes, regulations, and the terms and conditions of the subaward.** The pass-through entity is responsible for **monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved.** In monitoring a subrecipient, a pass-through entity must:

(1) Review financial and performance reports.

(2) Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward. When significant developments negatively impact the subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

(3) Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as required by [§ 200.521](#).

(4) Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with section [§ 200.513\(a\)\(4\)\(viii\)](#). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

(f) Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in [paragraph \(c\)](#) of this section), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

(1) Providing subrecipients with training and technical assistance on program-related matters;

- (2) Performing site visits to review the subrecipient's program operations; and
- (3) Arranging for agreed-upon-procedures engagements as described in [§ 200.425](#).

Following procedure, the Program Director will monitor all subrecipients at least once during the 4-year grant period to ensure that all grant obligations are met. GNOIP grant obligations and goals are outlined in the FoA, the Notice of Awards, the subrecipient agreements, the work plan, and the SCC4 Grantee Success Indicators hand-out. All of documents can be found on the GNOIP Resource Page.

Monitoring will occur in these areas, which include, but are not limited to:

- Identification, hiring, and on-boarding of grant-funded and leveraged staff in a timely manner
- Implementation of strong fiscal management practices
- Procurement, placement, and usage of equipment and supplies
 - Inventory and location lists
- Work plan implementation and tracking project progress
 - Knowledge of work plan
 - Milestones
 - Plan for how delays and program implementation shifts are addressed
 - Communication of progress and challenges with partners and grant
- Implementation of grant-funded classes
- Implementation of participant data tracking systems
- Engagement with and usage of TA resources
- Strength of Operational Systems
- Implementation of sector-based career pathways
 - Collaboration with industry partners and workforce development boards
- Meeting grant goals pertaining to good jobs, employment impacts, and student engagement
- Strategy implementation
- Sustainable systems change

Monitoring visits will be scheduled 15 to 60 days in advance of the visit to allow subrecipients ample time to gather and provide requested documentation. During her visit, the Program Director will follow procedures outlined in the Core Monitoring Guide, and issue an evidence-based monitoring report based on her finding. The report will identify any compliance issues, areas of concern, and/or promising or best practices, and suggest corrective actions, if needed, or improvements. If findings were determined, the subrecipient will propose a corrective action plan that provides a clear timeline for implementing the changes. If approved, the subrecipient will communicate progress regularly.

Financial Reporting and 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.

<i>Quarter End Date</i>	<i>Report for Activities Occurring Between:</i>	<i>Reimbursement Request Due Date</i>
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 and be formally approved by the FPO.

- 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

Equipment Purchases and Procurement

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 until 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, matching funds and leveraged resources 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

Equipment Purchase Request Procedures

Grant partner submits request to Program Director

Please follow the format outlined in Equipment Purchase Request SAMPLE (especially if your equipment needs have changed since the grant started) and include the following information:

- Description of equipment, including name of item(s), basic description, and approximate cost (unit cost), and the location where it will be housed
- Why it is needed and how it will support grant goals/career pathways
- Indicate that funds are available in budget, and that applicable federal regulations and internal policies and procedures will be followed
- If equipment is new and/or has been added to equipment list and necessitates a budget realignment request, please explain why
- Please send on College letterhead, signed by President or grant representative. Send as a Word document, not a PDF.



Program Director will put on Delgado letterhead, authorized representative will sign, and submit to Grant Officer on behalf of Greater New Orleans Infrastructure Project.

Equipment Usage and Tracking Inventory

As determined by Uniform Guidance (2 CFR 200.313), equipment purchased through DOL funds must be used “for the authorized purposes of the project during the period of the performance.”

As also determined by Uniform Guidance (2 CFR 200.313 and 2 CFR 200.312), all colleges must carefully track their equipment. Each college should have an inventory log and must conduct a physical inventory of the property at least once every two years. The inventory log should contain the following information:

- Description of the equipment and its serial number
- Source of funding (FAIN) and who holds the title
- Acquisition date and unit cost
- Location, use, and condition of the equipment

The inventory log must be shared with the PTE at least once a year. As a courtesy, every time colleges purchase new equipment, please update the inventory log, and share it with the Program Director.

Budget Realignment or Modification

- **Budget Realignment**

The approved budget for the Federal award summarizes the financial aspects of the project or program as approved during the Federal award process. The grant award approved budget, and budget flexibility terms, along with §200.308, Revision of budget and program plans² of the Uniform Guidance, outlines when a budget must be realigned. Please review and consult your FPO whenever there is a question about whether a particular change to the budget warrants a budget realignment.

NOTE: ETA restricts the transfer of funds among cost categories without prior approval from the Grant Officer if the cumulative amount of such transfers exceeds or is expected to exceed 10 percent

² https://www.ecfr.gov/cgi-bin/text-idx?SID=a27d2c0d158c5b04723f20b7fc3ca9a7&mc=true&node=se2.1.200_1308&rgn=div8

As a general rule, all budget modifications and realignments need to be documented as outlined here.

of the total budget as last approved by ETA. **Keep FPOs informed of any changes to the budget, even if they do not exceed this limit.**

In preparing a Budget Realignment request, provide a concise narrative explanation to support this modification request. It should include but not be limited to budget line items resulting in a change in the overall purpose or objectives as outlined in the SOW. All budget modifications must include:

- 1) A revised SF-424A Budget Form,
- 2) A revised Budget Narrative that itemizes each cost and presents the basis for all calculations associated with each line item on the SF-424A,
- 3) A revised narrative, if applicable.

In addition to the required documents, it is suggested to include a Budget Change Worksheet found at <https://www.doleta.gov/grants/resources.cfm>. Budgets are reviewed for allowability, reasonableness, necessity, and mathematical accuracy. The Grant Officer must be able to recreate how totals were derived as well as understand valuation of any matching funds in order to approve.

The SF-424A must specify the revised total charges by cost category for the entire period of performance. The budget narrative must provide additional explanation of these totals as described by category in the table below. The budget narrative must include the overall total for each year and a breakdown of all individual costs. This can be further broken down by narrower increments (project year for instance) but overall totals for each expense and the total for each cost category must be included.

Personnel	List all staff positions by title (both current and proposed) and give the annual salary, the percentage of time devoted to the project and the amount of each position's salary funded by the grant.
Fringe Benefits	Provide a breakdown of the amounts and percentages that comprise fringe benefit costs such as health insurance, FICA, retirement, etc.
Travel	For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other costs for each type of travel.
Equipment	List the item, quantity, and the unit cost per item. See 2 CFR 200.33 for the definition of Equipment. <i>Keep in mind that any equipment purchase requires a separate pre-approval by the Grant Officer in the form of a modification.</i>
Supplies	Supplies include all tangible personal property other than "equipment". Identify categories of supplies (e.g. office supplies) in the detailed budget and list the item, quantity, and the unit cost per item as appropriate.
Contractual	Delineate contracts and subawards separately. For each proposed contract and subaward, specify the purpose and activities to be provided, and the estimated cost.
Other	Provide clear and specific detail, including costs, for each item so that we are able to determine whether the costs are necessary, reasonable and allocable. List any item, such as stipends or incentives, not covered elsewhere here.
Indirect Costs	Indirect costs can be charged based on one of two methods. See Indirect Costs section for additional details and requirements. 1) If you charge for indirect costs according to an approved Negotiated Indirect Cost Rate Agreement (NICRA), provide an explanation of how the indirect costs are calculated. This explanation should include which

	portion of each line item, along with the associated costs, are included in your cost allocation base as well as the approved indirect cost rate. 2) If you intend to claim indirect costs using the 10 percent de minimis rate: Confirm that your organization meets the requirements as described in 2 CFR 200.414(f). Provide an explanation of which portion of each line item, along with the associated costs, are included in your cost allocation base. Applicants choosing to claim indirect costs using the de minimis rate must use Modified Total Direct Costs (MTDC) as their cost allocation base. Note that there are various items not included in the calculation of MTDC. See the definition of MTDC in §200.68 Modified Total Direct Cost (MTDC) of the Uniform Guidance³
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Table 5 Budget Category Descriptions

Additional resources on the changes in the budget modification process between the Federal awarding agency and the grant recipient can be found at [https://grantsapplicationandmanagement.workforceegps.org/sitecore/content/global/events/2015/11/17/13/55/Budget Controls for Program Effectiveness](https://grantsapplicationandmanagement.workforceegps.org/sitecore/content/global/events/2015/11/17/13/55/Budget%20Controls%20for%20Program%20Effectiveness). This resource highlights some analytic tools recipients may use to manage budgets against spending and performance.

For grants that have **matching funds**, ensure that the match is shown on the SF-424, SF- 424A (Section A) in the non-Federal column and in Section C. The budget narrative must detail match resources separately from Federal funds but follow the same format as the budget narrative. Additionally, it should specify both the source of the contribution and amount (or valuation).

Leveraged resources, if also included, should be addressed separately from both Federal and match funds. Leveraged resources must **not** be included on the SF-424A.

Additional information on Match and Leveraged Resources can be found at <https://grantsapplicationandmanagement.workforceegps.org/resources/2017/01/09/10/28/Match-and-Leveraged-Resources>

■ [REDACTED]

[REDACTED]

[REDACTED]

Budget Realignment/Modification Procedures

Grant partner submits request to Program Director

Please write a comprehensive letter that contains the following information:

- Detailed description of budget realignment, with particular attention to moving funds from one budget category to another. Indicate amount of funds being realigned.
- Explain why budget realignment is needed and how it will support grant goals/career pathways.
- Indicate if realignment is above or below the 10% threshold.
- Grant accountant, in collaboration with Sarah Vinnett, prepares a revised Budget Narrative that itemizes each cost. Needs to match the SF-424A.
- Please send on College letterhead, signed by President or grant representative. Send as a Word document.



Program Director will put on Delgado letterhead, authorized representative will sign, Sarah Vinnett will revise the SF-424A Form, and all documents will be submitted to Grant Officer on behalf of Greater New Orleans Infrastructure Project.

Reporting Requirements and Procedures

Quarterly Narrative Report

Quarterly Narrative Report

All GNOIP consortium partners must submit a Quarterly Narrative Report by the 20th of the month after each quarter. 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 Mary Lachapelle at GNOInc.

To submit your quarterly updates, please fill out the GNOIP College Partner Intake Form (<https://www.cognitofrms.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 answers 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.
- Only report 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 specifically pertain to the grant and happened during the reporting quarter. **When reporting on specific events, such as job fairs, advisory council meetings, and graduations, please provide the dates, type or purpose of event, 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." Some college partners find it useful to collect this information through an event information sheet that is filled out by a participant during the meeting.
- 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 a MOU with a workforce development board or industry partner, please secure one.

- 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.
- Challenges, especially if they slow down grant progress, should also be reported out. Challenges might include under-enrollment in a career pathway, difficulties hiring instructors or staff turnover, difficulties procuring equipment, natural disaster, etc.

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.

Greater New Orleans Infrastructure Partnership Quarterly Narrative Report: College Partner Intake Form

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. Please report on behalf of your college's progress this past quarter.

Name *

First

Last

Community College *

Please select your institution from the dropdown.



Section I. 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 on 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.

Summary of Grant Activities

See instructions above when filling out this section.

Section II. 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 and 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.

Grant project goals, benchmarks, milestones, special events, important deadlines, and deliverables

See instructions above when filling out this section.

Section III. 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.

Assessment of how your program model is achieving the program's intended purpose

See instructions above when filling out this section.

Section IV. Status Update on Match and/or Leveraged Resources

The purpose of this section is to **provide updates on the status of all match 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, that 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 on 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.

Updates on the status of all match and/or leveraged resources

See instructions above when filling out this section.

Section V. 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 left the project.

Grantees with nothing to report should indicate this.

Describe how partners are working together to implement the project

See instructions above when filling out this section.

Section VI. 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).

Practices and strategies that have strengthened existing employer partnerships

See instructions above when filling out this section.

Section VII. 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.

Grant challenges and related technical assistance needs

See instructions above when filling out this section.

Section VIII. 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.
- Grantees may also include promising practices and success stories as attachments to the report.
- Grantees with nothing to report should indicate this.

Success Stories

See instructions above when filling out this section.

Section IX. 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 have 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.

How evidence and evaluations are being developed and applied

See instructions above when filling out this section.

Section X. 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:

C. 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.

D. 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.

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:

- Outreach contacts; and
- If applicable, report on any additional performance indicators.

Additional Information

See instructions above when filling out this section.

Submit

Work Plan

LEAD APPLICANT: DELGADO COMMUNITY COLLEGE

APPLICANT TYPE: Consortium

PROJECT TITLE: Greater New Orleans Infrastructure Partnership

STRATEGIC ACTIONS AND IMPLEMENTATION STEPS	MILESTONES		ENTITY(IES) RESPONSIBLE	START DATE	MILE-STONE DUE DATE(S)
	Please denote sustainable systems change achievements with an asterisk (*).			(e.g., Y1, Q2)	(e.g., Y3, Q4 or Month 35)
CORE ELEMENT 1: See Section I.A.1. Sector-Based Career Pathways Programs					
Strategic Action 1.1 (Required): Integrate GNO Infrastructure Partnership with existing infrastructure-related sector initiatives in the labor market region					
Develop process for Colleges to recieve infrastructure updates from Greater New Orleans Development Foundation	*Quarterly check-in with GNODF workforce and policy teams to discuss infrastructure investments Addition of key college stakeholders to GNODF infrastructure listserv	Greater New Orleans Development Foundation	*Month 4 Month 1	*Months 8, 12, 16, 20, 24, 28, 32, 36, 40, 44 Month 2	
Institutionalize infrastructure-related occupational demand review process	*Bi-annual review of labor market data for infrastructure-related occupations with GNODF	Greater New Orleans Development Foundation	*Month 4	*Months 8, 16, 24, 32, 40, 44	
Strategic Action 1.2 (Required): Capitalize on existing relationships with employer partners such as Entergy, Laitram, the Port of New Orleans to formalize partnerships and support successful placement of program graduates into Good Jobs					
Establish Greater New Orleans Infrastructure Partnership Employer Advisory Committees (EACs)	*Bi-annual convenings of employer partners for each career pathway program	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 4	*Months 8, 16, 24, 32, 40, 44	
Develop college/employer MOUs to formalize partnerships	MOUs with clear roles and responsibilities related to employer participation in program-related events and curricular feedback executed	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation			
Expand employers involved in Greater New Orleans Infrastructure Partnership	Expand employer partners in GNO Infrastructure Partnership EACs overall by five employers	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 1	Month 25	
Leverage economic development business retention and expansion efforts and its Workforce Development efforts to expand the Greater New Orleans Infrastructure Partnership	*Bi-annual review of BRE data for infrastructure-related employers	Greater New Orleans Development Foundation	*Month 4	*Months 8, 16, 24, 32, 40, 44	
Strategic Action 1.3 (Required): Establish partnerships with Jefferson Workforce Connections, Tri-Parish Works, New Orleans Mayor's Office of Workforce Development (local workforce development boards)					
Develop partnership framework to encourage further collaboration among workforce boards and colleges	MOUs between colleges and workforce development boards executed with clear roles and process for collaborative student recruitment and support	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 1	Month 3	
Develop process for colleges and workforce development boards to share information	*Quarterly check-ins with colleges and workforce development boards to discuss project status, trends identified, and support needs	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 4	*Months 8, 12, 16, 20, 24, 28, 32, 36, 40, 44	

Develop process to track student referrals	Student referral intake form designed and implemented	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 4	Month 5
Strategic Action 1.4 (Strongly Encouraged): Partner with Boilermakers Local Union 37 to integrate worker voice and potential joint career development pathways with community colleges				
Develop mechanism for college/union collaboration	College/labor union joint working group members identified *Bi-annual meetings of College/Labor Union Working Group	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 2 Month 4	Month 3 *Months 8, 16, 24, 32, 40, 44
Strategic Action 1.5 (Strongly Encouraged): Partner with the United Way of Southeast Louisiana, the Louisiana Parole Project, and the Hispanic Chamber of Commerce to integrate community voice into GNO Infrastructure Partnership activities				
Develop mechanism for community-based organizations to provide feedback to project activities	*Relationships between GNOIP project personnel with key community-based organization personnel established Community-based organizations participate in bi-annual Employer Advisory Council meetings	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 2 Month 4	*Month 3 Months 8, 16, 24, 32, 40, 44
CORE ELEMENT 2: See Section I.A.1. Good Jobs, Equitable Employment Outcomes, and Student Voice				
Strategic Action 2.1 (Required): Contract with a third-party evaluator to annually review project status, Good Jobs and Employment Outcomes data for targeted programs, and develop corrective actions as necessary				
Determine key metrics related to equity and employment outcomes	Data points to be tracked/benchmarked developed Data gathering and analysis schematic developed	Delgado Community College Greater New Orleans Development Foundation	Month 2	Month 3
Develop third-party evaluator contracting process	Criteria developed for evaluator selection Identify evaluator key performance indicators (KPIs) Evaluator procurement process finalized through Delgado/State of Louisiana procedures	Delgado Community College	Month 2	Month 6
Develop mechanism for Consortium to review data	Annual review meetings with colleges, GNODF, and evaluator to review data for trends and to discuss corrective actions if necessary	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 11	Months 23, 33, 44
Strategic Action 2.2 (Required): Facilitate mechanisms for meaningful student engagement and feedback				
Develop a comprehensive feedback system	*Framework to guide structure and goals of Student Advisory Committees (SACs) established Process for selecting students for SACs established	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 3	*Month 4
Establish regular engagement opportunities	Schedule for all SACs developed Student feedback surveys developed	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 4	Month 5

Implement a continuous improvement process	*Feedback analysis and action planning strategy determined	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 4	*Month 5
CORE ELEMENT 3: See Section I.A.3. Strategy Options				
GROUP A: EMPLOYER ENGAGEMENT				
Strategy Option A1 (Required): Develop mechanisms to meaningfully solicit actionable feedback from employers				
Design and implement an employer feedback system	*Consortium employer engagement strategy finalized Framework to guide structure and goals of Employer Advisory Committees established	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 2	Month 4
Engage employers regularly and diversely	Employer Advisory Council meeting calendars developed	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 4	Month 5
	Alternative industry feedback instruments created	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 4	Month 5
	Bi-annual Employer Advisory Board meetings	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 6	*Months 8, 16, 24, 32, 40, 44
Analyze feedback and implement improvements	*Systematic analysis framework to evaluate and respond to industry feedback developed	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	*Month 7	*Month 9
Strategy Option A3 (Optional): Facilitate meaningful engagement between employers and students.				
Develop robust engagement events for employers to interact with students/graduates	Site visit opportunities for students to visit employer work sites scheduled Career fair schedules for each college finalized and shared with employer partners	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 6	Month 9
Establish mechanism for employers to prioritize interviewing students within targeted programs	MOUs between colleges and employers executed	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 3	Month 5
CORE ELEMENT 3 Cont'd: See Section I.A.3. Strategy Options				
GROUP B: COMPREHENSIVE SUPPORTS				
Strategy Option B2 (Required): Formalize partnerships with local workforce development boards to maximize support offered to students				
Formalize partnership framework between colleges and workforce development boards	MOUs between colleges and workforce boards executed Mechanism for regular communication and coordination between colleges and the workforce boards to ensure smooth implementation of joint initiatives established	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 4	Month 5
Establish cross-referral, "No Wrong Door" process to support students with wraparound support needs	Inventory of available student support services within colleges conducted Communication campaign to inform students about the availability of comprehensive support services and how they can access them through any department launched Monitor and track the usage of the referral system to understand its effectiveness and identify any areas needing improvement	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 3	Month 4
			Month 6	Month 7
			Month 10	Month 12

Strategy Option B4 (Optional): Establish cohesive partnership structure between colleges and labor unions				
Establish a joint working group to scope potential collaborative projects	College/labor union joint working group members indentified * Bi-annual meetings of College/Labor Union Working Group	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 2 Month 4	Month 3 *Months 8, 16, 24, 32, 40, 44
Create and implement collaborative educational programs	College/labor union mutual educational pathways finalized MOUs between colleges and labor union partners executed Communication campaign to inform students about labor union opportunities launched	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 5 Month 7 Month 9	Month 6 Month 8 Month 10
CORE ELEMENT 3 Cont'd: See Section I.A.3. Strategy Options				
GROUP C: ACADEMIC AND TRAINING OFFERINGS				
Strategy Option C3 (Required): Leverage industry-relevant equipment to promote hands-on learning opportunities that properly prepare student with real-world experience.				
Scope industry-relevance of proposed equipment purchases	Research best practices regarding current equipment used for training and/or on work sites	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 1	Month 2
Validate equipment needs with employers	Equipment list finalized Equipment list shared with employers for feedback	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 3 Month 4	Month 4 Month 5
Purchase equipment	Equipment request and procurement process finalized Equipment list finalized and equipment purchased	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 3 Month 5	Month 4 Month 6
Core Element 4: Sustainable Systems Change is not included as a separate project component but must be addressed by denoting specific milestones throughout the project work plan as sustainable systems				
PARTICIPANT TRACKING: See Section I.C.3. Participant Tracking and Outcomes				
Provide accurate data products and consistent participant data collection	Data Assistant hired or assigned	Greater New Orleans Development Foundation	Month 1	Month 2
Pilot data collection system tools	Data collection tools ready for implementation	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 7	Month 9
Intake Participant tracking (at time of Participant enrollment as defined by the project)	Intake data collection completed for each enrollment cycle during the grant period of performance	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 1	Months 3, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47
Quarterly data quality check	Data finalized for quarterly performance reporting	Greater New Orleans Development Foundation	Month 4	Month 6
DEVELOPMENTAL EVALUATION: See Section I.I. Third Party Evaluation				
Develop a detailed procurement work plan to procure a third-party evaluator for a developmental evaluation.	Detailed procurement work plan submission.	Delgado Community College (on behalf of Consortium partners)	Month 1	Month 1
Procure third-party evaluator for a developmental evaluation.	Procured third-party evaluator	Delgado Community College	Month 2	Month 6

Develop a Draft Detailed Evaluation Design from the evaluator, using guidance provided by the Department.	Draft Detailed Evaluation Design Submission	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 7	Month 8
Finalize Detailed Evaluation Design in collaboration with developmental evaluator.	Final Detailed Evaluation Submission	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 9	Month 10
Prepare the evaluator's Interim Developmental Evaluation Report to the grantee's Federal Project Officer (FPO) and Program Office using the suggested format or similar layout, provided after grant award.	Interim Developmental Evaluation Report Submission to the grantee's Federal Project Officer (FPO) and Program Office	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 23	Month 25
Prepare the evaluator's Final Developmental Evaluation Report using the suggested format or similar layout.	Final Developmental Evaluation Report using the suggested format or similar layout.	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 46	Month 48
OPEN EDUCATION RESOURCES CONTENT DEVELOPMENT AND POSTING: See Section IV.E. Intellectual Property Rights				
Select and/or develop high value materials for CC BY Licensing and public posting as open educational resources with a specific focus on curriculum and supporting materials that would allow another individual to successfully use the curriculum.	List of selected and/or developed materials being developed with grant funds submission to the grantee's Federal Project Officer (FPO) and Program Office	Delgado Community College	Month 12	Month 24
Create a plan (OER Plan) that details the process that will be used to mark materials as CC BY and prepare materials for public posting as open educational resources ready for use by others, including the repository you will use for this purpose.	OER Plan submission to the grantee's Federal Project Officer (FPO) and Program Office	Delgado Community College	Month 22	Month 24
Implement OER Plan	Posted OER material in publicly accessible online location and submission of posting date and location to the grantee's Federal Project Officer (FPO) and Program Office	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 24	Month 36
LINKED OPEN DATA ON CREDENTIALS (Credential Transparency): Section IV.E. Intellectual Property Rights Note: Due Dates for some Credential Transparency Milestones are set by the FOA				
Determine credentials to be developed, enhanced, or delivered through grant funding (including but not limited to diplomas, badges, certificates, certifications, apprenticeships, licenses, and degrees of all levels and types)	Linked Open Data Credential Linked Open Data Credential plan submission that details the process that will be used to fulfill the credential transparency requirement	Delgado Community College	Month 22	Month 24
Implement Linked Open Data Credential Plan including finalized credential transparency description language specifications complete and in-line with DOL requirements	Linked Open Data Credential requirement completed including finalized credential transparency description language specifications complete and in-line with DOL requirements	Delgado Community College	Month 24	Month 26
GRANT FUNDED SPECIAL PURPOSE EQUIPMENT AND / OR MINOR SPACE ALTERATIONS if needed See Section II.B.				
Complete written request for prior approval to acquire grant-funded special purpose equipment and/or to alter space	Written submission to grantee's FPO requesting approval	Delgado Community College (on behalf of Consortium partners)	Month 1	Month 12
Complete special purpose grant-funded equipment or space alterations	Begin using special purpose grant-funded equipment or space alterations for grant purposes	Delgado Community College Northshore Technical Community College Nunez Community College River Parishes Community College Greater New Orleans Development Foundation	Month 3	Month 14

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. Delgado Community College employs a full-time data analyst who assists all grant partners with data collection and works 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 20th of the following month. The Grantee Evaluation Coordinator/Data Analyst and the GNO Inc 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 of the class. Participants may earn multiple credentials.

Social Security numbers MUST 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, and work with 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 (Data Element Numbers 100-805) 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) for each participant. GNOIP partners will use the participants' Lola number and add other identifiers, i.e. their College's initials, 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 - 216	Ethnicity (Hispanic/Latino; American Indian/Alaskan Native; Asian; Black/African American; Native Hawaiian/Other Pacific Islander; White; Middle Eastern/North African):
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

SCC4 eligible participants are defined as follows:

- **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, PIRL 904 information is usually available through WFDBs)
- **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)

Please note: Incumbent Workers whose training is financed by their employer, or who are enrolled in IWTPs through LA Works, may be enrolled in the class, but cannot be counted (PIRL 907) in the participant data set.

Section II (Data Element Numbers 900 – 938) collects data on Program Participation, such as

- date of program entry (900) and exit (901)
 - 900 and 901 record the dates when students started receiving services, i.e. students who were referred by WFDBs usually have an earlier start date than those who do not receive WIOA funding. If students receive Pell or MJ Foster, the date the semester started or WF training began should be listed.
- and other services provided under WIOA (904 and 907). This information will be entered by your grant administrator.

Section III (DEs 1203 – 1409) records Services and Activities, such as

- the date training or class started (1302) and ended (1308), training completion (1307)
- type of training provided (1303)
- Skills Training Code (1306): please use O*Net 4.0 to find the appropriate code for the occupation you are preparing students for)
- DE 1332 is always YES (1)
- DE 1401 is always YES (1)
- 1409 collects information on Supportive Services received: this applies to students who have received services from WFDBs and WIOA, as well as from the College.

Please note: We are not collecting data on DEs 1600 – 1706. Please fill in with 0, or leave blank

Sections IV and V (Data Element Numbers 1800 – 2700) collect Program Outcomes, such as

- Credentials received (1800 and 1801). Credential attainment needs to be closely monitored and entered with the date when the credential was received. Some classes award more than one credential. Instructors are required to share this information with the grant administrator who maintains the case management file (this refers specifically to IBCs and licenses. IBCs and other credentials with attainment dates need to be kept on file and be included in each participant’s file.)
- For students on the academic side, 1807 – 1810 should be filled in every semester.
- Social Security Numbers (2700), please note that participants may choose not to provide their SS# and can fill in 999999999
- DE 3011 is not being collected
- DE 3022 lists our grant number: 24A60CC000024

For more information, please see the [SCC4 Performance Orientation Webinar Recordings on the SCCTG Performance Reporting \(https://collegeconnection.workforcegps.org/resources/2024/06/20/18/46/SCC4-Performance-Reporting-TA\)](https://collegeconnection.workforcegps.org/resources/2024/06/20/18/46/SCC4-Performance-Reporting-TA) website, TEGL 23-19, change 3, and the 2025 DemoSchemaFinal_SCCGrants_2025_08 spreadsheet (Tab 2b) on the GNOIP. As always, please reach out to the Program Director and the Grantee Evaluation Coordinator/Data Analyst with 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, and end after course completion. For academic courses, data collection should occur after the drop/add period and end after program completion (AA, CoC, TD, etc). In academic pathways in particular, credentials and measurable skill gains need to be monitored and recorded each semester.

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 College
Career and Technical in Electric Line Helper 1	Electric Line Technology	Northshore Technical Community College
Career and Technical in Electric Line Leader	Electric Line Technology	Northshore Technical Community College
Career and Technical in Electric Line Maintenance	Electric Line Technology	Northshore Technical Community College
Certificate of Technical Studies in Electric Line Technology	Electric Line Technology	Northshore Technical Community 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
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
NCCER Core		Delgado Community College and River Parishes Community College
NCCER Heavy Equipment Level 1		Delgado Community College and Northshore Technical Community College
NCCER Heavy Equipment Operator Level 1		Delgado Community College and Northshore Technical Community College

Data Validation:

Most of the required performance data we collect needs to be validated and reliable. Please consult TEGl 23-19, Change 3 (<https://www.dol.gov/agencies/eta/advisories/tegl-23-19-change-3>) which outlines the series of internal controls we need to engage in to verify the accuracy, validity, and reliability of our data.



You can also access the survey here:

<https://tinyurl.com/5xknve3t>



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
awilli4@dcc.edu
504-671-6489

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)



Award# 24A60CC000024-01-02

FAIN# 24A60CC000024

Federal Award Date: 02/13/2025

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



Department of Labor

Notice of Award

Award# 24A60CC000024-01-02

FAIN# 24A60CC000024

Federal Award Date: 02/13/2025

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.

Statement of Work



Project Narrative *GNO Infrastructure Partnership: Bridging the Infrastructure Career Representation Gap*

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 Convenor 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 IJJA, 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 IJJA-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 Retirement (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.

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.