

### Quarterly Narrative Performance Report (QNR)

\* Report Due Date: The 15<sup>th</sup> day of the second month of the subsequent quarter.

**DOL GRANT PROGRAM NAME:** Demonstration Grant

Program Year: 2024  
Quarter End Date: 3/31/2025  
Date Report Submitted: 5/15/2025 9:24 AM EDT  
Date Certified: 5/20/2025 4:14 PM EDT

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

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

- (1) Problems, delays, or adverse conditions which will materially impair the ability to meet the objectives of the Federal award. This disclosure must include a statement of the action taken, or contemplated, and any assistance needed to resolve the situation.
- (2) Favorable developments which enable meeting time schedules and objectives sooner or at less cost than anticipated, or producing more or different beneficial results than originally planned.

#### Section I. Contact Information.

DOL Grant Funding Opportunity Announcement (optional):	FOA-ETA-23-15
Grant Number:	24A60CC000024
Grant Recipient Name:	Delgado Community College
Grant Project Name:	Greater New Orleans Infrastructure Project
Grant Project Address:	615 City Park Ave , New Orleans , LA , 70119-4399

Grant Period of Performance:	5/1/2024 - 4/30/2028
Point of Contact (Name, Phone Number, and Email):	Arlanda J Williams Smith 504-671-6488 awilli4@dcc.edu

## **Section II. Summary of Grant Activities.**

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

- o Services supported by the grant;
  - o Key activities completed, including partnership development and coordination;
  - o Performance improvement efforts being undertaken to meet goals if projected goals for the quarter are not currently being met; and
  - o 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:
- o A description of the type(s) of services offered in the quarter;
  - o How they were delivered; and
  - o 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:
- o Types of host agencies that are being recruited.
  - o 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.

## **Response:**

During the reporting period, the Greater New Orleans Infrastructure Project (GNO IP) Consortium made great progress towards their grant goals. The Consortium finally received notification that their grant was fully approved (except for Condition 1 which is still being addressed by Delgado), and all colleges have since submitted their major equipment purchase requests so that they can fully implement their new and revised career pathway programs. The procurement plan for the outside evaluator was also approved and the Program Director developed an RFP that was widely disseminated. An evaluator will be selected during the 2nd quarter of 2025. The Program Director travelled to all regional community college partners and got to know key staff and their projects first-hand. DCC published a private resource website for

all grant partners, and is developing a Policies and Procedures handbook. All college partners continued to engage their industry partners and together with the GNODF began to plan for their first Industry Roundtable in May. GNODF, the GNO IP convener, is committed to providing accurate reports to outline services provided in support of grant deliverables completed by GNODF for the first quarter of 2025 that were completed to support the overall goals of GNOIP. Delgado Community College faculty completed their professional development in Electric Vehicle program development and are now developing a more complete equipment list and finalizing minor alteration requests; implemented and finetuned a participant tracking system/process that will eventually be used by all college partners; started the process of developing a resource website and Project Handbook for policies and procedures; and initiated collaborations with Workforce Development Boards.

Northshore Technical Community College worked towards preparing for its Heavy Equipment Operator (HEO) Expansion to the Florida Parishes and Livingston Parish Campuses which included the assessment of site-specific needs; identifying and obtaining price quotes for equipment and supplies; and submitting equipment purchase requests to the FPO. Additionally, NTCC submitted a budget revision to transfer funds from salaries and benefits to operating services for equipment and vehicle maintenance. Hiring for the HEO program is also on-going but has been put on hold due to a temporary hiring freeze instituted by the State of Louisiana. Nunez Community College is currently awaiting DOL approval to expend the funds it needs to procure the liquified natural gas trainer, which is the centerpiece of the college's project. Site preparation was completed in the last quarter. Two Process Technology students have been chosen to serve on the PTEC advisory board alongside industry representatives. The first board meeting with student representatives will take place on April 15, 2025. These students will collaborate with industry partners to assess the success of the Process Technology curriculum and to provide feedback to the program on how it may be improved.

River Parishes Community College's highlights from this quarter include interviewing and hiring a full-time instructor. The expected start date is April 28. RPCC made strides with securing MOUs with various agencies including private industry, WIOA boards, Louisiana National Guard, and Ascension Parish Sheriff's Office. RPCC will continue to work on renovations to RPCC Reserve campus lab with work on electrical and lighting upgrades beginning next quarter. RPCC and Dow began a formalized apprenticeship program for Industrial Maintenance and named its first apprentice. Workforce Electrical courses for Job Challenge Program and Corrections populations began this quarter.

### **Section III. Progress Toward Grant Goals.**

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

- A. Provide any updates on the progress of the ETA approved grant work plan and program activities.
- B. Provide any updates on key deliverables and products developed for broad dissemination to the workforce system, as applicable. This includes identifying products developed with grant-funds such as educational curriculum, websites, and other resources.
- C. Utilize the work plan in the grant's SOW to identify all major program activities and training for the reporting quarter. The work plan will demonstrate the project flow 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.

**Response:**

GNOIP focuses on several key occupations essential to the infrastructure sector. Current efforts align with training students for the following occupations:

Diesel Engine Specialists  
Heavy & Tractor Trailer Drivers  
Operating Engineers & Other Construction Equipment Operators  
Automotive Service Technicians & Mechanics  
Electrical Power-Line Installers & Repairers  
Telecommunications Line Installers & Repairers  
Petroleum Pump Operators  
Refinery Operators  
Gaugers  
Chemical Technicians  
Industrial Machinery Mechanics  
Millwrights

All grant partners made great progress on implementing the grant work plan, reaching milestones, and catching up on missed time. The grant was finally approved on February 13, 2025, making it possible for college partners to move forward with their equipment purchase requests. This was a major milestone for the GNOIP as most college partners grant implementation is contingent on acquiring new equipment. With equipment available for teaching and student use during Q2 2025 the real work of the grant can begin.

Delgado Community College leveraged its grant-supported CDL and Diesel Technology programs to refine participant tracking processes. The Program Director developed a data tracking tool in collaboration with Student Affairs to ensure data security and with the IT department for implementation. Coordination with the Workforce and Advanced Manufacturing site staff established protocols for data collection and documentation of grant-related activities, including student/employer engagement, course evaluations, student outcomes, and third-party IBC credential tracking.

Key efforts included strengthening organizational management, fostering stakeholder relationships, and partnering with the Convener's Data Assistant to fine-tune, clean, and validate the data. A pilot dataset tracking students in its CDL/CVO and Diesel Technology programs, was produced and submitted to WIPS, establishing a foundation for participant tracking across partner colleges beginning in Month 12.

Northshore Technical CC

- Electric Line Technology (ELT) – Livingston Campus. The ELT program is scheduled to launch Fall 2025. The hiring process has begun; a job posting for an instructor was distributed by NTCC's HR department. The program aligns with regional industry workforce needs in the energy sector.

- A detailed equipment and supply list have been developed, including safety gear, training poles, climbing equipment, classroom instructional technology.

- Heavy Equipment Operator (HEO) – Florida Parishes Campus. The curriculum is fully developed. Target start: Summer or Fall 2025 (pending equipment purchase).
- Two internal stakeholder meetings were held to discuss instructor recruitment and equipment and supply procurement for both ELT and HEO programs
- Instructor Hiring Progress: Two qualified candidates were identified for HEO instructor role. The Executive Director of Workforce Development is coordinating with HR to post the HEO position for Fall 2025, hire an adjunct instructor for Summer 2025
- NTCC maintains strong partnerships with regional employers: ELT Employers include Cleco, Demco, Washington-St. Tammany Electric, and Chain Electric; HEO Employers include Barriere Construction, Weeks Marine, Boh Brothers, and Waste Management.
- NTCC continues to promote latest programs through: Campus tours, recruiting events, employer engagement, and industry-aligned career awareness sessions
- Heavy Equipment quotes are being collected for Florida Parishes and Livingston campuses.
- Awaiting final DOL budget approval to proceed with equipment purchases

Greater New Orleans Development Foundation/GNO, Inc.

- Released the 2024 Jobs Report, helping align curriculum development with regional workforce needs. This document continues to serve as a key reference for industry partners, ensuring the training programs remain aligned with labor market demands, including infrastructure jobs in the region.
- Led discussions with industry and grant partners to align training objectives with real-world job requirements, securing additional employer support for program development. Those additional partners include - Venture Global, and Sewerage & Water Board of New Orleans to ensure alignment between GNOIP and their organizations and their workforce needs.

Nunez CC

- Venture Global, the largest LNG manufacturer in Louisiana agreed to represent the industry on the GNOIP Industry Roundtable.
- SSE Steel internship partnership continues, offering valuable real-world experience for students.
- A committee of faculty, administrators, and industry partners from PBF Energy, SSE Steel, H Rocker Electric, and Tri-Parish Works (WIOA) are meeting regularly to redevelop INDT 2900 (Job Readiness Skills) and HUDV 1070 (Living, Learning, Working Skills) into a new "work readiness and success skills" course that will be party of Process Technology and Welding curricula. The course will be ready for students by May of 2025 and offered in the fall semester 2025.

Next Steps:

- LNG trainer procurement in progress; faculty training to begin once equipment arrives.
- Process Technology students will continue to visit employer work sites as part of their professional development experience.
- The new "work readiness and success skills" course will be submitted to the College's Curriculum Committee for review and approval.

River Parishes CC

RPCC offered an Industrial Maintenance instructor position, with the candidate expected to start in April. The Grant Project Manager role remains unfilled due to a state hiring freeze.

The NCCER-aligned program launched in January at the Gonzales campus with four students. Classes will begin at the Reserve campus in June 2025 after lab renovations. Starting in June, grant-funded courses will be offered at Gonzales, Reserve, and Westside campuses.

Honeywell requested a custom PPE course for operators, with certification based on proper use and removal of hazardous material suits.

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

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

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

- A. Development and implementation of effective practices and program model strategies. This may include:
  - o A description of outreach and/or recruitment activities;
  - o Examples of the development and implementation of education and training programs;
  - o Identifying and engaging industry sectors and employers;
  - o Identifying and convening sector strategy partners/partnerships;
  - o Aligning policies and programs;
  - o 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;
  - o Tracking performance;
  - o Developing new, or enhancing existing, curriculum or industry training; and
  - o 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.

**Response:**

Delgado Community College

A Delgado CC Workforce Instructor in the Heavy Equipment Operator program completed the NCCER Certified Instructor training and will offer a grant-enhanced Heavy Equipment Operator class in April. Workforce Instructors in its CVL/CDO, Heavy Equipment, and Diesel Technology participated in two Job Fairs, educating participants about programs and career pathways, recruiting new students, and connecting with potential employers.

On the academic side, Delgado Community College's MVT Professor Vargas completed a three-phase training in EV technology, with a 4-day in-person boot camp at Weber State CC in Utah.

This training will contribute towards setting up Delgado CC facility to begin EV training, build classes and curriculum, provide a safe learning environment, help in the selection of high voltage vehicles for the program, and help with the acquisition of needed tools and equipment.

#### GNO, Inc. & GNODF Support

GNODF connected RPCC, NTCC, Delgado CC, and Nunez CC with Sewerage & Water Board of New Orleans assisting in aligning training programs and curriculum with workforce needs.

#### River Parishes Community College

RPCC continues recruitment through various media channels and outreach to special populations, including Adult Education. The college participated in a St. John Parish Expungement Event to reach individuals facing enrollment or employment barriers and has partnered with the Ascension Parish Sheriff's Office to train and credential soon-to-be-released incarcerated individuals.

RPCC also collaborates with the Louisiana National Guard's Job Challenge Program, with 12 students currently enrolled in the Electrical course. In Summer 2025, RPCC will pilot a blended Industrial Maintenance course, allowing Academic and Workforce students to co-enroll with flexible attendance options to streamline training and accelerate employment.

#### Northshore Technical Community College

Northshore Technical Community College (NTCC) is expanding its Electric Line Technician (ELT) and Heavy Equipment Operator (HEO) programs to the Florida Parishes and Livingston campuses to increase access to workforce training, particularly in underserved communities.

Through partnerships with local organizations and initiatives like Adult Education and YouthBuild Bogalusa, NTCC raises awareness and recruits students with accessible, inclusive materials and outreach events. Employer partnerships guide curriculum and provide job pathways, while financial aid supports those facing economic barriers.

The ELT and HEO curricula are ready, with HEO classes at Florida Parishes targeted for Summer/Fall 2025, pending equipment. Program success is tracked through enrollment and completion data. Career Services offers tailored job placement support to connect graduates with industry employment.

#### Nunez Community College

Nothing to report since last quarter. Until the centerpiece of the College's project—the LNG trainer—is procured and included in student training, the College will not be able to assess how this training adds value to the Process Technology curriculum.

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

The purpose of this section is to provide updates on the status of all 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.
  - o 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.
  - o 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.
  - o 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:

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

**Response:**

Delgado Community College

Delgado Community College's MVT program received a donation of a Tier 3 fast charging station from Parreti Land Rover, a local car dealership. This charging station will be installed in the yet to be renovated EV space on the Delgado campus and will be central to creating a successful EV Technician program.

The Diesel Technology Program received a donation of pistons and cylinder liners from iTA Truck Sales & Service for the Diesel Lab. iTA is a new employer/industry partner Delgado CC hopes will join the Employer Advisory Council. The value for the donation was not stated.

GNO, Inc. & GNODF Support

GNODF sponsored and supported the 2025 Advanced Technology Summit on February 20, 2025. The summit was hosted by NTCC, including many infrastructure career paths, and was attended by close to 1,000 participants.

River Parishes Community College received three pieces of pumping and turbine equipment, valued at \$20,000 each, for their Industrial Maintenance Program from Valero Refining, New Orleans, LLC. This equipment will prove useful in expanding their IM curriculum, especially as the program expands into the region's northern areas.

Northshore Technical Community College

NTCC's Mobile STEM Lab is a leveraged resource for this grant. It is a 28-foot enclosed trailer equipped with state-of-the art simulators and VR/AR equipment that is used to deliver critical employment exposure and training in programs like heavy equipment and electric line technology.

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

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

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

B. This section may:

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

C. Grantees with nothing to report should indicate this.

**Response:**

Delgado Community College



During the reporting quarter, the newly hired Program Director at Delgado CC visited all three partner schools, local Workforce Boards, and the Sector Convener to build relationships and gain insight into each college's progress and challenges. These visits strengthened collaboration, enhanced understanding of grant goals, and supported efforts to improve student tracking, grant compliance, systems change, and long-term sustainability.

Delgado's MVT Program faculty met with the New Orleans RTA to explore training opportunities in EV technology as RTA prepares to convert its fleet to electric, including a tour of their new solar panel farm. Faculty also engage regularly with the New Orleans Automotive Advisory Board and the Southeast Louisiana Clean Fuel Partnership's EV Readiness Roundtable to stay aligned with regional EV adoption efforts.

During the reporting period, Delgado Community College's River City campus which houses the programs in CDL/CVO, Diesel Technology, and Heavy Equipment Operations engaged about 15 industry and employer partners to participate in a Job Fair held on the River City campus on April 16, at least seven of the participating partners are in Diesel Technology and/or CDL/CVO.

Northshore Technical Community College

During the third quarter, NTCC continued to strengthen and expand strategic partnerships to support the launch and growth of the Electric Line Technology (ELT) and Heavy Equipment Operator (HEO) programs. Key activities included: Ongoing Engagement with Industry Partners: Maintained active relationships with utility companies (Cleco, Demco, Chain Electric, Washington-St. Tammany Electric) and construction employers (Barriere Construction, Weeks Marine, Boh Brothers, Waste Management) to align training with workforce needs. NTCC partnered with local businesses and workforce leaders to identify qualified instructor candidates for its ELT and HEO programs and promote upcoming programs during campus events and community outreach.

Nunez Community College

Once the college's LNG trainer is installed, industry partners from the LNG sector, particularly Venture Global, will offer their assistance with incorporating the trainer into the Nunez PTEC curriculum. Industry partners are also engaged in redeveloping the "work readiness and success skills" course.

River Parishes Community College

RPCC continues to work with industry partners and workforce development boards to secure MOUs. Currently, RPCC has an agreement with Dow to host Industrial Maintenance Apprentices and has one student who has been accepted as a Dow Apprentice. RPCC also has MOUs with Ascension Parish Sheriff's Office and Louisiana National Guard's Job Core Program to train non-traditional populations in Electrical certifications. The RPCC workforce team has signed two agreements with Geaux Jobs (WIOA #20) and Let's Work River Region (WIOA #14) to support WIOA approved courses and programs for both Academic and Workforce divisions.

## **Section VII. Status Update on Employer Engagement Strategies.**

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

- A. Report the efforts that have been undertaken to receive feedback from local area employers to identify their employee pipeline needs and engage local employers to interview, assess, train, and/or hire program participants. Examples may include:
  - o Increased employer involvement including employers serving as mentors;
  - o Program staff and employers identifying ways to encourage continuous improvement to hire program participants;
  - o New employer partnerships (e.g., increased number of employers); and

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

**Response:**

Greater New Orleans Development Foundation

GNODF and its partners will continue hosting industry roundtable sessions throughout the year to align curricula and programming with industry needs. Participation and partnerships are expected to grow, with additional industry partners engaged through outreach efforts. Upcoming sessions in Q2, including the initial grant-supported roundtable, are highlighted in Section X.

Delgado Community College

The New Orleans Sewerage and Water Board and the New Orleans Airport (MSY) connected with their Program Coordinators to discuss ways in which River City Advanced Manufacturing Center can partner with them to provide continuing education for their employees, hire potential workers, and make referrals. The New Orleans Regional Business Park in New Orleans East reached out to establish a partnership with Delgado Community College as they are working on a strategic plan to revive the Business Park. iTA Truck Sales and Service will be a new industry partner.

Northshore Technical Community College

Employer engagement remains a key element in aligning training with workforce needs and ensuring access to high-quality employment opportunities for all participants.

In collaboration with GNO, Inc., NTCC continues to grow its employer network, engaging businesses of all sizes across the energy and construction sectors. Open houses and career expos were held at multiple campuses, including Livingston, to engage employers and connect them with prospective students and faculty.

Nunez Community College

Since the last quarterly report, the Process Technology program has undergone its ATMAE reaccreditation site visit. Industry partners engaged with the site visit committee members and were made aware of accreditation's purpose: to foster continuous programmatic improvement. The most recent advisory board meeting coincided with the ATMAE site visit so that industry partners who collaborate regularly with the Process Technology program understand the accreditation process and their role in it.

River Parishes Community College

RPCC is expanding employer engagement by replicating the Dow Apprenticeship model for Industrial Maintenance students. With a new instructor, the college is coordinating custom training with Marathon, Honeywell, and Michelli Precision, tailored to employer needs. RPCC also plans to offer incumbent worker training based on industry feedback.

Monthly or bi-monthly CAP meetings, hosted by The Tim Johnson Group, provide valuable insight into regional workforce needs and foster ongoing collaboration with industry leaders.

**Section VIII. Key Issues and Technical Assistance Needs.**

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

- A. Summarize significant opportunities, issues, or challenges (such as under-enrollment) encountered during the quarter and any resolution of issues and challenges identified in previous quarters. Furthermore, describe actions taken or plans to address issues.
- B. Describe questions the grantee has for ETA, as well as any technical assistance needs.
- C. For SCSEP grantees, this section should include information on the recruitment of eligible applicants, meeting the most in need goal, and over/under enrollment challenges.

**D. Grantees with nothing to report should indicate this.**

**Response:**

Meeting grant goals and deadlines for the Greater New Orleans Infrastructure Project depends on the ability to purchase new equipment and retrofit existing classroom spaces. All partners are waiting to purchase equipment.

**Delgado Community College**

Delgado Community College has made great progress in providing professional development for its faculty members in its grant-enhanced Electric Vehicle Technology program. Now that they have been sufficiently trained to develop the equipment list and suggest minor alterations to Delgado CC existing shop, Delgado is awaiting approval on a minor alterations request and answers to Condition 1. Delgado CC hopes that equipment and alterations will be approved soon so that the college can schedule renovations and start offering grant-enhanced classes in the Fall.

**River Parishes Community College**

Key challenges for RPCC continue to be staffing and facilities renovation. Key issue for this quarter is equipment and review of revised equipment needed considering the donations and surplus the college received. The resource website provided by the Program Director and lead college at Delgado was very helpful.

**Northshore Technical Community College**

Need DOL approval to purchase equipment needed to start classes at Livingston Campus. NTCC also needs the budget revision approval to be able to maintain the heavy equipment and their movers.

**Nunez Community College**

Nunez Community College has yet to receive final approval from DOL to move forward with equipment purchase. By far, this greatest challenge, which has stymied progress. Nunez's project centers on the procurement of the LNG trainer. Without it, the project's main goals cannot be reached. The College is eagerly awaiting approval from DOL so that progress may continue.

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

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

- A. Report any other significant activities and accomplishments.
- B. Describe in detail promising approaches, innovative processes, lessons learned, and grant- and participant-level success stories in this section each quarter, as appropriate.
- C. Additionally, if appropriate, and with the participant's permission, please highlight one or two grant- or participant-level "success stories" from the program per quarter.  
When documenting success stories, please describe the:
  - o Background, problem, issue, or concern prior to program involvement;
  - o Response or intervention provided by the project; and
  - o Results and outcomes, including who benefited and what changed or improved.
- D. Grantees may also include promising practices and success stories as attachments to the report.
- E. Grantees with nothing to report should indicate this.

**Response:****River Parishes Community College**

For this quarter, RPCC is happy to have Dow support an Industrial Maintenance Apprentice. Though only one student, it will provide RPCC with a test run of sorts in a new program area.

Delgado Community College

During the reporting quarter, Delgado CC was able to work with at least six participants using their WIOA funding, with referrals coordinated between the college and the Jefferson Workforce Boards.

Northshore Technical Community College

NTCC expanded its Electric Line Technology program at the Sullivan Campus, increasing enrollment by 60% (from 12 to 20 students). The growth enhances access to high wage careers, supports regional workforce development, and advances equity in rural communities.

Nunez Community College

Nothing to report. Once the LNG training program is in place, the college will begin collecting data on the project's specific activities, accomplishments, and success stories.

### **Section X. Evidence and Evaluation.**

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

- A. Describe how the grantee is using or planning to use data, evidence, and evaluation findings to make improvements to programs and strategies. In this explanation, please include a discussion on accomplishments, strategies being implemented, and any barriers to success.
- B. Please provide an update regarding the participation and status of any evaluations required as part of the funding announcement or award, if applicable. Please include any requests for technical assistance related to these requirements.
- C. Please include information regarding the grantee's participation in any studies or evaluations not required as part of the grant award, including any internal evaluations. Please describe the study, any data sources, and whether a third party is managing this project.
- D. As part of the evaluations described above, or as a separate stand-alone data analysis project, is the grantee using, or 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.

### **Response:**

Delgado Community College

Delgado CC established key components for effective participant data tracking, including a survey capturing PIRL 101-805 demographic data, course evaluations, and tracking sheets for the Advanced Manufacturing Center. Policies and procedures were also created to guide data collection across the Consortium. Combined with employer feedback and student advisory input, these tools will support program evaluation and continuous improvement.

Northshore Technical Community College

NTCC implements evidence-based practices and robust evaluation processes to support the expansion of the Electric Line Technology (ELT) and Heavy Equipment Operator (HEO)

programs. These efforts aim to ensure program quality, equity, and alignment with workforce needs while providing actionable insights for continuous improvement. Through these efforts, NTCC is building a foundation of evidence and evaluations that not only support the success of the ELT and HEO programs but also contribute to broader insights that can inform ETA's future evaluation needs.

Nunez Community College

No recent updates since last quarter. Once the LNG trainer is in use, Nunez will evaluate the training's effectiveness through student and industry feedback. In line with ATMAE standards, the Process Technology program will continue surveying students and graduates to assess career placement, training satisfaction, and the impact of the current project on enrollment and outcomes.

River Parishes Community College

Nothing to report.

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

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

- A. Report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.
- B. For SCSEP grantees, this section should include information regarding the:
  - o Status of the activities described in their training and supportive services waiver request, if applicable and if not described in Section II.D;
  - o Progress on special projects; and
  - o Status of any complaints/grievances.
- C. For H-1B funded grantees and Dislocated Worker demonstration grantees, report any outcomes in this section that are required by the specific grant award but not otherwise captured in the Quarterly Performance Report. If these grantees do not have any outcomes to report, please specifically state that and explain why.
- D. For grants managed by the Office of Apprenticeship, grantees must report any outcomes and outputs in this section that are required by the grant award and not otherwise captured in the Quarterly Performance Report.
- E. For grants managed by the Office of Apprenticeship, grantees who have created at least one new registered apprenticeship (RA) program and/or expanded at least one existing RA program as a result of grant funds, must report 1) the name(s) of the RAP(s), and 2) the date that it was either created and/or expanded.
- F. For NFJP grantees, this section should include information regarding progress for:
  - o Outreach contacts; and
  - o If applicable, report on any additional performance indicators.

## **Response:**

An in-person meeting of GNOIP grant partners will be held on April 8th at the GNODF offices to review program updates, quarterly reporting requirements, and grant compliance topics

including equipment purchases and budget modifications. The agenda also includes launching the GNOIP resource page, planning for the May 15 Industry Roundtable, and updates on evaluator procurement and participant tracking.

GNODF will host an industry roundtable at their offices in May with 15+ industry, workforce, and community partners.

Partners include:

- Venture Global LNG
- United Way of Southeast Louisiana
- Louisiana CAT
- City of New Orleans – Office of Workforce Development
- Sewerage & Water Board of New Orleans
- St. Bernard Economic Development Foundation
- Louisiana Hispanic Chamber of Commerce
- Associated Terminals
- Cleco
- Entergy
- Tri-Parish Works
- Regional Transit Authority
- St. Tammany Economic Development Corporation

#### Paperwork Reduction Act Disclosure Statement

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

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