*i*NAM

Illinois Network for Advanced Manufacturing

INAM Grant Meeting

Community College Consortium Members

October 28 – 29, 2013

Monday October 28 8 – 9 AM full breakfast
9 – 4:30 PM Conference

Tuesday October 29 8 – 9 AM full breakfast
9 – 1 PM Conference

Harper College

Wojcik Conference Center

1200 W. Algonquin Road
Palatine, IL 60067
(847) 925- 6630

Goal Statement: INAM project goal is to *expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.*

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INAM Consortium Committee Meeting
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INAM Consortium Committee Meeting

October 28 Monday 8 AM – 4:30 PM
October 29 Tuesday 8 AM – 12:15 followed by lunch

Harper College
1200 W. Algonquin Road Palatine, Il 60067
Wojcik Conference Center

AGENDA

Goals of the conference: *To begin the Evaluation Process by use of the forum to gather data regarding the implementation of the INAM Grant throughout the consortium and at each college; To share work completed on the first half of the 12 INAM Strategies and present how efforts will proceed on the remaining Strategies leading to the consortium meeting its obligations; To answer questions, issues, or concerns related to accomplishment of grant deliverables; and To foster an exchange of information and ideas among consortium members.*

MONDAY, OCTOBER 28

8:00 AM FULL BREAKFAST (provided by the INAM Consortium)

9:00 AM	Welcoming remarks	K Ender
	▪ Introduction of attendees	R Lake
	▪ Review of Agenda and meeting packet	
9:30 AM	Evaluation Requirements of the INAM grant	R Lake
10:00 AM	Introduction of Westat and Evaluation Team members Participation in the Evaluation Process	P Bucci

Conference attendees will be divided into 2 groups.
In the morning, ½ of the INAM attendees will adjourn to the Wojcik 2nd floor to participate in a specific focus group. Remaining attendees will stay in main assembly auditorium with Rebecca for INAM presentation. These groups will change venues after lunch.

Focus groups provide an opportunity for all to participate and share relevant information, perceptions, and insights.

10:30 AM Transition to Focus Groups (2nd Floor Wojcik Conference Center)

10:45 AM Morning Assembly in Wojcik auditorium (1 hr. 15 minutes)

- Overview of accomplishments 1st year of the INAM Grant R Lake
- Plans for Year 2 of INAM grant
- Small discussion groups

Focus Group Breakout sessions (1 hr. 15 minutes) Westat

a) Faculty Group 1
b) Faculty Group 2
c) Faculty Group 3
d) Faculty Group 4 (if needed)
e) Educational Plan Advisors

NOON LUNCH (provided by the INAM Consortium)

1:00 PM Transition to Focus Group (2nd Floor Wojcik Conference Center)

1:15 PM Repeat: Morning Assembly in Wojcik auditorium (1 hr. 15 minutes)

- Overview of accomplishments 1st year of the INAM Grant R Lake
- Plans for Year 2 of INAM grant
- Small discussion groups

Focus Group Breakout sessions (1 hr. 15 minutes) Westat

a) Faculty Group 5 (if needed)
b) College Project Directors Group 1
c) College Project Directors Group 2
d) Support staff (all others from colleges)
e) Data Stewards

2:30 PM Short Break

2:45 PM Brief survey for all attendees Westat

3:00 PM Wrap-up of 2 Strategy Task Force Groups — R Lake

- Strategy 2.1 Task Force Career Pathway/Bridge — J Jozaitis
- Strategy 2.2 Task Force Career Readiness/NCRC — P Vanderhyden

3:30 PM Acknowledgment of Strategy Task Force Leaders and members — R Lake

4:00 PM Questions and Answers — Group

4:30 PM Adjournment

Dinner on own with people from INAM Consortium

TUESDAY, October 29

8:00 AM FULL BREAKFAST (provided by the INAM Consortium)

9:00 AM Sharing INAM Budget - year 1 — R Lake
Sharing student numbers - year 1

9:20 AM Overview of Prior Learning Assessment (PLA) — Dr. Donna Younger
Consultant, Council for Adult and Experiential Learning (CAEL)

11: 20 AM Short Break

11: 35 AM Linking Veterans to Community College Advanced Manufacturing Programs
Brent Weil
Senior Vice President for Education & Workforce
The Manufacturing Institute

12: 05 PM Wrap-up — R Lake

12: 15 PM LUNCH (provided by the INAM Consortium)

Adjournment after lunch. Thank you for all your hard work and travel safely.

List of INAM Consortium Member Colleges

1. College of DuPage
2. College of Lake County
3. Daley (City Colleges)
4. Danville Area
5. Elgin
6. Harper (Grant Fiscal Agent)
7. Illinois Eastern
8. Illinois Valley
9. John Wood
10. Joliet
11. Kankakee
12. Kishwaukee
13. Lincoln Land
14. McHenry
15. Oakton
16. Prairie State
17. Richland
18. South Suburban
19. Southwestern
20. Triton
21. Waubonsee

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INAM Grant Evaluation

In the Department of Labor (DOL) Solicitation for Grant Applications (SGA), a detailed plan for the program evaluation was specified. Evaluation of the INAM Grant impact is primarily directed by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Round 2 Annual Performance Report (APR). The program evaluation plan must address: 1) program implementation, and 2) participant outcomes or impacts.

Mixed methods research design is used to evaluate the implementation and impact of the INAM Grant. This design incorporates two types of studies:

1. an implementation (qualitative) study to provide for continuing program improvement over the course of the grant, and

2. an impact (quantitative) study to provide data of the program's impact on students' education and employment outcomes.

Implementation Study

The implementation (qualitative) study gathers information to facilitate replication of the INAM program design by sites wishing to adopt these innovative strategies and the program's implementation process. This information and data also provides for continuing program improvement over the course of the grant. To do this successfully, the main focus of the implementation process inquiry is the 21 consortium colleges. Information needed is relevant to the college INAM Director's office and the interactions with those throughout the colleges involved with all elements of the INAM grant such as faculty, admissions, advising, financial aid, tutoring, personnel conducting the student participant survey, and the data stewards entering the study data.

According to the SGA, this part of the evaluation plan must include strategies or approaches for addressing the following questions:

a) How was the particular curriculum selected, used, created?

b) How programs and program designs were improved or expanded using grant funds? What was the program administrative structure? What support services and other services were offered?

c) Did the grantees conduct an in-depth assessment of participant's abilities, skills, and interest to select participants in the INAM grant program? What assessment tools and processes were used? Who conducted the assessment? How were the assessment results used? Were the assessment results useful in determining the appropriate program and courses sequence for participants? Was career guidance provided and if so, through what methods?

d) What contributions did each of the partners (employers, workforce system, other training providers and educators, philanthropic organizations, and others, as applicable) make in term of : 1) program design, 2) curriculum development, 3) recruitment, 4) training, 5) placement, 6) program management, 7) leveraging of resources, and 8) commitment to programs sustainability? What factors contributed to partners' involvement or lack of involvement in the program? Which contributions from partners were most critical to the success of the grant program? Which contributions from partners had less of an impact?

A secondary focus of the implementation process inquiry relates to the implementation interaction with the INAM Director's office.

Impact Study

The impact (quantitative) study provides data of the program's impact on student outcomes. The participant impact or outcomes study not only provides data regarding the nine DOL outcome deliverables but also additional measures to foster a more complex picture of the participants in the project and benefits each obtained through the use of the program strategies and components. In order to do this, the study data is uploaded to the INAM data-base by each of the college data steward. Then, statistical data, when presented in aggregate numbers provides a measure of total program output and when applied to individual participants, the outcome measures will be used in logistic regressions to estimate the degree to which the overall program (or specific program features such as marketing, enrollment activities, educational plans, internships, etc.) influenced attainment of the outcomes.

Each INAM college established outcome participant target numbers. Table 1 reflects the nine numerical outcome measures as specified by DOL as well as the annual and total grant period targets (including a follow-up year for specific measures) aggregated across program participants. These numbers were modified per the request of the DOL in October 2012.

Since the first year is comprised of start-up activities, the counting of students is to begin in Year 2. Therefore, those colleges having student numbers allocated to Year 1 will roll those numbers into Years 2 and 3.

Table 1: DOL Nine Deliverables and the Outcome Measure Projections

Indicator	Targets for TAACCCT Program				
	Year 1	Year 2	Year 3	Year 4	Total
1. Total Unique Participants Served	587	883	1,017	-	2,487
2. Total Number of Participants Completing a TAACCCT-Funded Program of Study	222	452	618	-	1,292
3. Total Number of Participants Still Retained in Their Program of Study or Other TAACCCT-Funded Program	223	415	494	-	1,132
4. Total Number of Participants Completing Credit Hours	415	757	882	-	2,054
5. Total Number of Credentials	337	630	859	-	1,826
6. Total Number of Participants Enrolled in Further Education After TAACCCT-funded Program of Study Completion	59	128	181	94	462
7. Total Number of Participants Employed After TAACCCT-funded Program of Study Completion	149	303	402	235	1,089
8. Total Number of Participants Retained in Employment After Program of Study Completion	119	254	347	195	915
9. Total Number of Those Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment:	91	159	207	108	565

Note: In accordance with the example in the SGA, outcomes for Measures 1-5 purposely have been left blank and outcomes for Measures 6-9 are for follow-up purposes.

Tracking Procedures

Students eligible to be counted as participants are selected by two criteria:

1) a completed Educational Plan which participants sign signifying they agree to participate in the study, provide their social security number, and complete surveys;

2) enrolled in the first certificate in any of the 6 manufacturing curricula areas in which college faculty have enhanced curriculum to align with the INAM agreed upon certificate terminal objectives in these fields: Certified Production Technician (CPT), Welding, Maintenance, Mechatronics, Precision Machining (CNC), and Green.

Evaluator Group: Paul T. Bucci PhD LLC (PTB), Westat, Inc., and GEM Software Development, Inc. (GEM)

Members: Paul Bucci, PTB
Doug Fox, PTB
George Smith, GEM
Brad Chaney, Westat

Composition and responsibilities of the evaluation team:

a) PTB will provide management and technical oversight;

b) GEM will lead the data collection and reporting effort, including software development (the software will be used on an ongoing basis following the grant period); and

c) Westat will be responsible for the qualitative and quantitative evaluation tools development and data analysis.

INAM will work with the evaluation team to ensure that all necessary data are collected, and will consult regularly concerning the evaluation findings.

5 Core Elements for all TAACCCT Projects

Goal Statement: *INAM project goal is to expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.*

1. Use of Evidence in Program Design

The Earn and Learn Program, the foundation of the INAM grant, will create pathways and lattices leading to specialized skills development beginning with the industry-recognized Certified Production Technician, Mechatronics, Computer Numerical Control (CNC) Machinists, Industrial Maintenance, Welding, and Green manufacturing. The design of the Earn and Learn Program and the INAM grant builds on the well-known Advanced Manufacturing Competency Model. This model was developed through a collaborative effort involving the Employment and Training Administration and leading industry organizations.

2. Stacked and Latticed Credentials

Within the certificates and certifications offered, participants will have maximum flexibility to pursue higher level certifications, certificates and/or degrees within the same area of specialization, commonly referred to as a ladder. Students can elect to pursue certificates within another area of specialization, thus moving laterally and creating a lattice into another area of specialization.

The strong partnerships built into the project structure will ensure that manufacturing industry and industry associations have input into courses and credentials with recognized value across the industry regionally, statewide, and nationally. Continuous input and feedback from all consortium partners, including industry and associations, will ensure existing, modified, and new courses and/or credentials continue to have consistency with changing industrial and workforce needs.

Addressing **Prior Learning Assessment (PLA)** is written specifically in this element. Development of credit for prior learning mechanisms will be integrated into an overall approach that will allow students to seamlessly apply prior learning to credit-bearing programs. Previously earned credentials that were obtained through non-traditional educational programs, such as those offered through trade associations and other non-credit bearing entities, will be included in the prior learning credit system. In addition, processes for conferring credit for experiential activities, such as on-the-job competencies and performance, will be initiated. Students completing manufacturing bridge programs which are normally offered in non-credit programming will be provided the opportunity to complete assessments that may confer credit.

INAM members will develop and implement consistent transferability and credit for prior learning policies and practices among all members, which will be offered to non-INAM colleges

for statewide replication. Built into this strategy will be a special emphasis for prior learning assessments for veterans and military personnel.

3. Online and Technology-Enabled Learning

Through the INAM grant, TAA-eligible and dislocated workers, veterans and others will have access to online learning programs. The program will use the NTER platform and technology to deliver online learning to the more isolated areas of the proposed service area and counteract barriers that often prevent program attendance, such as family and work obligations. The use of NTER will dove tail on successful implementation of the work of the College of Lake County, fiscal agent of the TAACCCT Round 1 awardee.

Technology will be implemented in phases to demonstrate the effectiveness and cost effectiveness of an innovative pedagogical approach called the "flipped classroom". The INAM grant will pilot the flipped classroom concept and demonstrate that this approach improves learning and employment outcomes and accelerates program completion.

4. Transferability and Articulation

College and university partnering aimed at creating articulation agreements and leveraging plans for existing agreements to create new pathways to advanced degrees. Input and collaboration with this process will also involve the Illinois Community College Board and Illinois Board of Higher Education to enhance the articulation plan and reach all universities in the Illinois system.

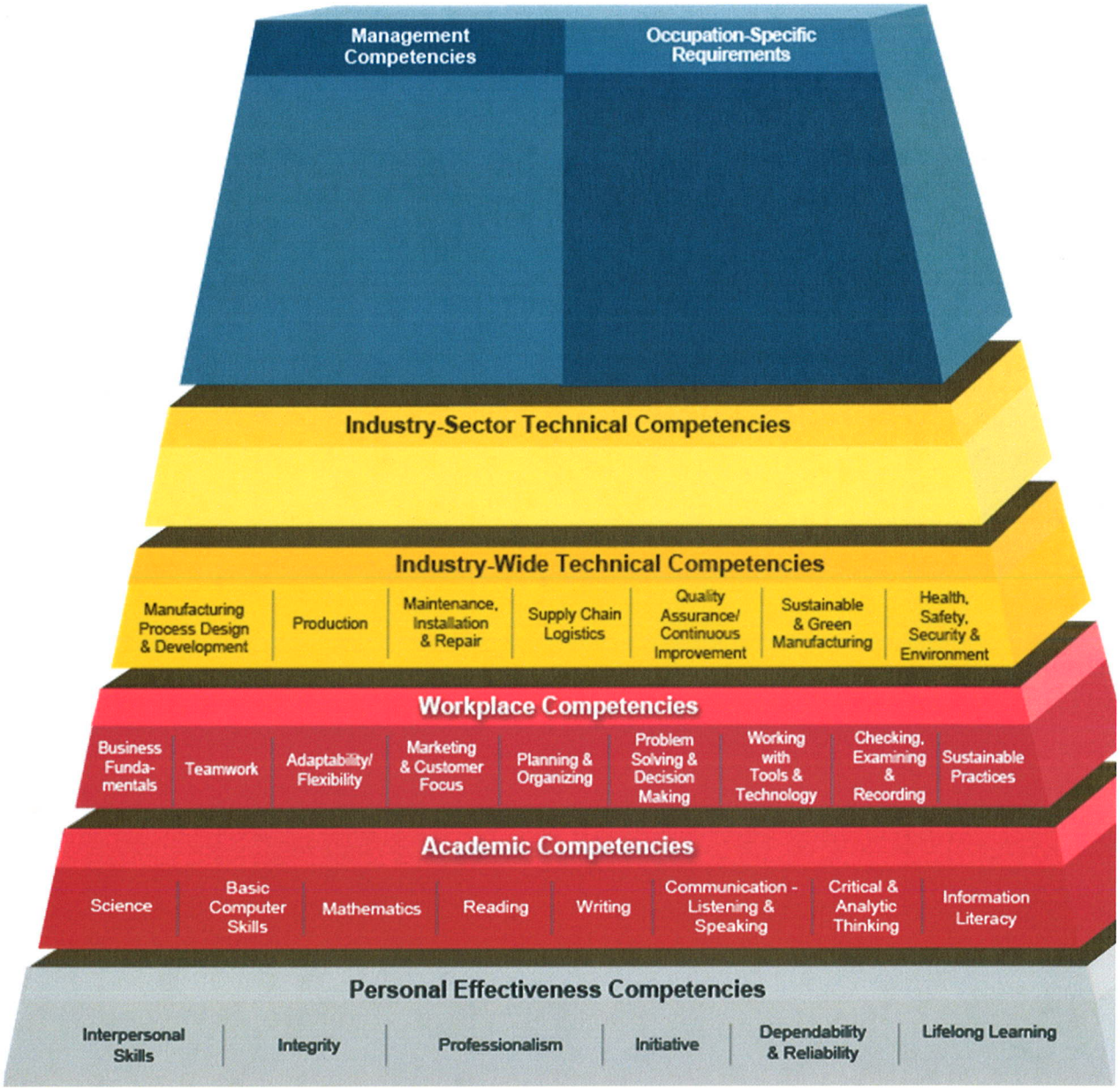
5. Strategic Alignment

INAM members recognize that input and feedback from employers, the industry, and industrial organizations are critical to ensuring career pathways are aligned with industry needs. Area employers at each college will be involved in the Earn and Learn Program in ways that include identifying necessary skills and competencies, assisting with curriculum development and program design, hiring students, providing paid internships, mentoring, providing equipment and facilities, and assisting with training.

As with industry employers, the structure of the INAM grant will integrate input and feedback loops involving workforce investment boards (WIBs) and WorkNet Career Centers (One-Stop). Each college will work with their local workforce board and WorkNet Centers to recruit students and share data.

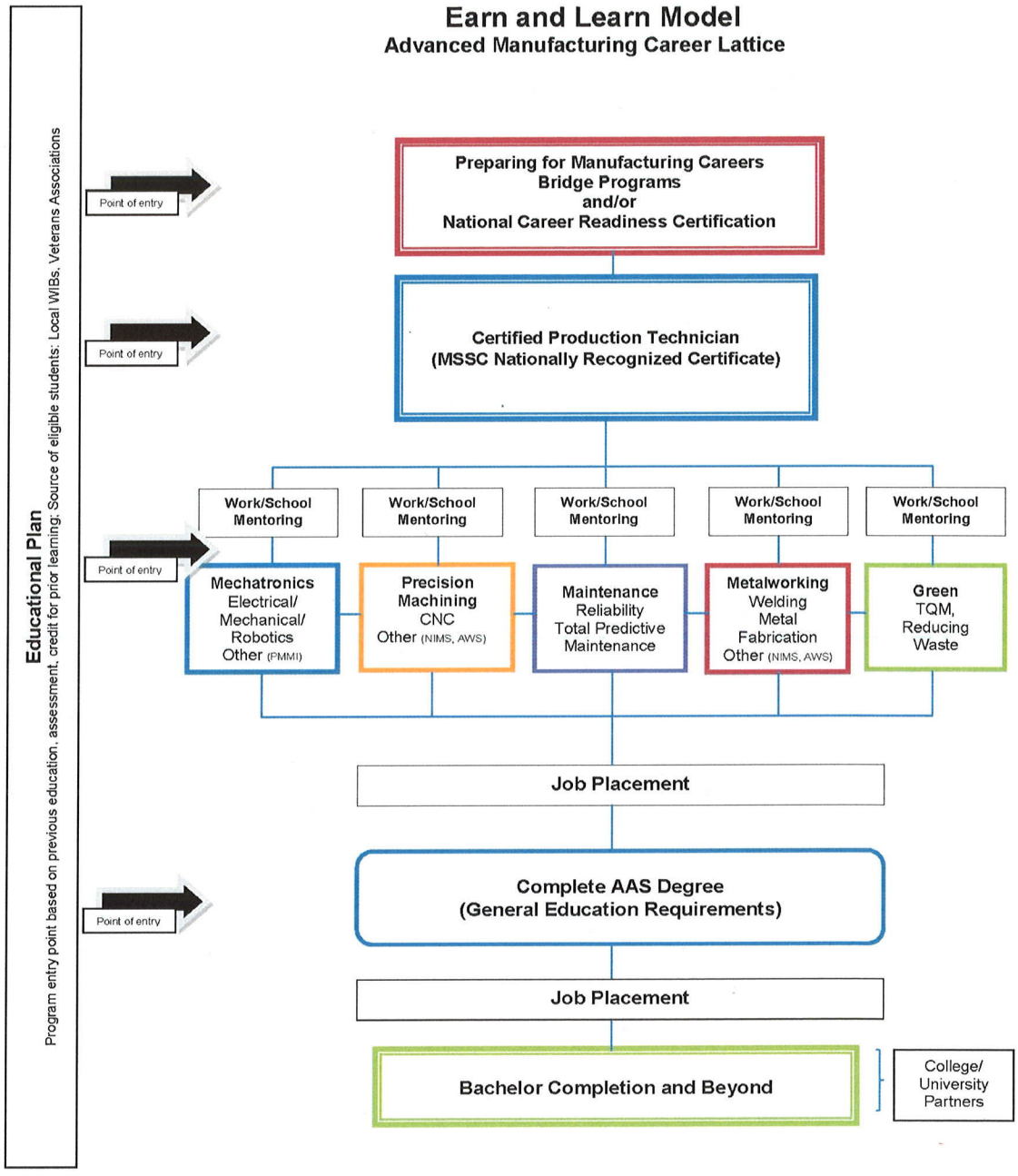
To help identify and refer TAA-eligible workers and other participants, INAM members will develop a placement tool that will create an opportunity to match qualified students with available jobs. The tool will allow employers to post job openings and allow students to post résumés. The project career site will centralize outreach from manufacturing employers to job seekers by identifying employers' jobs and presenting them to job seekers.

Advanced Manufacturing Competency Model

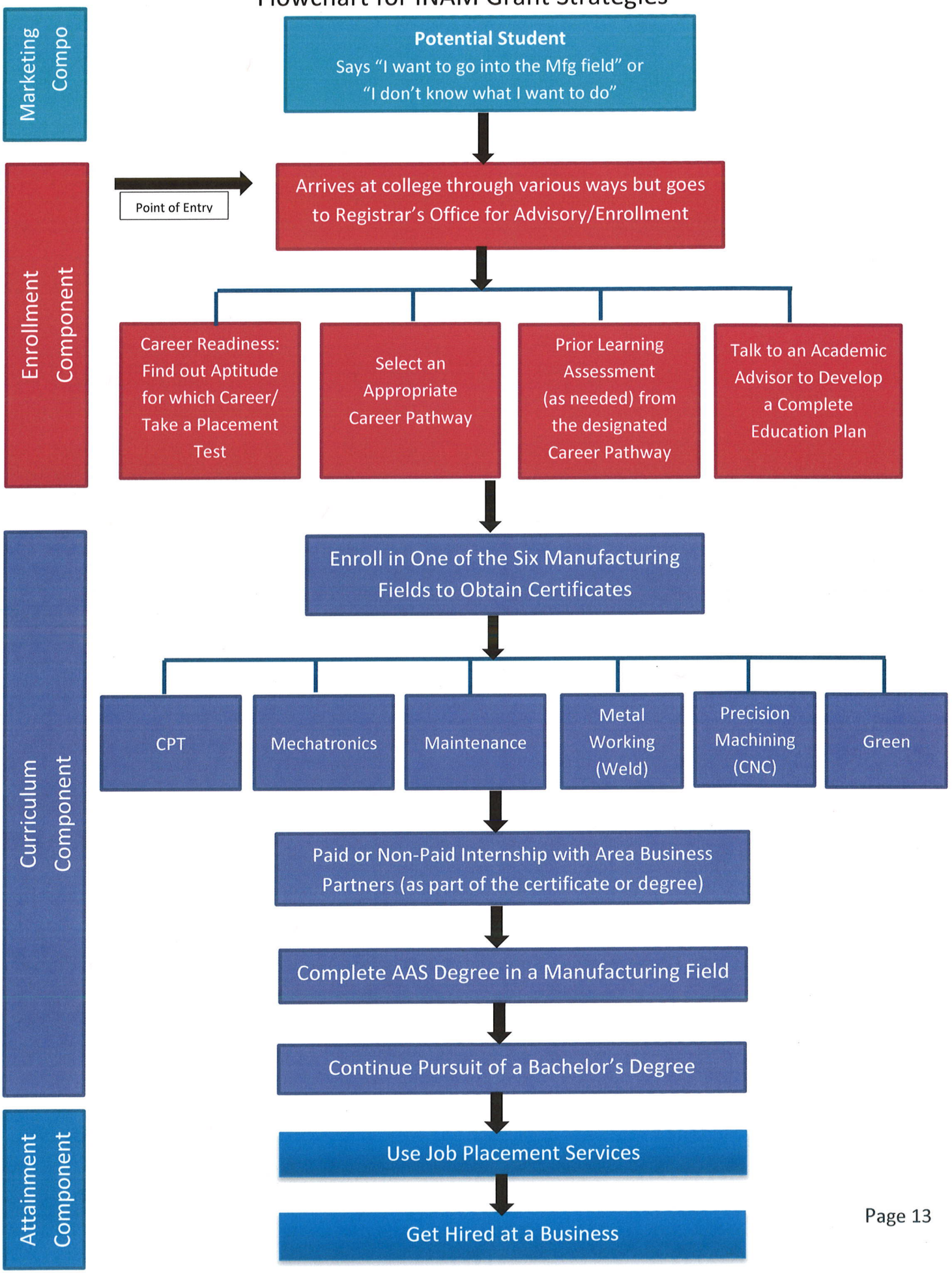


http://www.careeronestop.org/CompetencyModel/pyramid.aspx?HG=Y

Diagram 1


Earn and Learn Model
Advanced Manufacturing Career Lattice
Educational Plan
Program entry point based on previous education, assessment, credit for prior learning; Source of eligible students: Local WIBs, Veterans Associations
Point of entry
Point of entry
Point of entry
Point of entry
Preparing for Manufacturing Careers
Bridge Programs
and/or
National Career Readiness Certification
Certified Production Technician
(MSSC Nationally Recognized Certificate)
Work/School Mentoring
Work/School Mentoring
Work/School Mentoring
Work/School Mentoring
Work/School Mentoring
Mechatronics
Electrical/
Mechanical/
Robotics
Other (PMMI)
Precision Machining
CNC
Other (NIMS, AWS)
Maintenance
Reliability
Total Predictive Maintenance
Metalworking
Welding
Metal Fabrication
Other (NIMS, AWS)
Green
TQM,
Reducing Waste
Job Placement
Complete AAS Degree
(General Education Requirements)
Job Placement
Bachelor Completion and Beyond
College/
University
Partners

Flowchart for INAM Grant Strategies

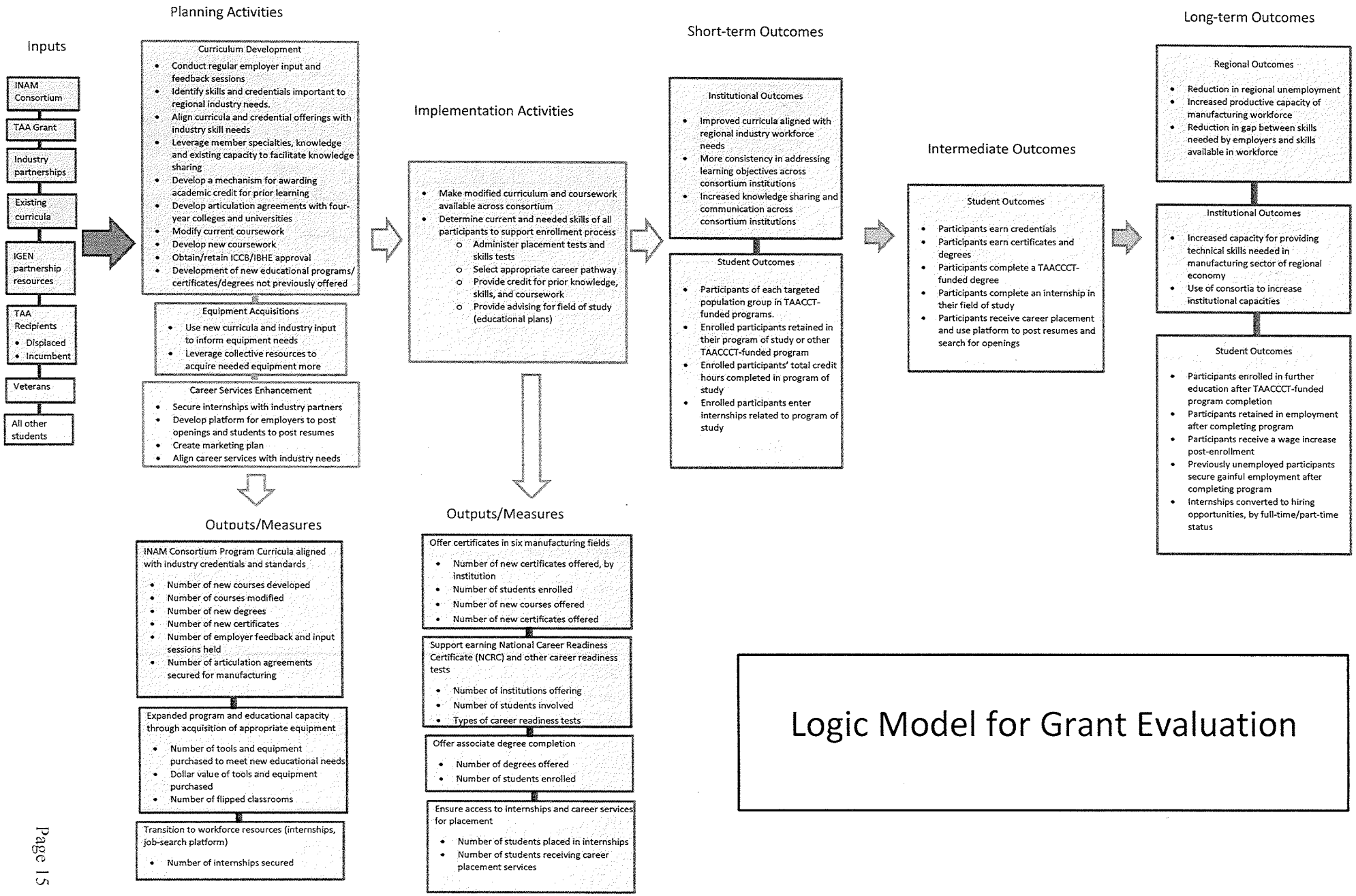


Illinois Network for Advanced Manufacturing (INAM) Earn and Learn Program

Goal Statement: Expand and improve the delivery of education and career training programs leading to industry-recognized certificates or associate degrees that can be completed in two years or less and prepare Trade Adjustment Assistance (TAA)-eligible and other workers for employment in high-wage, high-skill advanced manufacturing occupations.

Model Narrative: The logic model below outlines the process of developing and implementing the TAA grant and INAM consortium. The model presents two distinct pipelines: a pipeline of the planning activities to be carried out by the consortium and a pipeline of program implementation activities to be carried out by the consortium and its constituent institutions. The model is coded as the following: elements in blue represent inputs, elements in light blue represent activities, elements in red represent program outputs/measures, elements in orange represent program outcomes, and elements in purple represent contextual factors.

The program outputs roll out in two time periods, short-term outputs (the aligned curricula, credentials, and coursework from INAM; the access to new equipment and tools acquired by needs identified in the curricula modifications; and new internship opportunities and job search aid) and intermediate outputs (the programmatic mix of credentials formed by the combination of the three short-term outputs). As the model indicates, the contextual factors influence both entry into the participant pipeline, generating the social needs the program aims to fill, and the degree of program success in realizing intended outcomes. The outcomes indicated by the model contain the higher education institutional changes brought about by the consortium itself and the employment and student effects generated by the program


Inputs
INAM Consortium
TAA Grant
Industry partnerships
Existing curricula
IGEN partnership resources
TAA Recipients
Displaced
Incumbent
Veterans
All other students
Planning Activities
Curriculum Development
Conduct regular employer input and feedback sessions
Identify skills and credentials important to regional industry needs.
Align curricula and credential offerings with industry skill needs
Leverage member specialties, knowledge and existing capacity to facilitate knowledge sharing
Develop a mechanism for awarding academic credit for prior learning
Develop articulation agreements with four-year colleges and universities
Modify current coursework
Develop new coursework
Obtain/retain ICCB/IBHE approval
Development of new educational programs/ certificates/degrees not previously offered
Equipment Acquisitions
Use new curricula and industry input to inform equipment needs
Leverage collective resources to acquire needed equipment more
Career Services Enhancement
Secure internships with industry partners
Develop platform for employers to post openings and students to post resumes
Create marketing plan
Align career services with industry needs
Outputs/Measures
INAM Consortium Program Curricula aligned with industry credentials and standards
Number of new courses developed
Number of courses modified
Number of new degrees
Number of new certificates
Number of employer feedback and input sessions held
Number of articulation agreements secured for manufacturing
Expanded program and educational capacity through acquisition of appropriate equipment
Number of tools and equipment purchased to meet new educational needs
Dollar value of tools and equipment purchased
Number of flipped classrooms
Transition to workforce resources (internships, job-search platform)
Number of internships secured
Implementation Activities
Make modified curriculum and coursework available across consortium
Determine current and needed skills of all participants to support enrollment process
Administer placement tests and skills tests
Select appropriate career pathway
Provide credit for prior knowledge, skills, and coursework
Provide advising for field of study (educational plans)
Outputs/Measures
Offer certificates in six manufacturing fields
Number of new certificates offered, by institution
Number of students enrolled
Number of new courses offered
Number of new certificates offered
Support earning National Career Readiness Certificate (NCRC) and other career readiness tests
Number of institutions offering
Number of students involved
Types of career readiness tests
Offer associate degree completion
Number of degrees offered
Number of students enrolled
Ensure access to internships and career services for placement
Number of students placed in internships
Number of students receiving career placement services
Short-term Outcomes
Institutional Outcomes
Improved curricula aligned with regional industry workforce needs
More consistency in addressing learning objectives across consortium institutions
Increased knowledge sharing and communication across consortium institutions
Student Outcomes
Participants of each targeted population group in TAACCT-funded programs.
Enrolled participants retained in their program of study or other TAACCCT-funded program
Enrolled participants' total credit hours completed in program of study
Enrolled participants enter internships related to program of study
Intermediate Outcomes
Student Outcomes
Participants earn credentials
Participants earn certificates and degrees
Participants complete a TAACCCT-funded degree
Participants complete an internship in their field of study
Participants receive career placement and use platform to post resumes and search for openings
Long-term Outcomes
Regional Outcomes
Reduction in regional unemployment
Increased productive capacity of manufacturing workforce
Reduction in gap between skills needed by employers and skills available in workforce
Institutional Outcomes
Increased capacity for providing technical skills needed in manufacturing sector of regional economy
Use of consortia to increase institutional capacities
Student Outcomes
Participants enrolled in further education after TAACCCT-funded program completion
Participants retained in employment after completing program
Participants receive a wage increase post-enrollment
Previously unemployed participants secure gainful employment after completing program
Internships converted to hiring opportunities, by full-time/part-time status
Logic Model for Grant Evaluation
Contextual Factors: Long-term unemployment, on-going gap between skills in workforce and skills needed by regional manufacturing employers, on-going recession, structural changes to macro economy, high unemployment

EARN AND LEARN
ADVANCED MANUFACTURING CAREER LATTICE PROGRAM
Priorities and Strategies

Priorities & Strategies	Elements	Year 1		Follow Up CQI	Year 2		Follow Up CQI	Year 3		Follow Up CQI
		Completed	In Progress		Completed	In Progress		Completed	In Progress	
Priority 1.0	Create educational plans that provide a clear pathway and lattice to industry-recognized credentials in advanced manufacturing.									
Strategy 1.1	Develop educational plans outlining coursework and timelines.	August 2013		Summer 2014						
Strategy 1.2	Develop a mechanism for awarding academic credit for prior learning.					Initiating work grant year 2				
Priority 2.0	Implement programs along the career pathway and lattice that meet advanced manufacturing industry needs and result in industry-recognized credentials and/or associate degrees.									
Strategy 2.1	Offer bridge programs in technical skills.	June 2013		Summer 2014						
Strategy 2.2	Offer programming leading to the National Career Readiness Certificate (NCRC).	June 2013		Summer 2014						
Strategy 2.3	Enhance programming in areas of specialization certificate programs.	July 2013		Summer 2014						
Strategy 2.4	Offer associate degree completion.	March 2013		Spring 2014						

EARN AND LEARN
ADVANCED MANUFACTURING CAREER LATTICE PROGRAM
Priorities and Strategies

Priorities & Strategies	Elements	Year 1		Follow Up CQI	Year 2		Follow Up CQI	Year 3		Follow Up CQI
		Completed	In Progress		Completed	In Progress		Completed	In Progress	
Priority 3.0	Develop online and technology-enabled learning by strategically aligning INAM programs with technology purchased by the Illinois Green Economy Network (IGEN), a first-round TAA awardee.									
Strategy 3.1	Engage in a partnership with IGEN in using National Training Education Resource (NTER) System.		Continuing conversation with IGEN			Continuing conversation with IGEN				
Priority 4.0	Develop partnerships with employers that include paid internships and on-the-job training opportunities in advanced manufacturing.									
Strategy 4.1	Engage employers to secure paid internships and on-the-job training.		Colleges continuing conversation with partners	Summer 2014		Colleges continuing conversation with partners				
Strategy 4.2	Conduct regular employer input and feedback sessions.		Colleges continuing conversation with partners	Summer 2014		Colleges continuing conversation with partners				
Priority 5.0	Provide placement services that connect students to available jobs in advanced manufacturing.									
Strategy 5.1	Develop a platform that provides job posting capabilities for employers and résumé posting for students.					Initiating work grant year 2				
Strategy 5.2	Enhance the image of advanced manufacturing.					Initiating work grant year 2				
Priority 6.0	Improve articulation of credit between two-year and four-year colleges to facilitate pursuit of additional education in advanced manufacturing.									
Strategy 6.1	Develop articulation agreements with four-year colleges and universities.					Initiating work grant year 2				

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Identified Lead INAM Colleges
Work Currently Started on These Strategies

Program/Topics	Lead College	Partner Colleges	Certifications/Outcomes
Educational plans **(Strategy 1.1)**	Harper	All INAM Colleges	Develop education plan format for those students participating in the grant funded Mfg programs of study to be used by Illinois community colleges
Prior learning credit **(Strategy 1.2)**	Oakton	All INAM Colleges	Create a Prior Learning Assessment (PLA) program to be used by Illinois community colleges
Bridge programs for technical skills **(Strategy 2.1)**	Lincoln Land	All INAM Colleges	Design a bridge program applicable to Mgf programs of study to be used by Illinois community colleges
Enhancing readiness/ NCRC **(Strategy 2.2)**	Joliet	All INAM Colleges	Develop NCRC (National Career Readiness Certification) program to be used by Illinois community colleges
CPT **(Strategy 2.3)**	Triton	All INAM Colleges	Align with National Credentials: MSSC (Manufacturing Skills Standards Certification)
Mechatronics **(Strategy 2.3)**	Oakton	All INAM Colleges	Align with National Credentials: PMMI Mechatronics Certificate (Package Machinery Manufacturers Institute)
Maintenance **(Strategy 2.3)** **Note: Table 2**	Illinois Eastern	All INAM Colleges	Align with National Credentials: IMI (Industrial Maintenance International)
Metal working – (Welding) **(Strategy 2.3)**	College of DuPage	All INAM Colleges	Align with National Credentials: AWS (American Welding Society)
Precision Machining (CNC) **(Strategy 2.3)**	College of Lake County	All INAM Colleges	Align with National Credentials: NIMS (National Institute for Metalworking Stills, Inc.)

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Start Work on Strategies Listed Below
Summer and Early Fall 2013

Program/Topics	Lead College	Partner Colleges	Certifications/Outcomes
Green **(Strategy 2.3) Note: Table 2**	*Not yet selected*	All INAM Colleges	Align with National Credentials: SME (Society of Manufacturing Engineers)
Ass. Degree completion (Strategy 2.4)	Harper	All INAM Colleges	Discover creative avenues colleges can award AAS Mfg degrees to increase the number of Illinois students with degrees
Online & Tech-enabled learning **(Strategy 3.1)**	Harper	All INAM Colleges	Enhance & create ways to embed online & tech-enabled learning in Mfg certificate and degree programs of study
Develop Manufacturing Partnerships **(Strategy 4.1; 4.2)**	Harper	All INAM Colleges	Establish and sustain partnerships between Mfg businesses and Illinois community colleges
Provide web-based job placement services **(Priority 5.1)**	Harper	All INAM Colleges	Establish centralized Web-based job-placement service for those in the Mfg field to enable linking employers needs with qualified employees
Advance manufacturing image **(Strategy 5.2)**	Harper	All INAM Colleges	Create and launch marketing campaign for Mfg field to be used in Illinois community colleges using a website
Enhance articulation agreement to 4Yr institutions **(Strategy 6.1)**	Harper Kishwaukee	All INAM Colleges	Increase number and ease of students with AAS Mfg degrees matriculating to Illinois colleges with 4 year degrees in various Mfg programs of study

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Survey Findings for Strategy 2.1

The INAM Strategy 2.1 Task Force, led by Dr. Judy Jozaitis (Lincoln Land), requested all 21 of the consortium colleges to complete a general survey on this specific topic. The survey was designed by the task force to gather information and data serving as a significant overview of the career pathway activities and Mfg bridge programs offered by the consortium institutions. Participation by the college INAM project directors, faculty, and staff was essential to the Strategy's task force ability to provide baseline data and share information and activities among colleges.

Of the 21 consortium colleges solicited for information: 18 community colleges completed the survey; 3 did not respond. It was noted in compiling the answers, colleges provided multiple responses per question.

Summary of the survey using the questions:

1. *How will you reach each of the five targeted groups served by the INAM grant?*

   Of the 18 colleges answering this question, a wide variety of activities were undertaken by the colleges. These included working with veteran groups, high schools, and WIB/WIAs. General marketing and advertising was the most prominent activity listed by 18 of the 21 colleges.

2. *What types of special treatment will each of these target groups need to help them succeed?*

   Of the 15 colleges answering this question, over half indicated some type of support services were needed such as advising, general student support, different types of financial aid, and assistance with WIB/WIA processes.

3. *What is your requirement for high school diploma or GED for participation in the CPT or Mfg program areas?*

   Of the 17 colleges answering this question, 9 indicated a HS diploma or GED was not a requirement for admission. Only 2 colleges indicated this was a requirement for admission to the Mfg programs with 2 stating students must complete a HS diploma or GED prior to the College granting a Mfg certificate.

4. *What factors do you consider when placing an individual?*

   Of the 18 colleges answering this question, the answers were quite common:

   a. Foundational skills – 15 of the colleges
   b. Interest/sustainability of working in Mfg position – 14 of the colleges
   c. Prior learning – 12 of the colleges
   d. Prior Experience – 11 of the colleges
   e. Priority (target population in INAM grant) – 11 of the colleges

5. *Does your college have a general policy or procedure for requiring an assessment/ placement test?*

   Of the 18 colleges answering this question, all have a general policy regarding assessment/placement testing.

6A. *Please indicate what assessment (if any) is used for placement into the iNAM related prog programs along with any minimum score for entrance.*

   Of the 18 colleges answering this question, only 4 colleges indicated use of any test to *confirm reading, writing, or math levels of student's enrolled in Mfg coursework. These 4* colleges used the Compass test with scores individualized to the colleges.

6B. *What are the pathways and educational services available to students who do not meet the placement testing requirements listed above?*

   Of the 18 colleges answering this question, only 1 college indicated not having an adult education program. Developmental classes were listed by 13 colleges for those students not meeting course or program admission requirements. Only 7 of the colleges indicated an Mfg bridge program was available for their students.

7. *If no placement test is required or if an individual's scores are too low, what foundational skills assessment(s) do you plan to use to determine placement in Adult Education, Bridge, or other? What assessment will you use, and what is the minimum score for placement into Adult Ed, Bridge, or other?*

   Of the 17 colleges answering this question, reading skills was the leading foundational area identified by 6 of the colleges. Both writing and math skills were identified as the second foundational area by 4 of colleges. However, 7 colleges indicated the TABE test. Scores of the tests seem to be individualized to the colleges.

8. *How will you determine interest/suitability for this program? In other words, how is a potential student's career exploration facilitated or career aptitude established?*

   Of the 15 colleges answering this question, only 2 indicated an advisor meets with students prior to enrolling at the college to determine their interest or suitability for any Mfg program. Faculty interview potential students in 5 of the colleges prior to student's enrollment in Mfg courses, certificates, or degrees. Most colleges answering the question

make available Career Cruising or another type of online service if students want to investigate careers.

9A. Do you currently have an Mfg bridge program?

Of the 15 colleges answering this question, 10 indicate having no Mfg bridge program with 5 indicating yes.

However, on interviews with all 21 colleges during the summer of 2013, a total 12 indicated having no Mfg bridge program with 9 indicating some type of bridge program available for students as needed.

9B. Do you plan to offer an Mfg Bridge Program?

Of the 13 colleges answering the question, 8 indicated there was no plan to create and offer a Mfg bridge program while 3 indicated they were going to pursue this option. The remaining 2 colleges were reviewing the possibility of offering this type of program.

10. Will all or part of the CPT program be included in your bridge program?

Of the 14 colleges that answered the question, 6 indicated yes, 4 indicated no and the remaining 3 colleges were still determining if this was a good option.

11. What components, such a work readiness, math, etc. are or will be included in the Mfg bridge program? Please list and indicate if any or all will offer credit.

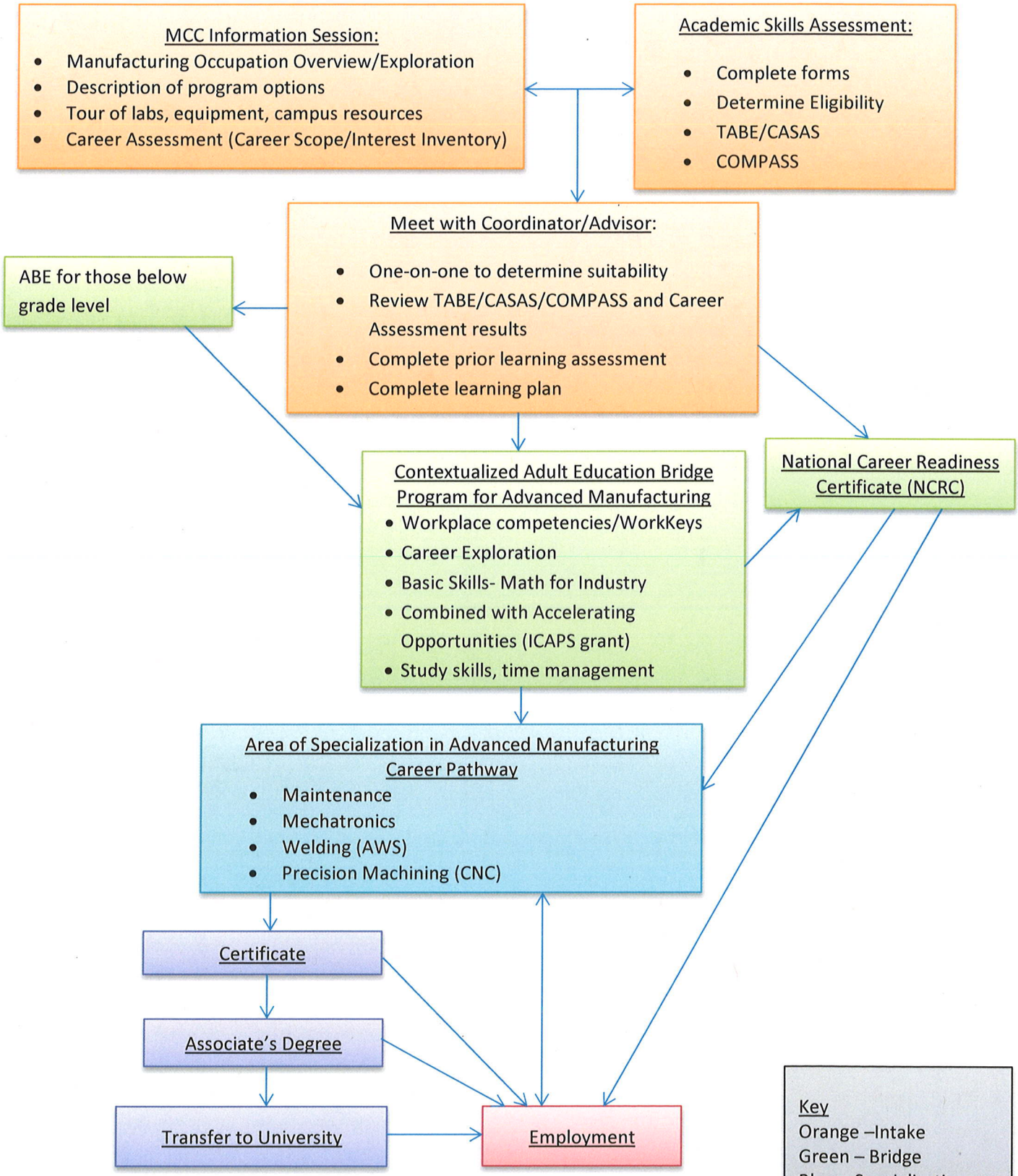
Of the 16 colleges answering the question, 10 colleges have only non-credit courses are in the Mfg bridge programs. Only 2 colleges indicated any courses for credit in the Mfg bridge program, a Blue Print Reading and a Technical Math course, with 4 colleges indicating no credit courses will be offered.

12. Is your college participating in the Accelerating Opportunity grant, and if yes, will the manufacturing bridge program connect to that?

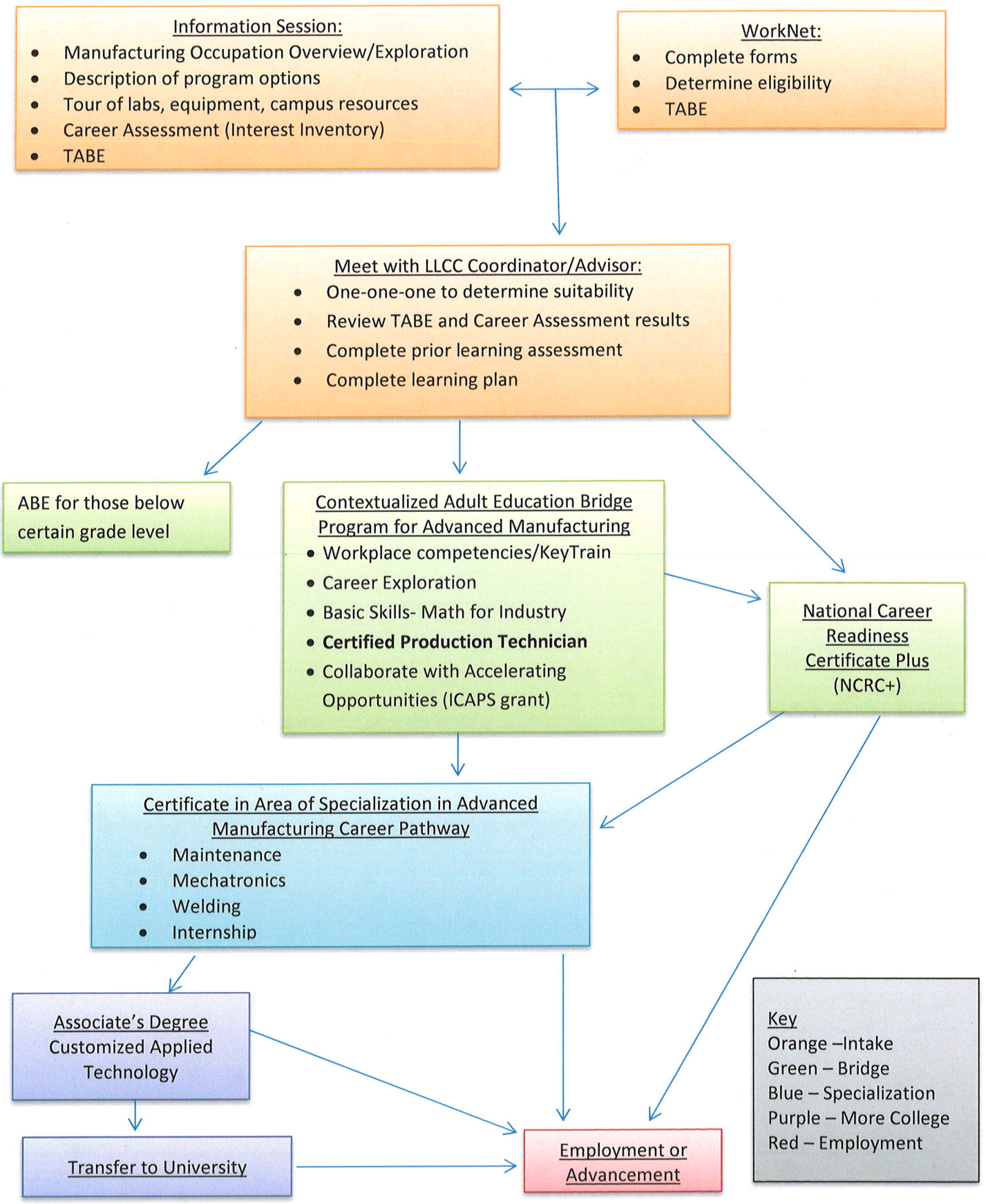
Of the 17 colleges answering the question, only 3 are participating in the Accelerating Opportunity grant. Of those colleges indicating they are participating in the Accelerating Opportunity grant, 2 of the colleges are offering Mfg courses and using a team approach with the 3rd college not providing any explanation.

9/9/2013

McHenry County College Bridge to Manufacturing



Lincoln Land Community College Bridge to Manufacturing



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Survey Findings for Strategy 2.2

The INAM Strategy 2.2 Task Force, led by Paige Vanderhyden from Joliet Junior College, requested all 21 of the consortium colleges to complete a general survey on the topic of work readiness. The survey was designed by the task force to gather information and data serving as a significant overview of the work readiness programs offered by the consortium institutions. Participation by the college INAM project directors, faculty, and staff was essential to the Strategy's task force ability to provide baseline data and share information and activities among colleges. The definition of work readiness used for this survey can be found at the end of the document.

Of the 21 consortium colleges solicited for information: 18 community colleges completed the survey; 2 partially completed the survey; and 1 did not respond. It was noted in compiling the answers, colleges provided multiple responses per question.

Assessments

1. *A. Based on the definition, do you currently offer any type of work readiness assessment(s) for any and all students and/or community? (This does not include COMPASS or Accuplacer which are placement assessments.)*

Of the 20 colleges that answered this question, 14 (70%) responded yes with the remaining 6 (30%) indicating no.

B. If yes, what work readiness assessments (WRA) do you offer? (Please check all that apply.)

National Occupational Competency Testing Institute (NOCTI) - 0
National Work Readiness Assessment/Credential - 1
Online Work Readiness Assessment (OWRA) - 0
WorkKeys/National Career Readiness Certificate (NCRC) -11
Wonderlic Work Readiness Assessment - 0
Other (please specify) – 2
Career Cruising/Journey
Departmental level work readiness

2. *What division or department in your college administers the work readiness assessment?*

   Of the 13 colleges answering this question, there was no common place (division or department) among the colleges where the work readiness assessment test was administered. Workforce development area/adult education was the specific place in 5 colleges, with 4 colleges administering this in their testing and/or career center.

3. *For each type of work readiness assessment listed above, please indicate whether you charge the student a fee and if so, how much?*

   Of the 13 colleges answering this question, the majority (9 colleges) do charge a fee. The fee charged by 6 colleges ranged from $25/module - $95. One college stated it charged tuition and fees, and the remaining 2 were unsure of the amount.

4. *A. Do you currently have a license agreement for each of the work readiness assessments indicated above?*

   Of the 14 colleges answering this question, 11 (55%) indicated yes they have a license agreement Of these, the majority indicated the agreement was with ACT WorkKeys.

   B. Who is the responsible person and the department who purchases these license agreements?

   Eleven colleges indicated the name of the person responsible for purchasing the license agreement and provided the department responsible. The top two departments are Workforce Development (2 responses) and Continuing Education (2 responses).

   C. For each license agreement you listed above, indicate approximately the fee.

   Of the 11colleges answering this question, 7 indicated the fee ranged from $350 - $5,250with 4 not sure providing fee amount. In consistent information regarding if the fee was paid annually or every 3 years was obtained.

   D. What is the length of time or term for each license agreement listed above?

   Of the 11 colleges answering this question, the length of time ranged from 1 – 3 years.

5. *Will you be purchasing or renewing any license agreements using INAM funds?*

   Of the 12 colleges answering this question, all 12 (100%) indicated no; two commented they were waiting on a decision from the consortium if INAM funds could be used or not.

6. *A. Of the work readiness assessments you indicated above, are any used as a pre-requisite for entry into your manufacturing program/classes?*

   Of the 13 colleges answering this question, only 1 indicated yes it was a pre-requisite with 10 indicating no and 2 that the questions was not applicable.

   B. If yes, what manufacturing programs/classes are the work readiness assessments used as a pre-requisite and what is the level required in order to enter the manufacturing program/class?

   The one college answering yes, did not answer this question.

7. *A. Do you have a process in place for individuals who wish to take the work readiness assessment?*

   Of the 13 colleges answering the question, 8 (40%) indicated yes a process is in place for the work readiness assessment, with 5 stating no.

   B. If yes, do they meet with an advisor, counselor, career developer, etc. to prepare for the work readiness assessment?

   Colleges are indicating a variety of ways to support students as they prepare to take the test by using advisers, counselors, career developers, career readiness developers, and workforce development staff.

8. *A. Do you provide any type of preparation or career assessment for individuals prior to taking the work readiness assessment?*

   Of the 14 colleges answering the question, 9 (45%) indicated having some type of preparation for students prior to them taking the work readiness assessment. KeyTrain curriculum is used by 5 of the 9 community colleges.

   B. If no, do you currently use placement assessments such as COMPASS or Accuplacer ***in lieu of a work readiness assessment****?*

   Of the 6 colleges answering the question, 5 indicated yes with 1 stating no. Placement tests listed by the colleges answering this question are: Accuplacer (2 responses), COMPASS and TABE.

9. *Are you considering offering work readiness assessments and if so, which ones?*

   Five colleges answering this question:

   National Occupational Competency Testing Institute (NOCTI) – 1
   National Work Readiness Assessment/Credential
   Online Work Readiness Assessment (OWRA)
   WorkKeys/National Career Readiness Certificate (NCRC) – 4
   Wonderlic Work Readiness Assessment
   Other (please specify)

10. *What division or department in your college would administer the work readiness assessment?*

    Of the 5 colleges answering this question, there was no commonalty as to the division of department in which it would be administered. Responses included: Academic Success Center (Testing), Assessment Center, Continuing Education, Adult Education or Student Services.

11. *A. Will you be purchasing any Work Readiness Assessment license agreements using INAM funds?*

    Of the 5 colleges answering this question, 4 colleges indicated no. The 1 college answering yes was not sure about the remaining questions applicable to this question and therefore did not supply an answer to them.

    B. License agreement Name – No/Yes – when?

    C. If yes, who is the responsible person who would purchase these license agreements?
    License agreement Name – person, department

    D. For each license agreement you listed above, indicate approximately the fee.
    License agreement Name - fee

    E. What is the length of time or term for each license agreement listed above?
    License agreement Name – length (annual, every 2 years, every 3 years, etc.)

Certification

12. *For each of the Work Readiness Assessment license agreements you indicated previously, please indicate if a work readiness credential is attained.*

    Of the 13 colleges answering this question, 9 responded yes and indicated the National Career Readiness Credential (NCRC) can be attained.

13. *For each of the work readiness assessments you indicated previously, please indicate which cognitive skills are assessed.*

Of the 11 community colleges responding, 10 colleges all indicated that reading for information and comprehension, locating information (data analysis), and applying mathematics were the cognitive skills assessed. Two colleges indicated problem solving/critical thinking and applied technology.

14. *For each of the work readiness assessments you indicated previously, please indicate which soft skills are assessed.*

Of the 7 colleges answering this question, 3 responded with workplace discipline, team work, customer service, and managerial potential.

Curriculum

15. *A. For each of the work readiness assessments you indicated previously, is there curriculum available to help individuals increase their level of work readiness skills?*

Of the 13 community colleges answering this question, 7 responded yes to curriculum being available: 5 colleges use Key Train: 1 college uses WorkKeys: and 1 college stated that some soft skills are embedded as part of other curriculum.

B. If yes, for each work readiness curriculum you listed is the format: (8 responses received.)

Online, self-directed using a computer and the Internet - 5
Classroom, instructor-led - 1
Blended, both online and classroom - 2

16. *A. For each work readiness curriculum you listed, is a license agreement required?*

Of the 12 colleges answering this question, 9 responded yes and 3 responded no. Of the 9 responding yes: 2 colleges indicated a three year license ranging in price from $10,500 to $21,000 was required; one college listed Career Cruising/Journey; one listed KeyTrain license ; one 1 listed the ACT WSP license; and one college did not know.

B. <u>If no</u>, do you plan on purchasing work readiness curriculum using INAM funds and if so, who would be responsible for doing so?

Of the 9 colleges answering the question, 8 indicated no and 1 indicated yes awaiting INAM consortium input.

Placement Assessments

17. What placement assessment does your college offer?

Of the 18 colleges answering this question (multiple responses provided): 14 use COMPASS; 4 use Accuplacer; 1 uses TABE; 1 uses multiple placement assessments; and 1 indicated using an in-house test for English.

18. What are the cut-off scores for remedial English and Math courses?

These scores were individualized by college, making it difficult to compare any data. 15 community colleges responded.

For COMPASS, student's cut off scores varied dramatically: for remedial English from 36-69; for remedial math 43 or below.

For Accuplacer student's cut off scores varied dramatically: for remedial English 60 or below; for remedial math 60 or below.

19. Are placement tests required as a prerequisite for entry into any or all of your manufacturing courses?

Of the 18 colleges answering this question, 12 indicated no with the remaining 6 stating yes.

The following survey for the INAM grant will focus on assessing for work readiness. For this exercise, we will be referring to the USDOL Employment and Training's TRAINING AND EMPLOYMENT GUIDANCE LETTER (TEGL) NO. 17-05 definition of a work readiness outcome:

> ***Work Readiness Skills Goal*** - A measurable increase in work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

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INAM Consortium Committee Meeting

October 29 Tuesday 8 AM – 12:15 followed by lunch

Harper College
1200 W. Algonquin Road Palatine, Il 60067
Wojcik Conference Center

AGENDA

TUESDAY, October 29

8:00 AM FULL BREAKFAST (provided by the INAM Consortium)

9:00 AM Sharing INAM Budget - year 1 R Lake
Sharing student numbers - year 1

9:20 AM Overview of Prior Learning Assessment (PLA) Dr. Donna Younger
Consultant, Council for Adult and Experiential Learning (CAEL)

11: 20 AM Short Break

11: 35 AM Linking Veterans to Community College Advanced Manufacturing Programs
Brent Weil
Senior Vice President for Education & Workforce
The Manufacturing Institute

12: 05 PM Wrap-up R Lake

12: 15 PM LUNCH (provided by the INAM Consortium)

Adjournment after lunch. Thank you for all your hard work and travel safely.

Consortium Budget Scorecard by College for Year 1
Illinois Network of Advanced Manufacturing (INAM) Grant

INAM Consortium Colleges	*Year 1 Budget*	*Personnel & Fringes*	*Travel*	*Equipment*	*Supplies*	*ContractualConsultant*	*Other*	*Indirect Costs*	*To-Date Grant Award Spent*	*To-Date Grant Award Remaining*	*% of Goal Achievement*
College of DuPage	$ 128,018	$ 11,622	$ -	$ 79,196	$ -	$ -	$ -	$ -	$ 90,818	$ 37,201	70.94%
College of Lake County	$ 289,989	$ 45,798	$ -	$ 79,660	$ 8,820	$ -	$ -	$ -	$ 134,278	$ 155,711	46.30%
Daley City Colleges of Chicago	$ 85,235	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 85,235	0.00%
Danville Area Community College	$ 304,603	$ 35,976	$ 1,040	$ -	$ 1,168	$ -	$ -	$ -	$ 38,184	$ 266,419	12.54%
Elgin Community College	$ 217,898	$ 79,199	$ 1,869	$ 74,455	$ 2,357	$ -	$ 249	$ -	$ 158,129	$ 59,769	72.57%
Harper College	$ 408,080	$ 573	$ -	$ 61,169	$ 1,220	$ 28,979	$ -	$ -	$ 91,940	$ 316,140	22.53%
Illinois Eastern Community College	$ 272,045	$ 40,446	$ 1,121	$ 31,957	$ 11,937	$ -	$ -	$ -	$ 85,461	$ 186,584	31.41%
Illinois Valley Community College	$ 313,367	$ 12,289	$ 3,044	$ -	$ 20,162	$ 1,375	$ -	$ -	$ 36,870	$ 276,497	11.77%
John Wood Community College	$ 163,396	$ 38,694	$ 3,220	$ 7,009	$ 89,222	$ -	$ -	$ 5,405	$ 143,549	$ 19,847	87.85%
Joliet Junior College	$ 382,385	$ 16,600	$ 1,298	$ 178,878	$ 4,093	$ -	$ -	$ -	$ 200,869	$ 181,516	52.53%
Kankakee Community College	$ 272,968	$ 44,314	$ 895	$ 137,024	$ 1,587	$ 7,343	$ 456	$ -	$ 191,618	$ 81,350	70.20%
Kishwaukee College	$ 256,570	$ 27,480	$ 599	$ 84,415	$ 3,734	$ 19,609	$ -	$ -	$ 135,836	$ 120,734	52.94%
Lincoln Land Community College	$ 228,954	$ 61,923	$ 1,411	$ -	$ 1,093	$ 1,221	$ 1,137	$ -	$ 66,785	$ 162,169	29.17%
McHenry County College	$ 368,016	$ 17,007	$ 63	$ 178,285	$ -	$ -	$ 997	$ -	$ 196,352	$ 171,664	53.35%
Oakton Community College	$ 210,117	$ 14,011	$ 258	$ -	$ 47	$ -	$ -	$ 1,401	$ 15,717	$ 194,400	7.48%
Prairie State College	$ 325,024	$ 15,785	$ 384	$ 215,197	$ -	$ -	$ -	$ -	$ 231,365	$ 93,659	71.18%
Richland Community College	$ 138,417	$ -	$ 1,938	$ -	$ 153	$ -	$ 90	$ -	$ 2,181	$ 136,236	1.58%
South Suburban College	$ 396,519	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 396,519	0.00%
Southwestern Illinois College	$ 421,431	$ 8,096	$ 31	$ -	$ 47,799	$ -	$ -	$ -	$ 55,927	$ 365,504	13.27%
Triton College	$ 278,731	$ 9,646	$ 220	$ 158,140	$ 10,851	$ -	$ 24,578	$ -	$ 203,435	$ 75,296	72.99%
Waubonsee Community College	$ 417,769	$ 16,186	$ 272	$ 270,000	$ 36,727	$ -	$ -	$ -	$ 323,185	$ 94,584	77.36%
TOTALS:	$ 5,879,532	$ 495,643	$ 17,664	$ 1,555,384	$ 240,968	$ 58,526	$ 27,507	$ 6,807	$ 2,402,498	$ 3,477,034	40.86%

Consortium Participant Count Scorecard by College for Year 1
Illinois Network of Advanced Manufacturing (INAM) Grant

Year 1 Projected vs Actual Enrolled Participants

Consortium Members	Active Students Enrolled	Projected Students	Difference between Actual & Projected Negative signified by ( )
College of DuPage	13	0	13
College of Lake County	0	0	0
Danville Area Comm. College	1	13	(12)
Daley-City Colleges Chgo	0	28	(28)
Elgin Comm. College	32	43	(11)
Illinois Eastern Comm. Colleges	15	32	(17)
Illinois Valley Comm. College	35	41	(6)
John Wood Comm. College	27	43	(16)
Joliet Junior College	30	32	(2)
Kankakee Comm. College	0	43	(43)
Kishwaukee College	39	13	26
Lincoln Land Comm. College	20	35	(15)
McHenry County College	17	64	(47)
Oakton Comm. College	4	40	(36)
Prairie State College	0	39	(39)
Richland Comm. College	13	21	(8)
South Suburban College	0	43	(43)
Southwestern Illinois College	30	16	14
Triton College	18	21	(3)
Waubonsee Comm. College	1	0	1
Wm. Rainey Harper College	82	20	62
TOTAL	377	587	(210)

As of October 17, 2013

*i*NAM
Illinois Network for Advanced Manufacturing

INAM Consortium Meeting

Guest Speaker:

Donna Younger, Ed.D.

How Prior Learning Assessment Can Support Adult Student College Completion

President, Younger Directions, Inc.
CAEL Senior Consultant
dyounger810@gmail.com

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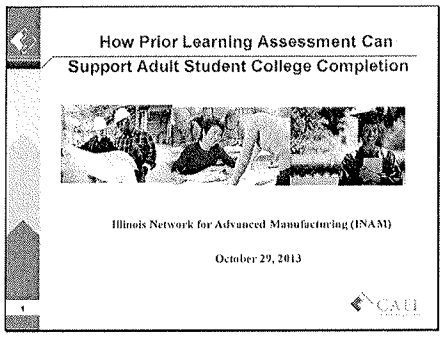

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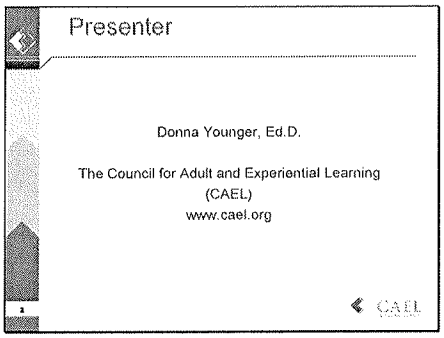

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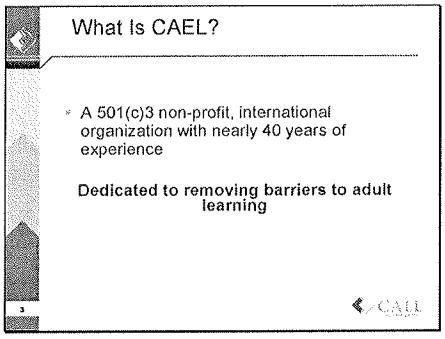

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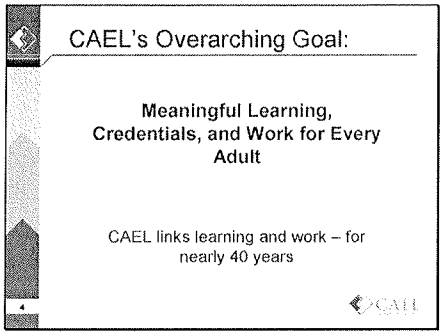

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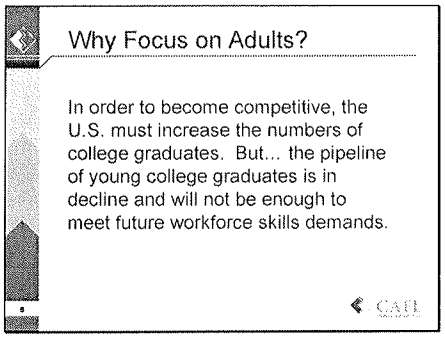

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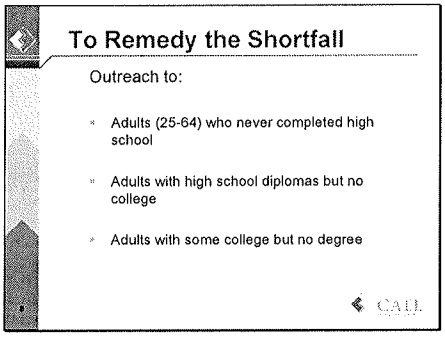

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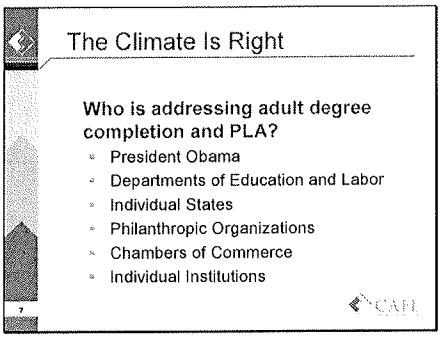

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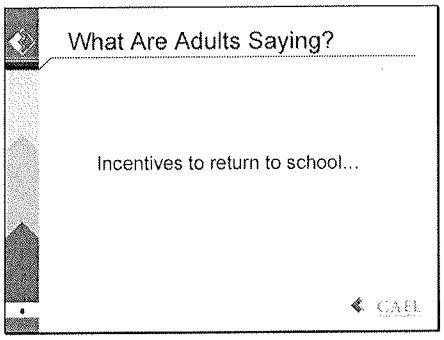

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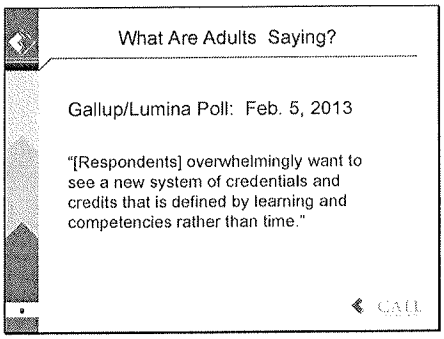

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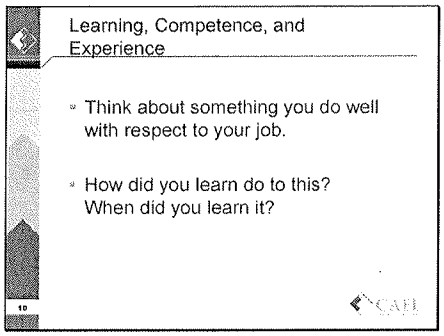

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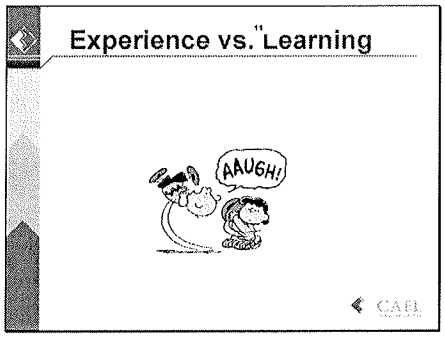

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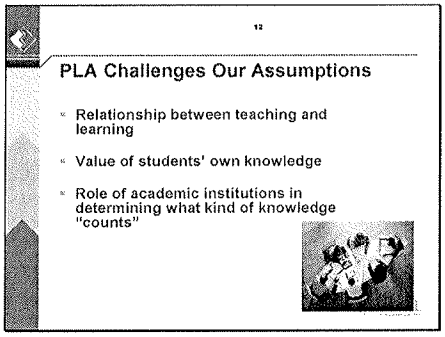

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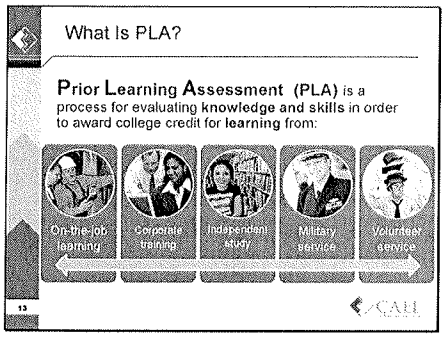

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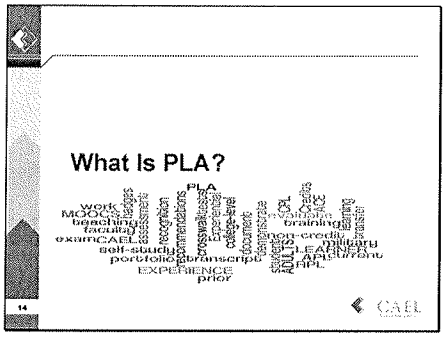

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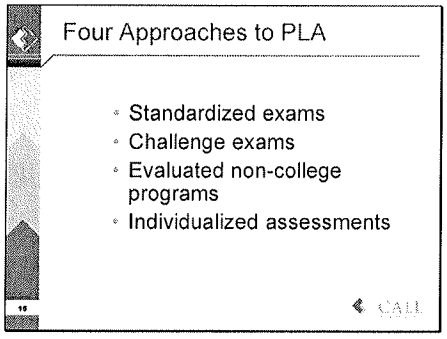

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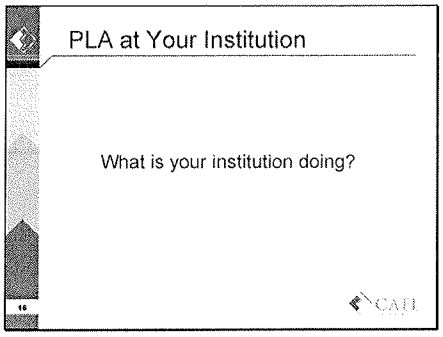

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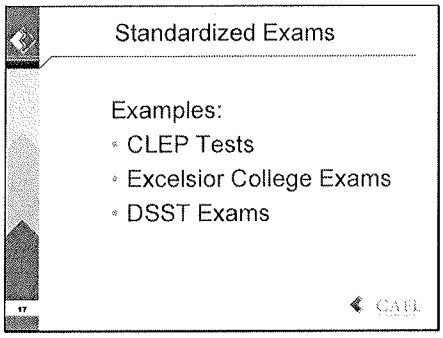

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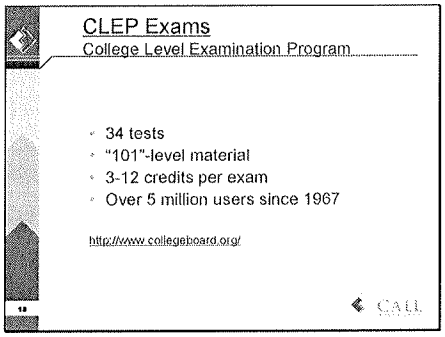

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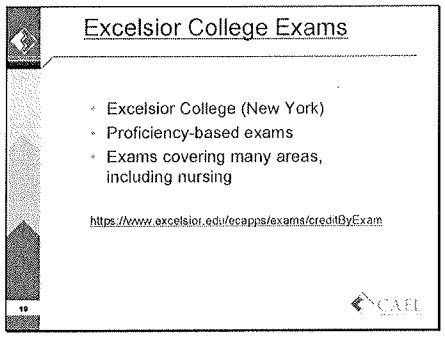

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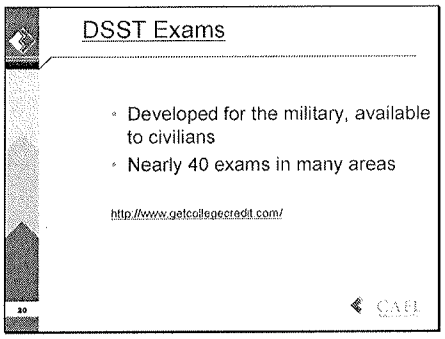

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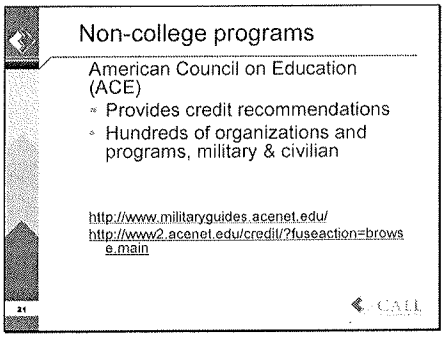

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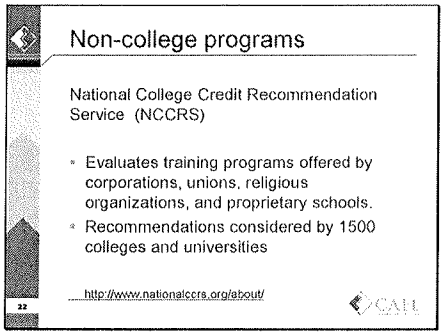

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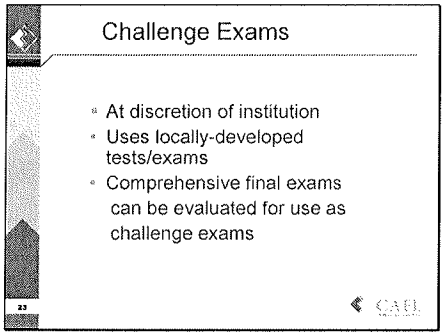

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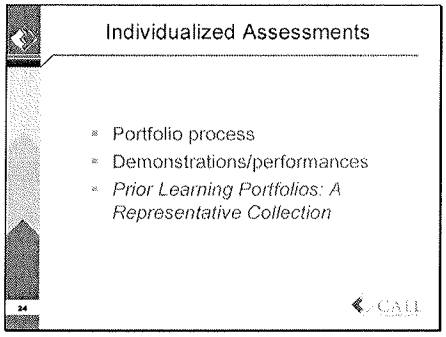

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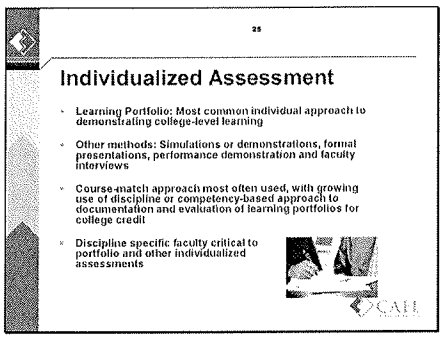

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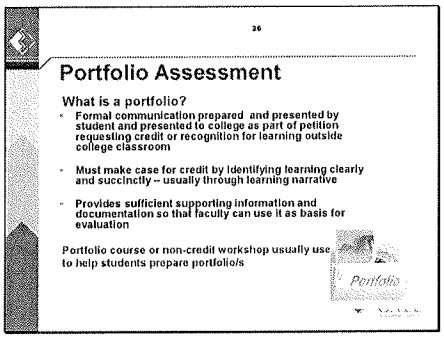

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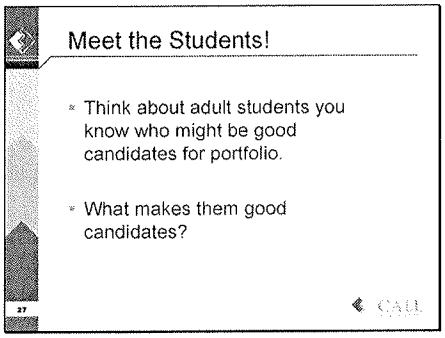

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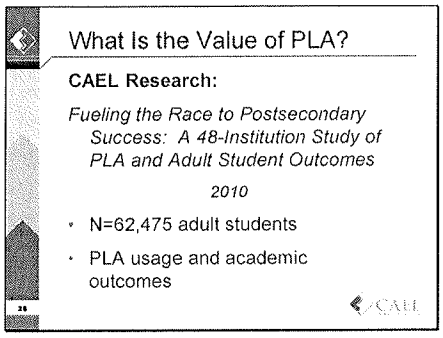

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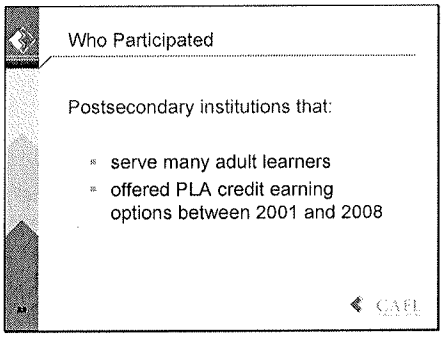

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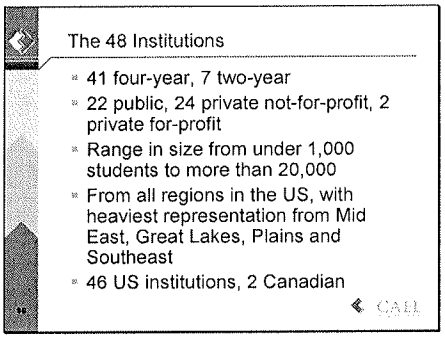

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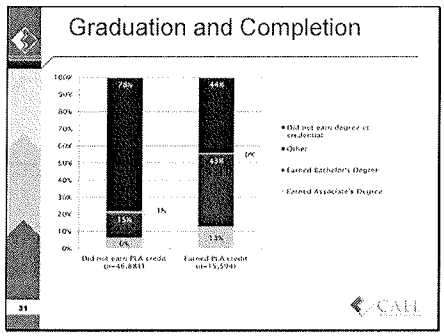

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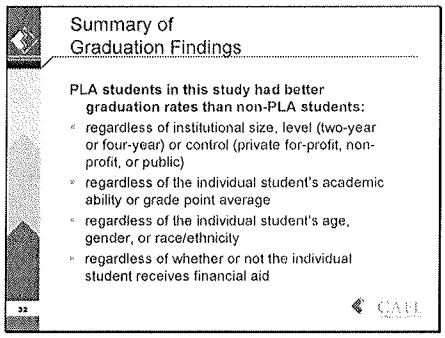

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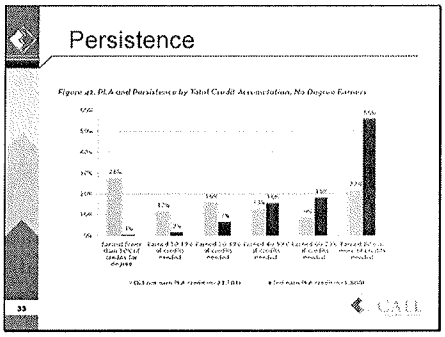

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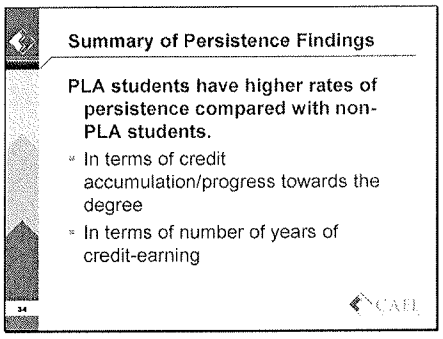

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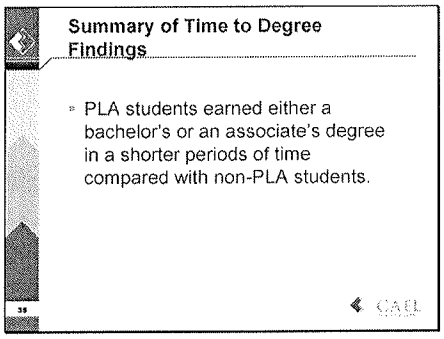

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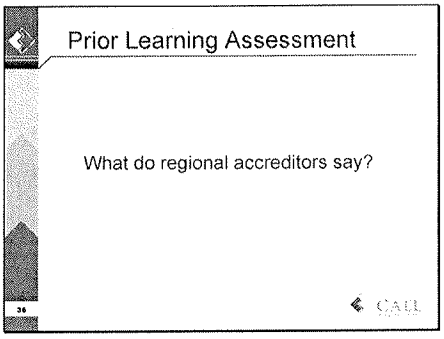

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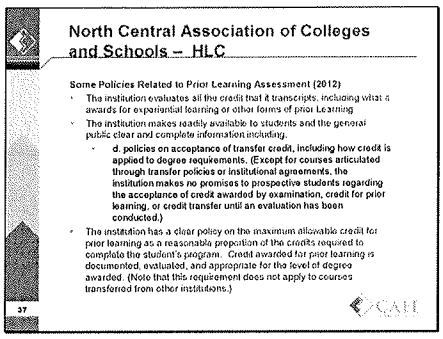

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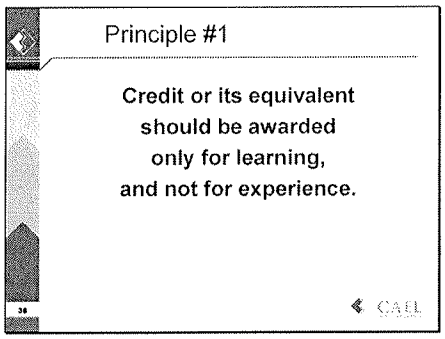

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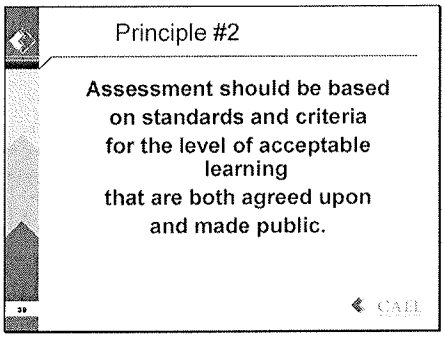

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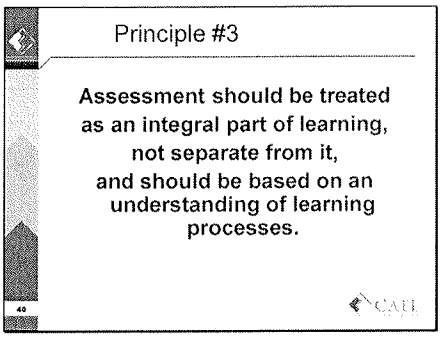

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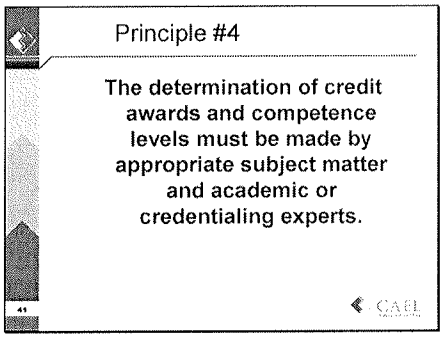

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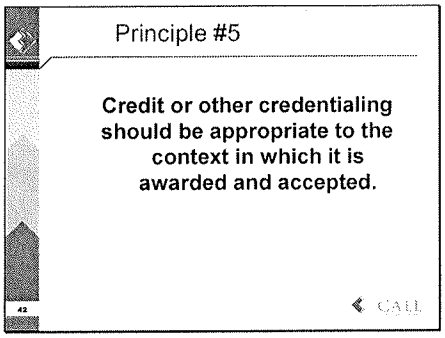

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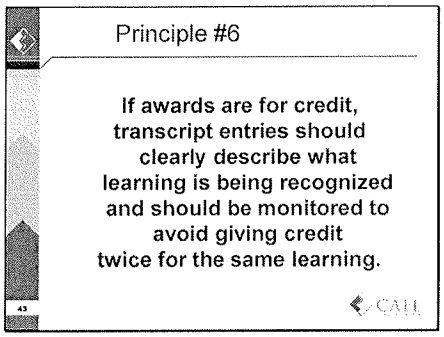

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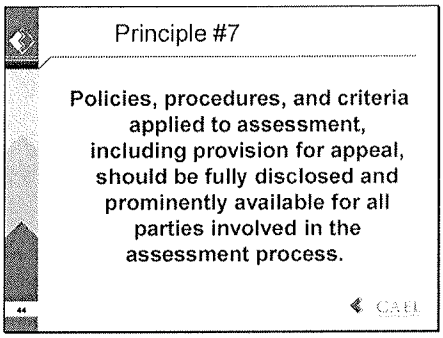

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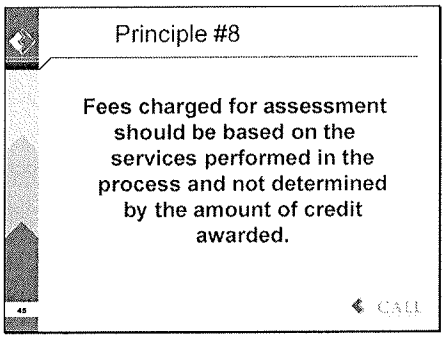

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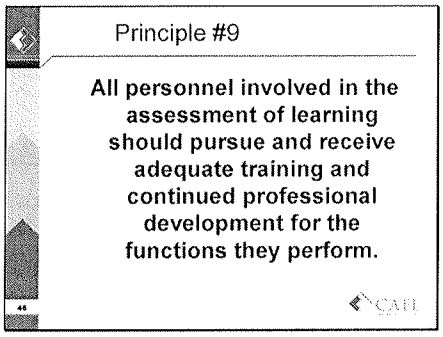

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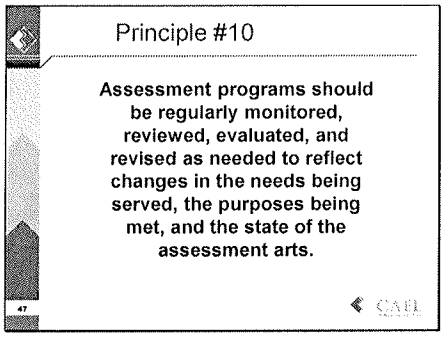

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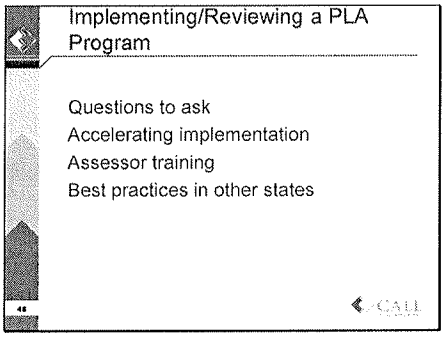

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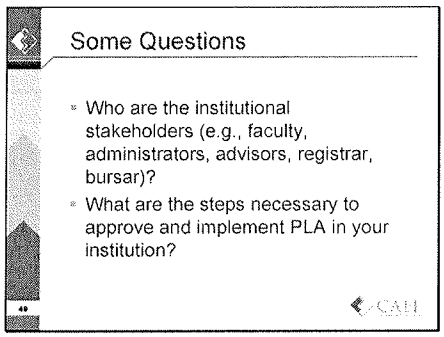

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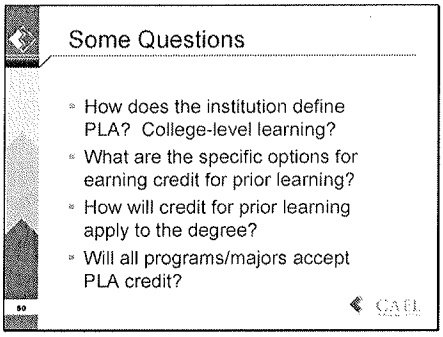

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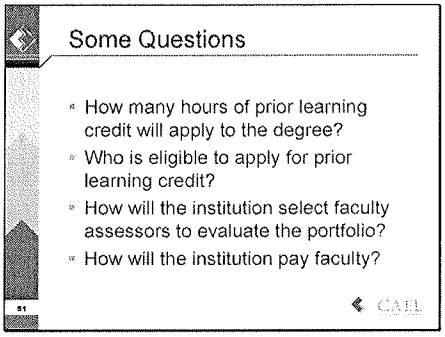

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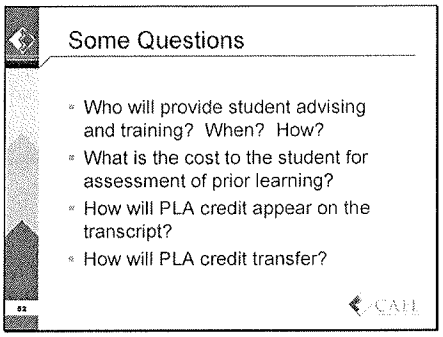

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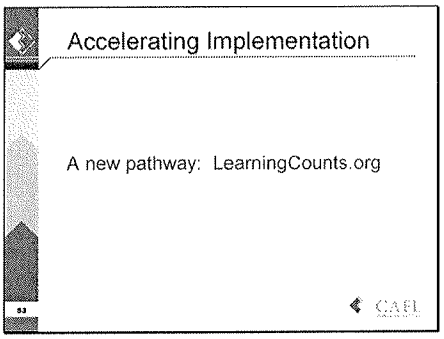

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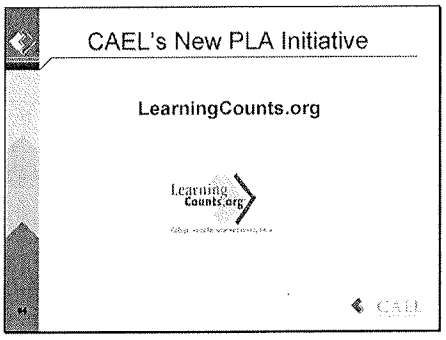

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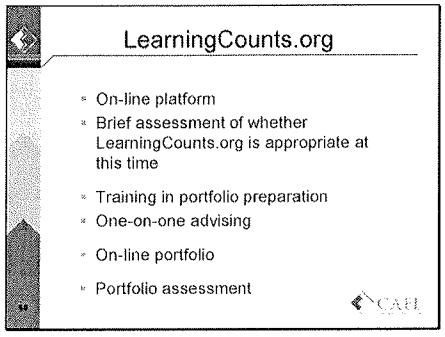

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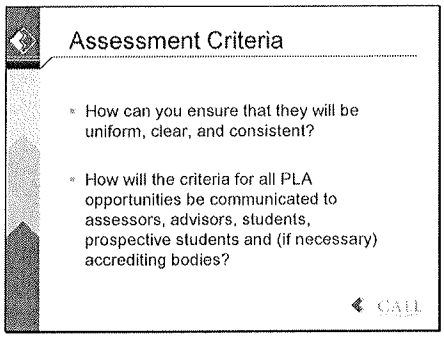

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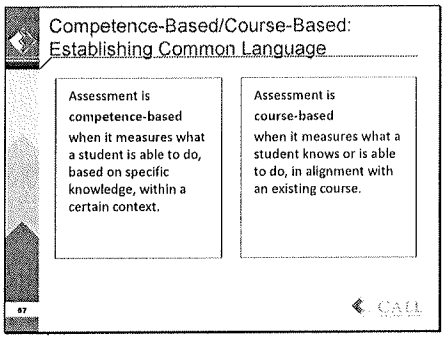

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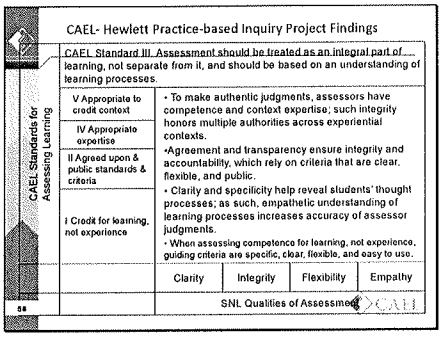

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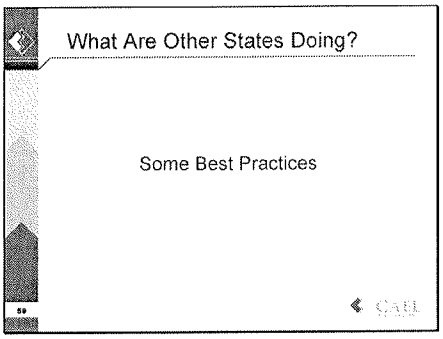

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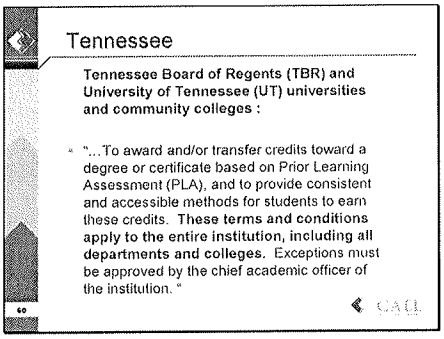

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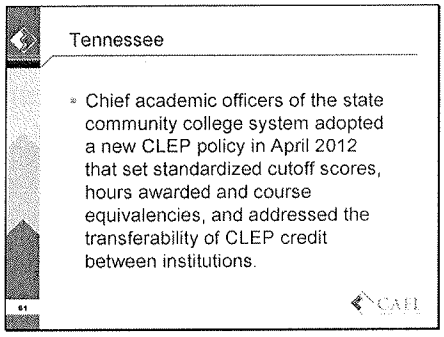

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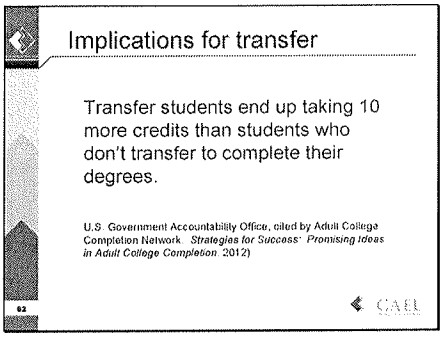

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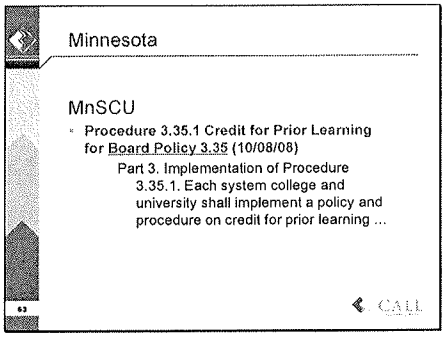

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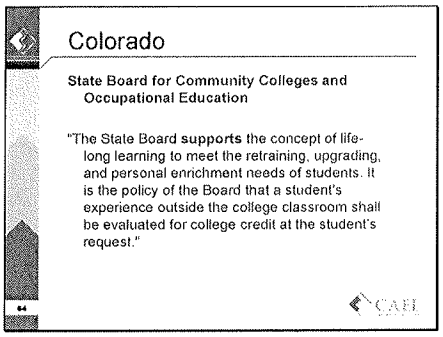

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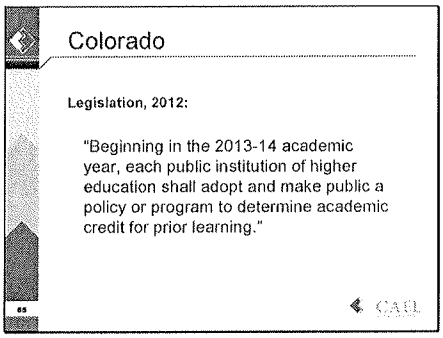

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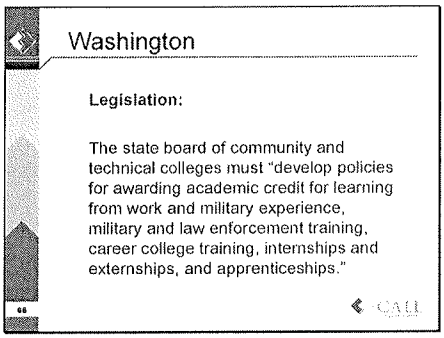

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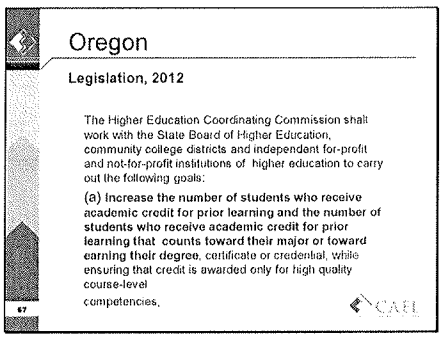

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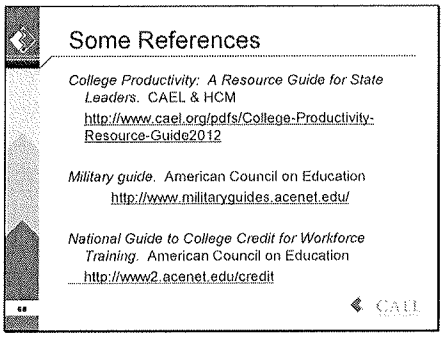
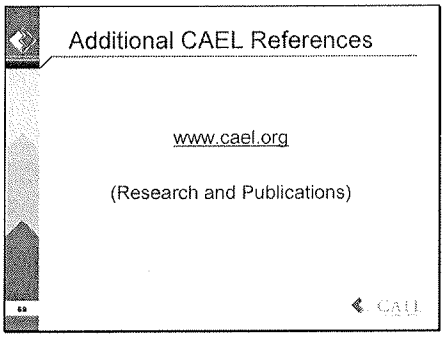
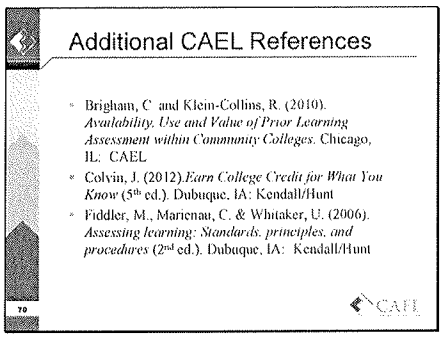


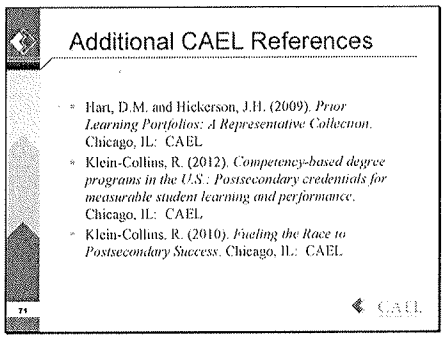
Slide 69



Slide 70



Slide 71



*i*NAM
Illinois Network for Advanced Manufacturing

INAM Consortium Committee Meeting

Guest Speaker:

Brent Weil

Linking Veterans to Community College Advanced Manufacturing Programs

Senior Vice President for Education & Workforce
The Manufacturing Institute
Direct: (202) 637-3134
Email: bweil@nam.org

Consortium Meeting Travel Reimbursement

Meeting Date _____

Submit To: inam@harpercollege.edu
Grant Director - Dr. Rebecca Lake
William Rainey Harper College
Illinois Network for Advanced Manufacturing
1200 West Algonquin Road
Palatine, IL 60067-7398
TC-23795-12-60-A-17

From Consortium Member:
College _____
_____
Contact Person: _____
Date Submitted: _____
Email _____
Phone _____

Attendee Name		$ Amount	
TOTAL			

Instructions:
Harper College will reimburse travel costs related to entire *i* NAM Consortium Meetings and submit payment to your college. Individuals should request reimbursement directly from your college.

Please submit this form along with receipts for any individuals who attended the Consortium meeting.
Do not charge the travel expense to the TAACCCT Grant fund at your college.