

November 21-22, 2013

ITEM 161-114-R1113

Revised Operating Budgets – FY 2014 Two-Year Campuses – TACCCT Grant

Great Falls College, City College, Gallatin College, Montana State University Northern, Missoula College, Bitterroot College, Helena College, Highlands College, Dawson Community College, Flathead Valley Community College, and Miles Community College

THAT

The Board of Regents of Higher Education authorizes the following increases to fiscal year 2014 budgets in the restricted fund types for Great Falls College, City College, Gallatin College, Montana State University Northern, Missoula College, Bitterroot College, Helena College, Highlands College, Dawson Community College, Flathead Valley Community College, and Miles Community College as follows:

Fiscal Year 2014 Budgeted Increase

College	Total
Great Falls College	\$3,399,697
Gallatin College	\$317,842
MSUN	\$1,231,633
City College	\$ 610,837
Missoula College	\$562,714
Bitterroot College	\$325,167
Helena College	\$1,825,925
Highlands College	\$143,343
Dawson Community College	\$212,406
Flathead Valley Community College	\$3,066,561
Miles Community College	<u>\$251,791</u>
Total	\$11,947,916

EXPLANATION

The U. S Department of Labor through its Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCT) has awarded a four-year consortium grant totaling \$24,978,329 to Great Falls College, City College, Gallatin College, Montana State University Northern, Missoula College, Bitterroot College, Helena College, Highlands College, Dawson Community College, Flathead Valley Community College, Miles Community College, Ft. Peck Community College and Little Big Horn Community College. The grant consortium is titled, Strengthening Workforce Alignment in Montana’s Manufacturing and Energy Industries (SWAMMEI). The project offers TAA-eligible, veteran and other low-skilled student populations an opportunity to access accelerated training anywhere in the state. Each SWAMMEI stacked credential uses a common delivery system to provide interactive, technology-enhanced and online curriculum. This approach creates significant efficiencies, wherein a single faculty facilitator can deliver online training to students across the state. Web-based curricula are reinforced with practical, hands-on training components that students can complete in a consolidated period of time. Students will complete the hands-on portions of their training at Practical Assessment Centers conveniently located throughout the state, if their home college does not have the lab resources or faculty to conduct the necessary training. This systemic approach allows our two-year college system to serve dispersed TAA-eligible populations with accelerated training well aligned with industry needs and taught by our state’s best faculty.

Four Year Grant Campus Totals

College	FY 2014	FY 2015	FY 2016	FY 2017	Total
Great Falls College	\$3,399,697	\$2,216,905	\$2,178,085	\$710,573	\$8,505,260
Gallatin College	\$317,842	\$234,792	\$178,890		\$731,524
MSUN	\$1,231,633	\$298,833	\$216,398		\$1,746,864
City College	\$610,837	\$464,373	\$390,128		\$1,465,338
Missoula College	\$562,714	\$584,700	\$241,243		\$1,388,657
Bitterroot College	\$325,167	\$337,991	\$268,410		\$931,568
Helena College	\$1,825,925	\$501,119	\$360,519		\$2,687,563
Highlands College	\$143,343	\$189,352	\$122,270		\$454,965
Dawson Community College	\$212,406	\$199,805	\$150,376		\$562,587
Flathead Valley Community College	\$3,066,561	\$263,657	\$135,889		\$3,466,107
Miles Community College	<u>\$251,791</u>	<u>\$123,251</u>	<u>\$107,395</u>		<u>\$482,437</u>
Total MUS Campuses	\$11,947,916	\$5,414,778	\$4,349,603	\$710,573	\$22,422,870
Ft. Peck Community College	\$556,528	\$607,090	\$352,953		\$1,516,571
Little Big Horn Community College	<u>\$403,580</u>	<u>\$373,087</u>	<u>\$262,221</u>		<u>\$1,038,888</u>
Grand Total	\$12,908,024	\$6,394,955	\$4,964,777	\$710,573	\$24,978,329

Program Expenditures

Direct Student Expenditures

	Equipment	Direct Classroom Expenditures*	Total
Oil and Gas	120,000	1,016,412	1,136,412
Commercial Drivers' License	373,500	1,154,940	1,528,440
Diesel Technician	2,008,900	717,872	2,726,772
Energy Technician	190,000	348,898	538,898
Manufacturing	1,537,845	1,847,557	3,385,402
Welding	1,912,789	2,682,143	4,594,932
Developmental Math	0	1,692,626	1,692,626
Entrepreneurship	450,132	4,950	455,082
Intensive student coaching**	0	1,800,000	1,800,000
Workforce Navigators**		<u>1,444,322</u>	<u>1,444,322</u>
Total	<u>6,593,166</u>	<u>12,709,720</u>	<u>\$19,302,886</u>

* Direct Classroom Expenses include: faculty salaries, professional development, supplies (which include any equipment < \$5,000), instructional software, and computers.

** Direct Student Support to increase retention, completion, and job placement

Administrative Expenditures

Personnel*	(Salaries and Benefits)	1,753,244
Indirect Costs	(applied to each campus)	1,515,062
Travel		186,340
Supplies		25,300
Contracts	(including required third party evaluator)	2,099,861
Other	(computer maint, telephone, printing)	<u>95,636</u>
Total		<u>\$5,675,443</u>

* Personnel expenses include the following positions: Program Director, Fiscal Manager, Workforce Intelligence Officer, Administrative Assistant, Campus Grant Coordinators, and a State-Center faculty coordinator (FVCC).

Total Expenditures

Direct Student Expenditures	(77.3%)	\$19,302,886
Administrative Expenditures	(22.7%)	<u>5,675,443</u>
Total		<u>\$24,978,329</u>

The SWAMMEI project also offers innovations to support the target populations' participation in the project. Workforce Navigators will assist students in: assessing current competencies; gaining access to education and workforce programs; applying for financial aid (including that available through the workforce system), and attaining workforce support services. Further, SWAMMEI will employ sophisticated evidence-based coaching strategies and professional coaches to help students overcome hurdles to success and increase completion rates of participants. Some well-known common stumbling blocks, such as developmental math, will also be transformed to accelerate time-to-completion.

Great Falls College MSU will serve as the lead college overseeing the programmatic aspects of the SWAMMEI project. Great Falls College, Montana State University, and University of Montana will provide fiscal coordination for the project, dividing the responsibilities involving fiscal oversight and grant reporting for the 13-member consortium. The consortium has created a grant steering committee co-chaired by Dr. Susan Wolff, CEO, and Dean of Great Falls College and Dr. John Cech, Deputy Commissioner for Two-Year and Community College Education with representation from the Montana Department of Labor and Industry, and representatives from the consortium.

The approving authority for the university system is defined by 17-7-102(3), MCA, to be the Board of Regents of Higher Education or its designated representative. Further, in accordance with 17-7-402(1)(a)(i), MCA, the Board of Regents or its designated representative is the authority responsible for approving additional federal revenue.

Sustainability

Each campus will need to begin reviewing all funded programs immediately. Is the program addressing student needs, workforce targets, and is it fiscally sustainable subsequent to grant funding? For example, faculty will be fully funded for two years. During the third year, each faculty will be funded at half-rate, and by the fourth year, the institution will have to accept full responsibility for all faculty expenses. This fact alone requires early and constant review of each program. In addition, each institution will also have to consider equipment replacement expenses when ascertaining the sustainability of each program.

The Grant Project Director, as well as each college, will closely monitor economic and workforce trends over the next two to three years to determine need and job placements for the programs being taught. All systemic changes being implemented such as the stackable credentials, shared courses and curriculum, and delivery modes will be similarly assessed in cooperation with the Office of the Commissioner of Higher Education to determine results that the colleges and State want to continue. One example is the use of Student Coaching which has been shown to markedly improve student retention and completion.

From a more global perspective, this grant requires that all thirteen participating institutions fundamentally modify how courses are offered and students are served. The fact that students will be able to enroll in their home campus and complete programs, which are not available there, from one of four teaching campuses is a radical departure from current norms. This model allows colleges in Montana to capture small numbers of students from across the state to fill programs. For the student, the grant makes programs available, which are currently closed due to geographic barriers. This fact will be the greatest challenge of the grant, affecting Academics, Student Services, Human Resources, and Fiscal Administration. However, it will also prove to be the most sustainable aspect of the grant.

Sole Source Justification:

The SWAMMEI project completed a sole source for a service to support grant participants through a highly specialized “academic coaching” process which is based on a technology-supported analytics model used by other consortia from other funded rounds of the US DOL TAACCCT competitions. The TAACCCT grant exists to provide postsecondary institutions with funds to expand and improve their ability to deliver education and career training programs that can be completed in two years or less, and are suited for workers who are eligible for training under the TAA for Workers Programs. These are workers who have been displaced from their jobs due to import competition and offshore outsourcing. The TAA program provides re-employment services including training. TAACCCT brings two-year colleges in on this process. Our award has come in the third round of TAACCCT grant awards. One of the specific goals of the TAACCCT program is to improve retention and achievement rates of students, and/or reduce time to completion. In its grant proposal, the Montana consortium stated its intention to use academic coaches to achieve this goal.

The TAACCCT Steering Committee examined both the general use of academic coaches, and the specific use of academic coaches as it relates to the TAACCCT program, and determined that a sole source award to InsideTrack was appropriate for this project. Academic Coaching is a fairly new field, and InsideTrack is described by the media as a “pioneer” in this field and as having “somewhat of a lock on the market for outside college coaches.” There are many postsecondary institutions that employ their own coaches, but there are very few private companies that provide this service. In a thorough search, the TAACCCT program identified only two other private companies providing these kind of services. Both limited their services to students in the cities in which they are located, and neither is located in Montana. In addition, TAACCCT program surveyed round one and round two TAACCCT grantees who appeared to be using academic coaches for the same purposes as the Montana consortium plans to and discovered that of the seven that responded, four were using InsideTrack and three were employing their own coaches. Of the four using InsideTrack, three had undergone a competitive bid process and only received proposals from InsideTrack.

ATTACHMENTS

Attachment #1: 4-Year Grant Totals