

SAMPLE

**RURAL DEVELOPMENT PROJECT (RDP)
FINAL PROJECT REPORT/EVALUATION**

COMPLETE A SEPARATE REPORT FOR EACH PROJECT IN THE GRANT

PROJECT INFORMATION

Program Grant #: AF-13110-03-60

Project Number and Title: Trades Training Program

Project Account Number: 656994

Funding Amount: \$450,000

Project Implementation Date: August 21, 2006 added to grant through modification #3

Project End Date: May 31, 2008

Date of Final Report: August 15, 2008

Section A

PROJECT ABSTRACT

1. GOALS

State the overall program goal(s) *as written in the initial proposal.*

This new program will provide trades training for journey workers from the trade unions to address the workforce shortage needs in [the] construction industry due to current housing projects and the anticipated increase in military construction projects on Oahu.

2. OBJECTIVES

List the Objectives identified as steps to achieve the program goal(s) *as written in the initial proposal.*

The following objectives were outlined in the grant work plan:

1. Develop curricula for identified trades training programs.
2. Provide trades training that may include, but is not limited to asbestos and hazardous waste abatement, CDL, forklift, journeyman carpentry and electrician training.

3. STATEMENT OF NEED

Describe the need for the program's services as characterized in the project proposal (economic, cultural, regional circumstances that precipitated the project), *as written in the initial proposal.*

This program will support a current and anticipated construction boom due to housing developments and the construction/renovation of military projects on Oahu.

4. TARGET GROUP

Identify the Target Group served by this project, *as written in the initial proposal.* Detail the group size, subgroups (if any), and enrollment expectations.

The target group will be individuals seeking employment skills and/or training in specific trades.

Section B

PROPOSED STRATEGY VS. IMPLEMENTATION

5. DID THE GOALS AND OBJECTIVES OF THE COMPLETED PROJECT *DIFFER* FROM THE INITIAL PROPOSAL DUE TO CHANGES MADE THROUGH A GRANT MODIFICATION? YES NO

IF "YES," PLEASE OUTLINE THE MODIFIED GOALS AND OBJECTIVES BELOW. IF "NO," MOVE ON TO #6 BELOW.

Outline the program goals *as written in the grant modification*.

The only change to the project proposal was the extension of the project period of performance, which was eventually extended to May 31, 2008.

List the Objectives identified as steps to achieve the program goal(s) *as written in the grant modification*.

The only change to the project proposal was the extension of the project period of performance, which was eventually extended to May 31, 2008.

6. SERVICES

Describe each service provided by the program, including services provided by project partners, noting when and where the services were provided.

A wide variety of classes and workshops were offered through this project. Some courses led to certifications required in the industry, some were introductions to new methods and materials and reviews/refreshers focused on specific journey worker level skills and knowledge. Curricula were developed for many different courses. Attachment A (*not included in this sample*) provides sample course outlines for new courses. Samples and materials were purchased for many of the classes. Many classes could not have been conducted properly or at all without these materials. A listing of materials purchased can be found as Attachment B (*not included in this sample*).

7. SERVICE DELIVERY METHODS

Describe the delivery of training and/or infrastructure-building activities. If the training is carried out through a college, list the class number and note if the course was offered for credit.

The majority of the training was offered and scheduled through the college's student registration and recordkeeping system (Banner). Participants received grades, and the grades and class attendance was recorded in Banner. Participants did not receive college credit. Other workshops/training were coordinated with and offered through the college's technology and non-credit/continuing education office (as Contractual). Completion rates were also recorded.

8. PARTNER ROLES

What roles did your partner organization(s) play in the project (e.g., delivery systems, resources, outreach activities)? Did the partners change? Did they do what was expected? State if there were no partners.

The union training programs that participated in the grant are listed in Attachment C (*not included in this sample*). The training programs assisted the project by polling their contractors to identify training needs, providing off-campus training facilities, referring potential instructors and recruiting their journey workers to attend training. All training programs that expressed an interest in the grant received services from the project and their most pressing training needs were met.

9. WORKFORCE INVESTMENT BOARD CONNECTIONS

Describe the project's connection with the local Workforce Investment Board (WIB).

The large majority of journey worker participants were already employed before their training through the project. Some who were temporarily unemployed during their participation were merely waiting for their unions to call them back to work.

10. STAFFING

Describe the staffing for the project, including job titles and duties, and the actual time spent on the project.

Grant funds were used for

1. The apprenticeship coordinator's payroll costs during the summer terms only,;
2. A full-time APT who was responsible for most of the day-to-day activities, and
3. A half-time student assistant who assisted with clerical tasks.

Most of the course instructors were already employed by the college as regular apprenticeship program instructors and were experts in their particular subject areas. New instructors were selected based on their expertise in the content of the courses that were to be offered. All instructors were required to submit attendance and course performance reports for each participant.

11. PROJECT TIMELINE (WORK PLAN) NARRATIVE

Provide an overview of the work plan detailing the various components of the project (OBJECTIVES AND TASKS) completed throughout the duration of the program. It may be useful to expand on the Work Plan included in the initial grant proposal by ensuring that dates and activities reflect what actually happened in the program.

This was the second of three very similar grants. We obtained the funds for this project when the project funded through grant 15654 was well underway. We simply continued what we had already started with the first grant in regard to assessing training needs, identifying qualified trainers and scheduling project activities.

The timeline was altered from the initial timeline due to a grant extension submitted by the RDP Statewide office. The project was able to provide urgently needed training over an extended period of time to union organizations.

Objective	Task	Grant Year 4				Grant Year 5				How Measured
		1	2	3	4	1	2	3	4	
<ul style="list-style-type: none"> Partners secured Programs identified 	<ul style="list-style-type: none"> Meet with partners Identify programs Negotiate and sign MOA(s) 	X	X							<ul style="list-style-type: none"> MOA(s) with Honolulu Community College signed Programs identified
<ul style="list-style-type: none"> Curricula development Training schedule set 	<ul style="list-style-type: none"> Develop curricula for identified trades training programs Arrange training schedule 			X	X					<ul style="list-style-type: none"> Curriculum completed Training schedule set
Secure Instructors	Interview and hire instructors			X	X	X	X	X		Instructors hired
Outreach and recruitment	<ul style="list-style-type: none"> Conduct outreach campaign Screen and select participants 			X	X	X	X	X	X	<ul style="list-style-type: none"> Outreach efforts reach an estimated 700 Oahu residents 400 participants are selected and enrolled
Train participants	<ul style="list-style-type: none"> Provide training program Monitor program progress Program tracks participant completion 			X	X	X	X	X	X	400 participants complete training programs

12. PROGRAM BUDGET TABLE

Insert a table of the final project budget, showing all funds as expended and any remaining balance.

13. BUDGET NARRATIVE

Explain the reason(s) for any program budget changes or modifications.

The budget was modified by reallocating funds between line items. The unions were not specific at the beginning of grant in regard to their exact training needs. As their needs became clearer, we needed to move funds between the grant budget categories to meet their requests.

An example is that some unions only began requesting workshops from off-island trainers when were well into the grant period.

14. IMPLEMENTATION EFFECTIVENESS

Explain how the project's planned implementation activities and outcomes were actually achieved or how they were changed to reflect the needs of the employers or the target group.

As mentioned above, this was the second of three very similar grants. When funds were received for this grant, we simply continued what we began and were doing with the earlier grant. Most of the problems that we encountered with the earlier grant, which were due to the college not being involved in the initial discussions with the unions, had been resolved and grant activities progressed quickly.

Section C OUTCOMES AND EVALUATION

15. PROJECT OUTCOMES AND MEASURES OF SUCCESS

A project’s proposed outcomes can be found in the initial grant proposal in the “Program Outcomes” section for each project. Enter the objective, measurement indicator, proposed results and actual outcome numbers into the table below. Add additional rows using the “Table” tool if needed.

PROGRAM MEASURES OF SUCCESS			
OBJECTIVE	INDICATOR (Performance Measures or Outcomes)	PROPOSED	ACTUAL
Outreach and recruitment to Oahu residents	The number of residents recruited for training	700	2511
Train participants	The number of participants completing training programs	400	2493

Please see Attachment E (*not included in this sample*) for a listing of all the training courses and workshops that we arranged with this grant. Initial enrolment and completion numbers are shown for each training class or activity. Our goal was to have the majority, if not all, of participants successfully complete the class or activity. Overall, the completion numbers were very satisfactory.

16. PROJECT BENEFITS TO INDIVIDUALS AND THE COMMUNITY

Explain all project benefits to the employers, the training participants and the local community.

Journey workers received training in new methods and materials, obtained certifications that are required and/or important in their trades and participated in skills and knowledge refresher classes. They, therefore, became more qualified, productive and safe workers. In turn, the general caliber of the workforce improved and the contractor benefited from the upgraded skill and knowledge levels of their employees and the public benefited because higher quality buildings/structures were constructed.

17. SUSTAINABILITY / PHASE OUT PLAN

Describe the sustainability of the project beyond the grant funding and performance period, or, if the project was not to be sustained, describe the project phase-out plan.

The college is trying to secure general (“G”) funds to continue journey worker training in the upcoming semester. However, due to the reported decrease in state revenues, the college’s legislative appropriation may only permit funding of apprenticeship classes.

Also, some of the training programs still have reusable supplies and materials that were purchased with grant funds and are able to offer classes on their own in the future.

The training programs were advised to conduct the most urgent training as early on the grant as possible and to schedule the more specialized (smaller target group) activities toward the end. All participating programs were regularly updated on the grant status and timeline.

Section D BEST PRACTICES AND LESSONS LEARNED

18. BEST PRACTICES AND SUCCESSES

Explain the project’s best practices and successes, planned or unplanned.

The spreadsheets we constructed to track the myriad of training sessions and training programs were of immeasurable value managing this project.

19. LESSONS LEARNED

What were the lessons learned through the project?

The primary lesson learned was that during times when construction is booming, it is difficult to get journey workers to participate in training. The most effective method for ensuring high levels of participation is to offer training during work hours while they are being paid. However, contractors are not always willing or able to bear the costs associated with this alternative.

20. USE OF EVALUATION RESULTS

Explain how the outcomes of the project were incorporated into employer or community training offerings, the community college system, or into future RDP training goals.

In the future, we will more aggressively target the unemployed who have the time to attend training and focus more of our resources on employees of companies that are willing to conduct training during work hours.

21. FUTURE IMPACT

Describe any findings, products or program-related issues that could be of use to future workforce training in similar topics.

We discovered that when dealing with so many organizations (in this case, union training programs), it is important to more frequently distribute updates on the status of the grant and the types of training that are being conducted by the different programs. This will help maintain higher levels of motivation among the programs to continue requesting and assisting in arranging training.

22. ADVICE, TIPS AND TOOLS OF INTEREST

Explain tips, advice and tools of interest related to program provision.

Strong and repeated efforts need to be made to convince the programs of the importance and necessity of accountability in regard to how grant funds are spent. Some trades were slow with submitting report documents and others were reluctant to use grant funds because of our reporting requirements. They preferred to use their own funds rather than be bound to reporting requirements and "paperwork." Many of these organizations are accustomed to functioning independently and being only internally accountable.

23. MEDIA COVERAGE, PUBLICATIONS, AND/OR AWARDS

Please attach any press releases/articles, promotional materials, participant recruitment ads, or any other awards or recognition. Please remember to acknowledge the U.S. DOL and Senator Inouye in their support for your programs.

Section E		REPORT IDENTIFICATION INFORMATION	
Date		Program Title	
Name/Title of Person completing form (Print)			
Signature			

ATTACHMENT: PARTICIPANT LIST

Cut and paste participant lists from each course from the Huinet on to the following pages.