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New Mexico Skill Up Network Pathway Acceleration in Technology and Healthcare (SUN PATH)

LEAD INSTITUTION: SANTA FE COMMUNITY COLLEGE

INTERIM EVALUATION REPORT: IMPLEMENTATION AND PROGRESS

MAY 2017

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Center for Education Policy Research

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May 2017

Prepared for

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Background

The University of New Mexico Center for Education Policy Research (CEPR) is the third-party evaluator of the New Mexico Skill Up Network Pathway Acceleration in Technology and Healthcare (SUN PATH) initiative funded by Round 4 of the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. SUN PATH is implementing a health career pathways system through a consortium of eleven New Mexico Colleges, shown and listed in Figure 1.

SUN PATH is designed to introduce cross-system collaboration and to establish new capacity that improves access to health careers through enhanced education and training designed to assist adults with gaining industry-recognized credentials. Santa Fe Community College (SFCC) is the lead agency of the grant with staff and faculty dedicated to administering and coordinating grant activities and facilitating the growth of new partnerships among community colleges/branch campuses, workforce agencies, employer partners and other stakeholders over the 4-year grant period.

SUN PATH is a consortium of 11 independent community colleges and branch campuses in New Mexico:

- Central New Mexico Community College
- Eastern New Mexico University (ENMU) - Roswell
- Eastern New Mexico University (ENMU) - Ruidoso
- Mesalands Community College
- New Mexico State University (NMSU) - Alamogordo
- San Juan Community College
- Santa Fe Community College
- University of New Mexico (UNM) - Gallup
- University of New Mexico (UNM) - Los Alamos
- University of New Mexico (UNM) - Taos
- University of New Mexico (UNM) - Valencia

Figure 1: New Mexico SUN PATH Consortium Colleges

SUN PATH is a systems-change approach that builds capacity through the development of new and expanded statewide career pathways in Allied Health, Health Information Technology, and Emergency Medical Services. The SUN PATH goals are to 1) Expand and improve healthcare career pathways that align with the needs of employers; 2) Increase attainment of degrees, certifications, and industry recognized credentials and; 3) Create strategic alignment between education, workforce, and employers resulting in improved employment outcomes, retention, and average earnings.

This is the second annual CEPR implementation evaluation report designed to help SUN PATH leadership and staff to reflect on lessons learned through implementation and progress. One of the aims of the

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ongoing implementation evaluation is to provide data and perspective that cannot always be perceived by staff who are busy accomplishing daily demands. This feedback on progress toward goals is designed to promote dialogue among stakeholders and to learn from the second year of implementation going forward.

The 2016 Evaluation Report describes implementation activities, successes and challenges, and assesses the feasibility of sustaining the initiative beyond the term of the grant funding. This report includes data from face-to-face interviews with students and instructors, survey interviews with I-BEST students and instructors, employers as partners, JDCCs and Site Coordinators, and observations and notes related to specialized activities. Programmatic feedback and Recommendations are provided in each section from stakeholders and from CEPR. The goal is to continue the SUN PATH on a trajectory towards sustainability connected to implementation and outcomes connected to project goals.

The implementation evaluation is based on the SUN PATH logic model which articulates intended outcome measures. The evaluation logic model (Figure 2) outlines the key measurable activities, outputs, short-term results and long-term outcomes.

EVALUATION PLAN LOGIC MODEL

Evaluation of SUNPATH's Impact to Develop a Coordinated Education and Training System to Build a Highly Skilled Health Industry Workforce in New Mexico

Current Context	Response	Activities	Primary Outputs for Each Program of Study	Results (Short-term)	Outcomes (Long-term)
Capacity High rate of unmet demand for skilled health industry workforce. Capacity gaps in health services and training to meet industry needs **Coordination** Lack core curricula and alignment in health pathways education and training programs. Lack of coordinated effort among the state's community colleges and workforce boards. **Attainment** Non-traditional students face barriers to complete credentials. Lack appropriate course design for students who enter at varied skill levels	SUN PATH will build coordinated health career pathways that don't currently exist The SUN PATH Consortium encompasses most of the state and includes key urban, rural and tribal communities. Santa Fe Community College is the backbone organization coordinating the 11 community colleges and 3 workforce boards. **Focus on Participant Groups** • TAA workers • Veterans • Low-skilled adults **Focus on Healthcare Pathways** • Allied Health • Emergency Medical Services (EMS) • Health Information-Technology Services (HIT)	Implementation Assessed through Collective Impact Constructs of: Common Agenda, Shared Measurement Systems, Mutually Reinforcing Activities, Continuous Communication and Backbone Support Organization. **Expand Career Pathways by:** • Stacking credentials • Latticing credentials • Enhancing online course sharing • Enhancing technology-enabled learning • Developing and delivering modularized curricula • Improving instructional practice • Implementing core curriculum **Support and Accelerate Credential Completion and Job Placement** Increase the number and type of courses that offer: • Improved/increased online course delivery • Technology-enabled learning e.g., simulation • Modularized curriculum • Common core curriculum • Accelerate and contextualize developmental education (IBEST) • Align competency-based assessments with industry requirements • Expand the use of prior learning assessments • Align student academic and career supports with workforce system **Create Model for Cross-System Alignment and Accountability by:** • Implement a statewide partnership • Enhance data and accountability systems	**Capacity Building** • New certificate programs created • Stacked and latticed credentials established • Faculty/Staff receiving professional development • JDCC services delivered **Innovative Course Delivery:** • Online courses QM certified, offered & adopted • Simulation & tech-enabled learning • Modularized curricula • I-BEST courses offered, credits earned **Alignment** • Articulated programs & curricula • Common core curricula adopted • IBEST policies, procedures & assessments • Industry-recognized assessments & credentials	Increased number of compatible certificate programs that are completed by target participants who gain higher skilled and higher paid employment **Increased Opportunities for Advancement in Health Care Professions** • Number and types of new certificate programs • Number and type of courses that offer: online access, technology-enabled learning e.g., simulation, modularized curricula, and common core **Increased Coordination and Consistency** • Each professional track provides stacked and latticed credential pathways • Each pathway presents articulated standards, common core requirements and curricula • Each site provides compatible and/or complementary pathways and standards **Increased Opportunity for Credential Attainment** • Enrollment in, retention in, and completion of Allied Health, EMS and HIT pathway certificates, degrees and licensure preparatory programs • Targeted supports to address common barriers to completing credential programs • IBEST: Type of courses, number of courses, and number of seats in each pathway • Number and type of CPL policies, procedures and assessments adopted • Number of credit hours awarded through CPL • Number of online courses and seats shared across consortium • Number of Job Development Career Coach services delivered to participants by type (e.g., career counseling, advisement, internships, support services) **Increased Capacity and Responsiveness** • Increased number of faculty and staff receiving professional development • Increased alignment to industry standards • Number and type of industry-validated assessments used in each pathway	**The evaluation of project outcomes and system implementation informs future career pathway programs by identifying successful constructs that can be expanded and replicated in other locations for similar career pathways.** Measured outcomes will include: • Training retention rates • Credential attainment rates • Employment rates • Increased earnings • Attainment of industry-recognized licenses and credentials • Attainment of academic credentials • Continued education and career advancement that builds upon credential pathways

Ongoing Quantitative and Qualitative Measurement and Analysis of Implementation and Participant Outcomes through Data Systems and Individual Feedback Mechanisms

Figure 2: SUN PATH Evaluation Logic Model

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# Evaluation of SUN PATH: Overview of Progress and Perceptions

Partner Perceptions

SUN PATH is supported by site-based leadership administered by a principal investigator (PI) at each college. Informal conversations and survey responses from PIs show agreement that the community college partners in SUN PATH have greatly benefitted from extended partnering relationships with private healthcare organizations, public institutions and the New Mexico Department of Workforce Solutions. The enhanced support facilitated by Integrated Basic Education and Skills Training (I-BEST) coupled with Simulation Labs for Allied Health (AH) and Emergency Medical Services (EMS) programs have benefited student learning that leads to employment in New Mexico. In addition, Health Information Technology students have benefitted from access to certification with courses made accessible by way of SUN Online.

Successes

- The community college partners in SUN PATH have greatly benefitted from extended partnering relationships with private healthcare organizations, other educational institutions and the Department of Workforce Solutions.

- The enhanced support for Allied Health, Emergency Medical Services and I-BEST coupled with Simulation Labs, have benefited student learning that leads to jobs in New Mexico.

- Colleges have been able to add to their programs with stacked credentials and stand-alone courses that help students be successful academically.

- These additions and the ability to hire additional staff have seen Allied Health programs, Emergency Medical Services programs and Health Information Technology programs solidly incorporated into most SUN PATH college curriculums.

- Colleges offer stacked and latticed pathways from entry-level skills to 4-year degrees and beyond, with the potential for students to seek employment along a continuum of higher wages.

When students were asked to describe SUN PATH in three words or less, this is what they had to say:
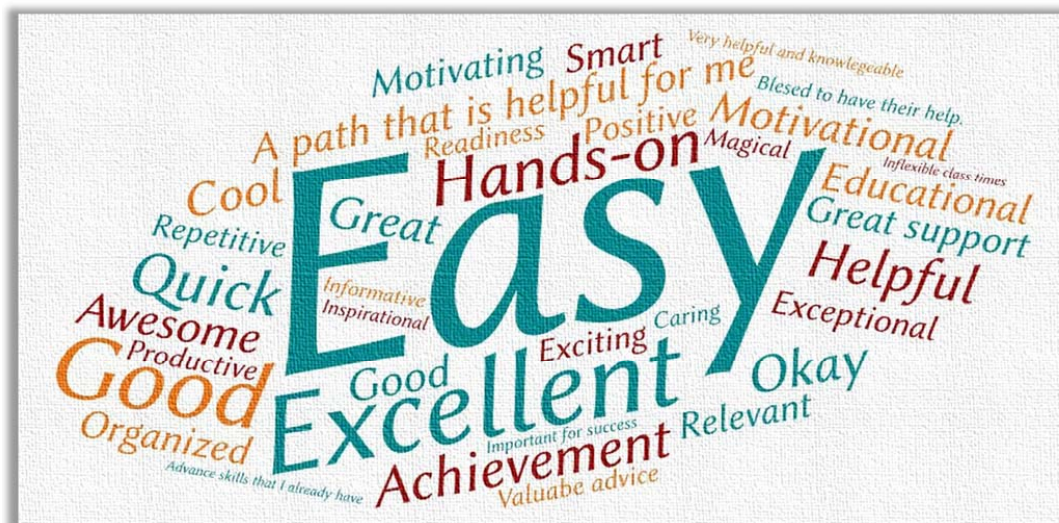
Figure 3: Informal Student Responses to Participation in the SUN PATH

Progress Toward Goals

SUN PATH's Priority Populations

SUN PATH is designed to serve the healthcare industry. Labor market demand for occupations identified in Allied Health, Emergency Medical Services and Health Information Technology represent areas of industry job growth over the next five years. Outcomes in SUN PATH are aligned with labor market data, the available pool of TAA workers, unemployed Veterans, and low skilled adults.

> *SUN PATH has served 2,742 student participants as of December 2016 (year 3) of the grant, up from 1,472 in year 2.*

At the end of fall semester December 2016, SUN PATH served 2,742 unique participants enrolled in multiple programs of study. Altogether, 1,253 participants had completed their studies. Six hundred forty-five (645) participants (39.2% of completers) found jobs and of those who already had jobs, income increased for 874, or 89.5%. Students were mostly Hispanic (47.3%) and White (32.1%) and most were females (82.8%) with an average age of 29 (see Figure 4 below).
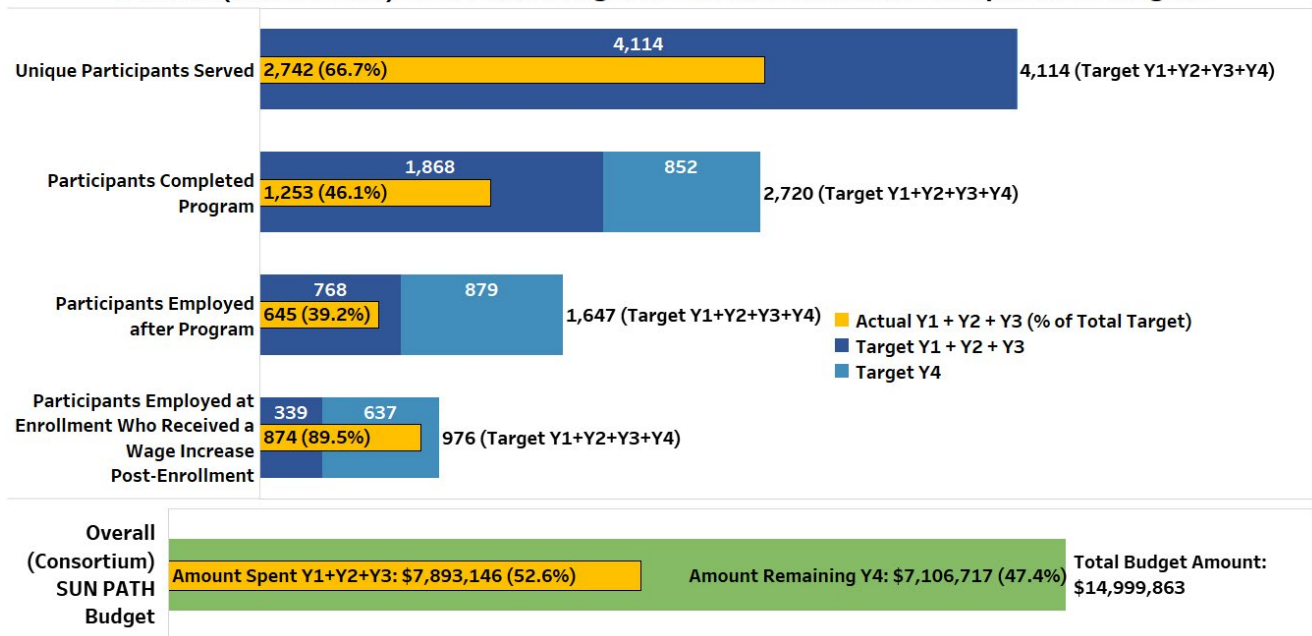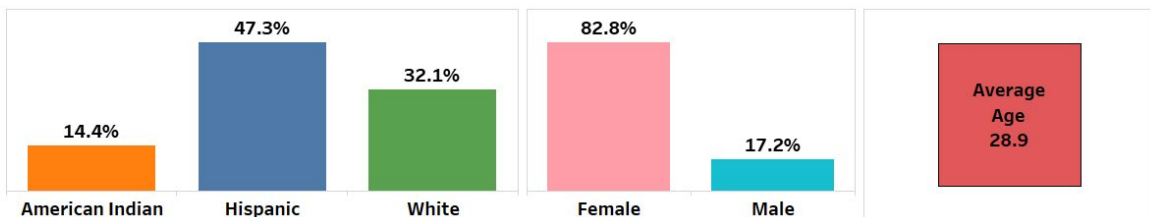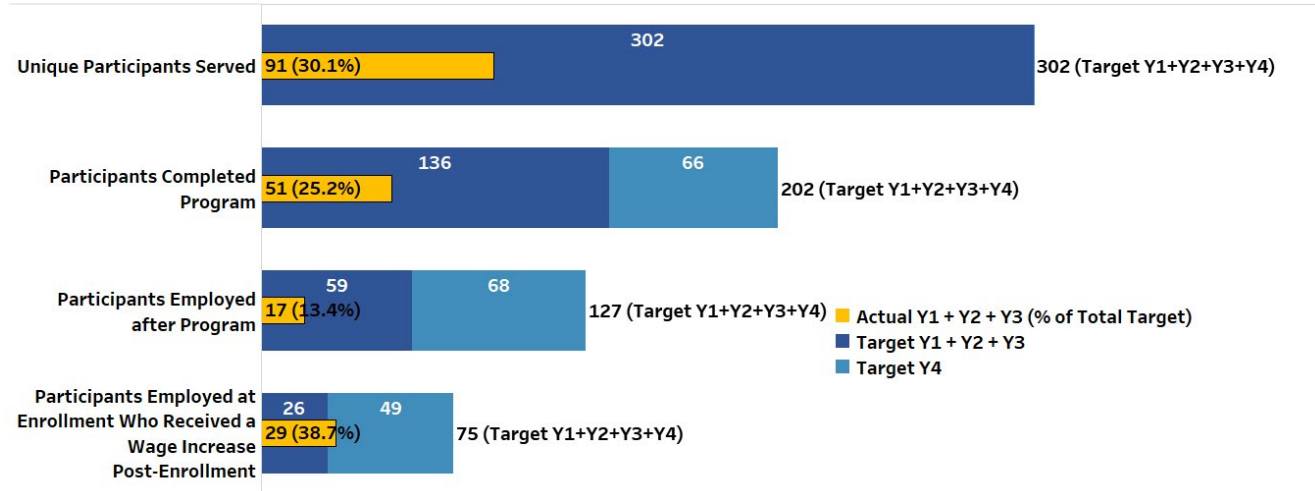

Figure 4: Consortium Enrollment Outcomes to Date (as of 12/2016)

Consortium Enrollment Rates

## SUN PATH Enrollment by College as of 12/2016

NMSU-Alamogordo

As of December 2016, SUN PATH, NMSU-Alamogordo served 91 unique participants enrolled in multiple programs of study. Altogether, fifty-one participants (56%) completed their studies. Seventeen participants (19%) found jobs and of those who already had jobs, income increased for 29. Students were mostly White (63.8%) and Hispanic (30%) and most are females (74.7%) with an average age of 31.

Central New Mexico Community College
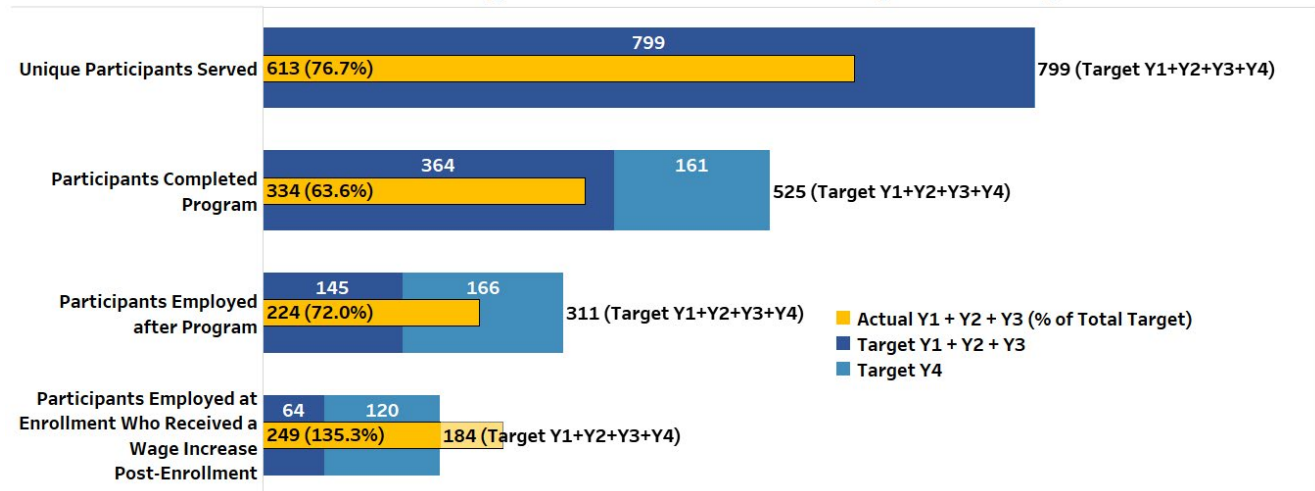
As of December 2016, SUN PATH, CNM served 613 unique participants enrolled in multiple programs of study. Altogether, three hundred thirty-four participants (54.4%) completed their studies. Two hundred twenty-four participants (36.5%) found jobs and of those who already had jobs, income increased for 249. Students were mostly Hispanic (50.7%) and White (30.1%) and most are females (74.9%) with an average age of 29.
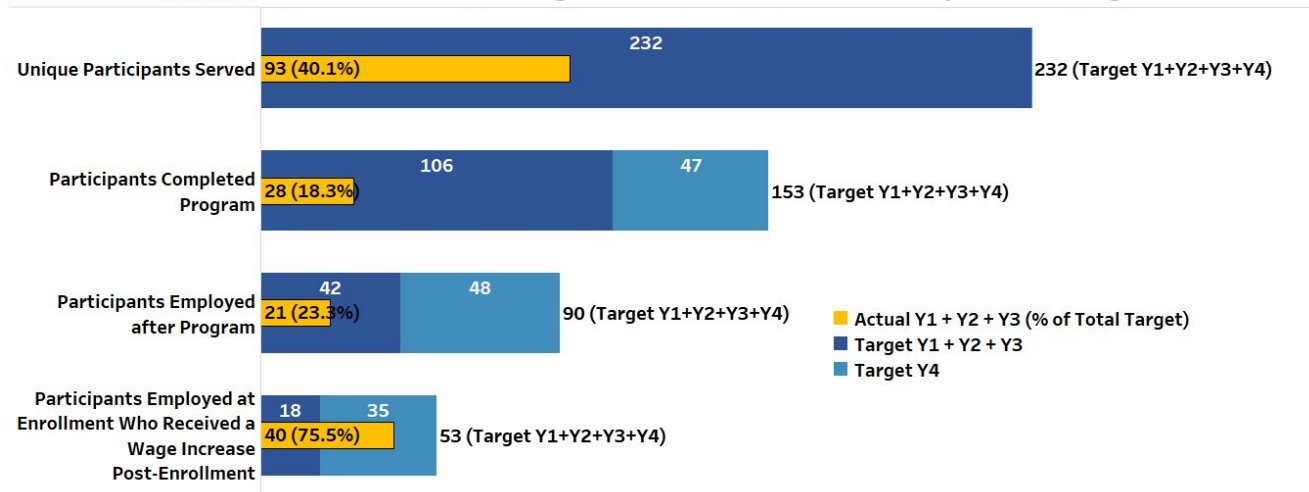
ENMU-Roswell

ENMU-Roswell SUN PATH Program Outcomes: Actuals Compared to Targets

Unique Participants Served	457 (98.9%) / 462 / 462 (Target Y1+Y2+Y3+Y4)
Participants Completed Program	96 (31.6%) / 211 / 93 / 304 (Target Y1+Y2+Y3+Y4)
Participants Employed after Program	28 (15.6%) / 84 / 96 / 180 (Target Y1+Y2+Y3+Y4)
Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment	85 (79.4%) / 38 / 69 / 107 (Target Y1+Y2+Y3+Y4)

Legend:
- Actual Y1 + Y2 + Y3 (% of Total Target)
- Target Y1 + Y2 + Y3
- Target Y4
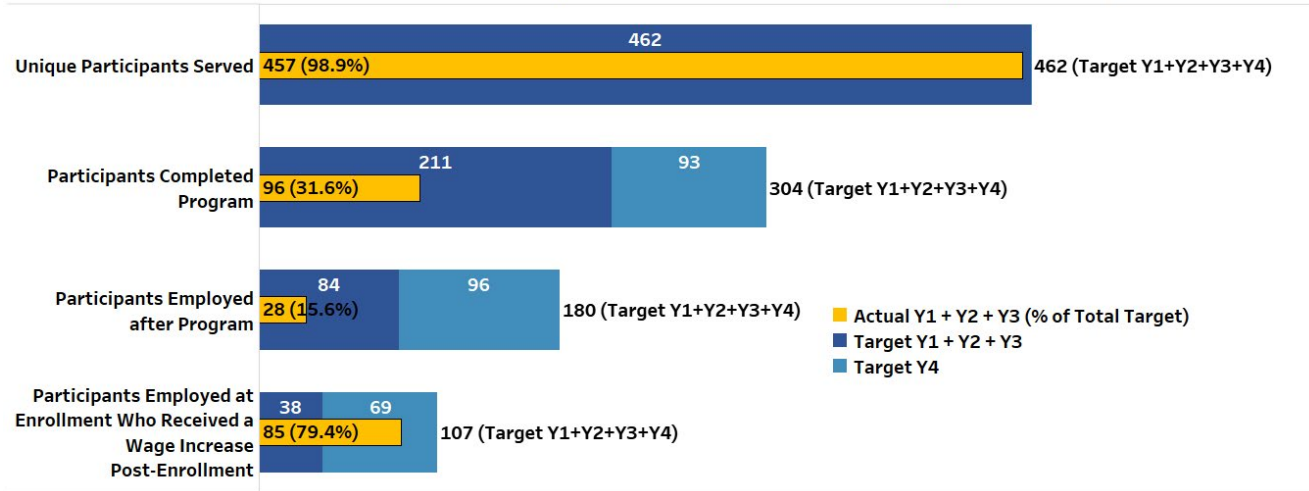
As of December 2016, SUN PATH, ENMU-Roswell served 457 unique participants enrolled in multiple programs of study. Altogether, ninety-six participants (21%) completed their studies. Twenty-eight participants (6%) found jobs and of those who already had jobs, income increased for 85. Students were mostly Hispanic (60.7%) and White (31.8%) and most are females (73.3%) with an average age of 24.

ENMU-Ruidoso

ENMU-Ruidoso SUN PATH Program Outcomes: Actuals Compared to Targets

Unique Participants Served	93 (40.1%) / 232 / 232 (Target Y1+Y2+Y3+Y4)
Participants Completed Program	28 (18.3%) / 106 / 47 / 153 (Target Y1+Y2+Y3+Y4)
Participants Employed after Program	21 (23.3%) / 42 / 48 / 90 (Target Y1+Y2+Y3+Y4)
Participants Employed at Enrollment Who Received a Wage Increase Post-Enrollment	40 (75.5%) / 18 / 35 / 53 (Target Y1+Y2+Y3+Y4)

Legend:
- Actual Y1 + Y2 + Y3 (% of Total Target)
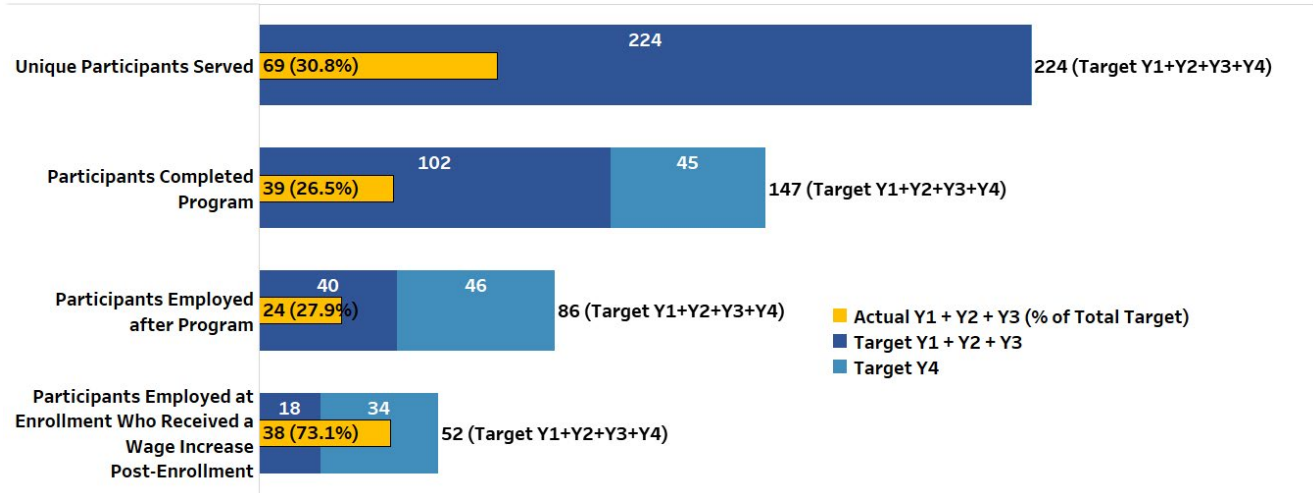- Target Y1 + Y2 + Y3
- Target Y4

As of December 2016, SUN PATH, ENMU-Ruidoso served 93 unique participants enrolled in multiple programs of study. Altogether, twenty-eight participants (30%) completed their studies. Twenty-one participants (22.5%) found jobs and of those who already had jobs, income increased for 40. Students were mostly White (55.1%) and Hispanic (26.9%) and most are females with an average age of 31.
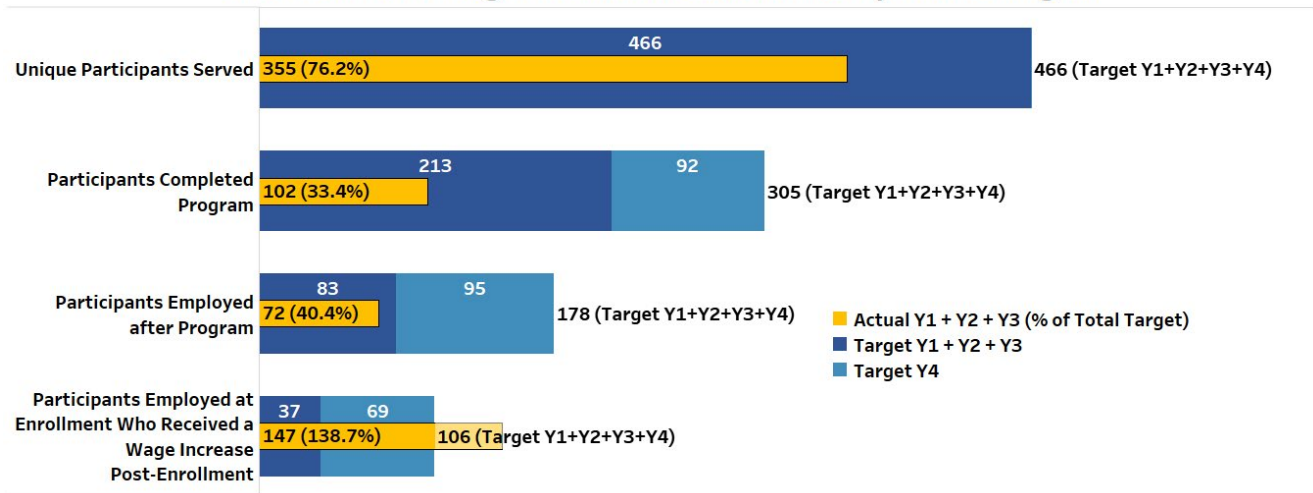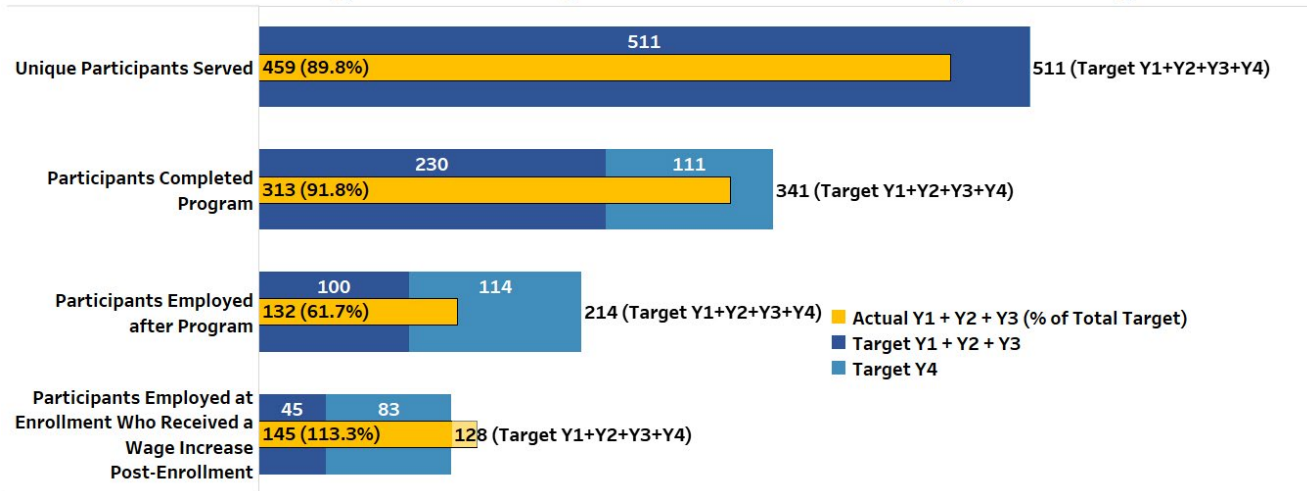
Mesalands Community College

Mesalands SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, SUN PATH, MCC served 69 unique participants enrolled in multiple programs of study. Altogether, thirty-nine participants (56.5%) completed their studies. Twenty-four participants (35%) found jobs and of those who already had jobs, income increased for 38. Students were mostly Hispanic (61.2%) and White (28.4%) and most are females (95.7%) with an average age of 29.

Santa Fe Community College

SFCC SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, SUN PATH, SFCC served 355 unique participants enrolled in multiple programs of study. Altogether, one hundred and two participants (27%) completed their studies. Seventy-two participants (20%) found jobs and of those who already had jobs, income increased for 147. Students were mostly Hispanic (62.2%) and White (28.5%) and most are females with an average age for participants of 32.
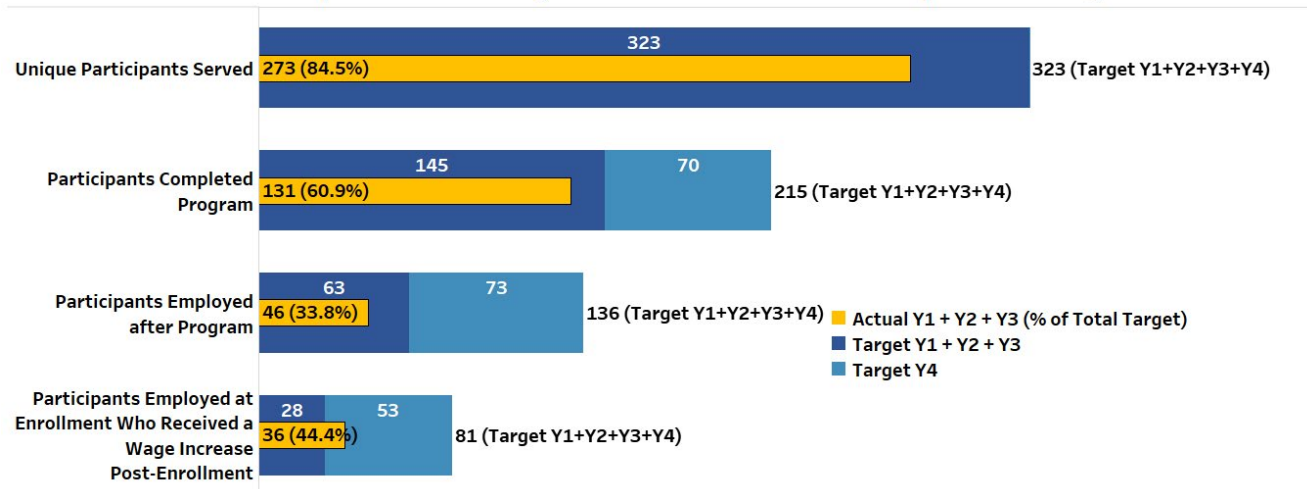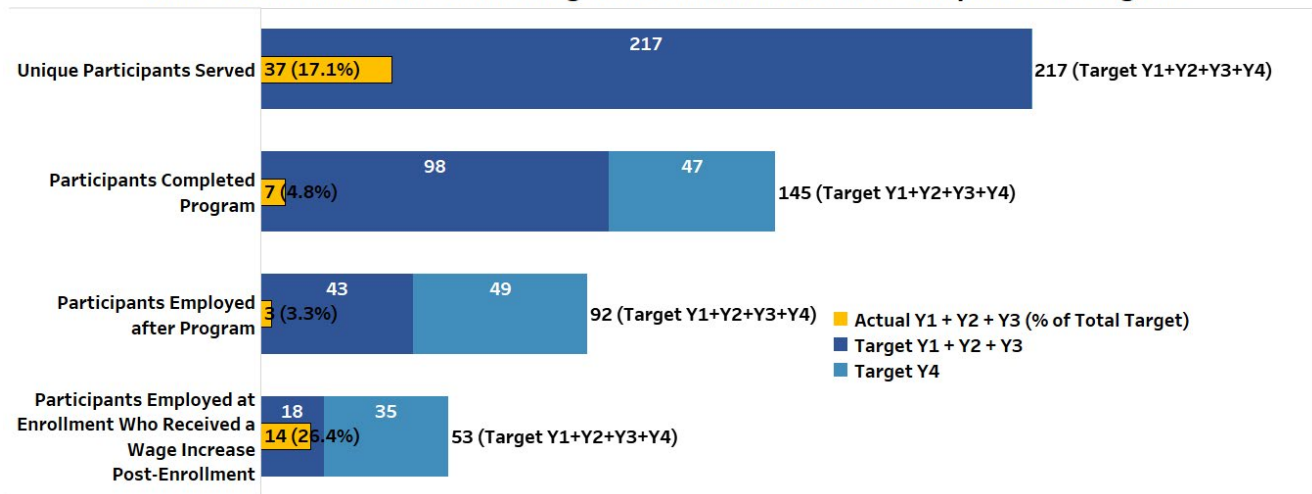
San Juan College

San Juan College SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, SUN PATH, SJC served 459 unique participants enrolled in multiple programs of study. Altogether, three hundred thirteen participants (68%) completed their studies. One hundred thirty-two participants (29%) found jobs and of those who already had jobs, income increased for 145. Students were mostly American Indian (45.3%) and White (32.2%) and most are females with an average age of 29.

UNM-Gallup

UNM-Gallup SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, SUN PATH, UNM-Gallup served 273 unique participants enrolled in multiple programs of study. Altogether, one-hundred thirty-one participants (48%) completed their studies. Forty-six participants (17%) found jobs and of those who already had jobs, income increased for 36. Students were mostly American Indian (83.1%) and most are females (80.2%) with an average age of 30.
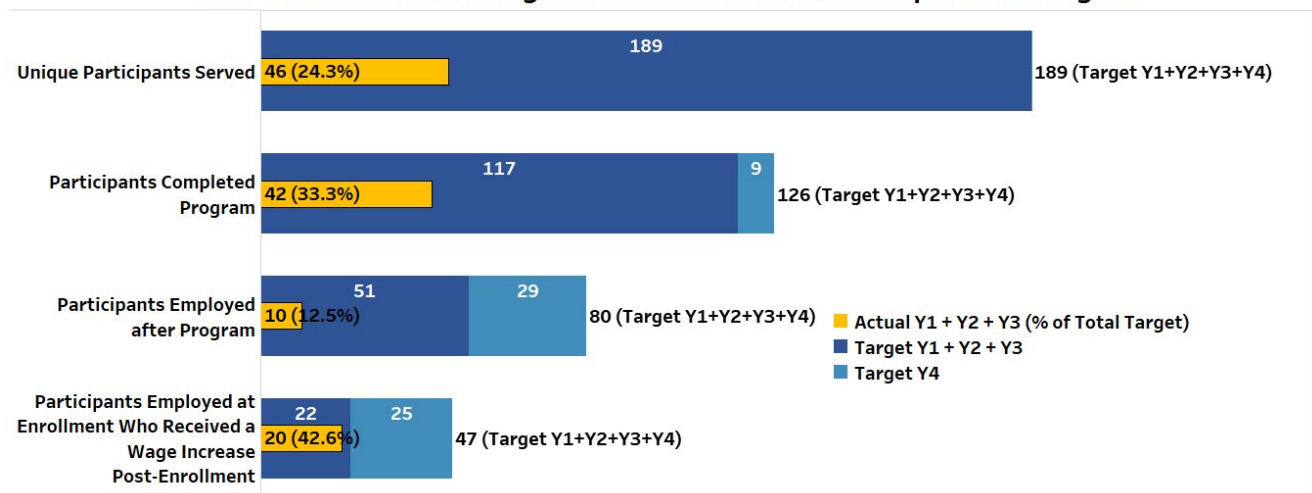
UNM-Los Alamos

UNM-Los Alamos SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, UNM-Los Alamos served 37 unique participants enrolled in multiple programs of study. Altogether, seven participants (19%) completed their studies. Three participants (8%) found jobs and of those who already had jobs, income increased for 14 participants. Students were mostly Hispanic (54.5%) and White (36.4%) and most are male (51.4%) with an average age of 27.

UNM-Taos

UNM-Taos SUN PATH Program Outcomes: Actuals Compared to Targets

As of December 2016, SUN PATH, UNM-Taos served 46 unique participants enrolled in multiple programs of study. Altogether, forty-two participants, (91%) completed their studies. Ten participants (22%) found jobs and of those who already had jobs, income increased for 20. Students were mostly Hispanic (77.1%) and White (20%) and most are females (63%) with an average age of 36.

UNM-Valencia

UNM-Valencia SUN PATH Program Outcomes: Actuals Compared to Targets
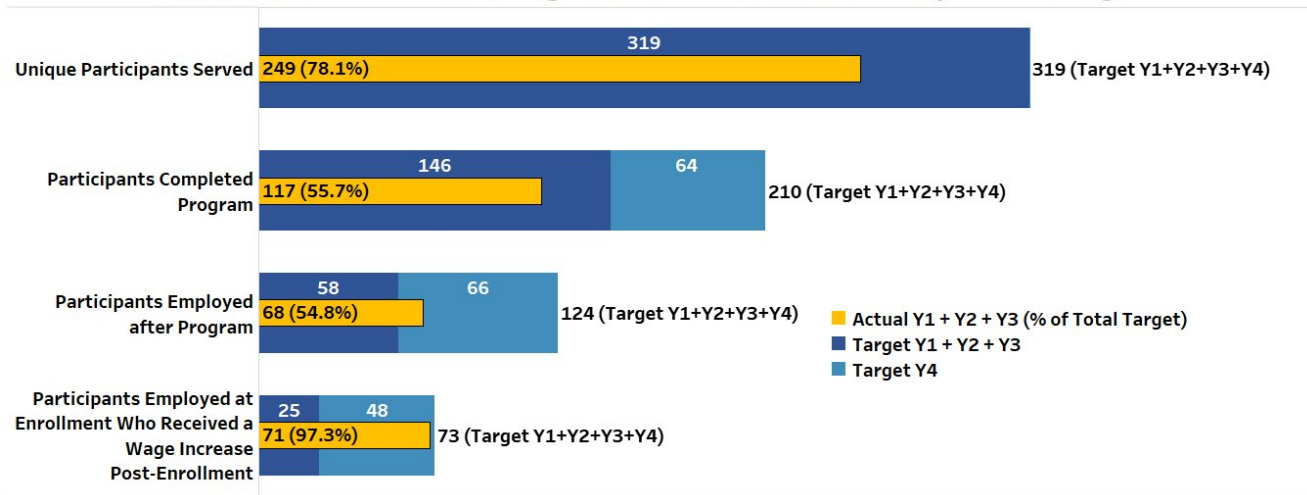
As of December 2016, SUN PATH, UNM-Valencia served 249 unique participants enrolled in multiple programs of study. Altogether, one hundred seventeen participants (47%) completed their studies. Sixty-eight participants (27%) found jobs and of those who already had jobs, income increased for 71. Students were mostly Hispanic (59.2%) and White (30.9%) and most are females (79.1%) with an average age of 28.

For the most part, target numbers are being met across the consortium with some colleges exceeding their targets. Those experiencing low enrollment levels are generally located in rural/remote areas, and compete for students with nearby colleges. Consortium sites not meeting initial targets are revisiting target goals and adjusting recruitment and retention participant target numbers down, adjusting program offerings, and making budget adjustments in consultation with the Consortium Director.

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Implementing SUN PATH'S Innovative Strategies: Lessons Learned

SUN PATH institutional level capacity building for priority populations includes support for student services in the form of a Job Development Career Coach (JDCC) and a Site Coordinator at each institution. One of the highest priorities for the remainder of the SUN PATH initiative is sustaining the liaison role of the JDCCs in support of TAA workers, unemployed Veterans and low skilled adults.

A key implementation factor is the roll-out of academic certificate and degree programs that enhance and accelerate access to health career pathways for the three priority populations of low-skilled adults, veterans and TAA-eligible workers. The remainder of this report focuses on the delivery of academic certificates and degree programs. Each section is identified by a very specific SUN PATH Priority, followed by data collected, coded and analyzed to assess Lessons, Successes and Challenges and offer Recommendations related to a specific strategy articulated in the indicated priority.

This section focuses on lessons learned from Years 1, 2 and Year 3 through March 2017 of program implementation. Each college in the consortium is tasked with designing effective program strategies and identifying best practices for system and instructional strategies designed to achieve SUN PATH goals for capacity building and institutional integration. All eleven colleges were asked to share lessons learned, successes and challenges along a continuum of program deliverables in the following areas:

Priority 1: Priority 1: Increase Access and Capacity to Consistent and High Quality Allied Health, EMS, and HIT Career Pathways:

- Programs of Study
- Stacked and Latticed Credentials
- SUN Online
- Simulation Labs
- Emergency Medical Services

Priority 2: Accelerate Credential Completion and Entry into the Workforce:

- I-BEST
- Credit for Prior Learning Taskforce
- Job Development Career Coach Services

Priority 3: Create a Model that Strengthens Alignment and Accountability Across Systems, Institutions, and Industry:

- Employers as Partners
- Data Management

Conclusions

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Priority 1: Increase Access and Capacity to Consistent and High Quality Allied Health, EMS, and HIT Career Pathways

Figure 5. Priority 1: Increase Access and Capacity to Consistent and High Quality Allied Health, EMS, and HIT Career Pathways

SUN PATH's Programs of Study

In the SUN PATH program, an integrated education and training model informs program and course design. This may result in multiple sections of a course being offered to integrate I-BEST and/or offering courses in combination with each other to meet the needs of the stakeholder community and employer partners served. Program design follows students' needs for support for academic and professional success.

The SUN PATH certificate and degree programs offered and reported by colleges to SFCC data team have grown from twenty-two (22) certificate and degree program courses with ten courses supported by I-BEST in 2015; to SUN PATH offering over fifty (50) certificate and degree program courses with eighteen (18) courses supported by I-BEST instruction at colleges across the consortium as of December 2016.

Allied Health Program: Basic + Certified Nursing Assistant, Basic + Patient Care Unit Assistant, Basic + Phlebotomy, Basic Body Structure (I-BEST), Certified Nursing Assistant, Certified Nursing Assistant (I-BEST), Combined Basic + Certified Nursing Assistant + Unit Assistant, Community Health Worker, Community Health Worker (I-BEST), Community Health Worker (Hybrid), EKG Technician, Fundamental Skills in Health Careers (Basic)(I-BEST), Home Health Aide (I-BEST), Home Health Aid/CNA, Medical Assisting, Medical Assisting (I-BEST), Medical Billing Coding, Medical Coding Specialist (I-BEST), Medical Lab Technician, Medical Terminology, Medical Terminology (I-BEST), Patient Care Assistant, Personal Care Attendant (I-BEST), Pharmacy Technician, Pharmacy Technician (I-BEST), Phlebotomy/Phlebotomist

Technician, Phlebotomy (I-BEST)/Phlebotomist Technician (I-BEST), Pre-Nursing, Pre-Nursing (ASAH), Pre-Nursing (I-BEST), Allied Health (AAS), Medical Assisting (AAS), Medical Laboratory Technician (AAS), Nursing (AAS), Occupational Therapy Assistant (AAS), Physical Therapist Assistant (AAS), Pre-Nursing (AAS), Radiology Technician (AAS), Respiratory Therapy (AAS), and Surgical Technology (AAS).

Health Information Technology Program: Computer and Network Security (I-BEST), Cyber Security Certificate (Online), Electronic Health Informatics, Electronic Health Records, Health Information Technology (I-BEST), HIT Certificate, HIT Technician, Medical Coding, Medical Insurance Coder/Biller, and Health Information Technology (AAS).

Emergency Medical Services Program: Intro to EMS (I-BEST), Community EMT, Community Paramedic, EMT/EMS Advanced, EMT-Advanced (I-BEST), EMT/EMS Basic, EMT/EMS-Basic (I-BEST), EMT/EMS-Intermediate, EMT-Paramedic, ER Technician, Medical Terminology, EMS (AS), EMT/EMS (AAS), EMT-Intermediate (AAS), EMT-Paramedic (AAS), EMT/EMS-Paramedicine (AAS), and Professional Paramedic Practice.

Strategy: Industry Recognized Credentials that are Stacked and Latticed

Background

Stacked credentials allow participants to build their career with certificates that add marketable skills and enable promotion into higher wage jobs. Latticed courses and credentials enable students to transfer between academic programs and colleges to build their career.
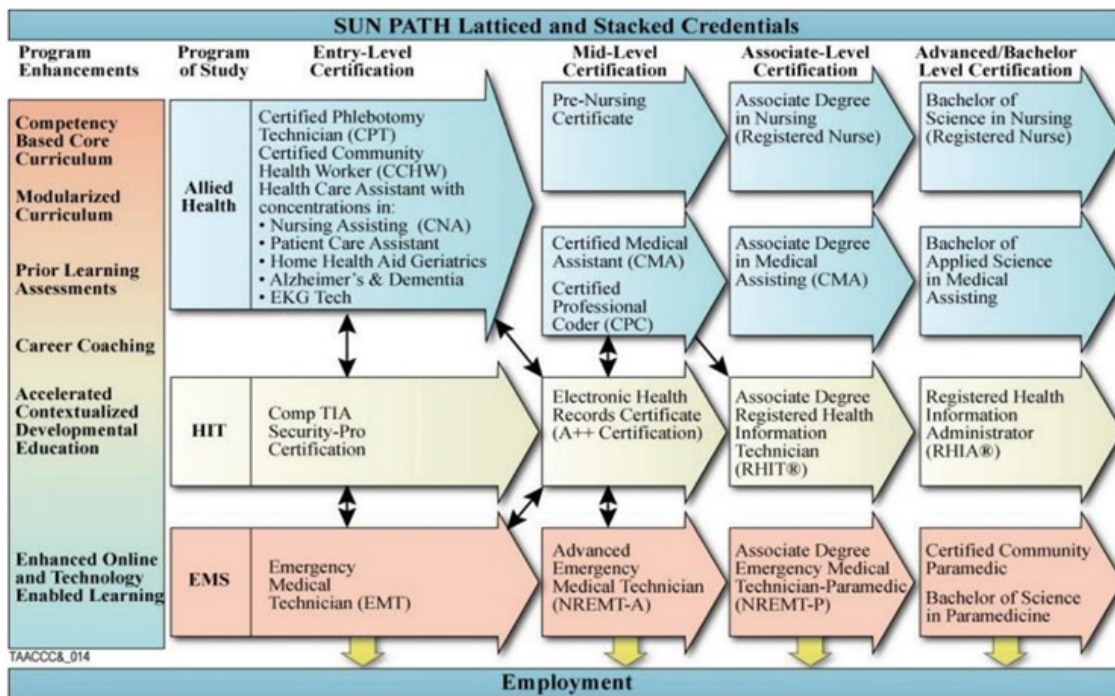
Figure 6. Industry Recognized Credentials that are Stacked and Latticed

Emergency Medical Services (EMS) involves clearly stackable credentials to comply with national and state registry requirements. The EMS Task Force is making progress to establish common core and articulation agreements. All eleven campuses offer EMT/EMS Basic or EMT/EMS Basic (I-BEST). Nine of the eleven campuses offered EMS-Basic and four campuses offer stacked EMS credentials (basic, intermediate and advanced). CNM has developed an innovative community health certificate for practicing EMTs and EMT-Paramedics.

Health Information Technology (HIT) is an option perhaps better suited to veterans and TAA-workers because of the required competencies and higher entry level salaries. Certificates are offered at four campuses with two offering a stack to an Associate's degree. CNM, SJC and UNM-Gallup are accredited by CAHIM while ENMU-Ruidoso is accredited by CompTIA. The HIT Task Force continues to work on mapping out Core, Snap-on, and Medical Billing and Coding Certificates and agreements to accept HIT certificates and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) Associates Degree courses.

Allied Health (AH) programs are offered on all eleven campuses, offering 40 AH courses, 19 different certificates and 9 Associates degrees. Allied Health also offers more than 16 I-BEST courses for students who can benefit from additional educational support services.

Successes

- Student survey responses indicate that the EMT/EMS certificate stack is clear and easy to follow.

- SUN PATH Allied Health programs referenced the New Mexico Nursing Education Consortium model (NMNEC) to develop a standardized curriculum and degree process so that consortium colleges Associate degrees in nursing can lattice between community colleges and articulate to Bachelor's degrees in nursing where applicable. Students accepted into Bachelor of Science in Nursing (BSN) programs can articulate their credits from their Associate's Degree in Nursing.

- SUN PATH subject matter experts continue to work on course articulations for nursing programs aligned with the New Mexico Nursing Education Consortium. SFCC has successfully developed a WorkKeys (Workplace Observation, Locating Information, and Reading for Information) job profile to help integrate and standardize the credential of Community Health Worker across the state.

- Complemented by SUN PATH advocacy, the Community Health Worker (CHW) certification is now sanctioned by the state of New Mexico, however, credentialing remains voluntary. SUN PATH CHW program completers can now submit a credentialing application based on presenting proof of a completed certificate training program endorsed and/or vetted by the New Mexico Department of Health. Retrieved from https://nmhealth.org/publication/view/form/2950

Challenges

- Students report the need for guidance in applying the stacked credential model to other SUN PATH academic offerings in the Allied Health program and Health Information Technology program.

- Community Health Worker and Patient Care Assistant remain limited offerings across the consortium.

Recommendations

- As SUN PATH is planning for sustainability beyond the grant funding period, it is time to decide in what ways the programmatic gains influenced by SUN PATH can be integrated into the institution's course catalogs. For example: provide a notation for those courses that are QM certified and/or those courses approved for Credit for Prior Learning (CPL) review by departments.

- To support sustainability advocacy, the SFCC SUN PATH program director should   consider making plans to upload the digital dashboard prepared by CEPR to showcase program outcomes to the public across the consortium.

- Continue to align courses and training with job demand for region/community.

- To ensure that sustainability plans are meaningful, Site Coordinators and JDCCs should continue assessing course offerings for alignment with community-based needs in collaboration with employer partners.

- Continue to advocate for elevating Community Health Worker to a required state level credential as opposed to a voluntary credential.

- Continue to encourage Community Health Worker participants, where applicable, to pursue a GED or high school equivalency as required by the State for credentialing.

- Continue to advocate for Community Health Worker funded services including but not limited to Medicaid payment for services. Success in this area lends credibility to CHW certification.

- Continue to assess wage growth in the Allied Health, Emergency Medical Services and Health Information Technology professions using the DWS LASER system.

- Consider reducing course replication through the use of SUN Online for offering courses across the consortium.

- Assess where the momentum points are for students' SUN PATH program participation (such as personal finances, family matters, proficiency exams for entrance, and additional and sometimes cost-prohibitive fees) and what specifically supports or hinders a participant's pathway progress toward course completion, certification and credentialing.

Strategy: Enhance Online Course Sharing and Technology Enabled Learning

Activity: SUN Online

Background

Skill-Up Network Online (SUN Online) is a growing SUN PATH consortium initiative that includes all sites. The SUN Online presence in New Mexico is enhanced by reaching out to and welcoming non-consortium member colleges to partner, adopt and share online courses and certificate courses within the SUN Online system.

During 2016, SUN Online shared 293 courses offered over the course of a year, with 34 courses adopted by partner institutions resulting in the purchase of 61 seats, generating 181 credit hours. The table below provides an overview of SUN Online school partners, number of courses shared, courses adopted by partner schools and the institutions providing support.

Table 1: SUN Online Course Adoption & Sharing (Spring, Summer, and Fall 2016)

SUN PATH Partner School	Total # Courses Shared in SUN Online	Total # Courses Adopted by a Partner Institution	From Which Institution	Seats Purchased	Total Credit Hours	$75 X CH
		SUN PATH: SUN Online Providing Schools Totals for 2016				
CNM	165	11	UNM-Taos, SFCC, ENMU-Ro	19	57	$4,275.00
ENMU-Ros	3	2	ENMU-Rui	3	9	$675.00
ENMU-Rui	31	9	ENMU-Ros, UNM-Taos	23	63	$4,725.00
Mesalands CC	3	1	CNM	2	6	$450.00
NMSU-A	9	1	XXX	0	0	$0.00
SJC	16	4	UNM-Taos, CNM	8	24	$1,800.00
SFCC	53	3	UNM-Taos	3	12	$900.00
UNM-Gallup	6	0	XXX	0	0	$0.00
UNM-LA	5	0	XXX	0	0	$0.00
UNM-Taos	2	3	SFCC, ENMU-Rui, SJC	3	10	$750.00
UNM-Val	0	0	XXX	0	0	$0.00
Total	293	34		61	181	$13,575.00

Successes

- SUN Online has a site administrator at each college to maintain online courses, provide or adopt SUN Online programs, and to coordinate grade reporting systems, etc.

- SUN Online CNM, ENMU-Ruidoso and Taos have shared the majority of courses in the SUN Online system to date. The collaborative is actively pursuing federal and state grant funds to sustain this SUN PATH statewide initiative.

- With the goal of securing monetary resources to sustain SUN Online, a taskforce has convened to conduct cost and impact analysis for SUN Online.

- Recognizing the state's new higher education funding model awards funds based on participants completing a program, SUN Online is pro-active in examining funding formulas to distinguish what matters most in future course-sharing for SUN Online program design.

Challenges

- I-BEST is not available to SUN Online participants. Instructors suggest that integration of I-BEST into SUN Online would benefit students who have multiple time commitments but recognize the need for assistance with basic skills mastery.

- Student feedback suggests that advisors and instructors are not accurately informed of what offerings are available in SUN Online prior to the beginning of each semester. The result is students receive different information depending upon who they ask.

- Several students report missing out on a course needed to graduate due to courses not being offered according to advisement or because seats are not available.

Recommendations

- Consider in what ways the SUN Online can accommodate students taking courses online who may be in need of integrated education support services.

- Develop a site-specific, dedicated SUN Online website for each school so that students can easily access the courses for their school and see what courses are being offered at other consortium colleges.

- Schedule courses sequentially and aligned with certificate and credential attainment pathways so that students can plan a path of study with an advisor and anticipate a completion date.

- Publish a SUN Online catalog for student reference and delineate the online pathways to specialized certifications, credentials and degree granting programs.

- Maximize funding opportunities by considering the adoption of a cohort model for student recruitment and participation in programs of study offered in SUN Online. In this model students across the consortium are admitted to a specific program of online study, enroll in a specially designated course section for a dedicated participant seat in each course until program completion. In a cohort structure, enrolled students begin a program of study together, move through all coursework together, and complete the program of study together. The model tends to improve retention rates and program completion rates versus students selecting courses in isolation.

Activity: Regional Medical Simulation Centers and Simulation Labs

Background

SUN PATH is funding an expansion of simulation capabilities at each college. In addition, four regional medical simulation centers (RMSC) are complete and functioning as service points for both SUN PATH participants, employer partners and other healthcare related community organizations. All eleven SUN PATH colleges have unique degrees of simulation capabilities and instruction. High-fidelity and mid-fidelity mannequins are installed depending upon the site and web-based teleconference and face-to-face trainings are developed.

SUN PATH Consortium successfully institutionalized four Regional Medical Simulation Centers (RMSCs): Central New Mexico Community College, ENMU-Roswell, San Juan College, and Santa Fe Community College. Simulation curricula and a repository of simulation cases and resources are in place and shared on Basecamp.

Successes

- SUN PATH participants, faculty and staff overwhelmingly speak to the positive impact simulation laboratories have on academic teaching and students' ability to link technical theory comprehension and applied practice.

- Nearly all of the student participants surveyed and interviewed stressed the importance and benefits of simulation, simulation lab and the simulation models. Students felt that the labs are extremely helpful and the innovation of combining simulation labs and I-BEST was specifically referenced as a contributing factor to student success.

- Several students referenced and acknowledged appreciation for instructors who provide additional time and support for practice skills that may not be able to be completed in the Simulation Labs.

- Students and faculty have the benefit of recording simulation practices for performance assessments and feedback. All colleges now have a simulation lab technician to maintain the equipment and replenish supplies.

- Local employers are seeking opportunities for fee-based training for their existing staff, for ongoing professional development, safety verification modules and re-certification.

- In December 2016, Central New Mexico (CNM) hosted the SUN PATH Simulation Labs Conference. The conference structure supported three strands: 1) Simulation Operations (Manikin Maintenance, Moulage for Manikins and Actors, Manikin Programming, and Management of Simulation Supplies); 2) Faculty Curriculum Development (Creating Scenarios, NMNEC Curriculum & Simulation Integration, Debriefing Methods, Implementing Standardized Participants in Simulation) and; 3) Administration (Integrating Simulation Curricula for Disciplines, Community Engagement with Simulation, Starting a Standardized Participant Program, Management Strategies for Simulation Centers).

- SUN PATH referenced the New Mexico Nursing Education Consortium (NMNEC) best practices for simulation integration. Curriculum models for simulation are now cross-walked across the SUN PATH nursing courses where applicable and available for site level reference and implementation.

Challenges

- Students feel that high demand for hands-on time in the Sim Labs reduces the amount of time available to practice their healthcare skills.

- There is a need for inter-disciplinary departmental collaboration with content faculty for support and engagement in simulation lab curriculum development, medical checks, labs and simulation creation.

- Some scenarios need to be created using content experts currently working in the healthcare professions.

- School nurses are currently not included in simulation lab development for school specific healthcare needs.

- College sites need access to specialized expertise for simulation lab scenarios for example: ICU Nurses, Travel Nurses, and Cardiology Nurses.

Recommendations

- Invite local nurses from diverse disciplines onto campus to tour simulation labs and to consult for curriculum and simulation lab development.

- Consider providing compensation to content faculty as an incentive to share expertise.

- The Consortium may want to apply lessons learned at the CNM Simulation Lab Conference and begin discussions and study of Manikin return on investment vs. the provision of Standard Patient availability, to increase student access and time in simulation labs.

- To accommodate participant demand for hands on experiences when simulation labs are in use, consider the NMNEC recommendation to use both Standard Patients and Manikins. Students will benefit from access to both Standard Patients and Manikins for practicing diverse cases.

- Regional Medical Simulation Centers focusing on sustainability and inclusion of Standard Patients can benefit from referencing the Association of Standard Patient Education website. The association offers a Case Library, Webinars and Professional Development for simulation technicians and faculty.

Strategy: Development and Delivery of Modularized Curricula

Activity: Emergency Medical Services Taskforce

Background

SUN PATH consortium colleges and employer partners are actively participating in the statewide Emergency Medical Services taskforce to develop modularized EMS curricula for delivery across the consortium. Taskforce members continue to meet monthly and communicate regularly online to make progress towards development and completion of common course objectives, goals, curriculum and simulation content.

Successes

- The EMS taskforce is working on developing online course units and modules for EMS and submitting videos, narrated lectures, course learning objectives, course schedules and other related materials for peer review and Instructional Design review.

- At each college, taskforce members are involved in reviewing and organizing curriculum course content and layout for preparing online modules.

- The SUN PATH Instructional Designer continues to provide on-going review, suggestions and recommendations for moving forward in consideration of possibly purchasing course modules, purchasing video scenarios and negotiating associated price points.

Challenges

- Several EMS faculty are experiencing taskforce participation time constraints in developing modules while school is in session.

- Delays in module development may influence the fall start-up date. The SUN PATH Instructional Designer needs time to review each module, provide feedback and standardize each module for consistency across the consortium.

Recommendations

- Provide time at the earliest convenience during summer for the EMS Taskforce to meet as a group to complete the modularized curriculum development process.

- Provide time over the summer for the Instructional Designer to meet with the EMS Taskforce as a group to discuss and edit the EMS modularized curriculum for standardization and implementation.

Priority 2: Accelerate Credential Completion and Entry into the Workforce

PRIORITY 2: Accelerate credential completion and entry into the workforce				
STRATEGIES	**ACTIVITIES**			
Accelerated and contextualized developmental education	Recruit adult education and developmental education students into entry-level certificate programs.	Expand and incorporate I-BEST model into entry-level certificate programs.		
Competency based assessments aligned with industry requirements	Identify existing competency- based assessments that can be integrated into programs of study	Develop new competency-based assessment based on industry requirements		
Expand use of prior learning assessments and awarding of credit	PLA Manager, Coordinators SUN Pathway coordinators hired & trained by Council for Adult Experiential Learning (CAEL).	Implement and utilize PLAs, including CLEP, ACE, and WorkKeys, upon entry into program of study.	Develop consistent policies and procedures for granting credit for prior learning (PLA) across the consortium.	Develop consistent crosswalks for industry recognized Allied Health, EMS, and HIT certificates and credentials.
Career guidance, retention support, and job placement that is aligned with the public workforce system	On-site Job Development Career Coaches (JDCC's) are hired and managed by Department of Workforce Solutions (DWS).	JDCCs utilize public workforce system to provide targeted outreach to TAA workers and Veterans.	JDDCs are trained in and utilize all career guidance services and resources provided by the public workforce system to support participants.	JDDCs coordinate and facilitate regional councils, serving as the connection between participants and internships or employment opportunities identified by employer partners.

Figure 7. Priority 2: Accelerate Credential Completion and Entry into the Workforce

Strategy: Accelerated and Contextualized Developmental Education

Activity: I-BEST – A Contextualized, Accelerated Remedial Training Program

Background

SUN PATH adopted the Integrated Basic Education and Skills Training (I-BEST) as an evidenced-based strategy to accelerate acquisition of industry-recognized credentials for low skilled adults. In the SUN PATH I-BEST program low-skilled adults have access to more than 16 accelerated remedial education courses based on placement tests for grade level, with simultaneous enrollment in entry-level healthcare certification programs.

> *More than 16 accelerated remedial education courses*

While each college site designs the I-BEST program to meet the needs of the participants in the community served, traditionally two instructors are in the classroom, one to teach professional and technical content and the other to teach basic skills in reading, writing, and mathematics. The goal is to contextualize basic skills curriculum within a healthcare pathway.

I-BEST also provides additional support labs to help participants gain the academic skills required to succeed in rigorous college-level coursework.

I-BEST Programs of Study include: Basic Body Structure; Certified Nursing Assistant, Community Health Worker, Computer and Network Security, Emergency Medical Services-Basic, Emergency Medical Technician, Emergency Medical Technician (Advanced), Fundamental Skills in Health Careers (Basic), Home Health Aide, Health Information Technology, Introduction to Emergency Medical Services, Medical Assisting, Medical Coding Specialist, Medical Terminology, Pharmacy Tech, Phlebotomy and Pre-Nursing.

Table 2: I-BEST Outcomes

SUN PATH: I-BEST OUTCOMES				
SUN PATH School	**Unique Participants Served**	**Participants Who Completed a SUN PATH Program of Study**	**Participants Employed After Program Completion**	**Participants Who Received a Wage Increase**
Central New Mexico	36	30	17	10
ENMU-Roswell	429	96	28	84
ENMU-Ruidoso	45	27	20	27
Mesalands CC	63	36	23	35
NMSU-Alamogordo	35	21	12	15
San Juan College	97	61	20	47
Santa Fe Community College	45	29	19	17
UNM-Gallup	44	8	1	7
UNM-Los Alamos	0	0	0	0
UNM-Taos	32	26	6	13
UNM-Valencia	147	71	42	41
Total for the Consortium	**973**	**405**	**188**	**296**

Successes

- Since the start of SUN PATH 973 adults have participated in I-BEST at 10 of 11 SUN PATH colleges across the consortium (see Table 2 above).

- Of the 973 students reported, 405 have completed an entry level certificate.

- I-BEST students have acquired both academic and industry recognized credentials and 188 of those students are now employed after program completion.

- Income increased for 296 I-BEST students during or after their studies.

- I-BEST continues to be well regarded in the colleges adopting the team-teaching approach.

- Instructors continue to build rapport and respect for the collaborative process.

- Instructors believe that students have greatly benefited from the I-BEST support as it is woven through the entire semester to strengthen their academic and soft skills.

- Participating in I-BEST creates a learning community where instructors help each other contextualize knowledge for students and permits them to speak English for authentic purposes.

- Students shared their perspective with content and remedial instructors saying they could not imagine their class without the I-BEST component.

Challenges

- I-BEST is not offered in SUN Online, as no supplemental support is currently available to students participating in online course sharing.

- Students may sometimes become confused as to who is in charge in the classroom.

- planning with content instructors is limited.

- Getting used to another instructor in the classroom is difficult.

- I-BEST grant administrators are perceived as unresponsive and uncommunicative, causing problems for teachers who need administrator input.

Recommendations

- Provide opportunities for administrators to receive feedback on successes and challenges from site-based SUN PATH staff.

- In collaboration with administrators, identify faculty for co-teaching teams based on a set of criteria. Perhaps conduct hiring interviews with the co-teaching model in mind.

- Identify reasonable compensation locally or at the consortium level to award content instructor participation in I-BEST trainings.

- Identify reasonable compensation to support I-BEST faculty planning time.

- Increase the visibility and notoriety of the I-BEST program at each site. Prepare fliers, closed-circuit television advertisements etc. about I-BEST and run the advertisements periodically to coincide with institutional registration schedules.

CEPR recommends instituting peer observations as critical friends. Consider debriefing observations as professional development in support of institutionalizing the I-BEST co-teaching model.

- Establish criteria/rubric for assessing I-BEST courses.

- Identify I-BEST courses that align with Department of Workforce Solutions (DWS) employer needs at each college.

- Identify I-BEST participants who have acquired a GED as a credential and/or as a part of the credentialing process. (Note: In recent meetings with Secretary Celina Bussey, Department of Workforce Solutions, it is requested that SUN PATH track GED completion rates in addition to other credentials.)

- Identify those I-BEST courses where SUN PATH is having the greatest impact.

- Identify I-BEST courses that would benefit from curriculum review for improvement.

- Identify I-BEST courses that warrant being phased out.

- Raise employer awareness of stackable certificates and support for former SUN PATH participants who are now employees to continue their education.

- Increase community program awareness to increase enrollment (in addition to job fairs, and community events (update websites, advertise in local media, print materials that show how courses connect in a latticed or stacked certificates program).

- Consider uniformity across the consortium for how "skill gains" are administered, assessed and monitored. These steps support program design effectiveness, comparison analysis and advocacy for sustainability.

Lessons Learned: I-BEST Instructor Perceptions

Background

Ten of the 11 SUN PATH colleges report offering a certificate-bearing program or course using the I-BEST co-teaching instructional model. Co-teaching can be defined as two professional educators delivering

I-BEST Faculty Perceptions

"Overall, there was a higher completion rate and higher grades in the I-BEST courses in comparison to non-I-BEST courses that I taught from previous years."

substantive instruction to a diverse group of students, including students with disabilities, within a single space—typically a shared classroom (Cook & Friend, 1995). During I-BEST co-teaching, technical and general educators are partners in planning, delivery of instruction, and evaluation of diverse groups of students.

In the SUN PATH, I-BEST model two instructors collaborate to deliver course content. Depending upon instructors' availability, in some instances both teachers are in the I-BEST classroom together and in other instances, planning is collaborative and the remedial instructors meet with students outside of class time in support of technical content (Wachen, 2010).

Some research has been unclear as to the efficacy of co-teaching similar to the SUN PATH I-BEST model relative to student outcomes (Weiss & Brigham, 2000; Murawski & Swanson, 2001). Other researchers have expressed concerns that co-teaching may not be effective for improving academic achievement of students (Mastropieri, et al., 1998). Still others have illustrated benefits of co-teaching for teachers and for students (Villa, et al., 2004). Taking note of the latter, SUN PATH is beginning to see the benefits of the I-BEST co-teaching model emerging in participant outcomes and is now moving towards program sustainability as an approach to year four of the initiative.

During fall semester 2016, survey interviews were administered to fifteen (15) I-BEST Instructors asking them to reflect on the co-teaching experience. Instructors were asked to consider the I-BEST program within the context of the following categories: (1) how well I-BEST contributes to student academic success and career preparation, (2) curriculum and course delivery comparisons to previous teaching experiences, (3) instructor training for I-BEST with national facilitators, (4) opportunities to network with consortium colleagues, and (5) use of assessments with I-BEST students. Responses are reported under the headers of Successes, Challenges and Recommendations. The following represents instructors' direct reflections on the I-BEST experience:

Successes

- The "Current Issues" Instructors and I continuously collaborate on lesson plans. She always shows me her tests and asks for input to help the students understand the material. Together, we work with the students on study and test taking skills.
- Great outcomes with enriched curriculum.
- Lessons associated with basic reading/writing skills, time management, job search skills, resume writing, "Next Steps" for career and college, study groups, soft skills for the workplace.
- Team teaching and learning the content within the class, as well as teaching and modeling to the content Instructor's methods of teaching in more dynamic ways.
- Better understanding of what co-teaching should be.
- Integrating a research paper and APA requirements into the classroom reinforces writing skills.
- Didactic information is now presented with a global view.
- We are seeing more and more content Instructors asking for I-BEST personnel to help their

students.

Challenges

- Instructors report having problems being able to co-instruct in the Medical Terminology and in Anatomy and Physiology classes due to the depth and breadth of technical language.

- In Medical Terminology and Anatomy and Physiology courses almost all of the I-BEST instruction occurs in workshops outside of the classroom.

- Explaining the I-BEST model to content instructors who have not attended I-BEST training prior to co-teaching, is challenging. Content instructors do not have an understanding of ways in which the co-teaching model can be applied in classroom settings.

- Coordinating time for co-planning prior to the upcoming semester is difficult.

- Recognizing the fine balance between content teaching and remedial teaching in the same classroom is a challenge.

- There is a lack of buy-in by administrators, content instructors, and some students. (Example: individuals might recognize that their students do not have the skills to succeed in the course, but don't believe that it is their responsibility to put in the work necessary for that to happen. Curving of grades and lowering of standards are much easier to do and often the norm.)

Recommendations

- There needs to be more oversight at the State level. Trainings are good if individuals go back to their programs and incorporate what they have learned.

- Role clarification: a comprehensive understanding of instructional roles in the classroom is needed.

- Content instructors need to be trained in the I-BEST model to understand how the model functions.

- Allow classroom time for mutually exclusive content in both content and remedial learning.

- It is important for co-instructors to reflect and debrief together.

- It is better for students' overall understanding if instructors plan lessons, tests, and study materials together.

- Carefully consider who to enroll in I-BEST based on participants' time constraints and commitments. (Student perception as well)

- Consider offering an I-BEST orientation session for participants to explain the benefits of the I-BEST instructional strategy and how it fits in with their career goals.

- Introduce campus faculty beyond the SUN PATH to the I-BEST model to create awareness for co-teaching and student buy-in.

- Invite content instructors to attend the SUN PATH I-BEST Conference. Educating content instructors is a high priority need for sustainability.

- Strategic planning for I-BEST sustainability both short and long-term

- Models for how the I-BEST instructor can implement basic skills instruction as the content

instructor is teaching in the classroom is needed.

- Develop a plan for evaluating I-BEST instructor performance (students' suggestion as well).

Lessons Learned: I-BEST Student Perceptions

Background

Research on student perceptions of co-teaching strategies is limited and it warrants further investigation. Student perceptions of school and teacher environments can have a profound influence on student interaction, motivation and effort to participate in academics (Wentzel, 2010). As the body of literature regarding co-teaching classrooms builds, research including student perceptions and outcomes must be addressed because student understandings may lead to more effective practice and increased student engagement in the learning process, resulting in positive outcomes (Van Noy & Jacobs, 2009).

In late summer of 2016 SUN PATH students (N=34) in Allied Health, Health Information Technology and Emergency Medical Services health care-related professions between 2015 and 2016 were asked to complete an instrument that in summary asked: (1) how they felt about having two instructors team teaching their class, (2) how having two instructors affected their understanding of the content presented, (3) how having two instructors affected their understanding of work assigned, (4) how they felt about having two instructors to evaluate their work, and (5) other comments.

Results indicated that overall students felt they greatly benefited from being team-taught and expressed a positive reaction to the experience.

Successes

- Generally, students felt that having two instructors enhanced the understanding of technical content, though some were confused over who was in charge.

- Students report having greatly benefited from the I-BEST support as it is weaved through the entire semester to strengthen their academic and soft skills.

- A number of students report various stages of completing a certificate and/or applying for a credential and most have clear goals for their future either in academics or employment.

- Overall students expressed appreciation for I-BEST with a desire to see the program expanded across latticed and stacked certificate courses in New Mexico.

Following are authentic comments provided by SUN PATH I-BEST participants.

- *Helped me better my studying skills and remember the material.*

- *Provided a learning environment.*

- *An amazing program that allowed me to be someone!*

- *I am actively using all that I learned.*

- *Great experience. It is helping me to succeed.*
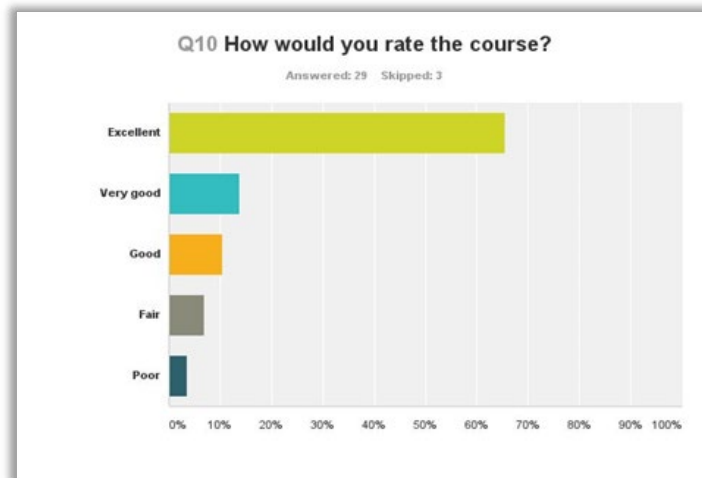
Figure 8. Student Survey Course Rating

- *The Certified Nursing Assistant program helped me discover that I want to be a nurse.*

- *Enjoyed it!*

Challenges

- Discerning which participants are best served in the I-BEST classroom is key: *The skills were basic, so since I already had top marks in almost every subject there was, "no room for me to improve," and I was left doing nothing during I-BEST time.*

- *She would always cancel and was not a good Instructor she was mean and rude and belittled all of us (Site specific)*

- *Not pleased.*

- *Would like to have a wider variety of clinical experiences.*

- *Provide students with a survey while they are enrolled in the class to provide Instructor and course/program feedback.*

- *I was receiving an A in the class but dropped due to not properly teaching/instructing.*

- Only one student decided to change their major (no reason given).

Recommendations

- Implement an instructor observation and/or peer review process for SUN PATH I-BEST instructors each semester that is framed around constructive feedback and best practices.

- Provide an opportunity for students to give instructors feedback on the effectiveness of their

teaching.

- Prepare a brief student evaluation form administered by the Instructor at the mid-point and end of each semester for students to share their concerns.

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Strategy: Expand Use of Prior Learning Assessments and Awarding of Credit

Activity: Credit for Prior Learning Taskforce

Background

Credit for Prior Learning (CPL) taskforce members continue to provide guidance for acquiring training opportunities and programmatic support to the SUN PATH consortium. SUN PATH has formed an official CPL/Prior Learning Assessment (PLA) taskforce to assist the consortium members and academic departments with internal policies, procedures and implementation of CPL/PLA for various programs of study. The following data draws upon observation of online "GoToMeetings", attending CPL events where applicable and data deposited into Basecamp an online communications platform and depository secured by the SUN PATH Consortium.

Successes

- The SUN PATH Consortium held a "Credit for Prior Learning with a Purpose," summit in July 2016.

- SUN PATH intends to contract Year 3 trainings with the Council for Adult & Experiential Learning (CAEL).

- Several colleges report CPL/PLA as being addressed at the college administrative level as well. Planning sessions continue at each campus with the goal of formulating processes and policies to institutionalize credit for prior learning. Future activities plan for sustainability and professional development in CPL for interested consortium members.

- SUN PATH is preparing to ask the New Mexico Legislature to fully support Credit for Prior Learning (CPL) for SUN PATH colleges.

- The SUN PATH Taskforce drafted a statewide policy for CPL/PLA in preparation for working with the New Mexico Higher Education Department in year 4 of the TAACCCT grant.

- Secretary Damron, New Mexico Higher Education Department committed to dialogue regarding CPL during year 4 of the SUN PATH TAACCT grant.

- SUN PATH colleges interested in CPL have expressed an interest in learning more about CAEL.

Challenges

- Planning and funding future CAEL training/professional development. A key focus and goal of CAEL training is for each college to learn how to design and implement CPL policies and practices that are consistent with New Mexico Higher Education Department mandates, policies, guidelines and institutional policies.

- The Consortium continues to strategize on how to move forward with CPL in the University of New Mexico system in a timely manner for practical application during the tenure of the SUN PATH grant.

Recommendations

- Invite the New Mexico Higher Education Department to appoint a representative to participate in CAEL discussions, trainings and site level implementation conversations to hear CAEL concerns emerging across the consortium.

Strategy: Career Guidance, Retention Support, and Job Placement Aligned with the Public Workforce System

Activity: Job Development Career Coaches (JDCCs)

Background

Job Development Career Coaches (JDCCs) are employed by the Department of Workforce Solutions (DWS) and placed at SUN PATH colleges to provide individualized job assistance to participants. Overall, JDCCs are responsible for linking employment demands to training and professional skill attainment experiences. This position is a key link for a continuum of participant support and is valued for its potential to provide participant internships and employment with employers as SUN PATH partners.

> **JDCCs facilitate participant transitions from Adult Basic Education to post-secondary education in SUN PATH, including non-credit and developmental education; non-credit to credit-based post-secondary education; and all levels of education to employment.**

JDCCs provide a wide range of career guidance activities including: coaching on resumes, interview skills, soft skills, motivation coaching, guidance in credentialing pathways, and identifying job related resources. In addition, JDCCs provide Labor Market information and information about WIOA, and also help students receive assistance to pay for credentialing assessments.

In collaboration with Site Coordinators, JDCCs enroll students in the SUN PATH reporting and evaluation system process by tracking academic and employment progress in the DWS system. Table 3 below, represents self-reported JDCC data describing the types of support services provided.

Best Practices for JDCCs include:

Table 3: JDCC Student Support Services

Please provide examples of career guidance you have provided.		
Answer Options	Response Percent	Response Count
Resume writing	90.0%	9
Interview skills	80.0%	8
Job listings	60.0%	6
Soft skills coaching	60.0%	6
One-on-one coaching	80.0%	8
Workshops	70.0%	7
Internship placements	10.0%	1
Personal outreach to employers on behalf of students	70.0%	7
WorkKeys testing	40.0%	4
Lining up certification tests	20.0%	2
Other (specify below)...	60.0%	6
	answered question	10
	skipped question	0

- Collaboration with local workforce agency offices, boards and employers through dual employment as a JDCC and an employment representative/career consultant at the Workforce Connection office or at the local One-Stop.

- JDCCs dual role allows for better collaboration between campuses and DWS.

- Getting the JDCC accustomed to the New Mexico Workforce Online System C System in a timely manner broadens JDCC insight to employer needs, and connects students with jobs.

- Working on-site at the college and helping the students succeed by guiding them through the career process, helping them create a portfolio and providing participants with workshops. This ultimately helps participants become job ready and helps them get a job.

- Making sure students know that the SUN PATH program is available to them especially in the healthcare professions.

- Informing students of the benefits of I-BEST across stackable certificates to help retain students to complete certificates and credentials.

- JDCCs successfully collaborate with SUN PATH administrators and staff to convene Regional Employer Council Meetings with employers in the industry to discuss what the industry is looking for and how SUN PATH colleges can meet their needs.

- Development of community tabling events for healthcare students, and partnering with SLSTART and Human Service Department/New Mexico Works program to help pay for students going into high demand healthcare fields.

- JDCC's implement and deliver in-class career services.

- Holding mock interview events and resume writing, etc. in which everyone participates including the Site Coordinator and the Dean.

- JDCC interactions with local employers consist of direct contact through the Workforce Connection Office, Regional Employer Council Meetings, job fairs, employer site visits, surveys, basic conversations, and various other events.

- JDCCs also collaborate through participation in the ACT Work Ready Community Council, Health Councils, and other employer training events.

Successes

- JDCCs report benefitting from a quality, professional work environment for planning and collaboration with Instructors and Site Coordinators

- JDCC campus location has made a significant impact on student access to support resources.

- JDCCs continue to help students on developing resumes, helping with work readiness, referring students to their Instructors and to the Site Coordinator for advisement.

- JDCCs are invited into the classroom early and often to establish a relationship with the participants

- JDCCs and SUN PATH staff have determined that the commitment level of employers is a major key to success. Having employer partners increases the opportunity for participant hires.

- JDCCs report having a good idea of what skills and knowledge employers are looking for based

on establishing close working relationships with the employment community.

- JDCCs are comfortable asking employer partners and others how many people they are looking to hire and recommend SUN PATH students by providing fliers about the SUN PATH program.

- JDCCs receive employer support for hires.   Local hospice and long-term care facilities now seek out student referrals from JDCCs.

Challenges

- Starting up a new program and all the uncertainties initially that come with something new.

- SUN Online. Just because it is not as known or less frequently known about in some regions of the consortium.

- Encouraging student interest to participate in one-on-one consultations with the JDCC.

- JDCCs report little to no success tracking participants once they have completed a program of study.

> **Challenges: JDCCs are concerned about the tracking of completers and consistent employer support for participant completers as new hires.**

- JDCCs report maintaining participant follow-up and documenting follow-up attempts once students leave the SUN PATH is time consuming. Completer response to JDCC inquiries produces minimal information compared to time spent. This time is better utilized working with current participants.

- JDCCs perceive less support for hiring from the hospital and specialized labs due to unique hiring measures.

Recommendations

- If JDCCs meet with participants one-on-one there is more time to show them how to navigate the Department of Workforce Solutions New Mexico Online career solutions system for self-paced coaching and answering any questions they may have. Participants then have access to all the information they need to become self-sufficient. There is so much valuable information on the NM Online system and on the recently launched https://www.dws.state.nm.us/News/Latest-News/check-out-career-solutions-wwwnmcareersolutionscom

> **JDCC Recommendations**
> - More hands-on training, for better soft skills preparedness.
> - Host online self-help seminars.
> - Include JDCC in syllabus for services expansion and better student transitions to academics, better communication, and focused teaching.

- Host seminars that are accessible via an online format that address resume writing, goal setting, job searching, etc. This would make better use of the limited JDCC time that is available.

- Build JDCC workshops into the syllabus to integrate student outreach into SUN PATH courses.

- Expand the program to include transitions to higher education and workforce placement in collaboration with community colleges.

- Consider better communication and focused career related coaching for higher skilled job seekers.

- Utilize social media for constant communication and relationship building with participants: consider ways to promote enrollment and retention in SUN PATH using social media (Twitter, Facebook, LinkedIn, Snapchat, Instagram, and college site specific blogs).

- Reference the TAACCCT Sustainability and Customer Service Webinars for role integration into existing site-based institutional models.

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Priority 3: Create a Model that Strengthens Alignment and Accountability Across Systems, Institutions, and Industry

Figure 9. Priority 3: Create a Model that Strengthens Alignment and Accountability Across Systems, Institutions, and Industry

Strategy: Implement a Statewide Partnership that Includes Education, Employers, and the Public Workforce System

Activity: Employers as SUN PATH Partners

SUN PATH Employer Partners represent the Allied Health, Emergency Medical Services and Health Information Technology professions throughout the state of New Mexico. A survey was administered to employer partners to learn their perceptions of successes and challenges in the following areas: Participant Skills, Employer Needs, Employer Involvement and site specific perceptions as an Employer Partner. The purpose of the survey was to discover how well SUN PATH participants are prepared to meet employer expectations for employment and in what ways employers can participate in the delivery of the SUN PATH experience.

Successes

- Employer partners observe that SUN PATH hires come to the workforce with the necessary entry level skills for the positions.
- Employers are finding some success in hiring skilled staff in the local community filling open medical coding positions with newly credentialed SUN PATH graduates.

Challenges

- Employers report the need to continuously look for skilled staff, however; employer partners report experiencing problems filling positions which require special licensure, certification or advanced education credentials.
- Complementary professional skills need improvement (customer service and listening skills).
- Technical skills Top skills needed are: computers electronic health records (all healthcare

professionals must learn how to enter patients' information into electronic systems). management, medical coding and medical billing.

- Learning needs to be related to the real world (patient interaction, verbal communication and working with mental health patients).

- Students must learn how to deal with stressful situations to build more confidence.

- Job related training and readiness technical skills need improvement: patient care, medical terminology, computer, and soft skills (showing up on time, staying off cell phones), speaking, writing, and mathematics skills and having a helpful/collaborative attitude.

- Employers indicate the following positions remain difficult to fill within the local workforce: Physical Therapist, Registered Nurses, Occupational Therapists, trained and licensed Emergency Medical technicians, medical Coders, Certified Nursing Assistant or Technician, Phlebotomists, Technical Computer Support Technicians, and Clinical Support Technicians.

- One large New Mexico employer partner spanning across seven (7) SUN PATH locations reports having approximately 190 job postings many in healthcare.

- Recruitment in southern New Mexico when not close to a community college is especially difficult for employers. To fill these positions employers report having to look elsewhere to find employees, to the extent of recruiting and hiring personnel from overseas (Philippines).

- One employer partner observed that program completers possess the technical skills but *"...not very good soft skills/work ethics."*

Recommendations

- Invite employers into SUN PATH classrooms to share their expectations of future employees.

- Acquire employee handbooks from employer partners to review and discuss the content with SUN PATH participants to gain an understanding of employer expectations.

- Develop a soft skills curriculum and assessment tool that can be integrated into existing courses for continuous soft skill development and improvement.

Strategy: Enhance Data and Accountability Systems

Activity: SUN PATH Data Management

Background

SUN PATH partners with the New Mexico Higher Education Department and the Department of Workforce Solutions to address workforce employment matters on behalf of the state of New Mexico. This collaboration is represented in an intense effort to focus on data collection linked to multiple variables related to participants in the SUN PATH program.

Findings from data collection in SUN PATH inform practice for monitoring: participants served, participants completing a program of study, participant credentials earned, participants employed after completing a program, participants who receive a wage increase, employment availability (DWS), salary and wage data (DWS), program enrollment data (NMHED), and course codes for matching students in SUN PATH programs with role-alike non-SUN PATH program course codes (NMHED).

While these processes inform the practice of the SUN PATH and reporting requirements of the Department of Labor, it is through data inquiry that the Consortium and its partners are discovering new and different ways in which data information systems crosswalk, do not crosswalk and possibilities for accelerating quality assurance, data sharing and decision making across multiple institutional platforms.

Successes

- Communication processes, data transfer and data management protocols are established across all partnering units and external evaluation partners (CEPR, DWS, NMHED, and Consultants).

- SUN PATH partners with New Mexico Higher Education Department (NMHED), Department of Workforce Solutions (DWS) and Santa Fe Community College as the lead institution are committed to partnering in the data sharing process and communicate and meet regularly to ensure data quality. (Consortiums across the country report this component as the most challenging grant component to achieve.)

- The SUN PATH data manger convenes regular meetings with the independent evaluators, and with site based data entry personnel, to review data collection processes, coding matters for accuracy and for assessment of data effectiveness in articulating the SUN PATH story and for DOL reporting purposes.

- Quality Assurance and data review at the SFCC-SUN PATH data management level is conducted using monthly DWS data draws and transfers to SUN PATH, and subsequently to CEPR.

- Data management meetings are held weekly with the CEPR team to pro-actively anticipate data needs, challenges and deliverables.

- Data received is transformed into actual performance outcomes charts. These charts are an invaluable tool for monitoring partnering colleges performance and progress towards required grant goals.

Challenges

- Several SUN PATH sites have experienced the exit and/or addition of a JDCC or Site Coordinator position that impacts when and how data are collected and entered into the DWS data system.

- Ensuring periodic data reviews to confirm that SUN PATH data can be operationalized as specified by the Department of Labor TAACCCT initiative.

Recommendations

- SUN PATH experienced employee turnover in JDCC hires and Site Coordinator positions during year two of SUN PATH. Periodic data reviews will work best if site level data managers (JDCCs and Site Coordinators) statewide receive on-going training for quality assurance.

- Schedule a hands-on SUN PATH training workshop for JDCCs and Site Coordinators facilitated by DWS designated data managers, the SFCC SUN PATH data managers and CEPR to explain the data entry process and its connection and importance to the data reporting process. A half-day data focused training session will increase data quality assurance across the consortium.