

MoHealthWINS Evaluation
Progress Report #4:
Grant Process, Implementation,
Progress and Outcome Update

Prepared January 10, 2014



Executive Summary

1. The MoHealthWINs Consortium and its member colleges continue to show progress related to increasing access to higher education. Current participant enrollment currently stands at 2,332 and is expected to grow beyond 2,700 by the end of the Spring 2014 term. The Consortium has created a solid Statewide foundation for innovation and is already employing lessons learned in MoHealthWINs to Round II MoManufacturingWINs.
2. MHW enrollment increased by 18% in the quarter ending December 31, 2013. If enrollment increases continue at this rate through the Spring 2014 term, the final target of 3,539 will be within reach.
3. Reaching the participant target is certainly a key goal, but colleges should avoid simply enrolling students in "short-term programs" if program completion is unlikely to lead to employment and/or wage increases.
4. The Consortium and its member colleges should be commended for serving participants that match the designated grant target population. Colleges are providing access to higher education for low-skilled adults in a substantial manner. The average age of participants is 36, and 36% are 40 years of age or older. Nearly 85% of the participants began as low-skilled in at least one area (math, reading or English). Eighty-one percent of the participants were either un-employed or under-employed at the start of their program and 42% are attending college for the first time.
5. Current evaluation data reveals that MHW is increasing access to higher education and participants are completing programs of study in a timely manner. At the end of the grant's second year, 576 students have completed their program of study and 982 students have completed at least one industry recognized stackable credential. Of the 576 participants who have completed a program of study beyond high school, 76% began their program as either un-employed or under-employed; nearly 42% had not attended college before; and approximately 82% started with documented low-skills. The ratio of credit hours completed to credit hours attempted is more than 80% and the retention rate for "non-completers" continues to exceed 80%.
6. Fifty-two percent of the MHW program Year Two completers were employed as of September 30, 2013. This rate is especially positive when one considers that a majority of the program completers had recently completed their program in August, 2013. The employment rate is likely to increase as additional program completers from August through December begin to enter the workforce.

7. Intrusive Student Support is a popular and seemingly effective strategy for all member colleges. Although this is a positive sign, we have noticed that at several colleges, staff responsible for such support are being asked to complete tasks not related to student support. This practice is reducing the amount of time staff spends with students and contaminating the possible impact of the student support strategy. Colleges should re-examine the workload of student support specialists and try to ensure that such staff direct their primary efforts toward working with students.
8. Organizational change and innovation often face initial challenges. The Consortium has supported member colleges in their efforts to initiate innovations. Colleges have capitalized on such support and are beginning efforts to scale up successful innovations on their campuses and across the State.
9. Statewide cooperation and partnerships are progressing in relation to “key paradigm shifts” in contextualized and accelerated developmental education; credit for prior learning; non-credit to credit bridges; stackable credentials; and expansion of on-line learning opportunities are progressing.
10. MHW is well positioned to move forward. Ms. Busick has worked closely with the Gates-funded Transformative Change Initiative to help ensure that successful MHW innovations move into mainstream organizational practices.
11. As a result of staff turnover, several colleges have struggled with the extensive Department of Labor (DOL) data collection and reporting requirements. Such struggles include the need to document student interventions and progress with appropriate case notes. The Grant Team recently conducted training sessions and on-site visits to assist colleges in providing accurate data in a timely manner. The Grant Team will continue to monitor this situation closely.
12. The MHW Third Party Evaluator (TPE) completed implementation assessment site visits at all member colleges and met with each college’s, Grant and Executive Leadership to review grant progress. The TPE is currently working closely with Cosgrove & Associates and Program Leads to develop specific evaluation questions related to program and strategy scaling efforts. Specific evaluation questions will address how the following strategies are impacting program completion, employment acquisition, and overall student success.
 - Intrusive student and instructional support services (e.g. tutoring, counseling, and advising)
 - Improved developmental education and skill enhancement
 - Contextualized academic and technical education
 - Career pathways designed around industry developed stackable credentials
 - Accelerated, chunking, and modularization of courses
 - Credit for prior learning
 - Non-credit to credit bridges
 - Expansion of online learning opportunities
 - Employer engagement and use of employer feedback to modify programs

Introduction

This document is the fourth in a series of Evaluation Progress Reports (EPR) compiled by Cosgrove & Associates (C&A) and covers the period from July 1, 2013 to December 31, 2013. The EPR series is designed to assist the MoHealthWINS (MHW) Consortium and member colleges closely monitor grant processes, implementation, progress, and performance measures. By working closely with the Grant Team and member colleges, our goal is to help document effective strategies and programs and use evaluation data to help transition successful innovations into mainstream and sustainable practices. Consistent with the evaluation framework provided by C&A, this document summarizes our findings in the following key areas: Process, Implementation, Progress, and Performance Outcomes.

Grant Processes Update

MoHealthWINS continues to benefit from the executive leadership provided by Ms. Dawn Busick. Ms. Busick's expertise and leadership consistently help the Consortium and member colleges move forward with the following grant processes: inter-agency and employer partnerships; adherence to DOL procedural and reporting guidelines; program implementation; faculty/staff development; information sharing with key statewide stakeholders; engagement with national stakeholders to share best practices and learn from other Round 1 grantees; grant modifications procedure, including a possible No-Cost Extension; non-performance procedures; and overall grant management and oversight.

Key findings for this area are highlighted below.

- Reporting of MHW "Dashboard" data/information and sharing MHW data and progress measures with MCCA Presidents and Chancellors.
- Initiation of MHW Curriculum Review process.
- Successful faculty and staff development training sessions.
- Successful sharing of MHW processes on a national level. MoHealthWINS is working closely with the Gates-funded Transformative Change Initiative. This effort is aimed at helping colleges scale successful innovations into mainstream organizational practices.
- Successful implementation and management of the MHW Non-Performance Process.
- Participation in White House staff call/webinar designed to explore successful grant programs/strategies.
- Participation in DOL sponsored sessions associated with the National TAA Evaluation process.
- Initiation of No-Cost Extension process and timely submission of DOL documentation required for the No-Cost Extension request. DOL is considering the extension of Round 1 grants to allow grantees an additional year to assist with program completion and employment acquisition.
- College site visits to assist with data and participant file verification and screening.
- Creating of MHW Communities of Practice related to employer engagement, intrusive student support, and evaluation data interpretation.

Grant Program Implementation Update

As of December 31, 2013 all MHW programs have been launched. Approximately 50% of grant funds have been expended. Current MHW enrollment stands at 2,332. This figure represents 66% targeted enrollment of 3,539. The colleges continue to make strong efforts to serve the grant-target population. Eighty-one percent of the participants reported being unemployed/under-employed at initial enrollment. Using WorkKeys and college placement data, 85% were recorded as academically, low-skilled and 42% of the participants had never been to college prior to MoHealthWINS. The average age of MHW participants is 36. Seventy-four percent of the participants are female. Fifty-seven percent are white and 43 percent are minority. Three percent are classified as TAA eligible. Twenty-six percent were referred by a Missouri Career Center to a MoHealthWINS program.

The extent to which MHW programs are reaching low skilled, adults is impressive. This target population presents a variety of academic, economic and cultural challenges, yet their success is critical to Missouri's social and economic development. MHW efforts regarding this population should be acknowledged and applauded.

During the past six months, the Grant Team has provided extensive support to member colleges to ensure program and strategy implementation. Such support included: non-performance guidance; campus site visits; technical and programmatic assistance in mapping programs of study; staff development and training sessions related to grant processes, data collection, and quarterly reporting processes; curriculum documentation and review; college partner meetings to resolve MOU and partnership issues between member colleges; coordination of processes and actions required for DOL, possible No-Cost Extension; and customized, one-on-one consultation to help colleges identify the relationships between planned strategies, program design and targeted outcomes.

Member colleges have found such support beneficial and have consistently reported a high degree of satisfaction and reported that such assistance was pivotal in helping launch more programs in a timely manner.

To support student and program success, member colleges have implemented strategies related to the following key areas:

- Intrusive student and instructional support services (e.g. tutoring, counseling, and advising)
- Improved developmental education and skill enhancement
- Contextualized academic and technical education
- Career pathways designed around industry developed stackable credentials
- Accelerated, chunking, and modularization of courses
- Credit for prior learning
- Non-credit-to-credit bridges
- Expansion of online learning opportunities
- Increased employer engagement and use of employer feedback to modify programs

To more fully assess the extent to which innovations have been implemented, the Grant Team worked closely with its TPE to review data collected during the TPE's Spring 2013 site visits. These data revealed that intrusive student advising, contextualized developmental education, accelerated courses and stackable credentials have the highest implementation rate. The expansion of on-line learning opportunities is taking place, but that strategy appears to be more program-specific, rather than common across the Consortium.

To ensure appropriate TPE feedback to member colleges, the TPE met with grant and executive leadership from each college to review program strengths and opportunities for improvement. Such information will be valuable in helping colleges address how MHW has impacted the college and its students. A detailed summary by college of the results from those meetings can be found in Appendix I.

To further support appropriate program and grant implementation, the Grant Team conducted site visits to assist member colleges in reviewing participant data and individual student files. Such site visits were conducted to ensure that all colleges are prepared for a DOL 2014 grant monitoring visit.

Findings from these visits suggest that despite significant efforts by the colleges, participant data collection and file management continues to present challenges for the colleges. The Grant Team has recommended that Cosgrove & Associates works closely with member colleges to ensure that all data are being reported in an accurate manner. Special attention should be directed toward data elements used to document grant eligibility (i.e., documented low academic skills; initial employment status; and documented TAA eligibility). In addition, grant teams at each member college should coordinate efforts to ensure that appropriate case notes, including information from faculty and advising staff are included in participant case files.

Based upon information from the TPE, as well as the Grant Team, we note the following key findings associated with Grant Implementation.

- Participant enrollment currently stands at 66% of the target figure. Fall 2013 enrollment led to an 18% increase in participants. Strong enrollment of new grant participants for Spring and Summer 2014 (1,207 New participants) is still required to reach the final grant target.
- College should avoid simply enrolling students in "short-term programs" in an attempt to reach their participant target, if program completion is unlikely to lead to employment and/or wage increases. This caution is especially important when one considers that 944 (40%) of the current participants are enrolled in programs aimed at GED acquisition and academic and/or digital literacy skill development.
- Colleges should aggressively pursue the implementation of required grant strategies and all related strategies should be in place during the Spring, 2014 term.
- Intrusive Student Support appears to be an effective strategy for all member colleges. Although this is a positive sign, we have observed that at several colleges, staff responsible for such support are being asked to complete tasks not related to student support. This practice is reducing the amount of time staff can spend with students and contaminating the possible impact of the student support strategy.

Colleges should re-examine the workload of student support specialists and try to ensure that such staff direct their primary efforts toward working with students to complete programs and acquire employment.

- Colleges should re-focus their efforts to ensure that all required grant data are collected and reported in a timely and accurate manner. As the grant moves into its last three quarters, participant and outcome data must be reported on time to ensure required evaluation tracking. Colleges requiring data collection and reporting training should contact Cosgrove & Associates to schedule additional training. Cosgrove & Associates recently conducted training with colleges who had experienced staff turn-over, and data collection has improved.
- As the grant moves into its last year, the evaluation focus (Cosgrove & Associates and Bragg & Associates) will shift from implementation assessment to progress and outcome measures. Colleges are beginning to produce program completers and should place increased emphasis on helping completers acquire employment.
- As participants complete program and enter employment, colleges should increase their attention to recording and reporting program completion, grant-exit; and employment acquisition.

Grant Progress & Outcomes Update

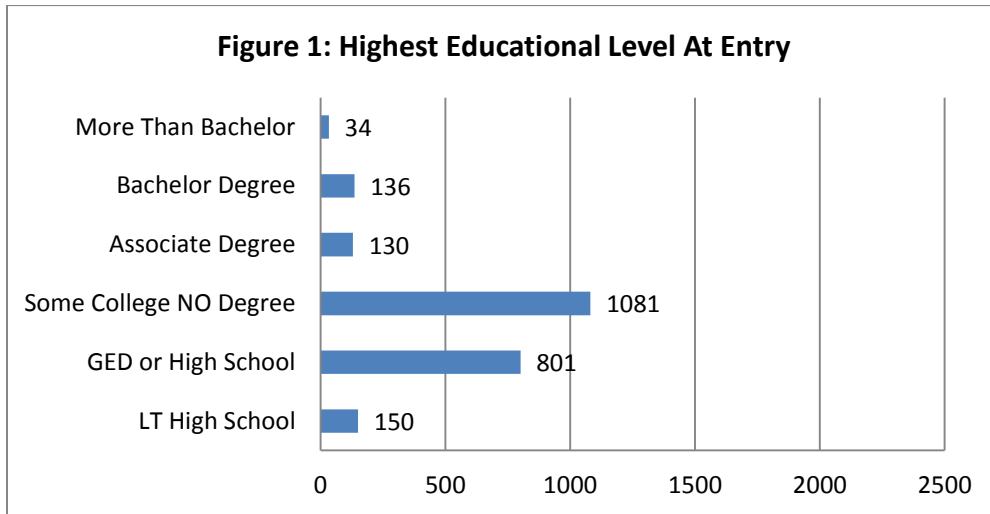
The Grant Team completed the MHW DOL Annual Performance Report (APR). This report documents grant participant and outcomes as of the end of Grant Year 2 (9/30/13). In addition, this APR provides early evidence that participants from the grant-treatment programs are surpassing students from the grant-comparison cohort (traditional college programs used to develop the control group) in terms of credit hour completion rates; term to term retention rates; program completion rates; and employment rates of program completers. Additional data associated with such comparisons will be available at the conclusion of the Spring, 2014 term.

Missouri initiated MHW with a vision that it could serve as a transformative process that could help Missouri lead the nation in educational attainment. Using extensive employer engagement, Missouri's community colleges would create accelerated programs which would: 1. Increase access to education beyond high school; 2. Increase the number of students who complete post-secondary education awards/credentials; and 3. Create sustainable career and employment opportunities for program completers. As MHW enters its last year, we are prepared to evaluate progress related to following public policy questions.

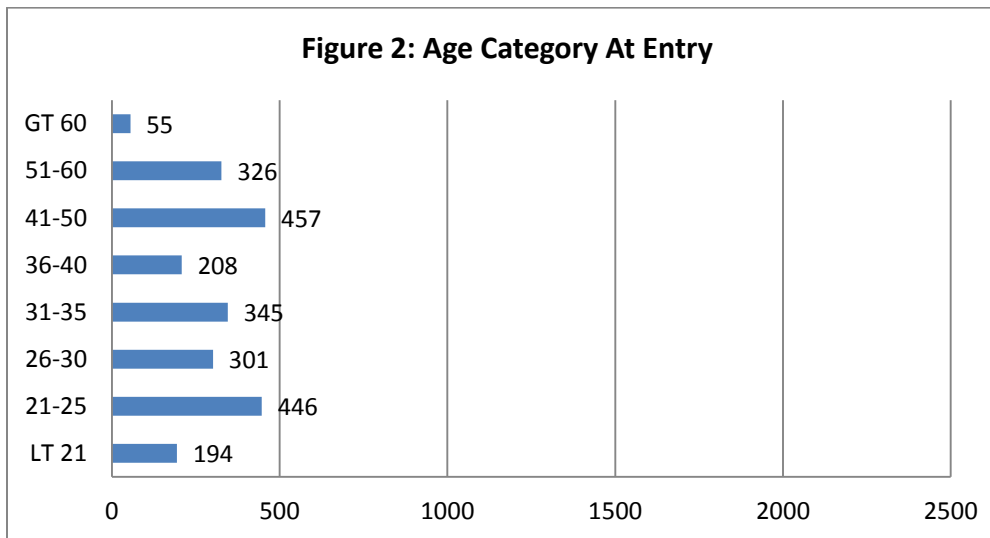
Public Policy Question 1: Has MHW increased access to higher education for grant-targeted populations such as: academically unprepared, unemployed/under-employed, and adults with no previous college?

Evidence suggests that MHW has increased access to higher education for target populations who if not for MHW, it is unlikely that they would have enrolled in college.

As of the end 9/30/2013, colleges had enrolled 1,976 unique participants. Current enrollment data reveals that as of December 31, 2013, the number of unique participants now stands at 2,332 (66% of the final target of 3,539). The colleges continue to make strong efforts to serve the grant-target population. Eighty-one percent of the participants were unemployed/under-employed at initial enrollment. Eighty-five percent were academically, low-skilled and 42% of the participants had never been to college before starting with MoHealthWINS. The average age of MHW participants is 36. Figures 1-4 present enrollment data for these target populations. Figure 5 reveals participant enrollment by program.

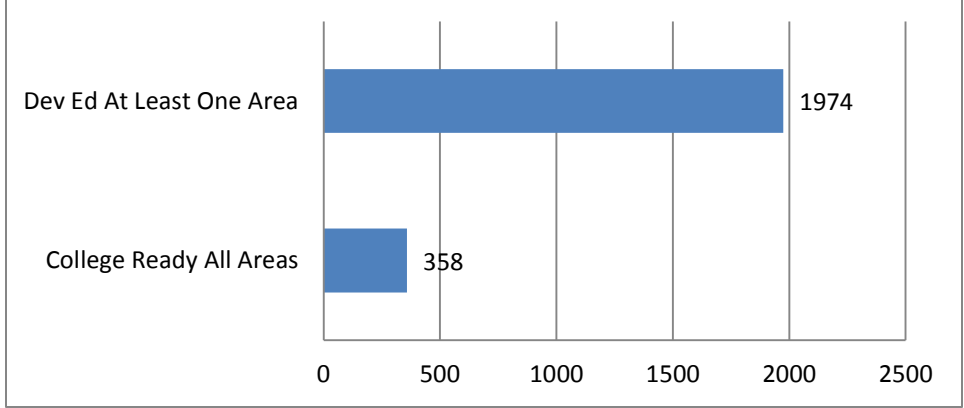


Prior to enrolling with MHW, 87% of the participants had not completed a credential beyond high school.



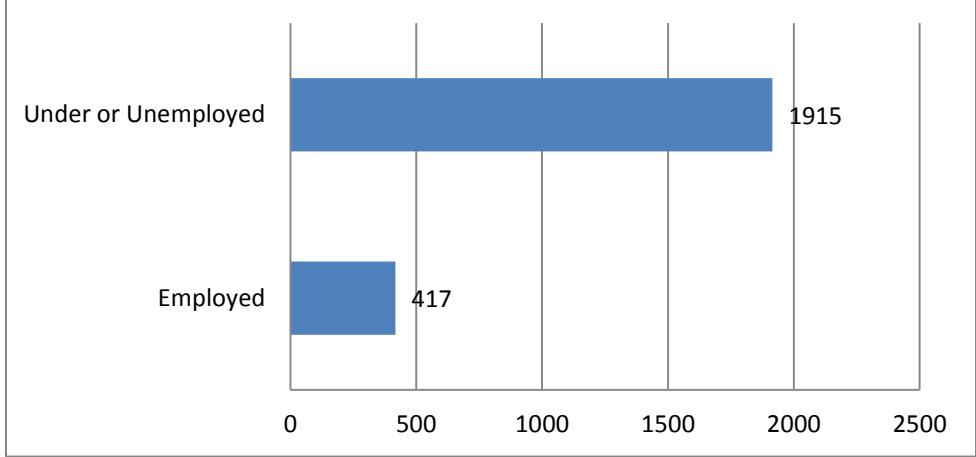
73% of the participants are adults over the age of 25.

Figure 3: Academic Skills At Entry



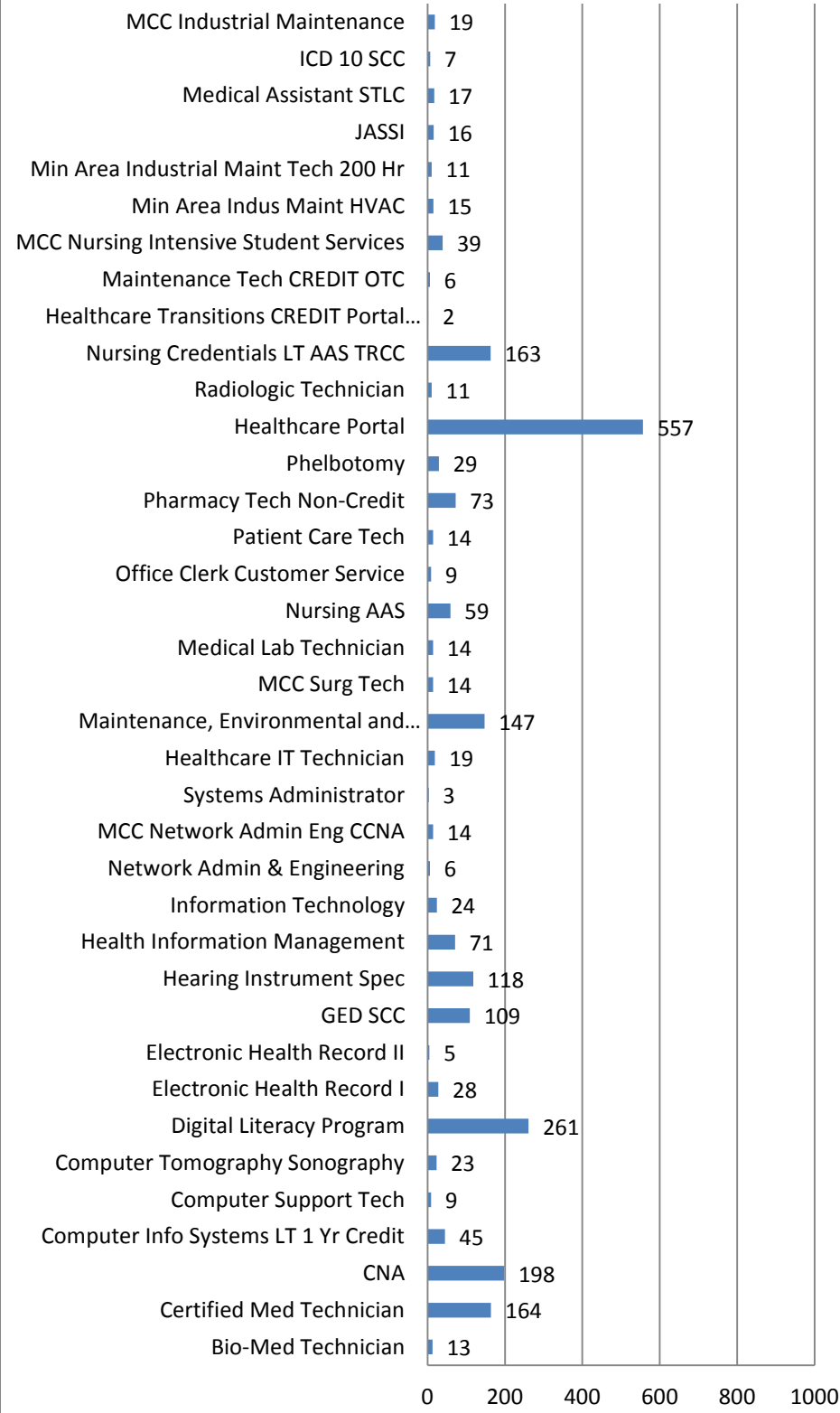
85% of the participants were not “college-ready” in at least one academic area (math, reading, or English).

Figure 4: Employment Status At Entry



82% of the participants reported being un-employed or under-employed when they started their MHW program.

Figure 5: Enrollment By Program

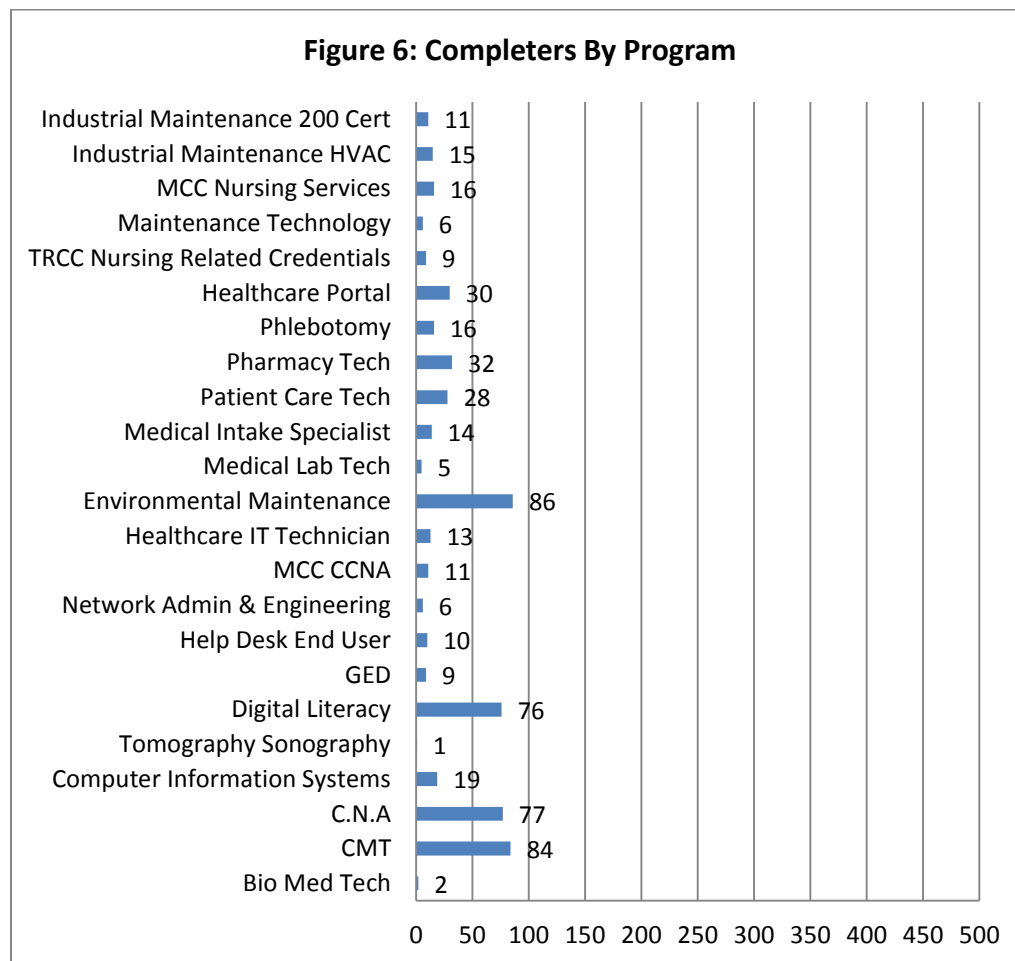


Although MHW enrollment increases are encouraging, Figure 5 reveals that 40% of the participants are enrolled in “short-term programs” (GED, Healthcare Portal, and Digital Literacy) which might not be able to positively impact employment outcomes. Additional evaluation to explore employment outcomes related to these short-term programs is currently underway.

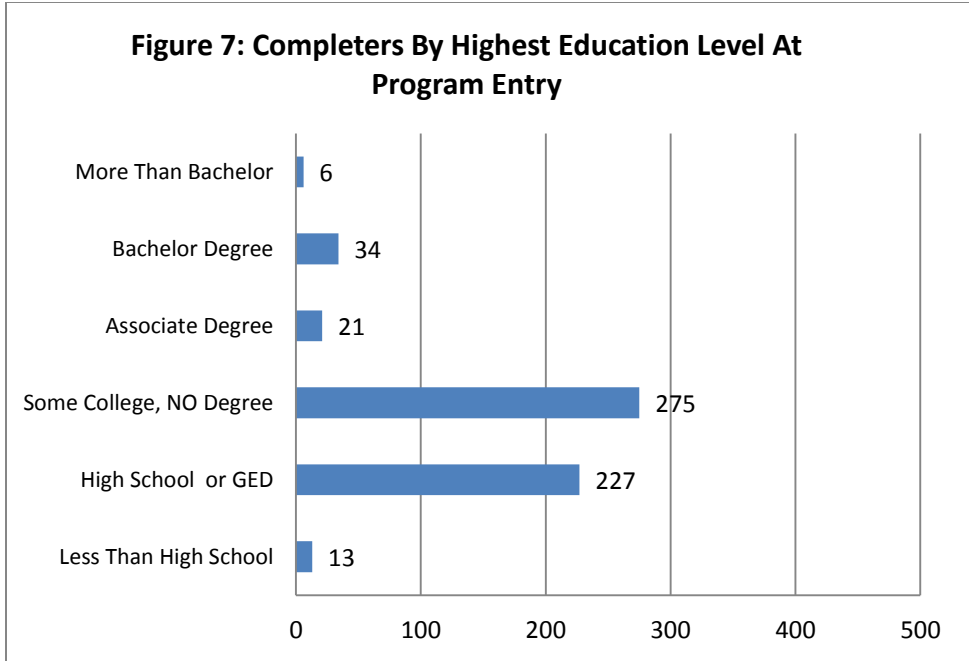
Public Policy Question #2: Are MHW participants completing programs of study and related stackable credentials in a timely manner?

Evaluation results to-date reveal that MHW participants are completing programs of study and industry-recognized stackable credentials in a timely and accelerated manner. MHW programs are designed according to career pathways and allow students the opportunity to acquire stackable credentials as they move through a program’s curriculum. MHW’s instructional formats are non-semester based and condensed, so a student can move through the program faster than in a traditional setting.

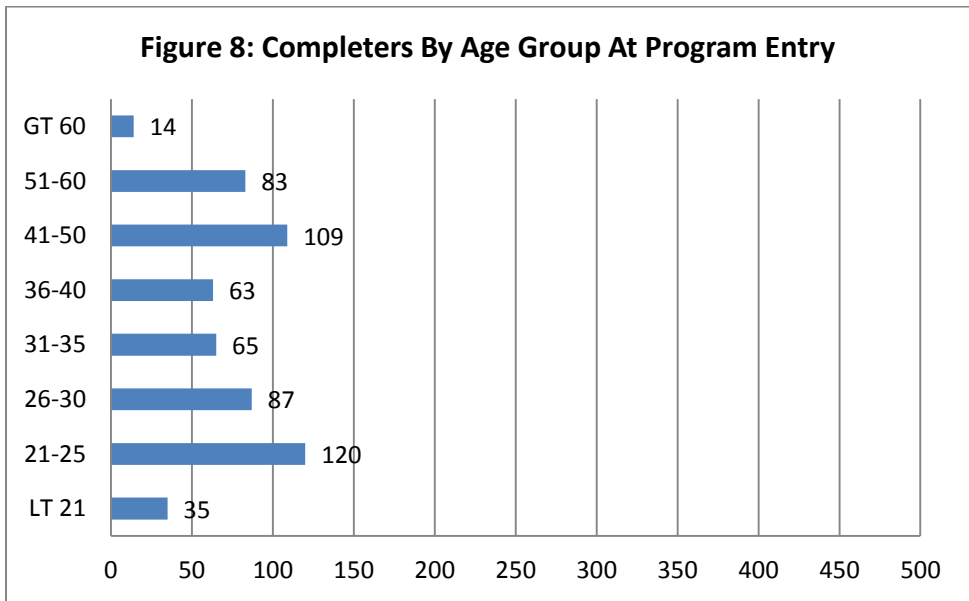
As of September 30, 2013, 50% of the participants (982) had completed at least one stackable credential and/or program award beyond high school. Twenty-nine percent (576) had completed a full program of study award. Given that most MHW programs have only been operational for a year, the completion rates of 50% and 29% are especially noteworthy. Figures 6-10 present a profile of MHW program completers.



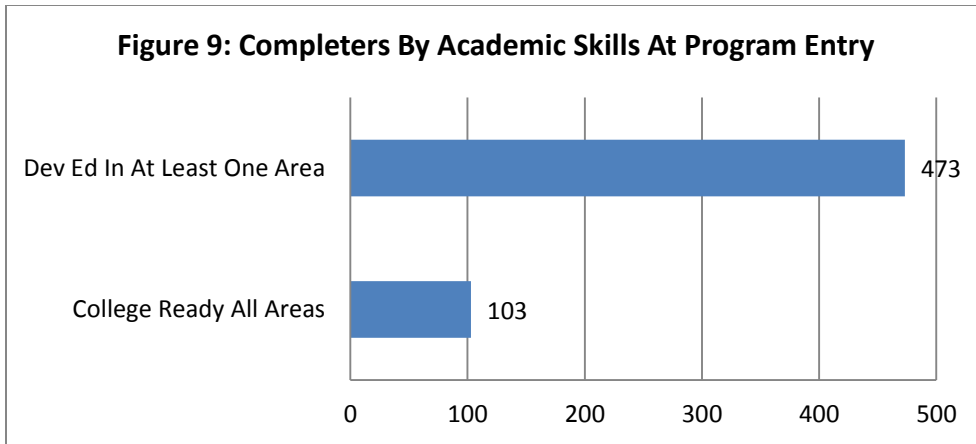
Although it is encouraging to note that participants are completing their program of study, one must also note that 20% of the completers are from “short-term programs” (GED, Healthcare Portal, and Digital Literacy). Due to the short-term nature of such programs, one might expect participants to have completed the program.



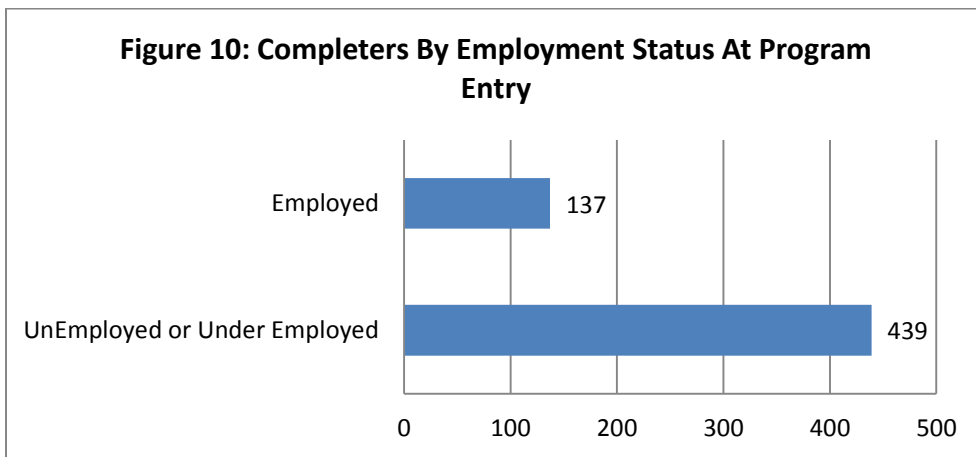
Nearly 90% of the MHW program completers did not have a credential beyond high school when they started in their MHW program.



74% of the completers are adults over the age of 25.



82% of the completers were less than college-ready in at least one academic area (math, reading or English) when they started their MHW program.



76% of the completers reported being un-employed or under-employed at the start of their MHW program.

Public Policy Question #3: Are MHW program completers securing employment in meaningful and sustainable careers?

Providing access to education beyond high school is an important MHW goal. MHW is designed to provide not only college access but also to provide employment and meaningful wages for program completers. We are using official wage/employment data and college follow-up data to determine if program completers are securing employment. **This tracking process occurs on a quarterly basis and current findings are encouraging and suggest that MHW program completers are able to obtain employment quickly upon (and at times before) program completion.**

Fifty-two percent (299) of the MHW program completers were employed as of September 30, 2013. The employment rate is likely to increase as additional program completers from August through December begin to enter the workforce. Additional findings related to employment outcomes for the program completers from the target population are presented below.

- 439 of the Program Completers were not employed when they started their MHW program. Of those students, 53% (231) were employed upon program completion.
- Employment outcomes related to "short-term programs" (GED, Healthcare Portal, and Digital Literacy) should be more fully explored. 73 of the Program Completers from these programs were not employed when they started their program. Of those students, 34% were employed upon program completion.
- For the 137 Program Completers who reported being employed when they started their MHW program, 76% (104) reported that their wages were higher upon program completion.
- 470 of the Program Completers started their MHW program with low academic skills in at least one area. Of those completers, 51% (240) were employed upon program completion.
- 240 of the Program Completes had not been to college before they started their MHW program. Of those completers, 57% (137) were employed upon program completion.
- 215 of the Program Completers were 26-40 years of age when they entered their MHW program. Of those completers 56% (120) were employed upon program completion.

Year 3 Impact Evaluation Focus

The Grant Team has worked closely with the TPE to stress the importance of documenting effective strategy implementation and impact. Such efforts are central to the foundation needed to begin scaling successful innovations beyond the life of the grant. Cosgrove & Associates and Bragg & Associates facilitated a conversation with program grant leads to explore the following areas: impact of "portal-like" instruction/services; impact of intrusive advising/career coaching; impact of innovations in contextualized/modified developmental education instruction; economic/employment value of short-term stackable credentials; and documentation and review of curriculum modifications.

The following model (see Figure 11) will guide the final impact evaluation. The intent is to evaluate the extent to which increased employer engagement; contextualized developmental education; intrusive student support; and accelerate program structure positively impact program completion and completer employment rates. The goal is to evaluate both the individual and collective impact of such strategies.



Transformative Change & Sustaining Innovations

A significant component of the MHW effort is aimed at helping colleges undertake transformative change and sustain grant-related changes/innovations. To assist colleges in tracking the extent to which they are engaging in such efforts, C&A developed the Innovation Index, which is now being reported as a part of the MHW Dashboards. The Index is designed to measure a college's approach to innovation related to each of the MHW priorities:

- Intrusive Student Advising/Intervention
- Credit For Prior Learning
- Contextualized Developmental Education
- Non-Credit to Credit Bridges
- Flexible/Accelerated/Modularized Scheduling & Course Chunking
- On-Line/Hybrid Instruction and Instructional Related Support Services
- CTE Programs Built Around Industry Recognized Stackable Credentials

While some colleges are pursuing innovations in one or two areas, other colleges are developing innovations in all seven target areas; therefore the innovation index must

consider the scope of attempted innovations. The following scoring system measures a college's Total Innovation Index, within the context of the overall scope of innovation.

I: Evaluate Innovation Progress

Step 1: Identify specific problem, develop a solution & describe expected outcomes

Step 2: Implement solution as designed

Step 3: Review data to determine if expected outcomes are being achieved

Step 4: Examine ROI; is the innovation worth the cost & effort

Step 5: Begin scaling process & continue to evaluate, modify & improve

II: Evaluation Scoring Rubric, Each Step Is Evaluated Using The Following Scale

- 0 = Step not conducted
- 1 = Step conducted with low success
- 2 = Step conducted with moderate success
- 3 = Step conducted with high success

An **Innovation Score (IS)** is calculated for each target area that a college has attempted.

The individual **IS** scores are summed to determine a **Total Innovation Score (TIS)**.

Those colleges developing innovations in all seven areas will receive seven Innovation

Scores just as colleges developing innovations in four Target Areas will receive four

Innovation Scores. The highest possible score is the number of Target Areas multiplied by

the number of Steps multiplied by the Highest Success Score ($7 \times 5 \times 3 = 105$). The

Total Innovation Index is calculated as *(Total Innovation Score Divided by 105) x 100*.

Thus, depending on the scope of innovations and overall progress of the innovations, a Total

Innovation Index Score can range from 0 to 100. The Total Innovation Index is meant to be

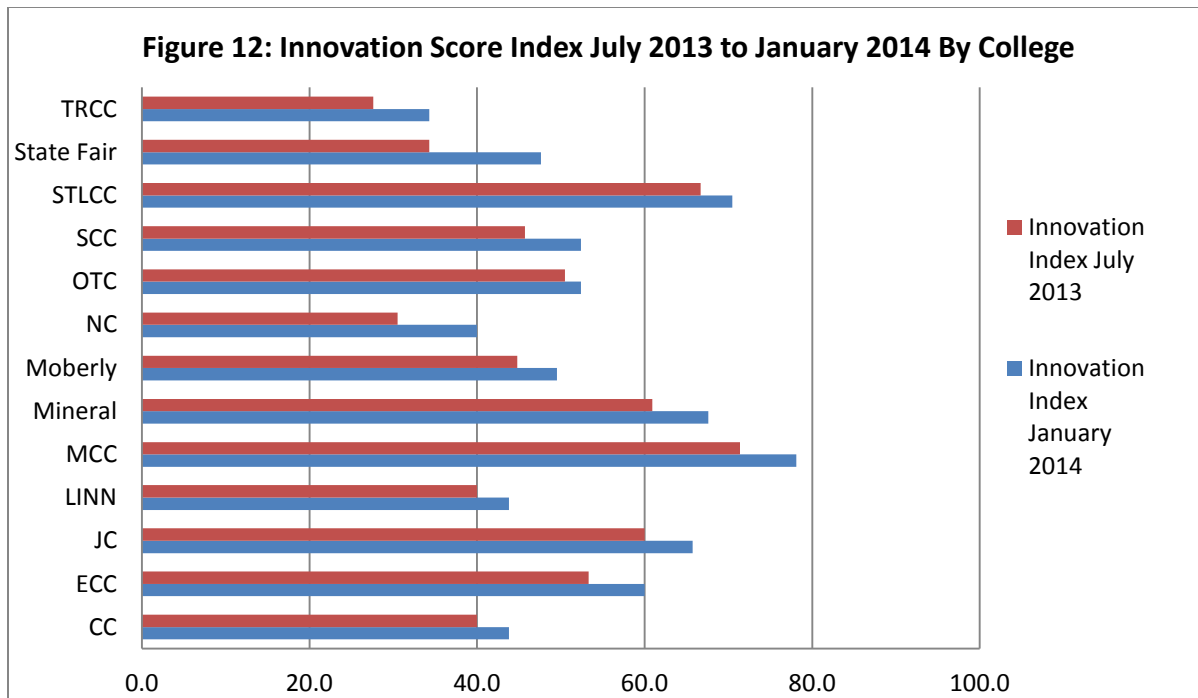
an evolving, rather than static measure. One would expect the Total Innovation Index to

increase over the life of the grant as a college moves through the 5 step process.

The Innovation Index score was first recorded in July 2013 and has now been updated for

Fall 2013. The data reveal that each college has increased its Innovation Score. Figure 12

presents the first two sets of Innovation Scores for each college.



It is encouraging that each college increased its Innovation Score between July and December. The overall Statewide Innovation Score also increased during this period from 48.13 to 54.29.

Next Steps and Recommended Actions

- In next quarter, the Grant Team plans to implement Communities of Best Practice in the following areas: Employer Engagement; and Interpretation of Evaluation Results. The Grant Team should monitor the impact of such groups, with an eye toward possible sustainable practices.
- Cosgrove & Associates should partner with Bragg & Associates to assist the Consortium and member colleges in answering the following questions.
 - To what extent have colleges used employer input/feedback to modify instructional programs? Are employers satisfied with such efforts?
 - To what extent has Intrusive Student Support helped students complete their MHW program and secure employment?
 - To what extent have “portal-like” instruction/services helped students complete their MHW program and secure employment?
 - To what extent has contextualized/modified developmental education help students complete their MHW program and secure employment?
 - What evidence (statewide and individual college) suggests that MHW changes are being incorporated into mainstream practices.
- Colleges should take immediate actions to more fully share and communicate MHW strategies and programs across their campuses. Executive Leadership and faculty engagement should be central components of this effort.

- Grant staff turn-over has resulted in challenges associated with grant knowledge and continuity. Staff turn-over is to be expected, and colleges should develop practices and procedures to ensure the appropriate knowledge transfer.
- The Consortium should explore the possibility of securing a Statewide “Innovations Coordinator”. The Coordinator would assist in the development of Communities of Practice related to selected successful innovations. The Coordinator will also help ensure that lessons learned from MoHealthWINS can be applied to MoManWINS.
- In an effort to sustain successful innovations beyond the life of the grant, the Consortium should develop a prospectus to secure funding from a national foundation (i.e., Lumina, Gates, etc.) for selected innovations. The selection of a Statewide effort to reform and redesign developmental education with a focus on contextualization, acceleration, and intrusive student support is positive step in this direction.
- The Consortium should develop of a “White Paper” to address how successful strategies/innovations can impact Statewide educational policy. We recommend the creation of Governor’s Taskforce aimed at achieving the following goal---60% of Missouri adult population will have educational credentials beyond high school. The Taskforce should include representatives from Industry, State Education Policy Organizations, and Education. The Taskforce should leverage lessons learned and successful innovations from the TAA grants and develop policy changes which support such innovations.

Appendix I Summary of TPE Interviews With College Grant & Executive Leadership

The TPE used the following question to guide the interview process---Tell us how MHW has impacted your college, your community, and your students. Comments from grant and executive leadership were recorded verbatim and are presented for each college.

Crowder College

Progress since the on-site implementation evaluation visit includes:

- The opening of a consolidated student services office in a single building, consolidated 5 other offices and reduces student confusion and difficulty
- The college is on-track to maintain the tutoring provided by the grant
- The nursing program was recognized in accreditation study as leading the use of evidence to support decision making
- The college believes they can add another 120 CNAs above the number committed to the grant
- The college has created articulation agreements with 3 universities in MO and one in Arkansas

East Central Community College

Progress since the on-site implementation evaluation visit includes:

- Grant is fully staffed; very positive about hires
- Meetings held on non-credit programs, with good progress made
- First hybrid CNA course completing in December 2013
- Putting more focus on employer piece; feel this aspect of the grant has been turned around and will continue to improve in 2014
- Huge improvement in IT and use of online case notes (move from paper-based system required support of IT); described as "huge advantage"
- Positive developments on stacking CNA to Nursing; still talking about awarding 3 credits toward Nursing degree program; working on creating path from HS occupational health program to CNA and Nursing
- Better integration between "transitions" and developmental education; interest in scaling this model to the Culinary program and other occupational programs
- Interested in expanding programs; understand the value of a "pilot of well thought-out effective programs"
- Still not hitting enrollments or expenditure targets – "Always feeling under the gun"
- One project leader made a valuable observation worth quoting: "The challenge is there's no rule book. We get to make up the answer. It's great if empowered to make the decision. Wow, I get to decide that."

Jefferson Community College

Progress since the on-site implementation evaluation visit includes:

- Adding a class for internships to the CIS to increase work based experiences
- The college has reduced the barriers to enrollment in the rad tech program noted in the implementation evaluation
- Ten of eleven original rad-tech students have been retained
- Have one student from St Charles in the program, continue to have limited co-enrollment although the dialog has improved
- Have implemented a new simplified tracking system to address data reporting issues
- Rad tech advisory group has met twice with good engagement, working toward more simulations using the equipment and looking at shared simulations with the hospital partners
- Looking at the no-cost extension

Linn State Technical College

Progress since the on-site implementation evaluation visit includes:

- Several employer partnerships have blossomed
- Jumped in to support job reductions in Jeff City, provided onsite NCRC and digital literacy program
- Sixty-two employees (who are losing their jobs) went on the enroll in other courses in MHW and MMW
- Looking at ways to sustain the program, gaining increasing interest from the college
- CPR from the program has been added to the for-credit classes
- Looking at the transition from the non-credit to credit side, and application of completions to degree programs
- Columbia Mo program is interested in picking up the maintenance program

Metropolitan Community College

Progress since the on-site implementation evaluation visit includes:

- Have had changes in grant leadership, participant numbers have dramatically increased
- Project planning has significantly improved
- Added quite a bit of staff, advisors, tutors
- Looking at no-cost extension
- Using the grant to transform us, not just become a grant thing
- Better alignment with the WIB and engagement with lower levels, communication improved
- The navigator is branching out into more workforce locations
- The core health care curriculum is moving forward with changes in staff and leadership, looking to remove requirement for LPN for those not needing that
- Have articulation agreement with MU
- Have had staff development
- Changing our culture to see all students as students and not non-credit vs. credit; starting to breakdown credit and non-credit silos
- Starting to get traction on PLA

Mineral Area Community College

Progress since the on-site implementation evaluation visit includes:

- Continuing to schedule classes – finished all modules (summer)
- HVAC is the most popular course
- Large number of students (24) are interested in pursuing a degree
- 66-70% of pharmacy tech graduates have been placed in jobs. Clinicals are “scooping those folks up”
- Pharmacy tech program is running every 12 weeks; 44 students so far
- Pursuing new opportunity in Perryville; new area to recruit
- Pride in the clinical experiences for pharmacy tech students; they get 3 different types of experience including hospital and retail, and the experiences really help with research and experience.
- The grant team expressed some concern that some students are not taking the licensure exam because of cost. One person said, “The ones who don’t qualify for WIA are the ones who are not taking it.” Because no college credit, there is no financial assistance.
- Moving to a college-credit, 16-week program for pharmacy tech and seeking accreditation
- \$1,500 loan to MoHealthWINs from employers (name?)
- The maintenance curriculum will continue to be offered; good enrollments; One person said, “Maintenance has scaled itself up.”
- They are “looking hard” at ways to maintain the navigator and student support services.
- TAA numbers continue to be poor; just picked up first student; however, the students are individuals who “would never have set foot on the college campus” implying they are individuals who are low skill adults
- Hoping for no cost extension to increase numbers
- Concerns about getting potential pharmacy tech students through the state background checks; timing (board meetings every 3 months), and it sometimes impacts when students can start the program.
- Very positive comments about instructional staff “across the board”. Gave example of pharmacy tech instructor who uprooted her family to move across the country to teach the pharmacy tech program.

Moberly Community College

Progress since the on-site implementation evaluation includes:

- Graduated 5 in August and started 9 in June; 3 have taken certification exam, with one student receiving the highest score ever; 4th student taking the test Saturday – all employed except 1 in full-time college
- Enrollment of 9 this fall is capacity for the program. Clinical sites target 15 total – hit 14.
- Met with Lincoln County in Troy and just met with SSM – Sisters of St. Mary’s - and St. Charles to add
- With respect to delivery, some technology glitches, but sound quality. “IT people have been great. It’s been a learning curve for us. A lot of instructors aren’t computer friendly. Learning curve is interesting for them too.”
- Site leader has “done most of the work. She has kept us on target.”
- With respect to scaling, the team said “we can scale up if we can find the clinical sites.”
- Collaboration with St. Charles, ½ time clinical locations; challenge still in front of us.
- With respect to student performance, the team mentioned that “we are noticing our average students are struggling with technology. The stellar students are doing fine. They are investing in intensive tutoring, more instructional time and face-to-face time to keep from losing people. Historically we lose people; this is not easy material.” Historically 10 graduates start and end with 8.
- Last year 2nd half enrolled in the 5 and 1 left for medical reasons – student passed away. Put in place might have kept him.
- We started sooner than timeline – ahead of schedule.
- Retention reports – mid-term counseling, pre-semester counseling, in-class labs, and evaluations. Work on some of the soft skill things in house. It’s a small program. “We’re doing more documentation and keeping track of it. Want them to do well. A lab tech – people to work with. If they’re not hireable then we’re wasting their time and mine.”
- Allied health has good connections to community to promote the program. Advisory lab program – “hard core enthusiastic about the program.” “We have great buy-in from Med Lab Tech community and the hospitals. The right people know and are supportive. Adjuncts work with the local hospitals. So these folks know a lot.”
- With respect to scaling, they team said, “We want to exceed completion numbers, and we’re going to hit them with this class and extension. The class is ½ paid for, but not the full class. Tuition bonus is a perk, but we have classroom set-up and all of the technology to add to the program. All those things will continue. We wouldn’t be able to pay for tuition but program costs.
- “August graduates not able to survey employers – we’re probably locked in to do the extension.”
- “We had money when we did projections for the no cost extension; we had some money left over.”

North Central Community College

Progress since the on-site implementation evaluation visit includes:

- Hired three staff, recruitment advisement specialist, tutor and tutor coordinator
- Launched the second cohort in pharm tech 6 of 8 retained
- Using webcam for testing, addressed the testing issue identified during implementation evaluation
- Career center staff are excited, some intrusive advising, more information
- Have become more selective in the nursing program
- The online nursing program is a model for other program development on campus
- Applied for no-cost extension
- Purchased the online Plato system, has been successful

Ozark Technical College (Since OTC is the “lead college”, their comments include statements related to OTC and to the overall Consortium. Such comments are highlighted in red).

Progress since the on-site implementation evaluation includes:

- Mobile lab – has worked well
- Partnership with St. Charles another success – want to partner
- Enrollment targets – exceeding them. Picked a program that has validity. Marketing has been good. Word of mouth has worked well. Growth industry.
- In terms of mobile lab, the success has unprecedented for Ozark Tech.
- Biggest thing that we have learned from the grant: The importance of early intervention strategies. They are trying to replicate intensive supports in other programs so that students learn early on whether they are well suited for a program of study. “Why let students stay on a path and not get it? Maybe there is a better path for them.”
- What is the early intervention? Monitor attendance closely, if they don’t show up. “We watch them and see what issues they are having. Mostly not related to school. Retention specialist sets up meetings, brings them in, and makes sure they are progressing. We are learning from this because this works. Now we have to find a way to fund it.”
- Employer involvement – hospitals involved in maintenance. What do they want the employees to have? All have been employed when they get out. Huge hospitals – largest employer in the area. They control the medical environment.
- With hearing instrument program, a sizeable group of employers involved in the ground floor.
- Hearing – 2-year program. 62 credits. Considering ways to deliver outside the state in surrounding states – high demand. Industry wants to cut licensure to bad actors.
- Mercy hospital starting a nursing program and they are involved in that effort.
- Consortium management – working with 12 independent boards. They feel they have developed a close working relationship with the other colleges. “Not as difficult as we anticipated it to be.” The presidents meet monthly, and CAOs meet monthly. Good working relationships have made the consortium work well. “If they aren’t spending their money, we’re the ones bopping them on the nose. Round Two St. Louis has that responsibility. OTC is johnny on the spot. Smaller rural community colleges have a harder time gearing up. Easy in the bigger colleges.
- 4 urban colleges – St. Charles, St. Louis, MCC, OTC – account for 80% of the enrollment
- Three Rivers and Moberly have huge strides to hit the mark. They’re in the early days. Three Rivers and Moberly not as much support – change in presidents.
- Future – got the system going. CFO and staff – there will be funds to continue. Viable programs – our only problem is demand is higher than capacity. For example, dental hygiene - \$63K. 18 per year and go to work immediately.

State Fair Community College

Progress since the on-site implementation evaluation visit includes:

- Sonography program started in fall 2013
- Projects show enrollments required by the grant commitment will be met
- Added a career coach, will at least continue through the no-cost extension
- CNA and CMT have increased participants
- A strategy for the extension of the intrusive advisement model campus wide is under development is called enhanced advisement
- Increased the lab time for phlebotomy.

St. Charles Community College

Progress since on-site implementation evaluation includes:

- “We’re still working out a lot of the bugs. We added allied health programs and addressed a huge gap we were seeing. That starts this fall 2013. CNA, CMT, Patient care, Restorative nursing, ICD10 (transition course), phlebotomy (spring 2014) – HIM curriculum.
- Fall enrollment: 27 CNAs, 6 CMTs.
- GED Hybrid – 112 participants, recently GED credentialed, enrolled in college, college 101 success start class.
- SCC working toward associate degrees, some not determined yet. A couple are working in a healthcare track and started in CNA. Participants are declared, and some undeclared.
- Continued to add allied health programs and individuals who are GED seekers. We’ve seen some uptick in interest in some of those courses.
- Hybrid leads to experience working through problems and exercises using the computer and how to interact with it. “I think it’s an ongoing process. Interesting to see how this change affects the state.”
- Sustainability of GED hybrid program – still trying to get clarification on how to fund GED in the state. There is “roll-out value in it” – strong case – robust traditional program on the campus and now the innovation. We have a lot of confidence to keep it going. It is different for the state and new funding model.
 - Barriers that precipitated the need to develop are barriers that DESE has put up.
- Med Lab Technician – Moberly ½ clinical technician has been hired. Expanding clinical sites in the region. A lot of interest from clinical partners to scale up and get certified. MLT curriculum – new part-time person and staff to add to the grant. A lot of it is online and develop clinical opportunities in our region. More interest in this.
 - Phlebotomist working as good employees but next step on career ladder is MLT.
 - Hospitals are looking at this model.
- Other programs – hearing instrument science. Mobile lab on campus this semester. Scheduled to come back in spring. This program is full to capacity.” More applicants than they can take. OTC has done a remarkable job. A lot of students have an interest in it; there are no prerequisites to get in.”
- Rad Tech – tremendous students and 6 classes but it takes a long time.
 - Unless students on that path. It takes such a long time.
 - A lot of students last year are applying for 2014 fall program. Worked through A&P 1 and are ready to apply to be part of fall 2014 group
 - Program director worked out the scheduling with application period and tried their best to extend timelines to get into cohorts.
 - Removed some of the barriers to previous application, including job shadowing prior to the program but hospitals are not letting students in. Jeff CO has removed barriers.
 - Have not been able to use other format – continue to get phone calls and interest.
- “Long term – although non-traditional format, our region and participants, I think it’s a relationship that will benefit us in the long term.”
- Seeing increased demand for allied health programs

- Seeing increased interest in opportunities along those paths, and as a result, “our institution went into relationship with a private 4-year institution” -- Lindenwood University. “At that facility we’ve added space and other grant money to add a lot of technology infrastructure to bring new model and change to - virtual hospital to leverage our ability and maximize clinical options to have participants more prepared and ready for success once they get into the hospitals. Sets up to help employers. Existing workforce still needs development – changing work expectations, give extra space and extra resources where we could support those needs and look at opportunities to grow new programs.”
- “This grant positions us in a way that we have not been positioned before. We were always doing a good job of producing nurses, but now some employers are looking to other skilled positions that we didn’t respond to before. We are changing the attitudes of campus to give more focus on jobs and job creation in healthcare and the skills students need in computer science.”
- This is described by the team as a “cultural shift”. SCC is still a transfer institution but starting to broaden that view. The team points to funds from MoHealthWINs as key to the success story. To this point, one team member said, “I think it’s had an impact. We see it in business math and computer science. Ideas are being received in a more positive light.
- From student perspective, they believe they are training people who would not have had an opportunity to go to college. If not for the hybrid program they couldn’t have done it due to child care and time required to go to school by working adults. “We are changing lives. In numerous ways it is giving students a career.”

St. Louis Community College

Progress made since on-site implementation evaluation includes:

- Planning on campus on how to sustain adult learning academy.
- Campus – leadership changes – new leadership team – setting campus strategic priorities and some of the areas for scaling up (e.g., Adult Learning Academy). Eventually planning to create as a pathway for health science areas.
- What is the plan to sustain and what is the timeline? Developmental studies are an issue. Eventually planning to have the Adult Learning Academy (ALA) to do developmental studies but there are issues with bringing that to scale.
- MoHealthWINS aligns with the goal of reforming developmental ed, including transitioning over from Achieving the Dream (ATD) to MoHealthWINS. Credit environment is the next generation of what to do with this.
- Foundation is seeking funding to assist us with supporting students until the college can put the curriculum into the credit environment to get financial aid. Students are not eligible for the timing of transition.
- Foundation using the two major partners and support from these partners.
- They are seeing success in contextualized learning in courses that students are taking. Ripple effects that are creating big-time change. “Sometimes it doesn’t happen from our doing but from conversations.” Intended consequences of using full-time faculty who are talking on regular basis. They see progress but not as happy with rate of change, but probably normal.
- Seeing formal institutional learning in initial evaluation. MoManWINS didn’t have as many resources for developmental education and the portal. MoHealthWINS leadership is pulling folks from Flo Valley to the campus into an expert team. They hope to have a portal experience for MoMAN so leverage existing resources for the Round Two TAACCCT grant. The goal is to take the portal to have conversations about what’s portable in a variety of pathways. Culture of healthcare, career blueprinting, sustainable over time with data about retention and student success. Getting data and building sustainability with career pathways is the goal.
- There is receptivity to embedding the portal and ALA principles in the grant. They’re going to need help in terms of how to make this work.
- Support of these folks has been important, according to a leader of MoHealthWINS. “This is complicated work.” The leadership team is meeting to make things happen on campus or in an organization. MoWIN and MoHealth staff are meeting and MoMAN staff are listening and paying attention. They collaborate well. They are “incredibly proud” of what they have accomplished with faculty. We have attracted faculty from Merrimac campus – spoke of a presentation yesterday. Reenact talk about integrated reading and writing, presentation at MCCA. Strong emphasis on faculty engagement and distributed leadership.
- The team spoke of moving to the credit side of the house – allowing financial aid and means to pay for college. Meeting every 2 weeks with discipline leads. They are asking the question of what can be done to invite more full-time faculty.

- Adjuncts are educational assistants; professional development that is occurring is significant. Have to tap people already working for the college. Infuse the grant within the institution. Policy to tap existing full-time and adjunct faculty and staff – diffusion within the schools & colleges.
- Unintended consequence: there is increased stress in the existing environment. Some are drawn to this activity and they still have traditional entrenched faculty that they have to contend with. These faculty say, “Show me results and tell me where we are going.”
- Ability to communicate to the college at large is critical.
- Non-credit to credit: Strong leadership to state where the college is going. Processes around academic integrity and program development are important. “We need to move forward to and show that these kinds of programs have integrity; what passes muster. Where it gets ugly is in curriculum committee discussion.”
- Non-credit to credit has to go through the credit process; this has been test environment but things have to work in tandem. Discussion is involving academic leaders and faculty.
- ALA has been led by champions. There is a need to involve the rest of the state; Need to have a conversation around what it means to the other colleges. Submitted proposal for a state success center with intrusive advising model and if it is funded it may have a tremendous impact.
- Intrusive student support and ALA go together. If one and not the other, results are not going to be as good. We don’t have enough staff – sense that it is additive. Shifting ways to do things but not to make it additive.
- Lots of transition in admissions, registration and technology. Admissions and registration models are 10-15 years obsolete. Everyone wants to use their own ways to do things. A lot of levers to apply to get business --- learning skill sets. Opportune moment. Data suggest innovation happens when you have agents of change. Who is engaged in this grant? Admin, faculty, staff, and clerical. “We are letting them carry it and let voices carry through the curriculum and be ready to deal with the resource issues.”
- Scaling and cost – from cost standpoint it is additive. Where’s the long-term payoff? There are no dollars for completion from state aid. Retention – how does it result in increased enrollment? We don’t know the Missouri standpoint. They recommend taking advantage of the moment to bring in experts to look at the benefits from retention (e.g., Noel-Levitz). Need metrics and retention issues.
- Continuing concerns include:
 - Adding evening hours with an ed assistant available in a lab to help students in the portal – digital literacy
 - Evening course – cohort of incumbent workers – SSM – school at work (SAW) – national curriculum. Own curriculum would get folks college ready; All but one tested developmental level. Pulled in ALA to review curriculum.
 - SAW – STEM – licensed to Catalyst and paid per student. General academic readiness but doesn't ladder to anything.
 - SSM career development

Three Rivers Community College

Progress since the on-site implementation evaluation visit includes:

- New grant lead, now have competence in the position
- Numbers are good just started six classes
- No bridge yet, many testing low in math, working on developmental courses
- Student population is in deficit position with basic skills
- More willing to look at employer training and other non-credit
- Funded in TAACCCT Round Three, which represents a seed that will lead to even bigger things
- Two career centers with which the college has different relationships, better connection now
- Raising expectations of what students can do, still issues with students who can do better with assistance programs than entry-level wages

“This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.”



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