

# Evaluation of MoHealthWINs Outcomes and Impact

Missouri Healthcare Workforce Innovation Networks  
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Ozarks Technical Community College

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## **Executive Summary**

- Enrollment of 4,251 surpassed grant target by 19%.
- Colleges used employer input and engagement to create and/or redesign nearly 60 programs in nearly 40 programmatic areas built upon industry-requested stackable credentials.
- Colleges targeted and provided college access to unemployed and academically low-skilled adults:
  - Average age of participants was 35
  - 2% were TAA eligible
  - 82% were either unemployed or under-employed at program start-up
  - 75% were academically low-skilled at program start-up.
- Throughout the grant, colleges developed and improved relationships with local career centers. Nearly 1,200 of the participants (28%) were referred to a campus by a Career Center.
- The credit hour completed to attempted ratio for the credit programs was 88%, while the credit hour completed to attempted ratio for non-credit programs was 70%.
- More than 2,800 (n = 2,812) of the participants completed at least one program of study generating a program completion rate of 66%. Counting all program awards and stackable credentials, this group of completers were awarded 10,998 industry-requested awards/credentials.
- Eighty percent of the program completers secured employment upon program completion, with an annual average wage of \$22,540.
- Seventy-five percent of the program completers who started as unemployed secured employment upon program completion with an annual average wage of \$23,050.
- Grant participants expressed a high degree of satisfaction with program offerings and college support services. In addition, participants reported grant programs/services helped to improve their abilities and self-efficacy with regard to key workplace skills.
- Through the development and implementation of short-term, career programs, MHW grant participants were more likely than non-grant students to complete a program award.
- Individual campus culture/climate certainly impacted the extent to which MHW innovations and experimentation were supported. For those campuses who embraced the experimental nature of MHW, the grant has laid a solid foundation for further innovations associated with the following areas: development and redesign of programs using career pathways; re-design of developmental education; adoption of intrusive student and instructional support strategies; and expanded use of employer engagement to support program creation and continuous improvement.

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## Preface

The MoHealthWINs grant provided Missouri's community colleges the opportunity to develop and experiment with a number of innovative instructional and student support strategies. Such strategies were designed to meet the needs of adults seeking to acquire industry recognized program awards and credentials and gain employment in the healthcare industry. Many of the strategies were truly transformative in nature and challenged existing organizational culture and long-standing processes/practices. Despite such challenges, the colleges pushed forward and developed and/or redesigned nearly 60 instructional programs, as well as innovative approaches to providing intensive student support. As the entire MHW Team (Campus Leaders, Consortium Grant Management, and Evaluators) now takes time to reflect and collect its collective breath, the amount of innovation, adaptation, and progress since 2012 is quite remarkable.

This Impact and Outcome Evaluation report is a companion piece to the *MoHealthWINs Implementation Evaluation* report. When combined the two evaluation reports tell a comprehensive story of the MHW journey and the foundation created. From the onset, MHW Grant Management and the Evaluation Team recognized the complexity of the MHW effort and constantly stressed the value of documenting and analyzing implementation, lessons learned, and outcomes.

This report provides detailed and extensive data associated with the DOL required metrics, including a comparison of MHW outcomes to performance targets (see pages 8-18) established in Table Nine and Table Ten of the MHW statement of work (SOW). In addition, this report goes beyond DOL required reporting and examines MHW outcomes for a number of participant sub-groups (see pages 19-23). Taking this analysis one step further the report uses logistics regression analysis to explore MHW impact on program completion and employment (see pages 24-28).

Although, the MHW grant is ending on September 30, 2015 the impact of lessons learned is just beginning. As colleges continue to develop promising practices and strategies, and build upon the foundation created by the MHW grant, we invite them to explore the Executive Summary, as well as the detailed data analysis provided throughout the report and Appendix I. Thank you for allowing us to be a part of your transformative journey.

## **Introduction**

The Trade Adjustment Assistance Community College and Career Training (TAACCCT) program was launched in 2011 by the United States Department of Labor (USDOL), in partnership with the United States Department of Education. As stated in the Round One Solicitation for Grant Applications (SGA), a primary goal of the program is to “increase attainment of degrees, certificates, and other industry-recognized credentials and better prepare the targeted population, and other beneficiaries, for high-wage, high-skill employment” (p. 5, USDOL SGA). Since issuing this SGA, USDOL has awarded an unprecedented level of funding for a single federal program to community and technical colleges throughout the country. Through nearly \$2 billion, TAACCCT has sought to raise the skill level and employability of America’s citizens who have been adversely affected by the nation’s Great Recession.

Missouri received a \$19,982,296 Round One TAACCCT award, MoHealthWINs (MHW), to develop innovative and accelerated programs designed to meet the State’s critical demand for healthcare workers. To implement the MHW grant, the State’s 12 community colleges and one technical education college formed the MoHealthWINs consortium. Although Missouri community colleges operate as a decentralized system, the Missouri Community College Association (MCCA) has played a leadership and administrative role in leading the MHW consortium. According to the MCCA Bylaws, MCCA is “an individual and institutional membership organization, which serves the educational needs of the citizens of the state of Missouri by offering educational leadership through the state’s community colleges. MCCA offers services to the state, to its member institutions, and to its individual members in educating the public about community college education, offering professional development, gathering and reporting information pertinent to community colleges, and shaping higher education policy in the state” (MCCA, 2009, p. 2). More detail on MCCA is available on its website at: [mccatoday.org](http://mccatoday.org). Noting these functions, MCCA is a logical choice to offer the leadership and organizational capacity needed to coordinate TAACCCT.

Upon receipt of the MHW funding in October 2011, Missouri was slowly beginning to recover from the economic downturn associated with the recession, but unemployment remained stubbornly high. The overall statewide unemployment rate for October 2011 hovered between 9.4% and 9.8%. A further analysis of unemployment rates in Missouri revealed a relationship between educational attainment and unemployment. For adults with less than a high school credential, the unemployment rate was 18.0%. For adults with a high school diploma, the rate was slightly more than 10.0%. As educational attainment continued to increase, unemployment decreased. The unemployment rate for adults with some college, including an associate’s degree, was 7.8%, while the rate for adults with at least a bachelor’s degree dropped to 3.4% (Missouri Department of Economic Development: MERIC). These statistics point to the difficult economic situation facing unemployed and/or academically low-skilled adults in 2011 when the MHW consortium formed.

Given this context, the consortium’s member colleges sought TAACCCT funding to develop MHW into a transformative process and help Missouri increase its adult educational

attainment and improve the healthcare workforce. As documented in the *MoHealthWINS Implementation* report (Bragg, 2015)<sup>1</sup>, member colleges engaged in implementation to create new programs and modify existing ones, especially non-credit programs. The MHW consortium colleges also attempted to implement with the following strategies agreed upon by consortium leadership as important to supporting curriculum reform and student success:

- Contextualized academic and technical education
- Developmental education redesign
- Accelerated and modularized courses
- Career pathways with industry-recognized, stackable credentials
- Non-credit to credit bridge programs
- Intrusive student supports
- Online and technology-enabled instruction
- Credit for prior learning
- Faculty and staff development

Many of these strategies were considered radical to colleges within the state, given Missouri's existing college policies, practices, and organizational structures were created through local control that is sometimes counterproductive to cross-college learning and sharing required for transformative change.

## **Goals of this Outcome and Impact Report**

This evaluation report is a companion to the *MHW Implementation Evaluation* report and provides a quantitative analysis of MHW participant outcomes (education and employment) for the consortium. It considers what the MHW consortium and its member colleges achieved in terms of DOL target performance metrics, and what they learned during the grant about the change process. Through a variety of analytical methods, including the use of a comparison cohort design to compare the outcomes of MHW Participants with the outcomes for similar non-grant students, this report tells the story of how the MHW grant impacted the students and therefore the colleges and the State. Attention is given to required DOL metrics associated with the Annual Performance Report (APR), as well as the DOL-required metrics outlined in Tables Nine and Ten of the MHW statement of work (SOW).

A quick note about the comprehensive evaluation approach used in this report is in order. Recognizing the extensive data requirements of the TAACCCT grant, the MHW consortium anticipated performance reporting and rigorous impact evaluation would challenge the colleges' existing data systems and research capacity. Consequently, the consortium decided to embed Cosgrove & Associates (C&A), an evaluation consulting firm located in St. Louis, Missouri, into the grant as internal researchers. This firm, referred to as "lead researchers" throughout this report, took responsibility for designing and implementing the impact data collection and for gathering data required to support DOL performance reporting. The lead researchers were also responsible for managing the DOL-required third party evaluation process, which was performed

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<sup>1</sup> See Bragg, D. (2015). *MoHealthWINS Implementation: Third-Party Evaluation of Implementation of Programs of Study and Strategies*. Seattle, WA: Bragg & Associates, Inc.

by Bragg & Associates, Inc. (B&A) following selection of this firm through a competitive bidding process. Working together throughout the grant, the lead researchers and B&A, henceforth referred to as the “evaluation team”, conducted and analyzed the impact evaluation results presented in this report. In addition, the evaluation team also provided guidance to the MHW Executive Advisory Committee, grant management and oversight staff, and MHW Colleges on utilizing data for continuous process improvement. Through routine reporting to grant leadership and member colleges, the evaluation team used the plethora of qualitative and quantitative data gathered throughout the grant to assist academic and student services administrators, grant leads and their teams to improve their implementation of grant-funded innovations, consistent with the developmental evaluation method of Patton (2010), which we discuss more fully below.

### **Mixed Methods Approach**

The DOL TAACCCT grants called for rigorous evaluation along with extensive data collection and reporting for grant compliance, performance reporting, and accountability. To ensure data associated with all of these functions were collected in a manner that would also address impact evaluation, over and above compliance, the MHW evaluation team employed a mixed methods design, including developmental evaluation (Patton, 2010). Our mixed methods approach refers to the systematic design and collection of qualitative and quantitative data to complement and inform the phenomenon being investigated (Greene, 2008)<sup>2</sup>, in this case TAACCCT-funded programs of study and strategies.

We also integrated developmental evaluation, which Patton (2010) describes as an evaluation approach using data to analyze program inputs, processes and outcomes to guide decision making also critical to the innovative process.<sup>3</sup> Developmental evaluation is especially useful in evaluating a grant such as MHW because of its ability to address complexity. MHW undertook a complex endeavor with a multi-faceted, dynamic, and evolving context. All 13 Missouri colleges were attempting to work together as a consortium and also independently to develop and launch new programs of study, to modify existing programs of study, and to create and implement innovative strategies. Without an evaluation approach able to take into account this complexity, it would have been challenging to engage college personnel in an evaluation process that had integrity and credibility with them.

The following mixed methods were employed to support the MHW outcome and impact evaluation:

- Unit-record participant and outcome (academic and employment data) files were collected for each grant participant, and data were recorded, tracked, and shared with the evaluation team on a term-to-term and DOL-quarterly basis. Employment and wage data were acquired through a partnership with Missouri Division of Workforce Development (DWD), also on a DOL-quarterly basis. Where gaps in employment data occurred, colleges conducted employment follow-up data collection activities to determine students’ employment status. Verification of employment was gained by college

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<sup>2</sup> Greene, J. C. (2008). *Mixed methods in social inquiry*. Hoboken, NJ: Wiley and Sons.

<sup>3</sup> Patton, M. Q. (2010). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. New York, NY: Guilford Press.



personnel using DOL-approved (WIA/WIOA) methods, including employee pay-stubs and letters from employers.

It should be noted the original SOW (see page 31) specified:

“The MoHealthWINs project will also leverage the data base management, research and evaluation capabilities of the Missouri workforce longitudinal data system (LDS) that, once complete, will emphasize the links between the existing educational enrollment data, UI wage records, adult training programs and social support services. The system, being developed by Missouri’s Division of Workforce Development and its partner agencies will consists of: 1) Unit records from all workforce programs; 2) Systematically and periodically linking those unit records to data systems describing customer experience outside the workforce system (e.g., the statewide longitudinal data system or SLDS); and 3) Includes all available work- and education-related data reflecting experiences occurring sequentially over a span of several years for the purpose of longitudinal research. The Lead Researcher will work with state administrators to leverage the capabilities of this new system as it evolves during the grant period.”

For a variety of reasons, this system did not materialize and as a consequence, it became necessary for the evaluation team to develop, design, implement, and monitor a data system to meet both DOL and impact evaluation design requirements. This system was also used for participant unit-record data collection associated with Missouri’s Round 2 TAACCCT grant. This system was Missouri’s first attempt to track and analyze student outcomes associated with non-credit workforce development programs on a statewide basis.

- Review of member colleges DOL-required quarterly reports was performed by the evaluation team. Since the lead researchers collected data for quarterly reporting, they were able to mine these data for key qualitative and quantitative data associated with grant compliance, grant progress, and lessons learned about implementation and improvements. In addition, the lead researchers designed and implemented additional quarterly reporting customized to each college’s work plan. This customized reporting process enabled each college to tell a comprehensive story over time and identify additional progress measures reflecting its plan’s accomplishments. Colleges found this customized quarterly reporting valuable in helping them document their TAACCCT story.
- Anonymous student follow-up surveys were employed to acquire data related to student use and satisfaction with the intrusive/intentional student support innovations and other strategies employed in the MHW grant.
- External subject matter experts gathered qualitative data for the DOL-mandated curriculum review on program implementation and quality. Findings and recommendations from the curriculum review report were disseminated to the colleges to

support the sustainability and improvement of new and improved curriculum funded by the grant.

- A quasi-experimental design was employed to compare outcomes for grant students (2011 to 2014) to outcomes for retrospective non-grant students who enrolled with member colleges in fall 2009 (tracking period of 2009 to 2012). Unit-record data were collected for students from each member college to build the retrospective comparison group of non-grant students. Outcome variables for the comparison study include program completion and employment upon program completion. This data was used for two sets of analyses:
  - To fulfill the DOL required comparison of grant Participant Cohorts to grant Comparison Cohorts in Tables Two of the DOL Annual Performance Report (see Table 5: Demographics of MoHealthWINs Grant Participant & Comparison Cohorts Used in DOL APR Table Two on page 18 of this report).
  - To expand the analysis beyond the limitations of the DOL required cohorts to a larger group of grant participants and non-grant students (See MHW Impact Analysis, page 25 of this report).

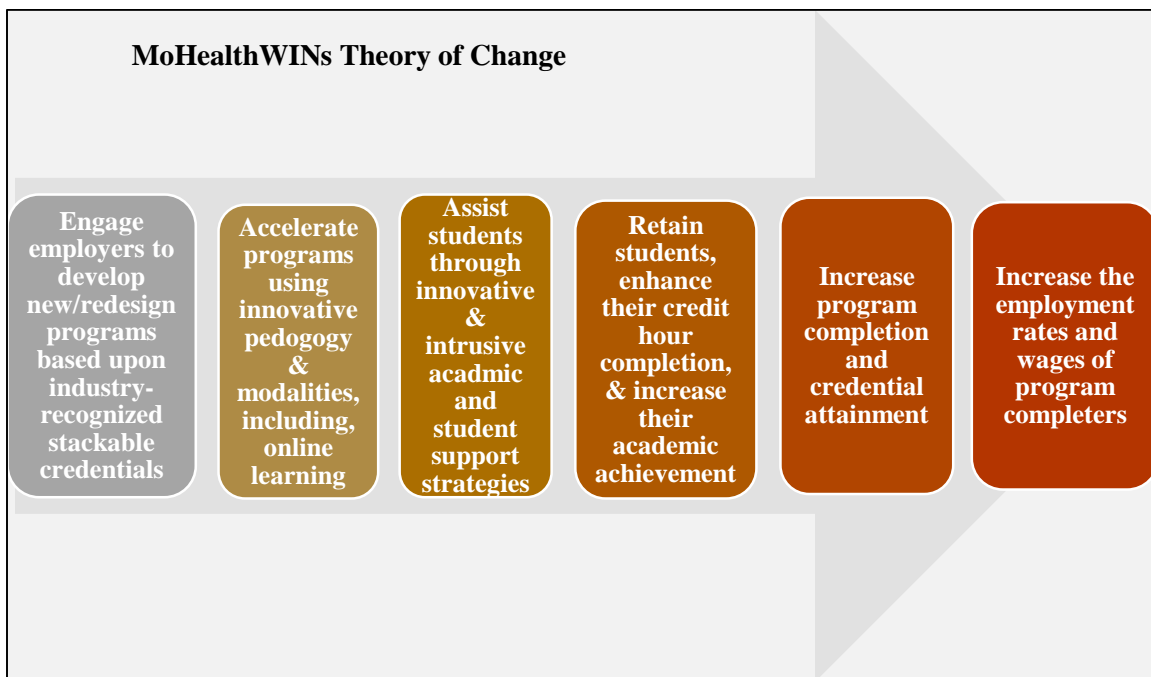
The evaluation team expanded analysis of impact beyond the DOL required reporting requirements associated with DOL APR Table Two and used logistics regression to estimate the grant's impact on program completion and employment for all credit bearing students in the MHW grant participant and the non-grant student groups.

- Early in the grant, the academic skill level of entering students was identified as a key background variable by member colleges although not prescribed by the DOL to include in the impact study. To standardize this variable across 13 different colleges, the researchers created a dichotomous variable to record the entering academic skill level of grant and non-grant students. Using each college's college placement tests and cut-off levels, students who were assessed as less than college-ready in English, reading, or mathematics were defined as academically low-skilled for purposes of analyzing outcomes for this grant.

## The Theory of Change for MoHealthWINs

MoHealthWIN's Theory of Change, depicted graphically in Figure 1 below, captures how the consortium member colleges understood the essential steps in implementing the SOW. They recognized it was imperative to improve their instructional programs and support services to better meet the needs of the target student populations, including Veterans, TAA eligible, unemployed/under-employed, and academically low-skilled adults. To serve and impact this population, the colleges first needed to engage employers to redesign and improve programs of study to be based upon industry-recognized, stackable credentials aligning with existing or emerging career ladder stair steps. The colleges also understood they needed to design new or enhance current programs of study able to be completed in a condensed/accelerated manner, including online learning whenever appropriate and possible, and ultimately leading to the intended program completion, credentials, and employment.

The colleges recognized program design often is not sufficient to ensure student success. Consequently, another key step was developing and implementing career orientation, essential academic and digital remediation, and intrusive advisement strategies to help students prepare for and persevere to completion and employment.



**Figure 1: MoHealthWINs Theory of Change**

The remaining sections of this report examine DOL-required metrics and additional evaluation data to determine the extent to which this Theory of Change successfully impacted students. In addition, data associated with innovations that were thought by local practitioners to hold promise for further development, scaling, and sustainability are discussed.

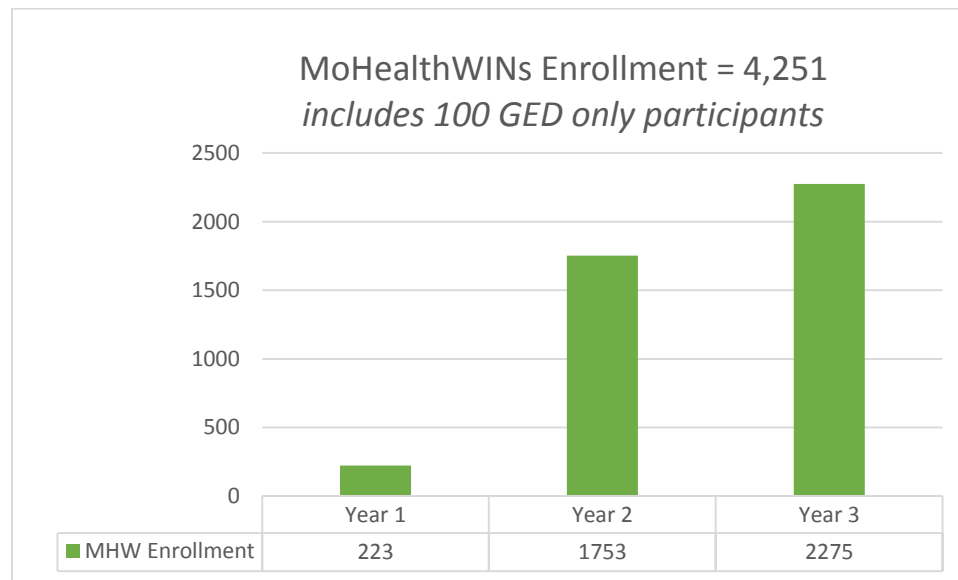
## Results

### Department of Labor and MoHealthWINS Statement of Work Performance Metrics: Comparisons of Performance to Targets

With respect to Round 1 of TAACCCT, the DOL requires a prescriptive set of data elements and instructions requiring the grantee to complete the DOL Annual Performance Report (APR) Table One and the DOL Annual Performance Report (APR) Table Two on a year-by-year basis. For example, grant participants who started in Year 1 are reported in Year 1, but not counted again in Year 2. Grant participants who started in Year 2 are reported in Year 2, but not reported in Year 3 and so on. APR Table Two includes academic and employment outcomes in a given grant year for an initial set of grant participants compared to a comparison cohort of non-grant students matched on program type, age, and gender. Copies of the APR reports for Year 1, Year 2, Year 3, and Year 4 are provided in the Appendix. (See Tables 21-23 in Appendix.) As noted above, the data in APR tables are reported on an annualized basis and are not cumulative.

To examine the full, cumulative effect of MHW efforts, we conducted a more comprehensive analysis of participant outcomes based on four years of data. Data highlights from this analysis are presented below.

- Total number of unique participants served: 4,251. This number includes 100 students who only engaged in GED programs.
- Enrollment grew in Years 2 and 3 and peaked in Year 3 as shown in Figure 2 below.



**Figure 2: Enrollment in MoHealthWINS**

- Of the total MHW Participants (4,251), slightly more than 2,800 (n = 2,812) completed at least one program of study. This represents a 66% completion rate among all participants. Of this total, many participants enrolled in and completed more than one program of

study, with the total for this measure thus being larger than the actual number of participants due to participation in and completion of multiple programs:

- 2,997 participants completed a program of less than 1 year
- 55 participants completed a program of 1 year or more
- 219 participants completed a 2-year Associate of Applied Science (AAS) program

See Table 2: MoHealthWINs Programs, Duration of Programs, and Enrollment in Appendix

- The MHW grant awarded 10,998 certificates and degrees when all program awards and all industry-recognized, stackable credentials associated with programs and multiple program completions are totaled.
- Colleges enrolled participants in approximately 60 different programs across nearly 40 programmatic areas with many of the programs offered at more than one college. For example, six of the 13 colleges offered Certified Nursing Assistant programs while a different mix of six colleges offered seven unique maintenance programs.
- Table 2 shows the largest number of participants were enrolled in healthcare portal programs and 43% (n = 440) of these students went on to enroll in other MHW programs. Certified Nursing Assistant (CNA) had the second highest enrollment. (See Table 2: MoHealthWINs Programs, Duration of Program, and Enrollment in Appendix.)
- Of the 4,251 MHW Participants, 89% (n = 3,795) completed at least one industry-recognized, stackable credential, including the ACT National Career Readiness Certificate.
- MHW Participants enrolled in both credit and non-credit programs. The credit hour completed to attempted ratio for the credit programs was 88%, while the credit hour completed to attempted ratio for non-credit programs was 70%.
- Of all MHW Participants, 18% (n = 766) were continuing their education beyond the grant whether they completed a program or not.

The following results pertain to **employment** of MHW Participants: (See Table 9: MHW Participant Completion and Employment by Key Background Characteristics in Appendix.)

- Eighty percent of program completers (n = 2,248) secured employment, and the average annual wage for the program completer group is \$22,540, with a 6-month employment retention rate of more than 90%.
- The employment rate for program completers who began as unemployed is 75% (n = 1,051) and the average annual wage for this group is \$23,050, with a 6-month employment retention rate of more than 90%.

- Sixty-seven percent (n=1,510) of the MHW participants who began as unemployed were employed after participating in grant-funded programs regardless of whether they completed a program or not.

### **Comparisons of Performance to Targets for Table Ten from the MoHealthWINs Statement of Work**

The DOL required grantees to specify outcomes in Table Ten of the statement of work. Analysis of the proposal targets to the actual achieved outcomes at the end of the grant is presented in Table 1 (Appendix). Data below compare MHW performance on Table Ten measures to targets as stated in the MHW SOW:

- **Credit Attainment:** MHW exceeded the target of 60% with 84% of participants earning credit.
- **Attainment of Less than One Year Industry-Recognized Certificates:** MHW exceeded the target of 56% with 70.5% of MHW participants completing programs with certificates of less than one year.
- **Attainment of More than One-Year Industry-Recognized Certificates:** MHW fell short of the 24% target with 1.3% of MHW participants completing programs with certificates of one year or more.
- **Attainment of Degrees:** MHW fell short of the 14% target with 5.2% of participants earning degrees.

### **Comparisons of Performance to Targets for Table Nine from the MoHealthWINs Statement of Work**

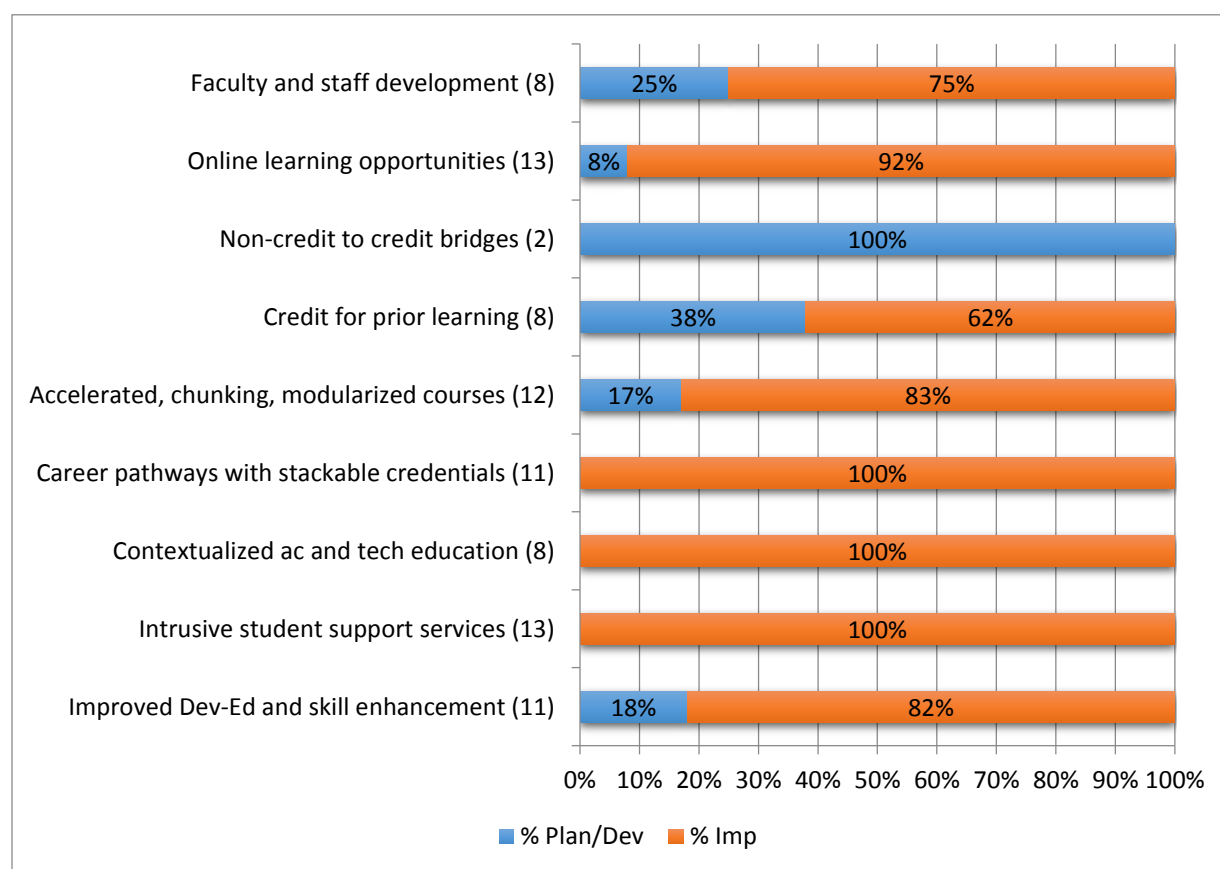
As noted above, MHW consortium condensed the 15 strategies outlined in the SOW to the nine strategies below as important to supporting curriculum reform and student success:

- Contextualized academic and technical education
- Developmental education redesign
- Accelerated and modularized courses
- Career pathways with industry-recognized, stackable credentials
- Non-credit to credit bridge programs
- Intrusive student supports
- Online and technology-enabled instruction
- Credit for prior learning
- Faculty and staff development

The MHW implementation report suggested the preponderance of colleges implemented these strategies over time, particularly strategies such as career pathways with industry-recognized, stackable credentials, contextualized academic and technical instruction, and intrusive student supports. (For the full report on implementation of grant-funded programs of study and strategies, see Bragg, 2015.)

Figure 3 captures the level of implementation of the nine strategies, showing results of self-assessment data submitted to the evaluation team at the mid-point of the grant and at the culminating point of implementation of the grant in late fall 2014. This figure presents each strategy according to the percentage of Missouri colleges reporting being at the planning/development phase or at the implementation phase. To properly interpret this data, it is important to note this analysis is limited to the colleges identifying the particular strategy as part of their negotiated work plan from the consortium scope of work. If the colleges were not obligated to implement the strategy, no results are shown.

By the end of fall 2014, over half of the 13 colleges had implemented eight of the nine strategies. Only the strategy of non-credit to credit bridge had not progressed to the majority of colleges, with most non-implementers of bridge citing a lack of adequate understanding of how to create bridge programs, a lack of support within their institution, or another specific local concern. However, as the qualitative data suggest, some colleges did report increased understanding of bridge programming by the end of the grant that could help them to support the implementation of career pathways including both credit and non-credit programs. In fact, implementation of bridges had begun at two colleges and others expressed interest in creating bridges in future TAACCCT grants. As reported in the *MoHealthWINS Implementation* report, colleges were not obligated to develop non-credit to credit bridges, however, colleges began to see the value in developing such bridges to strengthen career pathways.



**Figure 3. Percentage of Colleges Planning/Developing Versus Implementing Core Strategies by Fall 2014 (Number of colleges identifying the strategy shown in parentheses) (Bragg, 2015, p. 9)**

The DOL required grantees to specify progress and implementation measures for each MHW strategy in Table Nine of the statement of work. Table 3 (Appendix) compares consortium progress and implementation goals to achieved results on over 60 performance measures tracked by each college for each quarter of the grant. It lists each of the MHW strategies and notes the programs seeking to incorporate each strategy. Whereas the colleges were initially overwhelmed by the complexity and wide range of strategies across programs of study and participants, the overlapping of strategies across programs allowed colleges and the consortium to experiment with a number of innovations. By the end of the grant, the consortium had exceeded the majority of the progress and implementation measure targets.

Measures demonstrating successes as well as challenges associated with implementation of the grant are mentioned below:

- A total of 1,686 MHW participants completed career plan blueprints, representing 116% of the performance target. Several colleges that did not elect to engage in this strategy began offering career blueprints modeled after St. Louis Community College. (See Strategy 1.1 in Table 3 in Appendix.)
- 3,808 MHW participants enrolled in programs including modularized courses. This represents 182% of the performance target. (See Strategy 1.3 in Table 3 in Appendix.)
- Students earned 77% of credit hours attempted in programs meeting various parameters of the intrusive student services strategy. This was slightly below the target rate of 80% for this measure. (See Strategy 2.3 in Table 3 in Appendix.)
- 562 participants received academic credit from prior work experience and/or non-credit coursework. Of the two measures of credit for prior learning, MHW fell short on awarding credit from prior work experience but exceeded the target on awarding credit for non-credit coursework. The entry-level nature of most MHW programs limited the instances where credit for prior learning was applicable. Although the Consortium did fulfill its commitment to develop a statewide policy on credit for prior learning, such policies were in the nascent stage at most colleges. (See Strategy 2.4 in Table 3 in Appendix.)
- Participant attainment of credit hours completed (hybrid or online) based on credit hours attempted compared to the targets are as follows:
  - In hybrid/online versions of new courses, participants attained 80% of credit hours attempted, thus exceeding the target of 74%. (See Strategy 4.1 in Table 3 in Appendix.)
  - In hybrid/online versions of existing courses, participants attained 76% of credit hours attempted, thus exceeding the target of 71%. (See Strategy 4.2 in Table 3 in Appendix.)
  - For self-paced, academic remediation resources, participants attained 71% of credit hours attempted, thus exceeding the target of 44%. (See Strategy 4.3 in Table 3 in Appendix.)



- In programs with online simulation software, participants attained 93% of credit hours attempted thus exceeding the target of 81%. (See Strategy 4.4 in Table 3 in Appendix.)

Most MHW programs incorporated numerous strategies (Tables 3 and 4 in Appendix). Based upon a student's enrollment in a program with an embedded strategy, we are able to calculate the number of participants and completers in programs incorporating each of the MHW strategies. Table 4 displays MoHealthWINs Program Completers in Programs Influenced by Each Strategy (Appendix).

### **DOL Annual Performance Report (APR) Table Two: Grant Participant and Comparison Cohort Comparative Data**

Before presenting data associated with DOL's APR Table Two, a note regarding the methodological concerns associated with using the DOL required instructions for the construction of the Participant and Comparison Cohorts is necessary. DOL requirements for the construction of the comparison cohort did not match first-year implementation of MHW programs. MHW used the first year of the grant to develop and launch programs of study, thus participant enrollment in Year 1 of the grant was limited. Despite this situation, DOL and the MHW regional federal program officer (FPO) instructed MHW to construct its grant participant cohort with Year 1 participants. Realizing the complexity of this guidance for the MHW grant, MHW sought and received approval from the DOL National Office to expand the construction of the grant participant cohort to include grant participants who enrolled in Year 1 and the first quarter of Year 2. This design allowed for inclusion of both summer and fall 2012 participants.

Even with this decision, the number of grant participants in the MHW Participant Cohort was limited ( $n = 270$ ), but sufficient to begin the study. Consistent with DOL guidelines, MHW broke down the total MHW Participant Cohort group into separate cohorts based upon program duration and grant-approved programmatic pathways per DOL requirements. MHW separated the total Participant Cohort of 270 into the following unique programmatic cohorts:

1. Less Than 1-Year & 1-Year Healthcare Informatics & Information Technology Programs,  $n = 79$ ;
2. Less Than 1-Year & 1-Year Healthcare Support, Diagnostic, & Therapeutic Programs,  $n = 136$ ;
3. Associate of Applied Science Healthcare Programs,  $n = 55$ .

Although the total MHW Participant Cohort of 270 represents only six percent of the total MHW Participants, this limited number met DOL compliance requirements and was approved by the regional Federal Program Officer, as well as the National Office.

To further support DOL APR Table Two reporting requirements for the Comparison Cohort Study, MHW collected retrospective data for all new-to-college, non-grant students who began their college experience with a MHW consortium member college in fall 2009 and who had a designated program major in one of the following areas:

1. Less Than 1-Year & 1-Year Healthcare Support, Diagnostic, & Therapeutic Programs,  $n = 465$ .

2. Less than 1-Year & 1-Year Healthcare Informatics & Information Technology Programs, n = 359.
3. Associate of Applied Science Healthcare Programs, n= 880.

Academic and employment outcomes for this group were tracked through the end of the Fall 2012 term, producing a total of 1,704 students. Using gender and age as matching variables, non-grant students were drawn for each programmatic area so as to have comparable groups of students for the DOL APR Table Two non-grant Comparison and grant Participant Cohorts.

Chi-square statistical analysis was used to compare the initial MHW Participant Cohort with the non-grant Comparison Cohort on gender, and t-tests were used to measure whether there was a difference in the mean age for MHW Participant and Comparison Cohorts. All analysis revealed no significant difference at  $p < .10$  between the Cohorts regarding gender and age. Table 5 presents a breakdown of the Participant and Comparison cohorts.

**Table 5: Demographics of MoHealthWINs Grant Participant & Comparison Cohorts Used in DOL APR Table Two**

<b>Program Pathway</b>	<b>MHW Participant Cohort Count</b>	<b>Comparison Cohort Count</b>	<b>MHW Participant Cohort % by Gender</b>	<b>Comparison Cohort % by Gender</b>	<b>MHW Participant Cohort Average Age</b>	<b>Comparison Cohort Average Age</b>
Less than 1-Year & 1 Year Healthcare Informatics & Information Technology	79	138	18% Male 82% Female	23% Male 77% Female	40	36
Less than 1-Year & 1 Year Healthcare Support, Diagnostic & Therapeutic	136	182	25% Male 75% Female	22% Male 78% Female	34	34
AAS Healthcare Related Programs	55	350	22% Male 78% Female	23% Male 77% Female	35	33

Cumulative summaries of Years 1-4 of the MHW APR Table Two are presented in Tables 6a-c for each of the three programmatic cohorts on educational completion and employment outcomes. (See Tables 21-23 for MoHealthWINs APR Tables Two for Years 1-4 in Appendix.)

**Table 6a: Cumulative Summary Years 1-4 of APR Table Two Outcomes for Less than 1-Year & 1-Year Healthcare Support, Diagnostic and Therapeutic Cohort**

<b>Outcome</b>	<b>MHW Participant Cohort</b>	<b>Comparison Cohort</b>
Program Completion Rate	92%	37%
Employment Rate All Completers	84%	58%
Employment Rate for Completers Who Started As Unemployed	87%	43%
Six Month Retention Rate All Completers Employed	100%	74%
Six Month Retention Rate Completers Employed Who Started As Unemployed	100%	73%
Annual Earnings All Completers Employed	\$20,460	\$13,600
Annual Earnings Completers Employed Who Started As Unemployed	\$19,480	\$14,240

For Table 6b, MHW participants with certifications of Less than 1-Year and 1-Year in Healthcare Informatics and Information Technology were more likely to complete, obtain employment, retain employment, and earn higher wages than the Comparison Cohort.

**Table 6b: Cumulative Summary Years 1-4 of APR Table Two Outcomes for Less than 1-Year & 1-Year Healthcare Informatics & Information Technology Cohort**

<b>Outcome</b>	<b>MHW Participant Cohort</b>	<b>Comparison Cohort</b>
Program Completion Rate	65%	51%
Employment Rate All Completers	86%	42%
Employment Rate for Completers Who Started As Unemployed	87%	36%
Six Month Retention Rate All Completers Employed	100%	58%
Six Month Retention Rate Completers Employed Who Started As Unemployed	100%	64%
Annual Earnings All Completers Employed	\$20,951	\$17,416
Annual Earnings Completers Employed Who Started As Unemployed	\$21,330	\$14,376

For Table 6c, MHW Participants in programs with certifications of Associate Degree Healthcare, the MHW Participant Cohort was more likely to complete, obtain employment, retain employment, and earn higher wages than the Comparison Cohort.

**Table 6c: Cumulative Summary Years 1-4 of APR Table Two Outcomes for Associate Degree Healthcare Related Cohort**

<b>Outcome</b>	<b>MHW Participant Cohort</b>	<b>Comparison Cohort</b>
Program Completion Rate	66%	6%
Employment Rate All Completers	83%	25%
Employment Rate for Completers Who Started As Unemployed	76%	17%
Six Month Retention Rate All Completers Employed	100%	100%
Six Month Retention Rate Completers Employed Who Started As Unemployed	100%	100%
Annual Earnings All Completers Employed	\$32,169	\$32,244
Annual Earnings Completers Employed Who Started As Unemployed	\$32,800	\$26,800

Completion and employment rates were compared across the three participant and comparison cohorts in Table 7, and these results show:

- Across the three program categories, the MHW Participant Cohort had higher completion rates than the Comparison Cohort.
- The highest completion rate for any cohort was 92% for the Less than 1-Year and 1-Year Healthcare Support, Diagnostic and Therapeutic Participant Cohort.
- The lowest completion rate for any cohort was 6% for the AAS Degree Comparison Cohort.
- As displayed in Tables 6a, 6b, and 6c, the MHW Participant Cohort had higher employment rates than the Comparison Cohort in each category. The difference in employment rate is substantial and potentially important; however, the extent to which these results reflect differences in employment rates between the periods of time when program completers (MHW vs. Comparison) entered the labor market is unknown.
- Employment rates for the MHW Participant Cohorts were steady (86%, 84%, and 83%) regardless of the program type, whereas employment rates for the Comparison Cohorts had greater variation (42%, 58%, and 25%). The extent to which results for the different periods of time are affected by the economy is unknown, and jobs associated with the different healthcare programs may have been more or less impacted by the Great Recession.

**Table 7: Cumulative Summary Years 1-4 of APR Table Two Outcomes for MoHealthWINs Grant Participant and Comparison Cohorts on Major Outcome Measures**

Participant and Comparison Cohort Groups:	Less than 1-Year & 1 Year Healthcare Informatics & Information Technology		Less than 1-Year & 1 Year Healthcare Support, Diagnostic and Therapeutic		AAS Healthcare-Related	
	MHW Participant Cohort	Comparison Cohort	MHW Participant Cohort	Comparison Cohort	MHW Participant Cohort	Comparison Cohort
Outcome Measures						
Program Completion Rate	65%	51%	92%	37%	66%	6%
Employment Rate All Completers	86%	42%	84%	58%	83%	25%
Employment Rate for Completers Who Started As Unemployed	87%	36%	87%	43%	76%	17%
Six Month Retention Rate All Completers Employed	100%	58%	100%	74%	100%	100%
Six Month Retention Rate Completers Employed Who Started As Unemployed	100%	64%	100%	73%	100%	100%
Annual Earnings All Completers Employed	\$20,951	\$17,416	\$20,460	\$13,600	\$32,169	\$32,244
Annual Earnings Completers Employed Who Started As Unemployed	\$21,330	\$14,376	\$19,480	\$14,240	\$32,800	\$26,800

## **MoHealthWINs Outcome Analysis**

The previous sections of this report provided the data necessary to examine and compare the consortium's performance against DOL required metrics in MHW statement of work. Before we begin to dig deeper into MHW outcomes and impact, we bring the reader's attention to the following data points:

- Missouri colleges provided access to education beyond high school to 4,251 participants, exceeding the MHW Consortium's DOL performance target of 3,539 by 19%.
- Fifty-three percent of the participants were unemployed when they began their program and 29% were under-employed at program entry.
- The average age of participants was 35 and 42% had no prior college enrollment.
- Seventy-five percent of the participants began as academically low-skilled in either mathematics, reading, or English.

With 2,812 program completers, MHW has a program completion rate of 66%. Looking at employment, nearly 80% of the POS completers are employed as of June 2015. Table 8 presents enrollment, completion, and employment results for each MHW college. A factor contributing to the difference in completion rates among the 13 colleges could be the difference in program structure. Regarding employment rates for program completers, the difference among the 13 colleges could be due to regional differences in employment opportunities. (See Table 8: Enrollment, Completion, and Employment of Completers by College in Appendix.)

### **MoHealthWINs Participant Program Completion and Employment Status by Target Categories**

Since the primary purpose of the MHW grant was to provide instructional programs and support services designed to boost program completion and employment attainment, we examined MHW Program Completers and MHW Program Non-Completers on the following demographic and pre-program characteristics: age, gender, ethnicity, college-readiness, and employment status upon program entry. We also examined employment at program completion by the same groups (See Table 9: MoHealthWINs Participant Completion and Employment by Key Background Characteristics in Appendix.)

Of the total 4,251 MHW Participants, 2,248 individuals completed a program and were employed at program completion thus 53% of MHW Participants achieved the dual outcome of Program Completer AND Employed. To further examine which MHW Participants were most likely to both complete their program and secure employment, we examined employment by key target groups for all 2,812 MHW Program Completers (Table 9 in Appendix). Major results appearing in Table 9 follow.

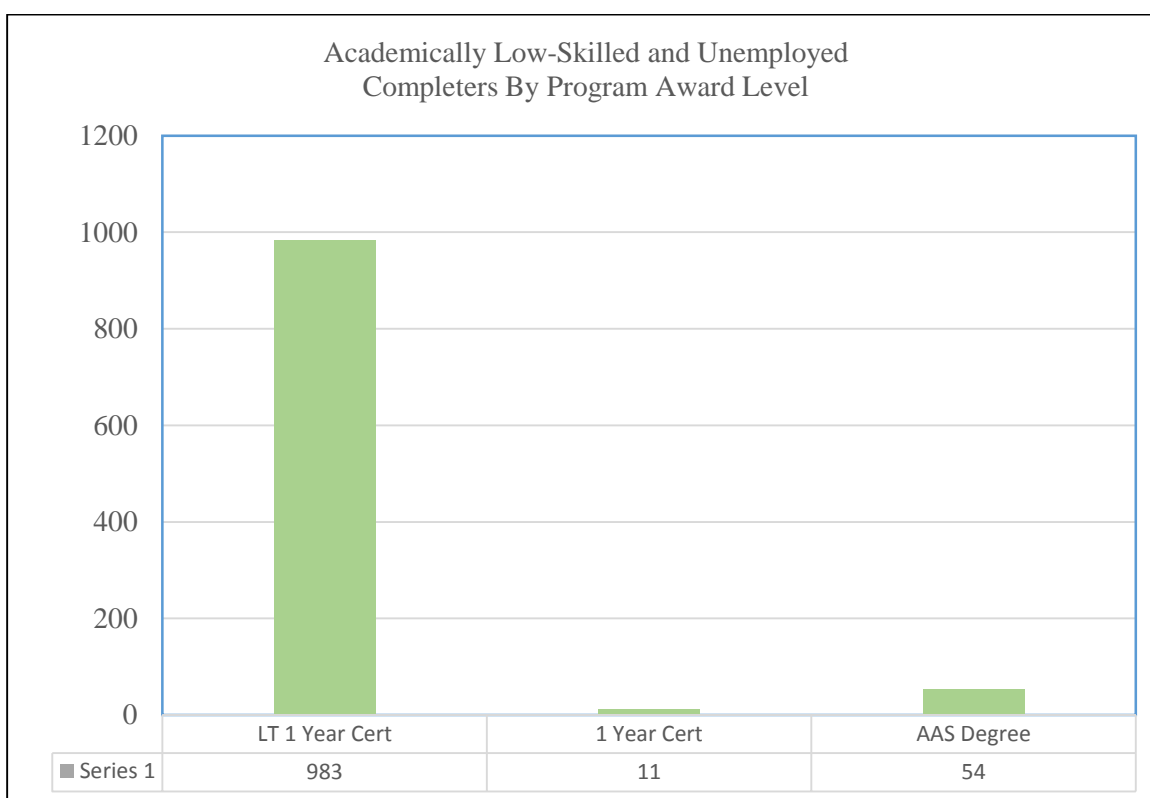
- Although program completion rates were high for both males and females, females appear to be slightly more likely to have completed their MHW program and to be employed after program completion.

- MHW Black, Non-Hispanic participants were the least likely to complete their program (58%, n=753), while MHW Hispanic participants were the most likely to complete their program (82.6%, n=100).
- When examining the dual outcome of program completion and employment at completion, MHW Black, Non-Hispanic participants had the highest rate of employment among program completers at 81.8% (n=616).
- The lowest employment rate at completion by ethnicity was 62.2% for MHW Asian/Pacific Islander participants (n=23).
- Program completion rates are similar for all age groups, ranging from 61% to 68%. The program completion rates for key adult groups (26-30, 31-35, 36-40, 41-50 and GT 50) all surpassed 60%.
- Little variation occurred among employment rates for program completers by age group, as all group rates exceeded 70%. The dual outcome of program completion and employment at completion was over 80% for the 21-25, 26-30 and 41-50 age groups.
- MHW Participants who were employed at the start of a program were more likely to have completed their program, at 69% (n=1,389) versus 63% (n=1,422) for those unemployed at start of program.
- A higher percentage of MHW Participants who began as employed (referred to as incumbent workers) achieved the dual outcome of program completion and employment at completion than those MHW Participants who were not employed at the start of the program (referred to as non-incumbent workers). Employment rates at completion were 74.6% (n=1,061) for non-incumbent workers compared to 85.5% (n=1,187) for incumbent workers.
- MHW Participants who began as college ready in all academic areas were slightly more likely to complete their program than those MHW Participants who were non-college ready in at least one area at program start-up. These results are 68.5% (n=727) versus 65.3% (n=2,084). Though a smaller percentage, these results still show about two out of three MHW Participants who began as academically low-skilled completed a program.
- MHW Participants who began as college ready in all areas were more likely to attain the dual outcome of program completion and employment at completion than MHW Participants who began as academically low-skilled in at least one area. Both college ready and academically low-skilled participants demonstrated employment and completion rates of 84% (n=611) and 78.6% (n=1,637) respectively.

## Further Analysis for Academically Low-Skilled and Unemployed Target Group

Given the MHW goal of increasing access for unemployed and academically low-skilled populations, further analysis was conducted. Although Missouri's economic picture and related unemployment rate has improved since 2011-2012, the current unemployment rate for those without a high school diploma and for those with only a high school diploma remains high (15% and 10% respectively, U.S. Census Bureau factfinder.census.gov).

At initial MHW program enrollment, 75% (n=3,189) of the MHW participants were academically low-skilled in at least one academic area (English, reading, or mathematics) and 40% of MHW participants were academically low-skilled and unemployed at initial program enrollment. Table 10: MoHealthWINs Academic & Employment Outcomes for Students Who Began as Academically Low-Skilled Compared to Students Who Began as Academically Low-Skilled and Unemployed (Appendix) provides enrollment and program completion results. Data in Table 10 reflect MHW Participants often enrolled in and completed more than one program. Figure 4 below displays the number of completers for categories of programs for students who enrolled as academically low-skilled and unemployed.



**Figure 4. Number of Completers by Program Type Who Began as Unemployed AND Academically Low-Skilled for Program Categories**

Table 11 summarizes academic and employment outcome data for 3,189 participants who began as academically low-skilled compared to a subset of that population who were also unemployed at enrollment. Table 11 reveals program completion rates for the two groups are similar (65%



and 61%), as are employment at completion (78% and 73%). Average annual earnings show more variation.

**Table 11: Completion, Employment, and Wages for Academically Low-Skilled MoHealthWINs Participants**

<b>Enrollment and Outcomes for Academically Low-Skilled MHW Participants</b>	<b>Participants Who Began as Academically Low-Skilled in at Least One Area</b>	<b>Participants Who Began as Unemployed and Academically Low-Skilled in at Least One Area</b>
Number of MHW Participants as Percentage of Total MHW Participants	3,189 (75% of Total MHW Participants)	1,712 (40.3% of Total MHW Participants)
Program Completion Rate for All Academically Low-Skilled MHW Participants	65%	61%
Employment Rate for Academically Low-Skilled MHW Program Completers	78%	73%
Average Annual Wage For Employed Academically Low-Skilled MHW Program Completers	\$19,900	\$18,600

### **The MoHealthWINs Program Completer Experience and Reactions**

MHW participants were exposed to new and innovative instructional and student support strategies. In an effort to help gauge participant reaction and engagement associated with these strategies, the evaluation team designed an anonymous online follow-up survey (administered by colleges) to give MHW Program Completers an opportunity to indicate the extent to which they thought their MHW program experience had increased their skills and self-efficacy. The survey also assessed their overall satisfaction with their MHW program experience. Nearly half (46%, n=1,294) of MHW Program Completers responded to the survey. (The full set of survey results are presented in Table 12: MoHealthWINs Completer Survey Responses in the Appendix.)

Major findings from the survey reveal nearly 60% of the MHW program completer respondents reported their MHW program exceeded or greatly exceeded their expectations. Approximately 80% indicated they are confident their MHW program provided them with the skills and knowledge necessary to be successful in the healthcare field.

Table 13 shows the majority of respondents also reported their MHW program provided significant help (quite a bit or very much) with developing their abilities and self-efficacy in regard to key workplace skills.

**Table 13: Summary of MoHealthWINs Program Completer Survey Responses (n = 1,294)**

<b>Survey Question</b>	<b>Responded Quite a Bit or Very Much</b>
Ability to speak clearly and effectively	71%
Ability to write clearly and effectively	68%
Think critically and analytically	75%
Use computing and information technology	71%
Solve math/quantitative problems	55%
Work effectively with others	78%

### **MoHealthWINs Strategies Designated For Further Exploration: Program Participant Experience and Reactions**

As previously discussed in this report, the Missouri colleges worked to fully immerse MHW participants in as many strategies as possible. Although the colleges collected data on strategies incorporated by each program, colleges were not prepared to collect unit record participant data on strategies therefore a second anonymous survey was developed to more fully explore how such strategies may have touched MHW students.

The MHW evaluation team surveyed a stratified (by college) random sample of MHW Participants who started their MHW program any time after the Summer 2013 term. The Summer 2013 term was used as a cut-off point to allow for mature implementation of strategies. The sampling frame for this data collection consisted of 1,230 MHW Participants. This second survey entitled: “Survey of Current MoHealthWINs Participant Perception of Advising Activity” asked students to indicate how much they believed a specific strategy contributed to their success. The survey response rate was 46% (n=566). Table 14: MoHealthWINs Participants’ Perception of Advising Activity – Survey (in Appendix) shows the results of this survey.

Table 15 shows the percentage survey respondents who ranked advising activities according to the following scale: Not Applicable, Very Little, Not Sure Yet, Some, Quite A Bit, Very Much.

**Table 15: Summary of Current MoHealthWINs Participant Survey on Perception of Advising Activity Ranked by Percent Providing Quite a Bit or Very Much Help, (n = 566)**

<b>Advising/Counseling Activity</b>	<b>Percentage Indicating Activity Provided Quite A Bit or Very Much Help</b>
Provided Financial & Budget Assistance	13%
Assisted With Job Placement	26%
Provided Career Blueprint & Pathway Assistance	35%
Encourage Me To Stay In College	44%
Provided Academic Skill Enrichment	45%
Helped Navigate College Bureaucracy	75%
Helped With Course/Program Registration	75%
Provided Student Orientation	78%

Given many of the MHW Participants' limited experience in higher education (recall 42% were first-time in college), it is not a surprise to see advising/counseling recognized as a high impact strategy. During interviews, MHW college staff recognized this phenomenon throughout the MHW project, and they continued to prioritize advising/counseling processes in subsequent TAACCCT grants.

### **MoHealthWINs Impact Analysis**

Up to this point we have presented an extensive set of outcomes for MHW participants, plus an in-depth analysis of differences in completion and employment rates for various MHW sub-groups. Such results include the following:

- A participant count of 4,251.
- The participant profile demonstrates colleges served the low-skilled, unemployed/underemployed, adult target population including TAA eligible and Veteran participants.
- A respectable program completion rate of 66% surpassing the rate of the comparison cohorts.
- An employment rate for completers of 80% with an employment retention rate of more than 90% and a reported average annual earnings of approximately \$22,500.

In this section we explore the extent to which the MHW grant impacted program completion and employment upon program completion. This impact evaluation is designed to help answer the question: how would program completion and employment outcomes look if students had not enrolled in the grant? To assist in determining the extent to which MHW participants differed in terms of program completion AND employment at program completion from non-grant students, we built a Non-Grant Control Group. The Non-Grant Control Group consisted of 1,704 Missouri community college students who began their college experience in fall 2009.

We tracked academic and employment outcomes for the Control Group through fall 2012. We then combined this Non-Grant Control Group with the MHW Participant data and used logistic regression analysis to examine the impact of MHW grant participation on program completion and employment. Academic and employment outcomes for the MHW Participant group were tracked for a similar 3-year period to the Non-Grant Control Group. This analysis goes beyond the required DOL results of APR Table Two and represents a more comprehensive examination of possible differences in outcomes between the two groups of MHW Participants and the Non-Grant control group.

Programs offered to the MHW Participants and Non-Grant Control Group differed regarding program mix, as the MHW Participants had greater access to non-credit, short-term programs. To ensure appropriate comparability among the MHW Participants and the Non-Grant Control group, we restricted the regression analysis to students from both the MHW Participant group Non-Grant Control Group who enrolled in programs which led to a "credit" program award.

## MHW Impact: Logistic Regression Model 1: MHW Grant & Non-Grant Program Completion

Model 1 examines Program Completion as the outcome variable and includes the following set of dichotomous control variables:

- Gender (0 = Male and 1 = Female)
- Age (actual age at program start-up)
- Student employed at program start (0 = Not Employed and 1 = Employed)
- Race (0 = Non White and 1 = White)
- Highest Prior Education (0 = No prior college and 1 = Some college, but no degree/award).

The independent or treatment variable in this analysis is MHW Participant or Not (0 = Non-Grant student and 1 = MHW Participant). The following key results are associated with Regression Model 1.

**Table 16: Regression Analysis Results for Variables Predicting Program Completion (n=2,654)**

Total Treatment & Control Group, Credit Programs Only	Model Chi-Square Goodness of Fit Coefficient & Sig. Level	Nagelkerke R-Squared
N = 2,654	1231.71, Sig. <.001	0.503

**Classification Table**

Observed		Predicted		
		Completer Code		Percentage Correct
		No	Yes	
Step 1	Completer Code No	1276	336	79.2
	Yes	141	901	86.5
Overall Percentage				<b>82.0</b>

a. The cut value is .500

**Variables in the Equation**

	<i>B</i>	<i>S.E.</i>	<i>Wald</i>	<i>df</i>	<i>Sig.</i>	<i>Exp(B)</i>
MHW Participant or Not	3.01	0.12	567.37	1	.000	20.38
Gender	0.35	0.11	9.41	1	.002	1.70
Age	-0.01	0.01	0.85	1	.356	0.99
Highest Prior Ed At Program Start	0.59	0.11	28.11	1	.000	1.81
Race	0.05	0.11	0.22	1	.643	1.06
Employed At Program Start	0.06	0.11	0.35	1	.554	1.07
Constant	-2.10	0.12	111.62	1	.000	0.12

The model's Goodness of Fit Chi-Square value of 1231.71 (sig. <.001) reveals the model performs well as a set of variables and was statistically significant. The Nagelkerke R-Squared value of 0.503 reveals the model explains approximately 50% of the variance in the program completion outcome variables. The Classification Table shows the model correctly classified 82% of the cases. A further review of the results indicates MHW Grant Participants were 20.38 times more likely to complete their program of study than Non-Grant students. Regardless of MHW grant participation, females and students who began with some college were slightly more likely to complete their program.

### **MHW Impact: Logistics Regression Model 2: MHW Grant Participants and Non-Grant Students Employment upon Program Completion**

Certainly program completion is an important outcome, but MHW was also designed to increase the employability of its participants. Model 2 examines Employment upon Program Completion as the outcome variable for both the MHW Grant Participants and Non-Grant students and includes the following set of dichotomous control variables:

- Gender (0 = Male and 1 = Female)
- Age (actual age at program start-up)
- Student employed at program start (0 = Not Employed and 1 = Employed)
- Race (0 = Non White and 1 = White)
- Highest Prior Education (0 = No prior college and 1 = Some college, but no degree/award)

The independent or treatment variable in this analysis is MHW Participant or Not (0 = Non-Grant student and 1 = MHW Participant). The following key results are associated with Regression Model 2

**Table 17: Regression Analysis Results for Variables Predicting Employment upon Program Completion (n=1,042)**

<b>Total Treatment &amp; Control Group, Credit Programs Only</b>	<b>Model Chi-Square Goodness of Fit Coefficient &amp; Sig. Level</b>	<b>Nagelkerke R-Squared</b>
N = 1,042	<b>249.695, Sig. &lt;.001</b>	<b>0.321</b>

**Classification Table**

Observed			Predicted		
			Employed At Program Completion		Percentage Correct
			No	Yes	
Step 1	Employed At Program Completion	No	95	150	38.8
		Yes	33	764	95.9
	Overall Percentage				<b>82.4</b>

a. The cut value is .500

**Variables in the Equation**

	<b>B</b>	<b>S.E.</b>	<b>Wald</b>	<b>df</b>	<b>Sig.</b>	<b>Exp(B)</b>
MHW Participant or Not	2.55	0.23	120.91	1	.000	12.76
Gender	0.14	0.18	0.57	1	.452	1.15
Age	-0.01	0.01	0.15	1	.702	0.99
Highest Prior Ed At Program Start	-0.32	0.19	2.91	1	.088	0.73
Race	0.02	0.19	0.02	1	.896	1.02
Employed At Program Start	1.46	0.20	56.18	1	.000	4.31
Constant	-1.23	0.38	10.52	1	.001	0.12

The model's Goodness of Fit Chi-Square value of 249.69 (sig. <.001) reveals the model performs well as a set of variables and was statistically significant. The Nagelkerke R-Squared value of 0.321 indicates the model explains approximately 32% of the variance in the employed upon program completion outcome variables. The Classification Table shows the model correctly classified 82% of the cases. A further review of the results indicates MHW Grant Participants were 12.76 times more likely to be employed after program completion their than Non-Grant program completers. Regardless of MHW grant participation, students who were employed when they started their program of study were more likely to be employed upon program completion than students who were unemployed when they started their program.

Regression models 1 and 2 suggest participation in the MHW grant had a positive impact on credit program completion and employment upon program completion. A portion of this impact may be attributed to the accelerated and condensed time period of MHW programs compared to the traditional programs available to the Non-Grant Control students.

Given the demonstrated positive impact of MHW participation on students enrolled in credit-bearing programs, we conducted a series of academic and employment outcome comparisons between all MHW Participants (credit and non-credit) and students from the Non-Grant Control group. This analysis is presented in Tables 18-19 below.

**Table 18: Program Completion and Employment Rate Comparison between Non-Grant Students and Total MoHealthWINS Participant Group**

Outcome Category	Total MHW Participant Group (N =4,251)	Non-Grant Control Group (N = 1,704)	Statistical Difference Between Groups
Program Completion Rate	66%	21%	Chi-Square = 941.24, sig. < .001
Total Employment Rate for Program Completers within Six Months of Program Completion	80%	47%	Chi-Square = 181.96, sig. <.001
Employment Rate for Program Completers within Six Months of Program Completion For Completers Who Began Program as Not Employed	74%	34%	Chi-Square = 141.45, sig.<.001

MHW may have provided increased access and support for students with no previous college enrollment, many of whom were not academically prepared for college. Table 19 examines program completion and employment outcomes between the MHW Participants and Non-Grant Control students who were first-time to college and began as academically low- skilled.

**Table 19 Program Completion and Employment Rate Comparison between Total MoHealthWINS Participants and Non-Grant Students Who Were First-Time to College and Academically Low-Skilled Target Population**

Outcome Category	MHW Grant Participant Group (N = 1,622)	Non-Grant Control Group (N = 700)	Statistical Difference Between Groups
Program Completion Rate	63%	32%	Chi-Square = 193.22, sig. < .001
Total Employment Rate for Program Completers within Six Months of Program Completion	77%	57%	Chi-Square = 38.85, sig. <.001
Employment Rate for Program Completers within Six Months of Program Completion for Completers Who Began Program as Not Employed	73%	45%	Chi-Square = 36.50, sig.<.001

Data presented in Tables 18 provides further evidence suggesting MHW Participants were more likely than Non-Grant students to complete a program of study (credit or non-credit) and be

employed upon program completion. Data in Table 19 replicates this finding for students who were enrolled in college for the first time and began college as academically low-skilled.

### **Capacity Building and Data Utilization in the MoHealthWINs Grant**

The MHW consortium grant sought to engage all 13 community and technical colleges in Missouri in instructional and student support experimentation and innovation. From the time the proposal was written to the DOL, the consortium leadership expressed an interest in learning from grant implementation in order to bring about systemic change in two-year college education throughout the state. Data utilization to sustain programs and strategies and continuously improve these programs and strategies was articulated as a goal of state and local leaders.

Chief among the programs and strategies MHW leaders sought to continue and to improve over time were accelerated, short-term, non-credit instructional programs based on a flexible open-entry and non-term based exit format. However, when the Missouri colleges initiated the MHW grant, there was no statewide non-credit data collection system. All colleges reported standard credit enrollment to IPEDS through the state higher education coordinating board, but non-credit career program enrollment and instructional hours were not included in this reporting system.

Consortium colleges partnered with grant management and oversight and the MHW evaluation team to design and implement a participant unit-record data collection and outcome tracking system. To execute this system with quality and integrity, the MHW evaluation team provided training and support to all Missouri colleges to ensure they could report participant enrollment and outcomes. Such data were used to support DOL quarterly and annual reporting requirements, as well as provide the MHW grant management team with timely, valid, and reliable data. These data also served as the basis for this MHW impact study. Though unprecedented at the start of the grant, these data on non-credit enrollment have already become important to the current evaluation as well as to future program evaluations under the TAACCCT grants associated with MoManufacturingWINs and MoSTEMWINs.

Looking at the evaluation overall, the grant management team and the MHW evaluation team routinely shared enrollment and outcomes data with colleges and with state groups of college leaders. The MHW evaluation team also produced and shared a series of Evaluation Progress Reports based on regular quarterly and annual reporting. Furthermore, the MHW evaluation team worked with each college to develop a customized quarterly reporting tool to record and track progress over the course of the grant. This tool was designed to collect and share both quantitative and qualitative data.

So while a great deal of data were exchanged and analyzed for performance reporting and also for program improvement, there were also challenges with data utilization resulting in less focus on continuous improvement than the evaluation team anticipated at the start of the grant. This issue of balancing compliance with continuous improvement was addressed in the *MoHealthWINs Implementation Report* (2015), but it is worth noting again that the performance data reporting requirements for Round One of TAACCCT were extensive. The combination of these requirements with most community college personnel's limited experience with evaluation on a scale as large as this grant, overwhelmed many of the college personnel. There is no doubt this grant helped the colleges think about what evaluation means and consider ways to use



evaluation data, but many did not get much farther in their efforts to use data in an ongoing and meaningful way.

Efforts to implement the continuous improvement process called *Pathways to Results* (Bragg & Bennett, 2012) proposed by the MHW evaluation team never materialized due to concerns about time that would need to be devoted to training personnel to this effort versus time needed for grant compliance and performance reporting. The Thought Partner group convened by the MHW evaluation team provided insights into ways to focus future evaluation efforts, and while the timing of these recommendations meant they had limited impact on MHW, many are being considered for future TAACCCT grants.

Finally, the MHW evaluation team conducted multiple site visits with each campus. All data (quantitative and qualitative) collected by the MHW evaluation team were shared with individual colleges, as well as the grant management team. This sharing process always included a set of observations associated with strengths and opportunities for improvement, plus a list of recommendations.

In addition to these efforts, the MHW evaluation team has played an integral role in the MHW Consortium's involvement in the Transformative Change Initiative (TCI) led by the Office of Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign. In collaboration with the OCCRL research team, the MHW consortium leadership and several college leaders identified innovations emerging under the grant, and these collective efforts were bolstered by the use of data gathered and reported by the MHW evaluation team. A *TCI Strategy Brief* titled "Intrusive Student Support and Contextualized Developmental Education" (Richie & Fox, 2014)<sup>4</sup> appears at:

<http://occrll.illinois.edu/files/Projects/CCTCI/Reports/intrusive-student-minarea-stl.pdf>. A podcast interview with Beverly Hickam, grant lead at Mineral Area College, concerning the importance of intrusive student supports appears on the OCCRL website at: <http://occrll.illinois.edu/podcast/mohealthwins/>

The MHW evaluation team has been retained to support Missouri's Round 2 and Round 4 TAACCCT grants. The continued involvement with the same evaluation team allows the community college leadership of Missouri to view the use of data and feedback from a consistent and continuous perspective, if they choose to do so. For colleges undertaking the MHW grant with a spirit of experimentation and interest in using data to support implementation efforts, the impact of the grant on students may only be beginning. As documented in the *MHW Implementation Evaluation Report*, some colleges may be ready and eager to engage in organizational learning opportunities, but they need time and support to do so. Leadership from throughout the community colleges is needed to bring about transformative change, and community college personnel from throughout the state will benefit from professional development focused on innovations that have a foothold in the MHW grant: career pathways, redesigned developmental education, and accelerated, non-term instructional programs.

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<sup>4</sup> Richie, D., & Fox, H. (2014). Intrusive student support and contextualized developmental education. (TCI Strategy Brief Series.) Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

## **Conclusion**

In October, 2011 Missouri's MHW Consortium launched its efforts with a vision of transforming how the State's community colleges served the education and training needs of adults. By engaging employers in program development and curriculum design and creating programs with accelerated time to completion, the colleges sought to meet the needs of both employers and adults. Furthermore, the Consortium decided to offer programs with free tuition as they saw it as the way to serve the target population as WIA was being sequestered and most programs were non-Pell eligible. And finally, recognizing increased access to college as only the first step in acquiring skills/knowledge beyond high school, the colleges immersed all MHW participants in a full set of intensive and intrusive student support strategies to help students complete their programs of study and gain meaningful employment.

As colleges begin the Fall 2015 academic term, some of the innovations and changes created by MHW are beginning to gain traction across the State, but many are still in their infancy. More than 4,000 students enrolled in a MHW program and many of those students had not previously attempted education beyond high school. For students with no previous college, MHW provided access to education and the opportunity for meaningful employment not available prior to MHW. Through MHW, 2,812 students completed a program of study designed around industry-requested credentials and skills, and 80% of the program completers were employed upon program completion.

As documented throughout this report, it appears as though MHW provided a good start to transforming how Missouri's community colleges are responding to the education and training needs of adults. Missouri capitalized on its MHW efforts to secure additional DOL TAACCCT Round 2 (Manufacturing grant) and Round 4 (STEM grant) to further support this transformative process. As the colleges continue on this transformative journey, we suggest the following areas hold promise for future statewide development: programs built upon career pathways; expanded use of employer engagement to support program creation and continuous improvement; redesign of developmental education; and increased intrusive student support processes.

## Appendix

**Table 1: Target Outcome Measures from MoHealthWINs Statement of Work (Table Ten) Compared to Final Achieved Outcomes**

Measure	Target from Statement of Work	Final Achieved Outcomes
Total Students Served	3, 539	4,251
Demographics: Age	Detailed demographic data will be recorded for each MoHealthWINs participant. Specific targets for student demographics will not be set. Please note that all institutions within the consortium adhere to strict policies of nondiscrimination.	<b>Average Age:</b> 35
Demographics: Gender		<b>Gender:</b> Male 26% Female 74%
Ethnicity / Race		<b>Ethnicity:</b> White 56% African American: 30% Hispanic, Non-White: 3% Asian: 2% Other <b>Minority:</b> 3% Chose Not to Respond: 6%
Disability Status		<b>Disability Status:</b> Not Available
Veteran Status		<b>Veteran Status:</b> 6%
Entered Employment Rate (numerator and denominator)	Total: 2,365/3,271 = 72%	Total: 3,130/4,251 = 73.6%
Employment Retention Rate (numerator and denominator)	Total: 1,870/2,365 = 79%	Total: 2,275/2,395 = 95%
Average Earnings	Total: 29,172,000/1,870 = \$15,600	\$22,540
<b>Credit Attainment Rate Option #2</b> The number of students who earn any number of credits in a one-year time period out of the number of students who were enrolled and attempted to earn credits during that same one-year time period.	Total: 2,760/4,600 = 60%	Total: 3,412/4,151* = 82.2% (*excludes students who only enrolled in GED courses)
<b>Attainment of Industry-Recognized Certificate (completed in less than one year) (numerator and denominator)</b> Annual number of, and percentage of certificates awarded.	Total: 1,996/3,539 = 56%	Total: 2,975/4,151* = 71.7% (*excludes students who only enrolled in GED courses)
<b>Attainment of Industry-Recognized Certificate (completed in more than one year) (numerator and denominator)</b> Annual number of, and percentage of certificates awarded	Total: 867/3,539 = 24%	Total: 55/4,151* = 1.3% (*excludes students who only enrolled in GED courses)
<b>Attainment of Degree (numerator and denominator)</b> Number and percentage of students who attain a degree (two years or less), within the program timeline.	Total: 501/3,539 = 14%	Total: 219/4,151* = 5.3% (*excludes students who only enrolled in GED courses)

**Table 2: MoHealthWINs Programs, Duration of Program, and Enrollment**  
*Enrollment counts reflect participants who enrolled in multiple programs*

<b>MoHealthWINs Programs</b>	<b>Duration</b>	<b>Enrollment</b>
Associate Degree, Nursing	Associate Degree	75
Diagnostic Imaging - Sonography	Associate Degree	13
Health Information Management	Associate Degree	85
Hearing Instrument Specialist	Associate Degree	118
Medical Lab Technician	Associate Degree	24
Network Administration & Engineering	Associate Degree	20
Radiologic Technology	Associate Degree	25
Associate Degree, Nursing and Practical Nursing	Less than 1 Year	58
Biomedical Technician	Less than 1 Year	28
Building Maintenance	Less than 1 Year	6
Central Services Sterile Processing Certificate	Less than 1 Year	38
Certified Medication Technician	Less than 1 Year	257
Certified Nursing Assistant	Less than 1 Year	955
Computed Tomography	Less than 1 Year	18
Computer Information Systems	Less than 1 Year	55
Computer Support Technician	Less than 1 Year	97
Digital Literacy	Less than 1 Year	407
Electronic Health Records	Less than 1 Year	156
GED	Less than 1 Year	200
Healthcare Facility Maintenance	Less than 1 Year	22
Healthcare IT Technician	Less than 1 Year	120
Healthcare Portal	Less than 1 Year	1015
HVAC Technician	Less than 1 Year	39
ICD-10 Coding	Less than 1 Year	59
Industrial Maintenance Certificate	Less than 1 Year	31
Intro to Maintenance	Less than 1 Year	350
Office Clerk/Customer Service	Less than 1 Year	59
Patient Care Technician	Less than 1 Year	136
Pharmacy Technician	Less than 1 Year	212
Phlebotomy	Less than 1 Year	52
Quality Management	Less than 1 Year	9
Stationary Engineering	Less than 1 Year	10
Systems Administration	Less than 1 Year	25
Help Desk and End User Support	1 Year or More but Less than Degree	57
Mammography	1 Year or More but Less than Degree	27
Medical Assistant	1 Year or More but Less than Degree	52
Surgical Technology/Central Services-Sterile Processing	1 Year or More but Less than Degree	14

**Table 3: Progress and Implementation Measures for Each MoHealthWINs Strategy in Table Nine of the Statement of Work: *Colleges and Programs included in each strategy are identified under the strategy description***

STRATEGY, PROGRESS AND IMPLEMENTATION MEASURES	GOAL	Progress	Final Total	Percent of Goal
<b>1.1 Develop diagnostic assessments, remediation and career counseling services that support student success (healthcare portal)</b>				
<b>ECC: Transitions; MAC: Pharmacy Tech, Maintenance Tech; MCC: All; NCMC: All; SLCC: Portal, GED, Digital Literacy, Adult Learning Academy; SCC: GED, Healthcare Portal</b>				
Number students that enroll in healthcare portal and related services	1530	100%	2404	157%
Number students that complete comprehensive assessment	1500	100%	2338	156%
Number students that enroll in contextualized basic skills courses	1188	100%	2212	186%
Number students completing career blueprints	1451	100%	1686	116%
Number staff and faculty trained to implement healthcare portal processes	67.5	100%	114	169%
Establishment of a healthcare portal and related process at four colleges		100%	4/4 colleges	100%
<b>1.2 Introduce contextualized academics within technical skills framework</b>				
<b>ECC: CMT/HIM; LS: Digital Literacy, Computer Support, Maintenance; OTC: Maintenance Tech, Healthcare IT SLCC: ALL; NCMC: ALL; MCC: ALL; SFCC:ALL</b>				
Number students of students that complete initial coursework and enroll into subsequent program	1093	100%	2321	212%
Percent of credit hours completed based on credit hours attempted	76%	74%	74%	97%
Number staff and faculty trained to design and deliver contextualized curriculum	147	100%	168	114%
Establishment of contextualized courses		100%	9/9 colleges	100%
<b>1.3 Introduce flexible schedules and curricular structures: modularize, chunking, 4-, 8-,12-wk formats</b>				
<b>CC: ADN; ECC: All; JCC: CIS; LS: Maintenance, Digital Literacy; MCC: ALL; OTC: ALL; MAC: Pharmacy, Maintenance; SCC: GED, Healthcare Portal; SFCC: Phlebotomy, CNA, CMT; SLCC: ALL</b>				
Number students that enroll in course modules	2097	100%	3808	182%
Percent of credit hours (or contact hours) completed based on credit hours attempted	78%	78%	78%	100%
Number staff and faculty trained to design and deliver modularized curriculum	55.5	100%	94	169%
Establishment of modular coursework that prepare students for advancement along the career pathway.		100%	10/10 colleges	100%
<b>2.1 Contextualize academics into foundational courses or provide concurrent technical and academic courses</b>				
<b>EC: All; JCC: CIS, JASSI; LS: Digital Literacy, Customer Service, Maintenance; MCC: All; OTC: Maintenance, Healthcare IT; SFCC: All; SLCC: Portal, Digital Literacy, ALA; NCMC: ALL</b>				
Number students of students that complete initial coursework and enroll into subsequent program	1288	100%	2379	185%
Percent of credit hours completed based on credit hours attempted	79%	73%	73%	92%
staff and faculty trained to design and deliver contextualized curriculum	49	100%	104	212%
Establishment of contextualized courses		100%	8/8 colleges	100%

<b>2.2 Provide substantial tutorial support or supplemental instruction</b>				
<b>CC: ADN.; ECC: Transitions; MCC: All; SCC: GED, Healthcare Portal; SLCC: Portal; NCMC: All</b>				
Number students utilizing tutorial supports and supplemental instruction	1218	100%	2228	183%
Percent of credit hours completed based on credit hours attempted	61%	73%	73%	120%
Number staff and faculty trained to provide tutorial supports and supplemental instruction	61	100%	161	264%
Establishment of tutorial supports and supplemental instruction		100%	6/6 colleges	100%
<b>2.3 Introduce intrusive student services, to include tutorial supports, retention counseling, internship &amp; learn/earn opportunities</b>				
<b>ECC: All; MCC: All; MAC: Pharmacy, Maintenance; SCC: GED, Healthcare Portal; SLCC: All; NCMC: All; OTC All</b>				
Number students that complete initial coursework and enroll into subsequent program	928	100%	1837	198%
Percent of credit hours completed based on credit hours attempted	80%	77%	77%	96%
Percent of student placed into work-based learning opportunities	66%	59%	59%	89%
Number staff trained to provide comprehensive, intrusive student services	63.5	100%	104	164%
Establishment of comprehensive, intrusive student services protocol		100%	7/7 colleges	100%
Establishment of work-based learning protocols at participating colleges		100%	7/7 colleges	100%
<b>2.4 Develop standard practices to award credit for prior learning and/or non-credit training</b>				
<b>ALL ECC: All; JCC: CIS; SFCC: ALL; TRC: N/A; SLCC: All; NCMC: All; LSTC: Biomedical, Computer; MCC: All; CC: A.D.N.; SCC: N/A; OTC: HIS; MAC: Maintenance; MACC: Medical Lab Tech</b>				
Number students that enroll with academic credit from prior work experience	213	22%	47	22%
Number students that enroll with academic credit from non-credit coursework	279	100%	515	185%
Number staff and faculty trained to implement credit for prior learning process	55.5	100%	96	173%
Establishment of process to award credit for prior learning and/or non-credit training		100%	13/13 colleges	100%
<b>3.1 Develop/introduce new certificate programs tied to industry and/or WorkKeys certifications</b>				
<b>ECC: CMT LS: Office Clerk/Customer Service, IT Systems Admin, Computer Support Tech; MCC: Computer Support Service, Environmental Service; SFCC: Phlebotomy, Diagnostic Med Sonography; SLCC: Healthcare IT Tech, Medical Assistant; TRC: CMT, CNA, Insulin Administration; NCMC: Pharmacy Tech; MAC: Pharmacy Tech, Maintenance</b>				
Number employers participating in curriculum development process	80	100%	87	109%
Percent of employer partners who hire MoHealthWINs graduates	71%	95%	95%	134%
Approval of course competencies by employers		88%	7/8 colleges	88%
Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)		88%	7/8 colleges	88%

<b>3.2 Develop/introduce new AAS degree programs tied to industry certifications</b>				
<b>ECC: HIM; JCC: RADTECH; MCC: Healthcare IT; OTC: N/A; SFCC: Diagnostic Medical Sonography; SCC: N/A; SLCC: N/A</b>				
Number employers participating in curriculum development process	89	37%	33	37%
Percent of employer partners who hire MoHealthWINs graduates	76%	30%	30%	39%
Approval of course competencies by employers		100%	7/7 colleges	100%
Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)		100%	7/7 colleges	100%
<b>3.3 Revise existing certificate or degree programs and tie to industry and/or WorkKeys certifications</b>				
<b>CC: ADN/CNA; EC: CNA.; JCC: CIS; MCC: Environmental Services; OTC: HIS, Healthcare IT; SLCC: All; NCMC: ADN</b>				
Number employers participating in curriculum development process	90	74%	67	74%
Percent of employer partners who hire MoHealthWINs graduates	75%	63%	63%	84%
Approval of course competencies by employers		100%	7/7 colleges	100%
Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)		100%	7/7 colleges	100%
<b>3.4 Structure programs into stackable credential career pathway model of credit/non-credit options tied to industry certifications.</b>				
<b>ALL COLLEGES ECC: All; JCC: All; SFCC: Diagnostic Medical Sonography, CNA, CMT; TRC: All; SLCC: All; NCMC: All; LSTC: All; MCC: Environmental Service, Computer Support; CC: A.D.N/C.N.A SCC: N/A; OTC: Maintenance Tech, Healthcare IT MAC: Pharmacy Tech, Maintenance; MACC: Medical Lab Tech</b>				
Number employers participating in process to define pathways and “stacked” courses	97	100%	160	165%
Percent of employer partners who hire MoHealthWINs graduates	75%	81%	81%	108%
Approval of course competencies by employers		95%	12/13 colleges	95%
Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)		100%	13/13 colleges	100%
<b>4.1 Develop online or hybrid versions of new courses or programs</b>				
<b>EC: HIM; JC: RADTECH; LSTC: Office Clerk/Customer Svc, Computer Support Tech; MAC: Maintenance Tech; MCC: Environmental Service, C.N.A/CMT NCMC: Pharmacy Tech; SFCC: PHLEB, SONOG; TRCC: CMT, CNA; SCC: N/A MACC: Medical Lab Tech</b>				
Number students that enroll in new hybrid or online courses	753	100%	1424	189%
Percent of credit hours completed (hybrid or online courses) based on credit hours attempted	74%	80%	80%	108%
Number of staff and faculty trained to design and deliver new hybrid or online courses	25	100%	56	224%
Establishment of hybrid or online courses		100%	10/10 colleges	100%

<b>4.2 Develop online or hybrid versions of existing courses or programs</b>				
<b>CC: A.D.N; ECC: CNA, HIM; JC: CIS; LSTC: Computer Support Tech, Biomed; MCC: Environmental Service, CMT/CNA; NCMC: ADN; OTC: HIS; SCC: GED; SLCC: Portal, IT Help Desk, Healthcare IT, Electronic Health Records; MACC: Medical Lab Tech</b>				
Number students that enroll in existing hybrid or online courses	909	100%	1793	197%
Percent credit hours completed (hybrid or online courses) based on credit hours attempted	71%	76%	76%	107%
Number staff and faculty trained to design and deliver existing hybrid or online courses	32.5	100%	69	212%
Establishment of hybrid or online courses		100%	10/10 colleges	100%
<b>4.3 Introduce/expand self-paced online academic remediation resources</b>				
<b>ECC: Credit Transitions; MCC: All; NCMC: All; SCC: GED, Healthcare Portal; SLCC: Portal, Digital Literacy, ALA (Portal)</b>				
Number students utilizing self-paced online academic remediation resources	915	100%	2001	219%
Percent of credit hours completed based on credit hours attempted	44%	71%	71%	161%
Number self-paced online academic remediation resources available to students	10	100%	43	430%
Number faculty and staff trained to assist students in utilization of online academic remediation resources	61.5	100%	106	172%
<b>4.4 Enhance training with online simulation software</b>				
<b>ECC: HIM; JC: RADTECH; MCC: Healthcare IT; MAC: Pharmacy Tech, Maintenance Tech; OTC: HIS; SCC: N/A; SLCC: Health Information Tech; NCMC: N/A;</b>				
Number students utilizing online simulation software	666	100%	1345	202%
Percent of credit hours completed based on credit hours attempted in courses using simulation software	81%	93%	93%	115%
Number courses offered that utilize enhance online simulation software	44	66%	29	66%
Number faculty and staff trained in the use of online simulation software	25	96%	24	96%



**Table 4: MoHealthWINs Program Completers in Programs Influenced by Each Strategy**

<b>Number of Program Completers in Programs Influenced by Each Strategy</b> <i>each strategy affected a different mix of programs</i>	
<b>MoHealthWINs Strategies and the Programs they Influenced</b>	<b># of Completers Affected by Strategy</b>
<b>1.1 Develop diagnostic assessments, remediation and career counseling services that support student success (healthcare portal)</b>	<b>1328</b>
ECC: Transitions; MAC: Pharmacy Tech, Maintenance Tech; MCC: All; NCMC: All; SCC: GED, Healthcare Portal; SLCC: Portal, GED, Digital Literacy, Adult Learning Academy	
<b>1.2 Introduce contextualized academics within technical skills framework</b>	<b>2133</b>
ECC: CMT, Health Information Management; LS: Digital Literacy, Computer Support, Maintenance; MCC: ALL; NCMC: ALL; OTC: Maintenance Tech, Healthcare IT; SLCC: ALL; SFCC: ALL	
<b>1.3 Introduce flexible schedules and curricular structures: modularize, chunking, 4-, 8-, 12-wk formats</b>	<b>2433</b>
CC: ADN; ECC: All; JCC: CIS; LS: Maintenance, Digital Literacy; MAC: ALL; MCC: ALL; OTC: ALL; SCC: GED, Healthcare Portal; SFCC: Phlebotomy, CNA, CMT; SLCC: ALL	
<b>2.1 Contextualize academics into foundational courses or provide concurrent technical and academic courses</b>	<b>1915</b>
EC: All; JCC: CIS, JASSI; LS: Digital Literacy, Customer Service, Maintenance; MCC: All; NCMC: ALL; OTC: Maintenance, Healthcare IT; SFCC: All; SLCC: Portal, Digital Literacy, ALA	
<b>2.2 Provide substantial tutorial support or supplemental instruction</b>	<b>1365</b>
CC: ADN.; ECC: Transitions; MCC: All; NCMC: All; SCC: GED, Healthcare Portal; SLCC: Portal	
<b>2.3 Introduce intrusive student services, to include tutorial supports, retention counseling, internship &amp; learn/earn opportunities</b>	<b>1948</b>
ECC: All; MAC: Pharmacy, Maintenance; MCC: All; NCMC: All; OTC All; SCC: GED, Healthcare Portal; SLCC: All	
<b>2.4 Develop standard practices to award credit for prior learning and/or non-credit training</b>	<b>562</b>
ALL CC: ADN; ECC: All; JCC: CIS; LS: Biomedical, Computer; MAC: Maintenance; MACC: Medical Lab Tech; MCC: All; NCMC: All; OTC: HIS; SCC: N/A; SFCC: All; SLCC: All; TRC: N/A	
<b>3.1 Develop/introduce new certificate programs tied to industry and/or WorkKeys certifications</b>	<b>786</b>
ECC: CMT LS: Office Clerk/Customer Service, IT Systems Admin, Computer Support Tech; MAC: Pharmacy Tech, Maintenance; MCC: Computer Support Service, Environmental Service; NMC: Pharmacy Tech; SFCC: Phlebotomy, Sonography; SLCC: Healthcare IT Tech, Medical Asst; TRC: CNA, CMT, Insulin Admin.	
<b>3.2 Develop/introduce new AAS degree programs tied to industry certifications</b>	<b>61</b>
ECC: HIM; JCC: RADTECH; MCC: Healthcare IT; OTC: N/A; SFCC: Sonography; SCC: N/A; SLCC: N/A	
<b>3.3 Revise existing certificate or degree programs and tie to industry and/or WorkKeys certifications</b>	<b>1003</b>

CC: ADN/CNA; EC: CNA; JCC: CIS; MCC: Environmental Services; NCMC: Nursing; OTC: HIS, Healthcare IT; SLCC: All	
<b>3.4 Structure programs into stackable credential career pathway model of credit/non-credit options tied to industry certifications.</b>	<b>596</b>
ALL COLLEGES CC: ADN/CNA; ECC: All; JCC: All; LS: All; MACC: Medical Lab Tech; MCC: Environmental Services, Computer Support; NCMC: All; OTC: Maintenance Tech, Healthcare IT; MAC: Pharmacy Tech, Maintenance; SCC: N/A; SFCC: Sonography, CNA, CMT; SLCC: All; TRC: All;	
<b>4.1 Develop online or hybrid versions of new courses or programs</b>	<b>840</b>
EC: HIM; JC: RADTECH; LS: Office Clerk/Customer Service, Computer Support Tech; MAC: Maintenance Tech; MACC: Medical Lab Tech; MCC: Environmental Services, CNA/CMT; NCMC: Pharmacy Tech; SCC: N/A; SFCC: Phlebotomy, Sonography; TRCC: CNA, CMT, Insulin Administration	
<b>4.2 Develop online or hybrid versions of existing courses or programs</b>	<b>1066</b>
CC: ADN; ECC: CNA, HIM; JC: CIS; LS: Computer Support Tech, Biomed; MACC: Medical Lab Tech; MCC: Environmental Services, CMT/CNA; NCMC: Nursing; OTC: HIS; SCC: GED; SLCC: Portal, IT Help Desk, Healthcare IT, Electronic Health Records	
<b>4.3 Introduce/expand self-paced online academic remediation resources</b>	<b>1217</b>
ECC: Credit Transitions; MCC: All; NCMC: All; SCC: GED, Healthcare Portal; SLCC: Portal, Digital Literacy, ALA (all Portal participants)	
<b>4.4 Enhance training with online simulation software</b>	<b>283</b>
ECC: HIM; JC: RADTECH; MCC: Healthcare IT; MAC: Pharmacy Tech, Maintenance Tech; NCMC: N/A; OTC: HIS; SCC: N/A; SLCC: Health Information Tech	

**Table 8: MoHealthWINS Participant Enrollment, Completion, and Employment of Completers by College**

<b>College</b>	<b>MHW Participant Count</b>	<b>MHW Program Completers</b>	<b>MHW Program Completion Percentage</b>	<b>Number of MHW Program Completers Who Are Employed</b>	<b>MHW Program Completer Employment Percentage</b>
Crowder College	184	156	84.8	140	89.7
East Central College	235	148	63.0	115	77.7
Jefferson College	111	64	57.7	32	50.0
State Technical College (Linn State)	508	240	47.2	195	81.2
Metropolitan Community College	888	648	73.0	433	66.8
Mineral Area Community College	128	121	94.5	96	79.3
Moberly Area Community College	24	14	58.3	14	100.0
North Central Missouri College	70	42	60.0	36	85.7
Ozarks Technical Community College	202	143	70.8	120	83.9
St. Charles Community College	542	301	55.5	247	82.1
St. Louis Community College	818	414	50.6	383	92.5
State Fair Community College	303	283	93.4	259	91.5
Three Rivers Community College	238	238	100.0	180	75.6
Total Consortium	4,251	2,812	66.2	2,250	80.0

**Table 9: MoHealthWINS Participant Completion and Employment by Key Background Characteristics**

Completion and Employment Status at Completion by GENDER									
GENDER	Total	Non-Completer		Completer		Completer and Not Employed		Completer and Employed	
Attribute	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Male	1121	449	40.1%	672	59.9%	157	23.4%	515	76.6%
Female	3130	991	31.7%	2140	68.3%	406	19.0%	1733	81.0%
Total	4251	1440	33.9%	2812	66.1%	563	20.0%	2248	80.0%
Completion and Employment Status at Completion by ETHNICITY									
ETHNICITY	Total	Non-Completer		Completer		Completer and Not Employed		Completer and Employed	
Attribute	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Black, Non-Hispanic	1298	545	42.0%	753	58.0%	137	18.2%	616	81.8%
American Indian/Alaskan Native	57	22	38.6%	35	61.4%	8	22.9%	27	77.1%
Asian/Pacific	62	25	40.3%	37	59.7%	14	37.8%	23	62.2%
Hispanic	121	21	17.4%	100	82.6%	30	30.0%	70	70.0%
White, Non-Hispanic	2395	715	29.9%	1680	70.1%	325	19.3%	1355	80.7%
Other	134	40	29.9%	94	70.1%	23	24.5%	71	75.5%
Does Not Wish To Specify	184	72	39.1%	113	60.9%	26	23.2%	86	76.8%
Total	4251	1440	33.9%	2812	66.1%	563	20.0%	2248	80.0%
Completion and Employment Status at Completion by AGE CATEGORY									
AGE CATEGORY	Total	Non-Completer		Completer		Completer and Not Employed		Completer and Employed	
Attribute	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
LT 21	472	173	36.7%	299	63.3%	82	27.4%	217	72.6%
21-25	866	280	32.3%	586	67.7%	99	16.9%	487	83.1%
26-30	574	189	32.9%	385	67.1%	64	16.6%	321	83.4%
31-35	557	200	35.9%	358	64.1%	72	20.2%	285	79.8%
36-40	366	116	31.7%	250	68.3%	53	21.2%	197	78.8%
41-50	747	256	34.3%	491	65.7%	93	18.9%	398	81.1%
51-60	577	190	32.9%	387	67.1%	86	22.2%	301	77.8%
GT 60	92	36	39.1%	56	60.9%	14	25.0%	42	75.0%
Total	4251	1440	33.9%	2812	66.1%	563	20.0%	2248	80.0%

Completion and Employment Status at Completion by ACADEMIC SKILL LEVEL									
ACADEMIC SKILL LEVEL	Total	Non-Completer		Completer		Completer and Not Employed		Completer and Employed	
Attribute	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
College Ready In All Areas	1062	335	31.5%	727	68.5%	116	16.0%	611	84.0%
Dev Ed In At Least One Area	3189	1105	34.7%	2085	65.3%	447	21.4%	1637	78.6%
Total	4251	1440	33.9%	2812	66.1%	563	20.0%	2248	80.0%
Completion and Employment Status at Completion by EMPLOYMENT STATUS AT ENROLLMENT									
EMPLOYMENT STATUS	Total	Non-Completer		Completer		Completer and Not Employed		Completer and Employed	
Attribute	Count	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Not Employed at Initial Enrollment	2252	830	36.9%	1422	63.1%	361	25.4%	1061	74.6%
Employed at Initial Enrollment	1999	610	30.5%	1340	69.5%	202	14.5%	1187	85.5%
Total	4251	1440	33.9%	2812	66.1%	563	20.0%	2248	80.0%

**Table 10: MoHealthWINS Academic & Employment Outcomes for Students Who Began as Academically Low-Skilled Compared to Students Who Began as Academically Low-Skilled and Unemployed**

Participant Category	Participants Who Began as Academically Low-Skilled in at Least One Area		Participants Who Began as Academically Low-Skilled in at Least One Area AND Unemployed	
	Count	Percentage	Count	Percentage
Participants Status at Enrollment	3,189	Academically Low-Skilled in at Least One Area (75% of Participant Total of 4,251)	1,712	Unemployed AND Academically Low-Skilled in at Least One Area (40.3% of Participant Total of 4,21)
Program Completers	2,069	65% of Total number of Academically Low-Skilled Completed Program	1,048	61% of Total number of Unemployed AND Academically Low-Skilled in at Least One Area
Number of Students Who Completed at Least One Industry, Recognized Stackable Credential	2,865	90% of Total number of Academically Low-Skilled	1,490	87% of Total number of Unemployed AND Academically Low-Skilled in at Least One Area
Total Number of Awards and Stackable Credentials Completed	7,404		4,337	
Credit Hours Earned	30,013	Credit Hour Earned To Credit Hour Attempted Ratio = 78%	16,102	Credit Hour Earned to Credit Hour Attempted Ratio = 76%
Program Completers Employed	1,623	78% of Academically Low-Skilled Program Completers Were Employed at Program Completion	766	73% of Unemployed AND Academically Low-Skilled in at Least One Area Completers Were Employed at Program Completion
Average Annual Wage For Employed Program Completers	\$19,900		\$18,600	

**TABLE 12: MoHealthWINs Completer Survey Responses**

Response Category	Not Applicable		Very Little		Not Sure Yet		Some		Quite A Bit		Very Much		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Survey Question														
How Much Did Your MHW Program Help You Acquire Information Related To Careers in Healthcare?	1	---	79	6%	90	7%	98	8%	324	25%	702	54%	1294	100
How Much Did Your MHW Program Help You More Clearly Develop a Plan to Pursue Your Career Goals?	21	2%	51	4%	87	7%	181	14%	351	27%	603	46%	1294	100
How Much Did Your MHW Program Help You Obtain a Job in the Healthcare Field	22	2%	130	10%	422	32%	53	4%	215	17%	452	35%	1294	100
How Much Did Your MHW Program Help You Speak Clearly & Effectively	31	1%	158	12%	98	7%	113	9%	353	27%	565	44%	1294	100
How Much Did Your MHW Program Help You Think Critically & Analytically	31	2%	98	7%	59	5%	142	11%	402	31%	562	44%	1294	100
How Much Did Your MHW Program Help You Write Clearly & Effectively	39	3%	172	13%	97	7%	111	9%	322	25%	553	43%	1294	100
How Much Did Your MHW Program Help You Analyze Math/Quantitative Problems	5	----	229	18%	129	10%	218	17%	319	25%	394	30%	1294	100
How Much Did Your MHW Program Help You Use Computing & Information Technology	14	1%	142	11%	75	6%	148	11%	375	29%	540	42%	1294	100
How Much Did Your MHW Program Help You Learn To Work Effectively With Others	20	2%	110	8%	53	4%	127	10%	298	23%	686	53%	1294	100
Are You Confident That You Received the Skills & Knowledge Necessary to Be Successful In Your Chose Healthcare Field	0	---	56	4%	34	3%	180	14%	314	24%	710	55%	1294	100
To What Extent Did Your MHW Program Meet Your Expectations	9	1%	31	2%	141	11%	345	27%	388	30%	380	29%	1294	100

**TABLE 14: MoHealthWINs Participants' Perception of Advising Activity – Survey Results (n=566)**  
Survey of Sample of Participants in Fall 2013

Response Category	Not Applicable		Very Little		Not Sure Yet		Some		Quite A Bit		Very Much		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Survey Question														
How Much Did Free Tuition Help Contribute To Your MHW Success	0	---	11	2%	26	4%	32	6%	154	27%	343	61%	566	100
How Much Did Being Able To Complete Your Program Faster Than A Typical College Program Help Contribute To Your MHW Success	0	---	16	3%	38	7%	74	13%	216	38%	222	39%	566	100
How Much Did Improving Your Entering Academic Skills Help Contribute To Your MHW Success	0	---	56	10%	62	11%	50	9%	168	30%	230	40%	566	100
How Much Did Being Able To Complete Courses Online Help Contribute To Your MHW Success	0	---	440	78%	4	1%	78	14%	26	4%	18	3%	566	100
How Much Did Advising/Counseling Contribute To Your MHW Success	0	---	57	10%	63	11%	175	31%	184	33%	87	15%	566	100
How Much Did Advising Services Help You Navigate College Bureaucracy	0	---	7	1%	59	10%	78	14%	276	49%	146	26%	566	100
How Much Did Advising Service Help You with Course/Program Registration	0	---	15	3%	7	1%	56	10%	296	52%	192	34%	566	100
How Much Did Advising/Counseling Help You with Student Orientation	0	---	22	4%	31	6%	70	12%	257	45%	186	33%	566	100
How Much Did Advising/Counseling Help You with Job Placement	0	---	133	24%	164	29%	120	21%	74	13%	75	13%	566	100
How Much Did Advising/Counseling Help You with Financial & Budget Issues	0	---	240	43%	114	20%	137	24%	39	7%	36	6%	566	100
How Much Did Advising/Counseling Help You by Encouraging You to Stay In College	0	---	94	17%	76	13%	145	26%	166	29%	85	15%	566	100
How Much Did Advising/Counseling Help You by Providing Academic Skill Enrichment	0	---	50	9%	42	7%	217	38%	161	28%	96	17%	566	100
How Much Did Advising/Counseling Help You by Providing Career Blueprint and Pathway Assistance	0	---	81	14%	77	14%	203	36%	139	24%	66	12%	566	100



**Table 20: MoHealthWINS Year 1 Annual Performance Report Table One and Tables Two**

**ANNUAL PERFORMANCE REPORT – Table 1  
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

FORM ETA 9160  
EXPIRES 3/31/2015  
OMB No. 1205-0489

A. GRANTEE IDENTIFYING INFORMATION	
<b>Grantee Name:</b>	Ozarks Technical Community College
<b>Project Name:</b>	Missouri Healthcare Workforce Innovation Networks (MoHealthWINS)
<b>Grantee Address</b>	
Address 1:	Address 2:
City:	Zip:
<b>Report Year End Date:</b> 09/30/2012	<b>Report Due</b>
<b>Date:</b> 11/14/2012	
Performance Items	Year 1 (A)
<b>B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)</b>	
1. Unique Participants Served/Enrollees	223
2. Total Number Who Have Completed a Grant-Funded Program of Study	0
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	0
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	223
4. Total Number Retained in Other Education Program(s)	0
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	7
5a. Total Number of Students Completing Credit Hours	11
6. Total Number of Earned Credentials (aggregate across all enrollees)	11
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	11
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	0
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	0
7. Total Number Pursuing Further Education After Program of Study Completion	0
8. Total Number Employed After Program of Study Completion	0
9. Total Number Employed After Retained in Employment After Program of Study Completion	0
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	0
<b>C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)</b>	
1a. Male	51
1b. Female	172
2a. Hispanic/Latino	2
2b. American Indian or Alaskan Native	4
2c. Asian	2
2d. Black or African American	33
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	163
2g. More Than One Race	19
3a. Full-Time Status	110
3b. Part-Time Status	113
4. Incumbent Workers	0
5. Eligible Veterans	17
6. Participant Age (mean)	38

<b>7. Persons with a Disability</b>	0
<b>8. Pell-grant eligible</b>	82
<b>9. TAA-eligible</b>	16
<b>10. Other Demographic Measure (Optional - Entered by Applicant)</b>	View C10 in the end of table 1

#### **D. ACHIEVEMENTS AND SUCCESSES**

##### **1. Summarize your most innovative achievement or your greatest success story from the previous year.**

Grant practitioners have spent thousands of hours in building and implementing a strong foundation which fosters innovative process changes in advancing Missouri workforce and community colleges with health care educational opportunities; while engaging employer partners with program designs, clinical sites secured and industry specific curriculum modifications. Many regional advisory groups spawned, many MOUs prepared detailing partner roles, as well as many staff training sessions held statewide in support of implementing data collection; contextualized Dev. Ed.; mapping training pathways with stackable credentials; credit for prior learning; and intrusive student support services.

#### **F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS**

##### **1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address:**

(1) the number of TAA Eligible individuals who participated in TAACCCT funded programs, 16

(2) how many TAA eligible individuals enrolled and obtained credentials, certificates or degrees,

0

(3) how many TAA eligible individuals enrolled and *did not* obtain credentials, certificates or degrees,

0

(4) the average duration and whether the duration of education and training was longer or shorter for those individuals than for other non-TAA eligible participants.

1

(5) How does this training duration to date compare to that of non-TAA eligible participants? No difference in the duration for TAA-eligible individuals and non-TAA eligible individuals

**You may use observations or participant records to compile and summarize this information.**

There is no difference in the time required to complete a program of study between TAA Participants and Non-TAA Participants. A central feature of the MoHealthWINs is to accelerate training opportunities using career pathways and stackable credentials. As participants move through a training program, they can acquire industry recognized credentials along the pathway. This strategy allows the participants to learn and earn as they progress through their program of study. Participants who achieve stackable credentials are more likely to be employed or retain employment, and therefore more likely to have the resources to remain in college and complete their program study.

#### **ANNUAL PERFORMANCE REPORT - Table 1**

#### **TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

#### **C10. Other Demographic Measure (Optional - Entered by Applicant)**

<b>Title</b>	<b>Participant Count</b>	<b>Comments</b>
<b>Year 1 (A)</b>		
# Students Non-College Ready in at Least 1 Area	191	Number of Students Who Are Non-College Ready in at Least One Area
#Students Earning Non-Credit Hours	85	Number of Students Who Earned Non-Credit Hours
#Non-Credit Hours Earned	940	Number of Non-Credit Hours Earned.
#Completers Employed	0	Number Employed after Program Completion Including Incumbent and Non- incumbent Workers
Number of Referrals From WIB	51	

**ANNUAL COHORT PERFORMANCE REPORT - Table 2 TAA  
COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 1 (A)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency		46
1b. Number of students with demonstrated skills gains toward a certificate/degree		29
1c. Number of students with success in credit-bearing courses		29
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	1 YR and Less HC IT (See Section D For List of Programs)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):	Sep 1, 2010	
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):		100
6. Total Number of Students Completing This Program		69
6a. Total Number of Completers in This Program Who Are Incumbent Workers		10
7. Total Number of Students Retained in This Program		20
8. Total Number of Students Retained in Other Education Program(s):		0
9. Total Number of Credit Hours Completed in this Program:		2576
9a. Total Number of Students Completing Credit Hours in This Program		92
10. Total Number of Earned Credentials in This Program:		69
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year		0
10b. Total Number of Students Earning Certificates in This Program – More Than One Year		69
10c. Total Number of Students Earning Degrees		0
11. Total Number Pursuing Further Education After Program of Study Completion:		0
12. Number of Non-Hispanic White Graduates Employed After Program Completion:		37
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:		10
14. Entered Employment Rate for All Graduates for this Program:	0	79.66
15. Number of Graduates Retained in Employment:		41
16. Employment Retention Rate for This Program:	0	87.23
17. Average Program Graduate Six-Month Earnings (gross):		26000
<b>C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1a. Male		67
1b. Female		33
2a. Hispanic/Latino		1
2b. American Indian or Alaskan Native		1
2c. Asian		1
2d. Black or African American		20

2e. Native Hawaiian or Other Pacific Islander		0
2f. White		64
2g. More Than One Race		17
3a. Full-Time Status		53
3b. Part-Time Status		47
4. Incumbent Workers		29
5. Eligible Veterans		2
6. Participant Age (mean)	0	28
7. Persons with a Disability		0
8. Pell-grant eligible		20
9. TAA-eligible		0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

#### D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

**For Year 1:**

Describe how the comparison cohort was identified, selected and how it will be tracked during years two and three of the grant. If the comparison cohort is selected from a recent sample of students, describe the process for making this decision and the process that followed for selection.

Address how the requirements for matching age and gender were met.

Grant and NON-Grant students for Cohort #1 enrolled in 1 Year or LT 1 Year HealthCare IT programs. Cohort 1 Group includes: Computer Information Systems, Computer Services, and Medical Intake Specialist.

#### ANNUAL COHORT PERFORMANCE REPORT - Table 2 TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS

Performance Items	Year 1 (A)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency		48
1b. Number of students with demonstrated skills gains toward a certificate/degree		38
1c. Number of students with success in credit-bearing courses		38
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	1 YR and Less HealthCare (See Section D For Program List)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):	Sep 1, 2010	
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):		100
6. Total Number of Students Completing This Program		28
6a. Total Number of Completers in This Program Who Are Incumbent Workers		10
7. Total Number of Students Retained in This Program		46
8. Total Number of Students Retained in Other Education Program(s):		0
9. Total Number of Credit Hours Completed in this Program:		2150

9a. Total Number of Students Completing Credit Hours in This Program		86
<b>10. Total Number of Earned Credentials in This Program:</b>		28
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year		28
10b. Total Number of Students Earning Certificates in This Program – More Than One Year		0
10c. Total Number of Students Earning Degrees		0
<b>11. Total Number Pursuing Further Education After Program of Study Completion:</b>		0
<b>12. Number of Non-Hispanic White Graduates Employed After Program Completion:</b>		11
<b>13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:</b>		3
<b>14. Entered Employment Rate for All Graduates for this Program:</b>	0	77.78
<b>15. Number of Graduates Retained in Employment:</b>		13
<b>16. Employment Retention Rate for This Program:</b>	0	92.86
<b>17. Average Program Graduate Six-Month Earnings (gross):</b>		21000
<b>C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1a. Male		16
1b. Female		84
2a. Hispanic/Latino		2
2b. American Indian or Alaskan Native		1
2c. Asian		2
2d. Black or African American		18
2e. Native Hawaiian or Other Pacific Islander		0
2f. White		62
2g. More Than One Race		15
3a. Full-Time Status		70
3b. Part-Time Status		30
4. Incumbent Workers		27
5. Eligible Veterans		1
6. Participant Age (mean)	0	26
7. Persons with a Disability		0
8. Pell-grant eligible		57
9. TAA-eligible		0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

#### D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

**For Year 1:**

Describe how the comparison cohort was identified, selected and how it will be tracked during years two and three of the grant. If the comparison cohort is selected from a recent sample of students, describe the process for making this decision and the process that followed for selection.

Address how the requirements for matching age and gender were met.

Grant and NON-Grant students for Cohort #2 enrolled in 1 Year or LT 1 Year HealthCare patient programs. Actual programs include: Certified Med Tech, Certified Nurse Assistant, Phlebotomy, Sonography, Nursing Assistant, Environmental Services/Sterile Processing, Healthcare Maintenance.

#### ANNUAL COHORT PERFORMANCE REPORT Table 2 TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS

Performance Items	Year 1 (A)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency		55
1b. Number of students with demonstrated skills gains toward a certificate/degree		30
1c. Number of students with success in credit-bearing courses		30
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	AAS Degree Program (See Section D for Description)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	2 Years	
4. Cohort Start Date(s):	Sep 1, 2010	
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):		100
6. Total Number of Students Completing This Program		10
6a. Total Number of Completers in This Program Who Are Incumbent Workers		2
7. Total Number of Students Retained in This Program		37
8. Total Number of Students Retained in Other Education Program(s):		0
9. Total Number of Credit Hours Completed in this Program:		3177
9a. Total Number of Students Completing Credit Hours in This Program		92
10. Total Number of Earned Credentials in This Program:		10
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year		0
10b. Total Number of Students Earning Certificates in This Program – More Than One Year		0
10c. Total Number of Students Earning Degrees		10
11. Total Number Pursuing Further Education After Program of Study Completion:		0
12. Number of Non-Hispanic White Graduates Employed After Program Completion:		5
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:		1
14. Entered Employment Rate for All Graduates for this Program:	0	75.00
15. Number of Graduates Retained in Employment:		5
16. Employment Retention Rate for This Program:	0	83.33
17. Average Program Graduate Six-Month Earnings (gross):		19200

C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male		32
1b. Female		68
2a. Hispanic/Latino		3
2b. American Indian or Alaskan Native		1
2c. Asian		2
2d. Black or African American		7
2e. Native Hawaiian or Other Pacific Islander		0
2f. White		77
2g. More Than One Race		10
3a. Full-Time Status		71
3b. Part-Time Status		29
4. Incumbent Workers		30
5. Eligible Veterans		2
6. Participant Age (mean)	0	23
7. Persons with a Disability		0
8. Pell-grant eligible		56
9. TAA-eligible		0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	
D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1		
<p><b>For Year 1:</b>  Describe how the comparison cohort was identified, selected and how it will be tracked during years two and three of the grant. If the comparison cohort is selected from a recent sample of students, describe the process for making this decision and the process that followed for selection.  Address how the requirements for matching age and gender were met.</p> <p>Grant and NON-Grant students for Cohort #3 enrolled in AAS degree HealthCare patient &amp; IT programs. Programs include the following: Nursing AAS, Health Information Management AAS, and Hearing Instrument Specialist AAS</p>		
Report Certification / Additional Comments		
Grantee Remarks:	No comments	
Name of Grantee Certifying Official:	Telephone Number:	Email:
Moody, Marla		moodym@otc.edu

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0464. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number. Public reporting burden for this collection of information is estimated to average 16 hours per quarterly report per grantee, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. Respondent's obligation to reply is required to maintain benefits. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden estimate or any other aspect of this collection, including suggestions for reducing this burden, to the U. S. Department of Labor, Employment and Training Administration, Youth Office, Room N4459, 200 Constitution Avenue, NW, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0464).

**Table 21: MoHealthWINs Year 2 Annual Performance Report Table One and Tables Two**

**ANNUAL PERFORMANCE REPORT – Table 1**

**TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

FORM ETA 916-

Expires: 03/31/2015

OMB No. 1205-0489

A. GRANTEE IDENTIFYING INFORMATION	
<b>Grantee Name:</b>	Ozarks Technical Community College
<b>Project Name:</b>	Missouri Healthcare Workforce Innovation Networks (MoHealthWINs)
<b>Grantee Address</b>	
Address 1:	Address 2:
City:	Zip:
<b>Report Year End Date:</b> 09/30/2013	<b>Report Due Date:</b> 11/14/2013

Performance Items	Year 2
<b>B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)</b>	
1. Unique Participants Served/Enrollees	1753
2. Total Number Who Have Completed a Grant-Funded Program of Study	154
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	39
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	1210
4. Total Number Retained in Other Education Program(s)	0
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	7317
5a. Total Number of Students Completing Credit Hours	475
6. Total Number of Earned Credentials (aggregate across all enrollees)	2730
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	835
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	120
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	1
7. Total Number Pursuing Further Education After Program of Study Completion	70
8. Total Number Employed After Program of Study Completion	84
9. Total Number Employed After Retained in Employment After Program of Study Completion	0
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	143
<b>C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)</b>	
1a. Male	504
1b. Female	1249
2a. Hispanic/Latino	60
2b. American Indian or Alaskan Native	20
2c. Asian	23
2d. Black or African American	534
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	1029
2g. More Than One Race	87
3a. Full-Time Status	798
3b. Part-Time Status	955
4. Incumbent Workers	337
5. Eligible Veterans	100
6. Participant Age (mean)	36



<b>7. Persons with a Disability</b>	0
<b>8. Pell-grant eligible</b>	330
<b>9. TAA-eligible</b>	45
<b>10. Other Demographic Measure (Optional - Entered by Applicant)</b>	View C10 in the end of table 1

<b>D. ACHIEVEMENTS AND SUCCESSES</b>
<p><b>1. Summarize your most innovative achievement or your greatest success story from the previous year.</b></p> <p>Programs have reached targeted populations &amp; are increasing the number of adults with post-secondary credentials/awards. The participant average age is 36. Eighty-one percent were not meaningfully employed at program entry. Forty-two percent were entering college for the first-time and 82% were low-skilled. As of the end of Year 2, 27% have completed a post-secondary program of study, and 48% have completed one or more stackable credentials beyond high school. Seventy-three percent of the program completers (and exiters) who began as unemployed are employed at program completion. Thirty-eight percent of the incumbent workers have received an increase after they started the grant program.</p>

<b>F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS</b>
<p><b>1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address:</b></p> <p>(1) the number of TAA Eligible individuals who participated in TAACCCT funded programs, 63</p> <p>(2) how many TAA eligible individuals enrolled and obtained credentials, certificates or degrees, 19</p> <p>(3) how many TAA eligible individuals enrolled and <i>did not</i> obtain credentials, certificates or degrees, 44</p> <p>(4) the average duration and whether the duration of education and training was longer or shorter for those individuals than for other non-TAA eligible participants. 59</p> <p>(5) How does this training duration to date compare to that of non-TAA eligible participants? Duration for TAA-eligible individuals is longer</p> <p><b>You may use observations or participant records to compile and summarize this information.</b></p> <p>The duration for TAA eligible participants is longer than for non-TAA eligible participants because the TAA eligible participants enrolled in programs of longer duration.</p>

**ANNUAL PERFORMANCE REPORT - Table 1**  
**TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**  
**C10. Other Demographic Measure (Optional - Entered by Applicant)**

Title	Participant Count	Comments
<b>Year 2 (B)</b>		
Number of Non-Credit Hours Earned	4663	
Number of Students Who Earned Non-Credit Hours	481	
Number of Students Who Are Non-College Ready	1429	
Total Number Employed after Program Completion	286	This measure includes incumbent and non-incumbent workers who have completed a program.
Number of Referrals from WIB	557	

**ANNUAL COHORT PERFORMANCE REPORT - Table 2 TAA  
COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 2 (B)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as STUDY 1)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	79	87
1b. Number of students with demonstrated skills gains toward a certificate/degree	79	18
1c. Number of students with success in credit-bearing courses	59	34
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	1 YR and Less HC IT (See Section D For Details)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	79	138
6. Total Number of Students Completing This Program	16	70
6a. Total Number of Completers in This Program Who Are Incumbent Workers	1	32
7. Total Number of Students Retained in This Program	43	32
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	1346	4962
9a. Total Number of Students Completing Credit Hours in This Program	59	133
10. Total Number of Earned Credentials in This Program:	219	70
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	73	70
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	0	0
11. Total Number Pursuing Further Education After Program of Study Completion:	14	12
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	7	3
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	1	11
14. Entered Employment Rate for All Graduates for this Program:	53.33	36.84
15. Number of Graduates Retained in Employment:	0	9
16. Employment Retention Rate for This Program:	0	64.29
17. Average Program Graduate Six-Month Earnings (gross):	0	6502
<b>C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1a. Male	14	32
1b. Female	65	106
2a. Hispanic/Latino	0	4
2b. American Indian or Alaskan Native	0	0
2c. Asian	1	1
2d. Black or African American	17	59

2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	60	64
2g. More Than One Race	1	10
3a. Full-Time Status	54	50
3b. Part-Time Status	25	44
4. Incumbent Workers	10	54
5. Eligible Veterans	10	5
6. Participant Age (mean)	41	36
7. Persons with a Disability	0	0
8. Pell-grant eligible	32	38
9. TAA-eligible	11	0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

#### D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

##### *For Year 2 and beyond:*

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG: 18% Male, 82% Female; CCG: 23% Male, 77% Female. Average Age: PG = 41; CCG = 36. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is 2 years and the PG has had only 1 year to complete. Comparison between employment rates program completers is noteworthy with the PG at 53% and the CCG at 37%. DOL requires a value for Employment Retention but data for the PG are not yet available and should be recorded as NA rather than 0.

#### ANNUAL COHORT PERFORMANCE REPORT - Table 2 TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS

Performance Items	Year 2 (B)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	103	93
1b. Number of students with demonstrated skills gains toward a certificate/degree	103	18
1c. Number of students with success in credit-bearing courses	46	29
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF</b>		
1. Program:	1 YR and Less HealthCare (See Section D For Program List)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	136	182
6. Total Number of Students Completing This Program	41	67
6a. Total Number of Completers in This Program Who Are Incumbent Workers	2	31
7. Total Number of Students Retained in This Program	25	42
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	908	2886
9a. Total Number of Students Completing Credit Hours in This Program	69	109

<b>10. Total Number of Earned Credentials in This Program:</b>	374	67		
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	122	67		
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0		
10c. Total Number of Students Earning Degrees	0	0		
<b>11. Total Number Pursuing Further Education After Program of Study Completion:</b>	59	2		
<b>12. Number of Non-Hispanic White Graduates Employed After Program Completion:</b>	32	3		
<b>13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:</b>	4	12		
<b>14. Entered Employment Rate for All Graduates for this Program:</b>	92.31	41.67		
<b>15. Number of Graduates Retained in Employment:</b>	0	11		
<b>16. Employment Retention Rate for This Program:</b>	0	73.33		
<b>17. Average Program Graduate Six-Month Earnings (gross):</b>	0	6719		
<b>C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>				
1a. Male	34	40		
1b. Female	102	142		
2a. Hispanic/Latino	3	1		
2b. American Indian or Alaskan Native	2	0		
2c. Asian	0	0		
2d. Black or African American	15	49		
2e. Native Hawaiian or Other Pacific Islander	0	0		
2f. White	105	103		
2g. More Than One Race	11	29		
3a. Full-Time Status	29	74		
3b. Part-Time Status	107	108		
4. Incumbent Workers	32	63		
5. Eligible Veterans	9	2		
6. Participant Age (mean)	34	34		
7. Persons with a Disability	0	0		
8. Pell-grant eligible	54	105		
9. TAA-eligible	0	0		
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.			
<b>D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1</b>				
<p><b>For Year 2 and beyond:</b></p> <p>Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.</p> <p>Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG = 25% Male, 75% Female; CCG = 22% Male, 78% Female. Average Age: PG = 34 and CCG = 34. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is 2 years and the PG has had only 1 year to complete. Comparison between employment rates for program completers is noteworthy with the PG at 92% and the CCG at 41%. DOL requires a value for Employment Retention but data for the PG are not yet available and should be recorded as NA rather than 0.</p>				

**ANNUAL COHORT PERFORMANCE REPORT - Table 2 TAA  
COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 2 (B)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	41	154
1b. Number of students with demonstrated skills gains toward a certificate/degree	41	109
1c. Number of students with success in credit-bearing courses	40	99
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	AAS Degree Program (See Section D for Description)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	2 Years	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	55	350
6. Total Number of Students Completing This Program	0	20
6a. Total Number of Completers in This Program Who Are Incumbent Workers	0	8
7. Total Number of Students Retained in This Program	45	104
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	1420	10835
9a. Total Number of Students Completing Credit Hours in This Program	55	307
10. Total Number of Earned Credentials in This Program:	75	26
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	26	6
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	0	20
11. Total Number Pursuing Further Education After Program of Study Completion:	0	3
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	0	2
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	0	0
14. Entered Employment Rate for All Graduates for this Program:	0	16.67
15. Number of Graduates Retained in Employment:	0	2
16. Employment Retention Rate for This Program:	0	100.00
17. Average Program Graduate Six-Month Earnings (gross):	0	10658

C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1		
1a. Male	12	80
1b. Female	43	270
2a. Hispanic/Latino	2	7
2b. American Indian or Alaskan Native	0	0
2c. Asian	2	3
2d. Black or African American	1	39
2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	45	258
2g. More Than One Race	5	35
3a. Full-Time Status	42	203
3b. Part-Time Status	13	147
4. Incumbent Workers	1	130
5. Eligible Veterans	3	4
6. Participant Age (mean)	35	33
7. Persons with a Disability	0	0
8. Pell-grant eligible	29	240
9. TAA-eligible	6	0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

#### D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

**For Year 2 and beyond:**

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG = 22% Male, 78% Female and CCG = 23% Male, 77% Female. Average Age: PG = 35 and CCG = 33. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is 2 years and the PG has had only 1 year to complete. DOL requires values for employment outcomes but since the PG has yet to record a complete data are not yet available and should be recorded as NA rather than 0.

#### Report Certification / Additional Comments

Grantee Remarks:	No comments	
Name of Grantee Certifying Official: Moody, Marla	Telephone Number:	Email: moodym@otc.edu

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0464.

Persons are not required to respond to this collection of information unless it displays a currently valid OMB number. Public reporting burden for this collection of information is estimated to average 16 hours per quarterly report per grantee, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. Respondent's obligation to reply is required to maintain benefits. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden estimate or any other aspect of this collection, including suggestions for reducing this burden, to the U. S. Department of Labor, Employment and Training Administration, Youth Office, Room N4459, 200 Constitution Avenue, NW, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0464).

**Table 22: MoHealthWINs Year 3 Annual Performance Report Table One and Tables Two**

**ANNUAL PERFORMANCE REPORT – Table 1**

**TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Form ETA-9160

Expires: 03/31/2015

OMB No. 1205-0489

A. GRANTEE IDENTIFYING INFORMATION	
<b>Grantee Name:</b>	Ozarks Technical Community College
<b>Project Name:</b>	Missouri Healthcare Workforce Innovation Networks (MoHealthWINs)
<b>Grantee Address</b>	
Address 1:	Address 2:
City:	Zip:
<b>Report Year End Date:</b> 09/30/2014	<b>Report Due Date:</b> 11/14/2014
Performance Items	Year 3 (C)
<b>B. CUMULATIVE PARTICIPANT OUTCOMES (ALL PARTICIPANTS)</b>	
1. Unique Participants Served/Enrollees	2175
2. Total Number Who Have Completed a Grant-Funded Program of Study	1421
2a. Total Number of Grant-Funded Program of Study Completers Who Are Incumbent Workers	676
3. Total Number Still Retained in Their Programs of Study (or Other Grant-Funded Programs)	1050
4. Total Number Retained in Other Education Program(s)	0
5. Total Number of Credit Hours Completed (aggregate across all enrollees)	8550
5a. Total Number of Students Completing Credit Hours	765
6. Total Number of Earned Credentials (aggregate across all enrollees)	5698
6a. Total Number of Students Earning Certificates - Less Than One Year (aggregate across all enrollees)	2375
6b. Total Number of Students Earning Certificates - More Than One Year (aggregate across all enrollees)	113
6c. Total Number of Students Earning Degrees (aggregate across all enrollees)	93
7. Total Number Pursuing Further Education After Program of Study Completion	319
8. Total Number Employed After Program of Study Completion	663
9. Total Number Employed After Retained in Employment After Program of Study Completion	546
10. Total Number of Those Employed at Enrollment Who Receive a Wage Increase Post-Enrollment	1254
<b>C. CUMULATIVE PARTICIPANT SUMMARY INFORMATION(ALL GRANT PARTICIPANTS)</b>	
1a. Male	540
1b. Female	1635
2a. Hispanic/Latino	52
2b. American Indian or Alaskan Native	30
2c. Asian	37
2d. Black or African American	761
2e. Native Hawaiian or Other Pacific Islander	0
2f. White	1158
2g. More Than One Race	137
3a. Full-Time Status	1012
3b. Part-Time Status	1163
4. Incumbent Workers	1105
5. Eligible Veterans	115
6. Participant Age (mean)	34

<b>7. Persons with a Disability</b>	0
<b>8. Pell-grant eligible</b>	299
<b>9. TAA-eligible</b>	38
<b>10. Other Demographic Measure (Optional - Entered by Applicant)</b>	View C10 in the end of table 1

<b>D. ACHIEVEMENTS AND SUCCESSES</b>
<p><b>1. Summarize your most innovative achievement or your greatest success story from the previous year.</b>          Programs have reached targeted populations and are increasing the number of adults with post-secondary credentials/awards. The participant average age is 34. Eighty-one percent were not meaningfully employed at program entry. Forty-two percent were entering college for the first-time and 82% were low-skilled. As of the end of Year 3, 55% have completed a post-secondary program of study. Fifty-seven percent of the program completers who began as unemployed are employed at program completion.</p>
<b>F. SERVICES and OUTCOMES for TAA ELIGIBLE INDIVIDUALS</b>
<p><b>1. Provide a description of how the program(s) have served TAA eligible individuals. Specifically, address:</b>          (1) the number of TAA Eligible individuals who participated in TAACCCT funded programs, 38          (2) how many TAA eligible individuals enrolled and obtained credentials, certificates or degrees, 38          (3) how many TAA eligible individuals enrolled and <i>did not</i> obtain credentials, certificates or degrees, 0          (4) the average duration and whether the duration of education and training was longer or shorter for those individuals than for other non-TAA eligible participants. 12          (5) How does this training duration to date compare to that of non-TAA eligible participants? No difference in the duration for TAA-eligible individuals and non-TAA eligible individuals</p> <p><b>You may use observations or participant records to compile and summarize this information.</b>          Colleges continued to recruit and train TAA eligible individuals.</p>

**ANNUAL PERFORMANCE REPORT - Table 1**  
**TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**  
**C10. Other Demographic Measure (Optional - Entered by Applicant)**

Title	Participant Count	Comments
<b>Year 3 (C)</b>		
Number of Non-Credit Hours Earned	12627	
Number of Students Who Earned Non-Credit Hours	1470	Number of Students Who Are No-College Ready
Number of Students Who Are Non-College Ready	1952	
Total Number Employed after Program Completion	853	This measure includes incumbent and non-incumbent workers who have completed a program.
Number of Referrals from WIB	562	



**ANNUAL COHORT PERFORMANCE REPORT - Table 2  
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 3 (C)	
	Program	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	79	87
1b. Number of students with demonstrated skills gains toward a certificate/degree	79	18
1c. Number of students with success in credit-bearing courses	79	34
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 4</b>		
1. Program:	1 YR and Less HC IT (See Section D For List of Programs)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	79	138
6. Total Number of Students Completing This Program	33	70
6a. Total Number of Completers in This Program Who Are Incumbent Workers	9	32
7. Total Number of Students Retained in This Program	3	32
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	348	4962
9a. Total Number of Students Completing Credit Hours in This Program	35	133
10. Total Number of Earned Credentials in This Program:	156	70
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	57	70
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	0	0
11. Total Number Pursuing Further Education After Program of Study Completion:	16	12
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	14	3
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	2	11
14. Entered Employment Rate for All Graduates for this Program:	66.67	36.84
15. Number of Graduates Retained in Employment:	13	9
16. Employment Retention Rate for This Program:	81.25	64.29
17. Average Program Graduate Six-Month Earnings (gross):	8818	6502

**C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1**

1a. Male	14	32
1b. Female	65	106
2a. Hispanic/Latino	0	4
2b. American Indian or Alaskan Native	0	0
2c. Asian	1	1
2d. Black or African American	17	59
2e. Native Hawaiian or Other Pacific Islander	0	0
2f. White	60	64
2g. More Than One Race	1	10
3a. Full-Time Status	54	50
3b. Part-Time Status	25	44
4. Incumbent Workers	10	54
5. Eligible Veterans	10	5
6. Participant Age (mean)	41	36
7. Persons with a Disability	0	0
8. Pell-grant eligible	32	38
9. TAA-eligible	11	0
10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

**D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1*****For Year 2 and beyond:***

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

Comparison between employment rates program completers is noteworthy with the PG at 67% and the CCG at 37%. Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG: 18% Male, 82% Female; CCG: 23% Male, 77% Female. Average Age: PG = 41; CCG = 36. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is for a full 2 year period, while the data presented in this APR is only for year 3 (per DOL instructions). Only when the data are combined (Year 1 + Year 2 + Year 3) for the full grant period does the comparison begin to hold value.

**ANNUAL COHORT PERFORMANCE REPORT - Table 2  
TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 3 (C)	
	Program Participant	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	103	93
1b. Number of students with demonstrated skills gains toward a certificate/degree	103	18
1c. Number of students with success in credit-bearing courses	103	29
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	1 YR and Less HealthCare (See Section D For Program List)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	1 Year	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	136	182
6. Total Number of Students Completing This Program	94	67
6a. Total Number of Completers in This Program Who Are Incumbent Workers	59	31
7. Total Number of Students Retained in This Program	3	42
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	342	2886
9a. Total Number of Students Completing Credit Hours in This Program	29	109
10. Total Number of Earned Credentials in This Program:	331	67
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	143	67
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	0	0
11. Total Number Pursuing Further Education After Program of Study Completion:	0	2
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	21	3
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	6	12
14. Entered Employment Rate for All Graduates for this Program:	77.14	41.67
15. Number of Graduates Retained in Employment:	18	11
16. Employment Retention Rate for This Program:	66.67	73.33
17. Average Program Graduate Six-Month Earnings (gross):	9225	6719

C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1			
	1a. Male	34	40
	1b. Female	102	142
	2a. Hispanic/Latino	3	1
	2b. American Indian or Alaskan Native	2	0
	2c. Asian	0	0
	2d. Black or African American	15	49
	2e. Native Hawaiian or Other Pacific Islander	0	0
	2f. White	105	103
	2g. More Than One Race	11	29
	3a. Full-Time Status	29	74
	3b. Part-Time Status	107	108
	4. Incumbent Workers	32	63
	5. Eligible Veterans	9	2
	6. Participant Age (mean)	34	34
	7. Persons with a Disability	0	0
	8. Pell-grant eligible	54	105
	9. TAA-eligible	0	0
	10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	
D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1			
For Year 2 and beyond:			
Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.			
Comparison between employment rates for Year 3 program completers is noteworthy with the PG at 77% and the CCG at 41%. Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG = 25% Male, 75% Female; CCG = 22% Male, 78% Female. Average Age: PG = 34 and CCG = 34. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is for a full 2 year period, while the data presented in this APR is only for year 3 (per DOL instructions). Only when the data are combined (Year 1 + Year 2 + Year 3) for the full grant period does the comparison begin to hold value.			

**ANNUAL COHORT PERFORMANCE REPORT - Table 2**  
**TAA COMMUNITY COLLEGE and CAREER TRAINING GRANTS**

Performance Items	Year 3 (C)	
	Program Participants	Comparison Cohort
<b>A. ACCELERATION OF PROGRESS FOR LOW-SKILLED AND OTHER WORKERS (Report only as applicable)</b>		
1a. Number of Students Enrolled with a Basic Skills Deficiency	41	154
1b. Number of students with demonstrated skills gains toward a certificate/degree	41	109
1c. Number of students with success in credit-bearing courses	41	99
<b>B. STUDENT PROGRESS BY PROGRAM (PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1</b>		
1. Program:	AAS Degree Program (See Section D for Program List)	
2. Colleges offering the program (for consortia only):	13	
3. Typical/Expected Length of Program:	2 Years	
4. Cohort Start Date(s):		
5. Total Number of Students in Cohort (new students enrolled in program of study at cohort start date):	55	350
6. Total Number of Students Completing This Program	35	20
6a. Total Number of Completers in This Program Who Are Incumbent Workers	18	8
7. Total Number of Students Retained in This Program	2	104
8. Total Number of Students Retained in Other Education Program(s):	0	0
9. Total Number of Credit Hours Completed in this Program:	498	10835
9a. Total Number of Students Completing Credit Hours in This Program	43	307
10. Total Number of Earned Credentials in This Program:	109	26
10a. Total Number of Students Earning Certificates in This Program – Less Than One Year	41	6
10b. Total Number of Students Earning Certificates in This Program – More Than One Year	0	0
10c. Total Number of Students Earning Degrees	35	20
11. Total Number Pursuing Further Education After Program of Study Completion:	0	3
12. Number of Non-Hispanic White Graduates Employed After Program Completion:	9	2
13. Number of Non-White (Hispanic or Non-Hispanic) Graduates Employed After Program Completion:	0	0
14. Entered Employment Rate for All Graduates for this Program:	52.94	16.67
15. Number of Graduates Retained in Employment:	8	2
16. Employment Retention Rate for This Program:	88.89	100.00
17. Average Program Graduate Six-Month Earnings (gross):	14989	10658

C. SUMMARY STUDENT INFORMATION(PARTICIPANT AND COMPARISON COHORTS ONLY): PROGRAM OF STUDY 1			
	1a. Male	12	80
	1b. Female	43	270
	2a. Hispanic/Latino	2	7
	2b. American Indian or Alaskan Native	0	0
	2c. Asian	2	3
	2d. Black or African American	1	39
	2e. Native Hawaiian or Other Pacific Islander	0	0
	2f. White	45	258
	2g. More Than One Race	5	35
	3a. Full-Time Status	42	203
	3b. Part-Time Status	13	147
	4. Incumbent Workers	1	130
	5. Eligible Veterans	3	4
	6. Participant Age (mean)	35	33
	7. Persons with a Disability	0	0
	8. Pell-grant eligible	29	240
	9. TAA-eligible	6	0
	10. Additional Measure (Optional - Entered by Applicant)	View C10 in the end of this program.	

#### D. COMPARISON COHORT DESCRIPTION FOR PROGRAM OF STUDY 1

##### ***For Year 2 and beyond:***

Continue to report on the progress of tracking the participant and comparison cohorts through these programs, including any challenges or issues that have emerged due to cohort identification and selection.

Comparison between employment rates for Year 3 program completers is noteworthy with the PG at 53% and the CCG at 16.7%. Statistical modeling was used to match the Participant Group (PG) with the Comparison Cohort Group (CCG) and resulted in: PG = 22% Male, 78% Female and CCG = 23% Male, 77% Female. Average Age: PG = 35 and CCG = 33. A comparison of completion between PG and CCG is not meaningful, since the CCG tracking period is for a full 2 year period, while the data presented in this APR is only for year 3 (per DOL instructions). Only when the data are combined (Year 1 + Year 2 + Year 3) for the full grant period does the comparison begin to hold value.

#### Report Certification / Additional Comments

<b>Grantee Remarks:</b>	No additional comments needed
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<b>Name of Grantee Certifying Official:</b> Moody, Marla	<b>Telephone Number:</b>	<b>Email:</b> moodym@otc.edu
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This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0464. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number. Public reporting burden for this collection of information is estimated to average 16 hours per quarterly report per grantee, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. Respondent's obligation to reply is required to maintain benefits. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden estimate or any other aspect of this collection, including suggestions for reducing this burden, to the U. S. Department of Labor, Employment and Training Administration, Youth Office, Room N4459, 200 Constitution Avenue, NW, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0464).

**Table 23: MoHealthWINS Year 4 Annual Performance Report Table One and Tables Two  
TO BE INSERTED AFTER DOL UPDATES SYSTEM FOR ADDITIONAL OUTCOME  
MEASURES.**