Implementation Study Report

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Team

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Purpose of the Study

• To what degree have the 16 sites awarded a 2011 Adult Career Pathway grant implemented the components of the pathway model?

• In what ways has the implementation of these components varied among the sites? How is the variation related to the local needs? How has the variation further defined the model?

• How do participants feel they are experiencing the components of the pathway?

• What indications are there that the Adult Career Pathway program is having any effect on changing policies or procedures of the larger partner institutions?
# Included Pathways

<table>
<thead>
<tr>
<th>Pathway Name</th>
<th>Month of Visit</th>
<th>Abbreviation for report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex Manufacturing CEP</td>
<td>May 2013</td>
<td>Alex Manufacturing</td>
</tr>
<tr>
<td>Healthcare/Nursing Pathway Anoka</td>
<td>November 2012</td>
<td>Anoka HC</td>
</tr>
<tr>
<td>Office Assistants NEMOJT</td>
<td>March 2013</td>
<td>Cloquet Office</td>
</tr>
<tr>
<td>Health Care Careers Duluth</td>
<td>March 2013</td>
<td>Duluth HC</td>
</tr>
<tr>
<td>St Paul EMS Ramsey Co</td>
<td>November 2012</td>
<td>EMS Academy</td>
</tr>
<tr>
<td>SCC Healthcare WDI</td>
<td>February 2013</td>
<td>Faribault HC</td>
</tr>
<tr>
<td>Healthcare CEP</td>
<td>March 2013</td>
<td>Fergus Falls A&amp;P</td>
</tr>
<tr>
<td>Health Informatics Pathway CMJTS</td>
<td>February 2013</td>
<td>Hutchinson HIP</td>
</tr>
<tr>
<td>SC Health Care Career SCWFC</td>
<td>February 2013</td>
<td>Mankato HC</td>
</tr>
<tr>
<td>Pharm Tech Futures Mpls</td>
<td>December 2012</td>
<td>Minneapolis Pharm Tech</td>
</tr>
<tr>
<td>Rochester Mayo CNA WDI</td>
<td>December 2012</td>
<td>Rochester Mayo CNA</td>
</tr>
<tr>
<td>Early Childhood Ed. WDI</td>
<td>December 2012</td>
<td>Rochester ECE</td>
</tr>
<tr>
<td>Universal Health Care SWMNPIIC</td>
<td>November 2012</td>
<td>Southwest UHC</td>
</tr>
<tr>
<td>Medical Careers Ramsey Co - Roseville</td>
<td>May 2013</td>
<td>St Paul A&amp;P</td>
</tr>
<tr>
<td>St Paul Medical Careers Ramsey Co</td>
<td>May 2013</td>
<td>St Paul Medical Office</td>
</tr>
<tr>
<td>Enhanced HealthCare Henn-Car</td>
<td>November 2012</td>
<td>West Metro HC</td>
</tr>
</tbody>
</table>
Introduction

• 95% done sifting through data and information

• Implementation Study
  – What that means, work yet to come on outcomes
  – How study done: researchers from 5 agencies; data plus in-person interviews with major roles at each pathway
  – Evaluating the effectiveness of these new pathways is very important
    • Can’t do this without data – in particular, accurate data

• Interested in your reactions and feedback
  – How many of you have been involved in a FastTRAC pathway?
Bridge Class

- Participant eligibility
  - TABE/CASAS, 6th to 8th grade reading level
  - Sometimes math or listening scores
  - Other (NCRC, interest, income)

Educational Functioning Level at program entry,
PY 2011-2012 (Source: ABE)

| ABE                        | Low Adult Secondary Education | 144 | Low Intermediate Basic Education | 147 | High Intermediate Basic Education | 204 | High Adult Secondary Education | 146 |
|-----------------------------|-------------------------------|-----|---------------------------------|------|-----------------------------------|------|---------------------------------|------
| ESL                        | Advanced ESL                  | 33  | High Intermediate ESL           | 31   | Low Intermediate ESL              | 11   | High Beginning ESL              | 2    |
|                             | Beginning ABE Literacy        | 10  |

*Source: ABE*
Bridge Class

• Type
  – Managed Enrollment (15)
  – Individualized instruction at CBO (1)
Bridge Class

• Content
  – Study and academic skills to prepare for college
  – Contextualized (13)
  – Career exploration, job search skills (9)

Recommendations:
  Include career exploration.
  If not in-house expertise, consider using WFC expertise.
Bridge Class

• Creating
  – Created from other classes, books, textbooks
  – Only a few talked directly with employers/industry people
  – Willing to share
Bridge Class

• Location
  – ABE site – students, convenience (7)
  – Campus – familiarity, co-located (5)
  – CBO site (3)
  – WorkForce Center (1)

Recommendations:

Consider value of holding on campus.
Bridge Class

• ABE change as result of FastTRAC
  – Focus on post-GED
  – Impact on teachers and participants
  – Interaction with partners
  – No change
## Integration

### Four models of college course instruction

<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1: Non-Integrated</td>
<td>Course was part of the pathway but the ABE instructor was not involved in any way with the class.</td>
<td>CNA capstone, Rochester Mayo CNA</td>
</tr>
<tr>
<td>Model 2: Supplemental Sessions</td>
<td>ABE instructor was not in class but offered supplemental sessions, often right before or after class, that coordinated with the class content.</td>
<td>Health Information Foundations, St Paul Med Office</td>
</tr>
</tbody>
</table>
| Model 3: ABE Assistance       | ABE Assistance. The ABE instructor was in the class, and may have assisted with group work but did not present material to the whole class.                                                                 | 3a. Customer Service, Cloquet Office  
3b. A&P, Fergus Falls                                                                   |
| Model 4: Two presenters       | ABE and MnSCU instructors both presented material to the whole class, with the ABE instructor generally providing learning techniques and reviews. In a limited number of cases, the ABE instructor presented content. | 4a. Basic Nursing, Mankato HC  
4b. A&P, St Paul A&P                                                                      |
Integration

• Which classes to offer
  – Major employer wanted a particular skill
  – Gateway courses
  – Gate-keepers

• Which classes to integrate
  – All courses vs. most challenging
  – Intentionally not integrating

Recommendations:
Make intentional decisions about which method of integration to use.
Some classes might work as Model 2 (supplemental sessions).
Ideal that all, or nearly all, courses count toward the same credential.
Integration

• **Relationships between instructors**
  – Successful partnerships in teaching require willing partners AND sufficient time to develop

**Recommendation:**

Allow instructors sufficient time to work together before and during the course.
Navigator

• Roles
  – Enrollment and orientation
  – Support services referrals
  – College connections (IDs, registration, holds)
  – Career exploration and job search
Navigator

- **Staff**
  - From WFC and/or CBO
  - One person
  - One person plus other FT staff
  - Two or more people (4)
  - Crucial: could identify someone

**Recommendation:**

Be open to different models, but all participants should have access to someone who is available and willing to help.
Navigator

• Interactions with students
  – Recruitment and intake
  – Classes
  – Degree of involvement

**Recommendation:**
Consider value of weaning students off of navigator services.
Navigator

- **Interactions with instructors**
  - More with ABE than MnSCU instructors
  - Issues: student attendance, personal problems
Credentials

• 6 pathways don’t offer any credential as part of the pathway.
  – Do you think offering a credential is an important part of FastTRAC?

• Seven of the 10 pathways that do offer a credential offer CNA.
  – Does this credential match the population?
  – More research needed to view longer term benefits of this credential.
Sustainability

- 5 of 16 pathways had seriously thought about sustainability.
  - By sustainability, we mean on-going funding outside of FastTRAC

- **Factors affecting financial sustainability:**
  - FastTRAC grant paid tuition (all in 6 programs; some in 5 programs)
  - Participants not declared as degree-seeking in 7 programs
  - Blended classes (both FT and non-FT students in class) in 10 programs

**Recommendations:**

Think about sustainability.

Talk frankly about how each partner can support FastTRAC.

Learn about each other’s resources (e.g., contact hours, financial aid).
Additional Challenges

• **Time**
  
  – Time translates into additional, not always reimbursed, costs, or decreased program quality
  
  – Strengthening of relationships (linking institutions) can affect referrals and other grant opportunities

**Recommendation:**

Recognize and build in time to build relationships, coordinate program, develop integrated courses, participate in professional development.
Additional Challenges

- Institutional policies and procedures
  - Different institutional calendars
  - Unions or union rules
  - Sites found workarounds on bigger policy issues.

**Recommendations:**

Short time interval between Bridge and Integrated.
Systems at the top need to be more involved to provide support and address policy issues.
Additional Challenges

• Non-ABE Data Issues
  – Double-entry for CBOs into their database and into WF1
  – Clearer definitions in WF1 of program entry and exit needed
  – No one designated to enter data in MnSCU institutions
  – Reluctance / inability to share data among the systems

• ABE Data Issues
  – Confusion in labeling ABE courses as FastTRAC when funded by additional sources
  – Enter Bridge class separately so can track effectiveness
  – Open new class each time a class is offered
  – Track supplemental sessions separately
Thanks!

- Report and site summaries will be available here:
  - [http://www.mnfasttrac.org/](http://www.mnfasttrac.org/)
  - [http://www.asa.mnscu.edu/researchandplanning/fasttrac.html](http://www.asa.mnscu.edu/researchandplanning/fasttrac.html)