



# Implementation Study Report

Presented to ABE Summer Institute

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# Team

MINNESOTA  
**fastTRAC**  
TRAINING, RESOURCES AND CREDENTIALING | ADULT CAREER PATHWAYS



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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

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

- **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?

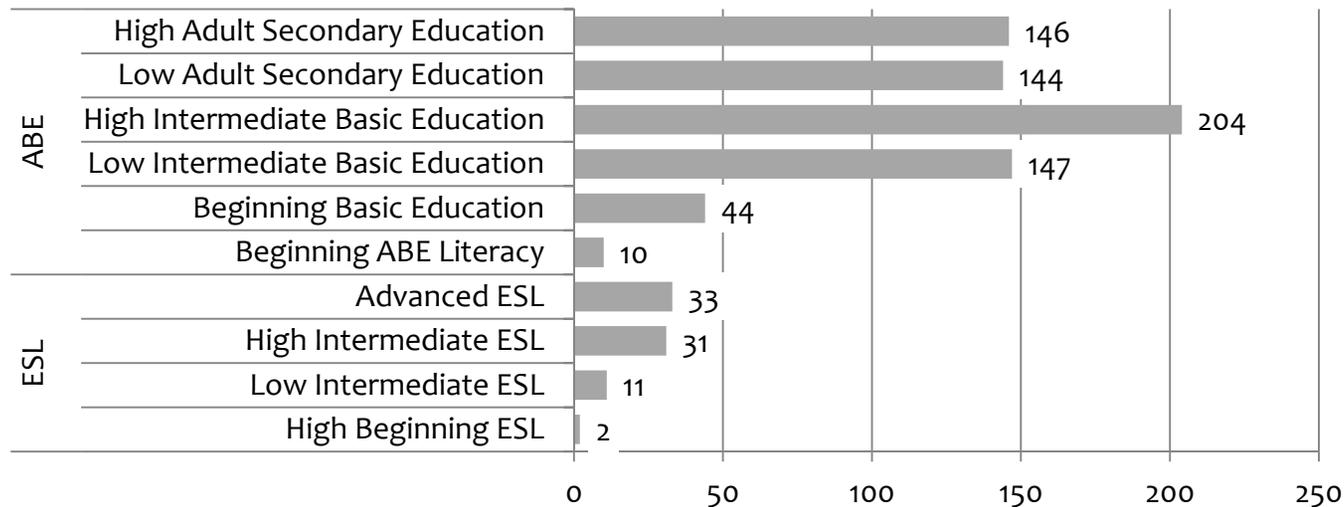


# Bridge Class

- **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)



# Bridge Class



- **Type**
  - Managed Enrollment (15)
  - Individualized instruction at CBO (1)





- **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.





- **ABE change as result of FastTRAC**
  - Focus on post-GED
  - Impact on teachers and participants
  - Interaction with partners
  - No change



- **Four models of college course instruction**

Model	Description	Example
Model 1: Non-Integrated	Course was part of the pathway but the ABE instructor was not involved in any way with the class.	CNA capstone, Rochester Mayo CNA
Model 2: Supplemental Sessions	ABE instructor was not in class but offered supplemental sessions, often right before or after class, that coordinated with the class content.	Health Information Foundations, St Paul Med Office
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



- **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.





- **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.





- **Roles**

- Enrollment and orientation
- Support services referrals
- College connections (IDs, registration, holds)
- Career exploration and job search



- **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.





- **Interactions with students**
  - Recruitment and intake
  - Classes
  - Degree of involvement

## ***Recommendation:***

Consider value of weaning students off of navigator services.





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



- **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.



- **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.



- **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.



- **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!

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- **Report and site summaries will be available here:**
  - <http://www.mnfasttrac.org/>
  - <http://www.asa.mnscu.edu/researchandplanning/fasttrac.html>

