Lessons from TAACCCT
Round One Consortia:
The Community College
Transformative Change Initiative (TCI)
MoHealthWINs is a statewide consortium that includes all 12 Missouri community colleges and Linn State Technical College. The Consortium is focused on improving and expanding health care education opportunities throughout the state. It contains schools in urban, suburban, and rural locations, as well as populous, multi-campus, and single-location schools. The Consortium is currently serving more than 1,200 participants; 40% of this group is attending college for the first time and 80% were either unemployed or under-employed when they started the MoHealthWINs program.

MoHealthWINs aims to transform the delivery of academic programs within the state. Missouri's governor called for the state's colleges to build a consortium that would be the colleges' first collaborative effort at building programs and designing innovative systems to benefit students at a state-wide level. Missouri colleges, led by Ozarks Technical Community College, have banded together to increase the training and employment of Missouri's citizens in four health services/sciences occupations: health informatics, therapeutic services, diagnostic services, and support services. Consortium colleges are collaborating on program design; developing new courses and redesigning existing ones; eliminating redundancies in program offerings; and developing and assessing innovative practices to attract students to new programs and support their successful completion. Colleges work together and share success stories, best practices, and lessons learned.

MoHealthWINs identified twelve occupational areas within the health science career cluster, including short (less than one year) certificates and two-year degree programs. Some of the programs include: health information technologist, certified nursing aide, pharmacy technician, phlebotomist, hearing instrument technician, and maintenance technician, along with nursing (associate degree). The project work plan includes 15 objectives that directly support the introduction of varied health science certificates and degree programs, along with the enhancement of several existing certificate programs.

The activities instituted to address the four strategies in the Round One SGA include:

- Develop diagnostic assessments, remediation, and career counseling services;
- Introduce contextualized academics within technical skills framework and foundational courses;
- Offer non-semester-based scheduling along with modularized, accelerated, and/or self-paced courses;
- Develop online or hybrid courses and programs;
- Enhance training with online simulation offerings;
- Provide tutorial support and supplemental instruction as needed;
- Provide intrusive student support including tutors, retention counseling, internship and practicum experience (learn/earn opportunities);
- Develop standard practices to award credit for prior learning and/or non-credit training;
- Develop industry-driven credentials, certificates, and degrees; and
- Structure Programs of Study into stackable credential career pathways.
The Consortium has experienced growth and expansion in the networks and affiliations as it has implemented grant activities. Moreover, it recognizes that continued progress requires the involvement of executive leadership and staff at each college. Chief financial and academic officers as well as faculty, student services staff, peer tutors, advising teams, developmental education, and financial aid staff are necessary to sustain MoHealthWINs innovations. The Consortium and its members will continue to engage with state entities, such as the Division of Workforce Development (DWD), the Missouri Department of Higher Education (MDHE), and Department of Labor and Industrial Relations (DOUR). Employers are crucial partners to advise on the skills and credentials of candidates completing the Programs of Study. Workforce Investment Boards (WIBs) are a critical link between the colleges and employers that provide current information regarding training and credential needs while programs are being developed. Accrediting bodies, such as the MDHE and the DWD (WIA approval) are involved to ensure a timely approval process on new training and curricula.

Advisory councils and stakeholders regularly provide feedback to ensure that little time is wasted on unproductive and unhelpful tactics and time is maximized on tactics that can produce clear benefits and progress.

To date, the Consortium colleges have utilized TAACCCT to institute non-semester-based scheduling; chunked, stacked, and latticed credentials; revamped developmental education; included digital literacy; contextualized academics; expanded online and hybrid learning; added career blueprinting; and instituted intrusive student support services.

Evaluation results reveal progress with the TAA-targeted population. Current enrollment stands at more than 1,200 students, and by the end of 2013 participant enrollment is anticipated to surpass 2,000. MoHealthWINs leadership reports that program acceleration and program structure based upon industry-recognized stackable credentials, when combined with contextualized development education and intrusive student support systems, continue to produce positive results.

According to the Consortium, by August 2013, the colleges will have close to 400 program completers, and nearly 1,000 with at least one industry-recognized credential. The current ratio of credit hours completed to credit hours attempted stands at 86%, and the term-to-term retention rate is 90%. MoHealthWINs leadership is very encouraged with these interim outcomes.

Although each co-grantee college is exploring a number of innovative approaches to serving the target population, an integrated approach of the following innovations form the basis for Missouri’s transformative change process:

- Contextualized Developmental Education;
- Credit for Prior Learning and Work Experience;
- Intrusive Support Services & Intervention;
- Non-Credit to Credit Bridge Programs;
- Program Acceleration and Course Modularization; and
- Technology-Enhanced Online Access and Learning.

Of the innovations listed above, MoHealthWINs cited the combination of Intrusive Support Services and Contextualized Learning.

MoHealthWINs’s “mind map” from the June 2013 Scaling Forum.
Developmental Education as the linchpin innovation for this integrated approach. Intrusive Support Services have been designed specifically for adults and the needs of the TAA-targeted population. These supportive services provide academic assessment services and career pathway counseling beyond what a traditional community college student might receive. In addition, the services are designed to aggressively provide support and advice during the initial stages of enrollment. Such services are designed to increase student confidence, as well as provide a clear pathway to completion. As students move through their Program of Study, the intrusive student support services continue to assist with academic issues and challenges, but they begin to shift their focus to program completion, career blueprinting, and employment. This model allows not only highly intrusive support, but also evolves to customize the types of support needed at different times in the program.

Recognizing the unique needs of unemployed and underemployed adult learners in these programs, the program staff, faculty, and administrators have focused on moving the population to college-ready and removing the barriers to completion and employment.

Scaling Plan

As part of their commitment to sustain and share the success of their grant activities, the grant leads at each college convened to discuss the TAACCCT grant activities and identify a scaling plan. Developmental Education and Navigation were combined into one innovation because the two together produce the most important result: completion. While most of the institutions have piloted developmental education and navigation within their MoHealthWINs grant programs, the scaling project provides a blueprint to allow all Missouri public two-year institution students increased access to these varied innovative services, delivery models, and curriculum enhancements.

The Consortium has given highest priority to implementing a statewide accelerated, modularized, competency-based model for quickly moving adult learners successfully through career pathway-integrated programs. The model includes the following: college portal programs, adult learning academies, adult developmental education assistance, intrusive student support services, career coaching, college navigators, assessment testing services, and career blueprints.

While some Consortium colleges will scale institution wide (to all departments) others will implement changes in organizations beyond the institution, including feeder schools, university partners, and key stakeholders. The Consortium disseminates information on the TAACCCT grant and Consortium scaling activities at monthly scaling team meetings, the MCCA Annual Convention, semi-annual regional training summits, Consortium colleges’ in-service professional development days, advisory meetings, TAACCCT Consortium meetings, and video conferencing. Information is provided to new partner organizations, such as healthcare organizations and the public workforce system; and through the use of a central repository of scaling initiatives via Basecamp subscriptions.

The Consortium’s current evaluation plan calls for the continued tracking of performance outcomes associated with retention, persistence, completion, and employment. Given the current performance data, MoHealthWINs leadership believes that scaling of contextualized developmental education coupled with intrusive student support systems and navigation can result in a widespread increase in retention and completion outcomes. MoHealthWINs intends to create a model that will be applicable and scalable to other subject areas.

"Missouri is scaling the on-ramp, what we call ‘the portal,’ -- that foundational piece that’s going to take the population that we know we need to help, get to a place that they are college ready."

Dianne Lee
Professor and Academic Lead, MoHealthWINs

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The Consortium in this report is a recipient of Round One of the Department of Labor’s Trade Adjustment Assistance and Community College Career Training grant. It was selected to participate in the Community College Transformative Change Initiative in September 2012.

To view the other CCTCI consortia profiles, please visit occrl.illinois.edu.

Special thanks to the leaders of the eight Round One TAACCCT consortia and to Debra Bragg, Catherine Kirby, Shelley Mix, Deborah Richie, and Allison Witt of OCCRL for their valuable contributions to preparing these profiles.

The Office of Community College Research and Leadership and The Collaboratory wish to express their thanks for the generous funding of the Community College Transformative Change Initiative by the Bill & Melinda Gates Foundation, Lumina Foundation for Education, and the Joyce Foundation.