

Defining Student Success in WIOA

Anson Green

Slide 1

Good afternoon everyone. I'm Anson Green state director of adult education and literacy at the Texas Workforce Commission. I want to welcome everyone to our latest update webinar, Defining Student Success in the Workforce Innovation and Opportunity Act.

This is the seventh in our series.

This webinar presents examples from four Adult Education and Literacy providers who are leading in the introduction in the implementation of Integrated Education and Training.

We will be recording this webinar and it will be available, with the other webinars in this series, on the Texas Center for Adult Learning and Literacy website.

I want to welcome Janet Phelps, McLennan Community College; Danielle Grundy and Brenda Schofield Region 5 ESC; Tamara Clunis and Michelle Lamons Amarillo College and Tiffany Johnson, Victoria College

I want to thank you all in advance for your efforts and leadership in this area!.

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I will begin with a review of some of the key elements that programs must keep in mind related to implementing Integrated Education and Training.

Ann Savino will be moderating the questions in the chat box and we will address those as we can during the webinar. We will also release a follow on survey for you to submit questions per each of the grantees.

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After a brief review of the webinar we will begin with presenting an overview of why the Integrated Education and Training model is important as a workforce development solution for under-skilled students and what the key elements of the model are. Then will move into a discussion from our four featured institutions today.

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We are all aware that through the research conducted in the I-BEST program in Washington state in the early 2000's that showed the evidence that skill training and typically one year of training with a credential is considered the "tipping point" realizing substantially higher wages for customers.

Traditionally our Adult Education and Literacy and community college have delivered ESL, Adult Basic Education and GED services and our development education services but through longitudinal research

those services alone show shown to not don't have very meaningful direct impact related to wage lift alone. It's the addition of skills training that we must build within our model as a solution towards deliberately meeting the enrollment goals employment goals of students

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The integrated education training model is a model we are familiar with them Texas through accelerate Texas and I best programs.

Within our grantees we find a great proliferation of this model occurring across the state.

Essentially this program model pairs a basic skills or Adult Education literacy instruction with Workforce training instructors. These teams collaborate and align classes so that students learn the basic skills directly need for the success in the technical training.

These models either happen through co-teaching models or through aligned breakout or separate basic skills classes. Workforce Preparation Activities are included to further support student success.

We have examples of these models occurring all across the state through community colleges educational service Center's school districts and community-based organizations and I applaud those efforts I want to now turn our attention to hearing where the rubber meets the road and hearing from our leaders on this webinar that are implementing integrated education training in Texas. Will open with the clinic committee college and miss Janet Phelps

McLennan Community College

Janet Phelps, speaking

Good afternoon. Thanks so much for listening in today. Next, I'm lucky to be the first presenter and to get to talk about our Career Pathways at McLennan Community College.

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My name is Janet Phelps and I am the Transition Specialist for Adult Education & Literacy for the Heart of Texas.

We are at a mid-size college located in Waco, but our service area extends across six counties and three community college service areas.

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Our Career Pathways program is relatively new. We began planning for our first class about a year ago, so we're still in the infancy in terms of Career Pathways. We are not an Accelerate Texas college

currently so these programs have been built with existing AEL funding. My hope for this presentation is that it will provide some insight for those who are in a similar situation seeking to build Career Pathways with limited staff and without outside funding.

As you can see, we're offering two versions of a Certified Nurse Aide class at two colleges, and we're planning for two credit-bearing Career Pathways—both of which are starting very soon. I'm just going to talk about two of these today.

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First, our Certified Advanced Nurse Aide Career Pathway.

Students who go through this course receive preparation for the state licensing exam and an acute care training class that includes clinical rotations at our local hospitals.

We seek a mix of students who have a high school diploma or GED already and those that don't because of our relationships with employers. The two hospitals in our region only hire students who have a HSE, so we're able to provide eligible employees to them through this training while giving our students working on their GED an extra incentive to complete their tests.

For this course we partner with a several community groups and departments at our college.

The training is provided through our Continuing Education department, which has created separate classes for each of our cohorts.

Just a note for other college like us, that even though our CE department is in the same college and the same building as us, that partnership is not simple or easy, even with two willing partners with goals that naturally align.

Providence Healthcare Network provides the clinical site for students and often hires students right out of the class.

So far, we've been able to offer this course for free to our students thanks to our partners. MCC's Financial Aid department has provided TPEG funds and our local Workforce Board provided a one-time state funding grant to students.

We rely on our partners to provide the supportive services we can't. Communities in Schools, which has a TWC contract to serve OSY in our area, can provide childcare help, case management and pay for supplies for eligible students.

Heart of Texas Goodwill Industries has been a great partner for us, too, providing a lot of our workforce preparation and job search help.

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I thought it would be helpful to go into a little bit of the structure of this class before I talk about the success we've seen and how we're measuring that.

First, students without a GED or HSE or who are basic skills deficient – the course has a minimum TABE/BEST score requirement – complete a 3-week contextualized GED course. We created this for a couple of reasons: First, the CNA class is short and does not give those students much time to work on their GED if they're not already in our program and it serves as a practice round for students who need help building their persistence before the class.

All students must complete a 1-week Workforce Preparation course which includes resume-writing and interview skills practice provided by our partners. Students learn about professionalism, look for and apply for jobs, explore their career and college options, meet with Allied Health advisors, and hear from former students.

Once the training starts, the class is very intense—40 hours/week, which is what our training provider prefers. The good side of this is that it's over quick—even with the extra certificate. They're done in 5 weeks. In the class, the CE teacher is with students in classroom and clinical time for 30 hours a week. The AEL teacher works with the CE teacher in the classroom for 5 hours a week, and then she works on contextualized skills with the students for another 5 hours a week alone.

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As I said, we're pretty new at this. We're currently working on our third cohort. As you can see on this chart, 100 percent of our first group of students finished the basic class. However, we made the advanced class optional for that group and saw poor results in terms of enrollment, completion and job preparation.

So, in our next cohort, we put it all together and made it a requirement—which upped our costs for training, but also helped us in our relationship with employers. In the fall with that change and a couple of others, we saw 100 percent completion with our students. This Spring you can see we have thirteen students who have completed their basic and are now working on their advanced certification course.

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One of the ways we measure success is by looking at the employment outcomes for students. I just wanted to give you a snapshot here of what these students were doing in the third month after their exit from the program.

These charts only show the students who we were able to contact. I excluded those who we couldn't contact, which explains the lower numbers here.

So, in the fall class, 7 of 9 students were employed full-time at the end of the first quarter. One was employed part-time, and only one student was still looking for work. We're a small program, so I know that student actually had an unexpected pregnancy.

In the Fall, remember we made some changes, and we saw 11 out of 13 students employed full-time and one part-time at the end of that first three months. In this case, one student chose not to look for work, again because of pregnancy.

Notably, among all these students, 1 from the first cohort is currently working full-time at the hospital. Six from the second cohort are employed at the hospital where they did their clinical rotation, which is significant because those employers will provide tuition reimbursement for those student who choose to go on to college.

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Next, I wanted to tell you a little about the IET program which starts for us next week. This is an Ability-to-Benefit eligible Career Pathway at our college which will provide students with a Level 1 Certificate to be Computer Support Specialists. This 18-hour certificate will then transfer at our college into five other programs with one and two year degrees. These degrees—the certificate and four others—align with our local In-Demand Occupations list.

So, to build an ATB program where students without a GED can take credit-bearing classes, we've worked closely with our financial aid department as well as our training provider on campus and other departments for other needs.

Again, we're partnering with Communities in Schools—this time to also provide paid work experience for these students.

Employers on our college department's advisory council are providing work experience and job preparation help.

And, then we're doing this in participation with Victoria College, who received a grant to mentor us in this project and is paying for the training costs associated with this program for 15 students.

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So, we're starting this with a bridge class specifically for these students who are going to work during that class on preparation for the college environment and they're also going to work on an ACT Career Readiness Certificate. That's because we're serving as a pilot program for a local organization, Prosper Waco, that is seeking to establish a certificate in our area that will help student with low-skills find jobs.

In the summer and fall, student will complete their course and attend contextualized AEL classes concurrently, And there's more about that on the next slide.

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I wanted to give you a breakdown since these tend to be the nitty gritty issue for people building these programs. IN the summer, we're frontloading students GED preparation and contextualized skills work by having them take one 3-hr credit class in each 5 week rotation along with a heavier load of AEL. Then, in the fall, we'll scale back our AEL work and have students take two courses in each 8 week portion of the fall semester.

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I know we're far from the only program doing this work, so I thought it would be good to share some of what I suspect are common challenges. We're constantly struggling to find part-time instructors who are well-prepared and flexible to teach contextualized courses and work well with our training staff.

And, then, as I mentioned, without a funding stream to pay for workforce training, it's always up-in-the-air with each cohort whether we'll be able to fund another one! Identifying funding for these students is always a challenge. That's also true about our Supportive services since we're not able to fund those through our AEL grant, but those are serious barriers to student enrollment, completion, and job attainment.

As an AEL-funded program, we also struggle to get student's buy-in on our AEL testing materials when they're very focused on their workforce certificate and the skills they need for that.

And, then, of course, because we don't track a lot of this information in teams, data tracking can be complex.

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So, some things that we learned:

First, we have to communicate constantly, consistently and to the point of being annoying with our training providers and partners. We learned we need to put everything in writing, even when it's something that seems obvious or isn't yet a finalized process.

We also have learned we need to set expectations for our students up front. We now put everything in writing in terms of what we expect from the students, and also what they can expect to get from these courses.

Instructors in these classes need a lot of extra support. They need to be empowered to work closely with the training director and have extra time for planning and curriculum building.

Finally, we've tried to compensate for our inability to pay for supportive services by providing an extra level of care to our students. That means that, because I also function as our programs' career navigator, a lot of these students have my cell phone number, and I work with them closely to help them troubleshoot problems. This is time-intensive, but necessary to help students complete courses.

As part of that, we try to screen for grit as much as possible before students enter the program.

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I want to end with a success story from one of our students. This is a picture of Liz who came back to AEL to show us her New Hire Packet after she got a job at the hospital where she did her clinical. Liz completed her GED through our program and then completed the CNA-ANA class. She leveraged her new job at Baylor Scott & White to take our standalone FastTrack to College transition class, and is now about to finish her first semester at MCC working on her prerequisite for nursing school. Her employers is paying for her to go to school.

When I asked Liz if I could share her story, she wrote me a text and said she could never repay AEL or the funders of that class. "Please share it, and tell them I say 'thanks.'" Students like Liz are the reason that all of us are doing this, and when all this work really pays off.

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So, thanks so much for your attention today, and please don't hesitate to contact me if you have any questions or comments.

Thank you.

Region 5 Education Service Center

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Good afternoon, my name is Tiffany Johnson and I am the Director of Adult Education for Victoria College. I have 18 years adult education experience and have been working with the IET, I-best like model for four years. We have named our transitions program SAIL, which stands for Students Accelerating through Integrated Learning. Our program works by integrating adult education, local WIA funds, local endowments, and an Accelerate Texas grant provided by the Higher Education Coordinating Board.

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Our initial pathways and programs have been adapted to our high demand occupations based on the workforce board area needs. Our area, four years ago was dominated by the oil and gas industry so our initial pathways targeted non-credit welding, truck driving, and certified nurse aide. With a very low unemployment rate, our pathways needed to be quickly completed and students were hired very quickly. After the initial two years, we also added non-credit electrical. In the past year, with the oil and gas industry opportunities decreasing, we have adjusted our pathways to offer Industrial Maintenance mechanic and credit welding. These two areas are credit paths leading to a Level 1 certificate and we

are following guidelines to ensure students are meeting the ATB qualifications. The Nurse Aide pathway is also a direct route into our Licensed Vocational Nursing program.

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In keeping with our Victoria College "Pirate" theme, we have named our on-ramp, transitional course --- Launch. This course assists students in finalizing their interest in a designated career and ensure their commitment to the program. This course allows the adult education students to prepare for the rigor but also complete those necessary college and workforce tasks that are often confusing for students. With the adult education instructor to assist, students are able to navigate the financial aid system, college entrance, and any pre-requisites including immunizations, supplies, and textbooks. Only students who successfully complete the Launch course are eligible for funding in one of our SAIL pathway courses. Funds are provided for full tuition in either the Nurse Aide course or the initial 6 credit hours for their college courses. The two courses offered for IMM and Welding include the EDUC (Learning Frameworks course) and the Machine Shop Math. By offering the same courses, students are grouped in a cohort for peer support and it allows our adult education courses to be larger and maximize our resources.

In addition to adult education support courses paired with training classes, they are required to complete designated online modules. This increases student instructional hours and continues to build their persistence to the program.

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Since 2013, the initial project has made quite an impact on our small workforce area. It is critical to review annually and engage our Workforce partners to forecast programs that will offer the most sustainable employment. With our changing workforce, it was very relevant for us to produce graduates who could find work in areas that will support their financial needs. The most impact has actually been a result in our college transition. Prior to 2013, our tracking of adult education students enrolling in higher education was lacking. Although the number of students may be small compared to other areas, as you can see with our percentages, it is becoming evident with 5% of our students in only ¼ of our program year attending college, our program has become a viable recruitment pool and included in our college's strategic plan and has new partners taking an interest in the adult education option.

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This has been a quite an adventure over the last years to develop a program to expand and sustain. Partnerships have been critical and not only relying on old partnerships, but being able to re-visit what each agency can do for each other and new partnerships can be developed. It has also been very helpful with our program in order to recognize higher education and other partners are not familiar with grants and do not always recognize the urgency of grant deliverables nor the concept of capitalizing on the initiative our students. I like to use the analogy of having a fish on the line and needing to move quickly to respond in some way or risk losing the catch. However, working on that analogy, the most important thing to remember is despite all efforts and prescreening, there will be some lost despite every effort.

Be ready to accept the students you may not be able to help and learn from those cases to continue helping others.

Victoria College

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Thank you for allowing Amarillo College to share our journey with you. Dr. Tamara Clunis Dean of Academic Success, Jacqui Jones Project Director, and myself Michelle Lamons Director of Instruction will share with you today.

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Our Current Targeted Populations are Developmental Education students at our community college, HS or GED completers, HS dropout, ELA students, Workforce Referrals. We love our Dev Ed population because they have already made the commitment to attend our community college. Many of them are teetering on what is their potential next move or step. So we pounce on them like a starving lion, just kidding, but we are intrusive when recruiting them. Because the commitment has been made, we only have to perform fine tuning to keep them in school to become completers. ELA is another population we enjoy serving. Their commitment is solid, lovely population to work with. Workforce referrals and partnering has been exciting. The workforce has a liaison who works closely with AEL. Their liaison performs the same processes for students interested in enrolling into our program. We keep them informed about transition course and IET course dates. And of course our traditional HS dropouts

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Our Current IET courses that will lead to a certificate in the medical field are Certified Nursing Assistant, Phlebotomy, EKG technical, Medical Assistant, and Patient Care Tech. In the technical field we have Welding, Truck driving, and a special course Technical Core Math and Writing. One we are piloting this semester Hospitality and food management. Tech core and Hospitality are both special courses and I will explain why on the next few slides

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Technical Core Course caters to a variety of technical programs. We have partnered to with the college to assist students in Machine shop math and technical core writing. The first two classes for any student that will complete any of the listed programs on the screen. They take the Tech core math on M/W and the Tech core writing on T/Th. It is an eight week course and those

students branch off in to with Wind Energy, Welding, Diesel Mechanic, Aerospace Technology and other tech core level one certificate programs at Amarillo College.

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Amarillo, TX currently has massive growth within the Hospitality and Food management industry. Local partners have reached out to Amarillo College in hopes to have potential prospects trained and ready for employment in our Hotel industry. Listed on the screen are current projects in Amarillo, TX. The convention Embassy hotel will generate revenue and in return bring jobs for the food service and hospitality industry. Amarillo College wants to be the breeding grounds to produce quality and qualified staff to serve as hotel managers. Not the house keepers. The possibilities are amazing and we are exciting to be actively involved with our community partners.

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We believe inclusion of on ramping is key and the most important piece of setting students up for success in an IET course. We spend enormous amounts of time building our transition courses so once students begin their IET course they are set for success. Workforce, Digital literacy, College Ready

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Workforce integration is vital component in our on ramping. Career exploration is explored in depth. We believe students should come their consensus over what program they are interested in. We can give them all sorts of information, however, what an individual finds they own. We make them prove to us why they have chosen a career pathway. And of course resume writing.

Slide 45

Digital Literacy Integration- is a must have- All the way down to thumb drive usage- do not take for granted what you know, assume students know nothing. Digital lit should be fun and exciting! Most of our students really enjoy this part of the on ramping. If you have the ability to introduce students to your local college's online system, it's great to do so. Amarillo College utilizes Blackboard so we expose our students to every situation they will encounter during their IET course. Discussion board post, online test/quizzes, Emailing, due dates, deadlines, syllabus, and Uploading assignments.

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College Ready integration allows students to be prepared for IET level reading. Study skills, Test taking strategies, Note taking skills, Team building is huge and we explore this during pp presentations. Students are assigned in groups and collaborate when completing their PP.

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College Resource Integration is added icing on the cake. Use your current college resources provided- don't reinvent the wheel. We utilize many resources our community college offers- We let the experts come teach. Librarians teach students how to use our Amarillo College data base

for research and how to work cite information. Financial Aid Specialist- Come explain FASFA to our students. Advising Specialist assist students with continued pathways.

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We are partially integrated and our programs range from 6 to 32 week long. We truly believe supporting IET classes has been our best success- We have instructors attend class like a student and assist students as needed during class. Our Instructors have serviced as TA's in IET courses, they assist with grading and making assignments.

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We currently have served 164 students in the IET's listed below. CNA has had 97%, Tech math 64%, Tech core Writing- 86%, Truck driving- 93% success rate. Welding and Hospitality are currently in progress.

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If you see the line on this page seems all over the place and it signifies the journey to building IET courses have not been easy. But pay close attention to the arrows, they somehow connect and the circles begin to align as the line progresses. Which signifies over time alignment begins to take place. When we began to

Hire like minded individuals- Hiring

Strong transition- will implement a strong foundation for students moving into IET courses

Strong Partnerships- assist in building strong curriculum, strong Transition courses,

Starting small- allows for huge mishaps to seem minor while in the piloting phase- adjust accordingly & quickly

Be adaptable- it's okay to change if your dream isn't working

Strong student relationships- Listen to student concerns always evaluate your data