Quarterly Narrative Progress Report
Trade Adjustment Assistance Community College and Career Training
(TAACCCT) Grants

Project Name:
Missouri Healthcare Workforce Innovation Networks (MoHealthWINs)
Grant Number:
TC-22499-11-60-A-29
Award Year:
2011
Report Quarter Ending:
03/31/2015
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A. Quarterly Summary for Grant Activities

This quarter focused on final participant case management activities, job placements, follow up services, exit surveys, and some final certification exams. College leads have started to inventory and prepare grant deliverable packaging, training and uploading to OER/SkillsCommons repository and final reporting in support of the work plan milestones and deliverables as well as performance outcomes. Grant staff attended Transformative Change for TAACCCT grantees meetings in Baltimore for continued scaling and sustainability planning. Consortium grant leads and Executive Advisory Comm met this quarter with a focus on close out activities. Monthly grant updates provided to all Presidents/Chancellors, Chief Academic Officers, State WIB Directors, and other key employer partners. A final planning meeting held with the third party evaluator to establish final reporting dates. The final TPE evaluation report is underway and estimated to be completed next qrtr. All colleges reported summaries of their respective MoHealthWINs grant stories, here is a sample of the collection: CC-new location expanded their CNA and ADN program offerings opening the door for new student population and employer partnerships to host clinicals. Their grant-supported flipped classroom approach was well received and now sustainable in the new

location; JC-partnering with SCC college via a formal MOU to assist 4 SCC students into their RadTech Cert program and thru C4PL 15 students have been given the opportunity to receive 127 hours of college credit; LST/STCM-Intro to Maint. program at Columbia School district is now sustained; MACC-Med Lab Tech program went to synchronous format utilizing technology and is now sustained; NCMC-new grant Skills Enrichment Program was transformed fully online to better serve students living up to 100 or more miles away, the Pharm Tech program went from a 3 semester program to a 1 semester program and the development of an online/hybrid AD Nursing program; OTC-enhanced Hearing Science program was able to expand/hybrid format of courses with the mobile lab and partner w/ SCC across the state; SCC-revamped PCT program was so successful employer St Lukes Hospital is bringing the program in house; SFCC-new Sonography program and pilot Intrusive Student Support model both successful and sustained; STLCC-expanded and enhanced their capacity to serve the adult population with an Adult Learning Academy with accelerated and contextualized college preparation modules.

B. Status Update on Leveraged Resources

Provide an update on the organizations that contributed the resources:
Total amount is detailed within the Financial 9130. Consortium colleges/partners that contributed leveraged resources include MCCA, CC, ECC, JC, MAC, MACC, MCC, OTC, SCC, SFCC, and STLCC. Clincal sites (employers) and clinical instructors, as well as testing centers at various Vocational Career & Technical Centers and Missouri Career Centers, (One-Stop Centers) reported leveraged resources.

Provide an update on the ways in which the resources were used during the current quarter:
Mo Career Center Staff focused on employment placement for participants. Advisory Council meetings were held, college and partner facilities were used for labs and clinicals, and equipment, was donated. Some college personnel salaries were leveraged in preparing quarterly financial, reporting for the grant and college IT support staff in reporting student data records. Some college travel funds were leveraged to attend the OER training.

Comments:
Colleges continue to allocate budget resources to 1) close out grant activities; 2)upload grant products to SkillsCommon/OER; 3)perform strategy innovations; 4) scale programming based on employer needs; and 5) secure job placements for grant participants.

During this quarter, did you receive any additional leveraged resources beyond what is listed in your statement of work?
No

C. Status Update on Employer(s) Involvement

Discuss how the required employer(s) has been involved during the current phase of the project.
Colleges reported that employer partners were involved through clinicals, advisory boards, providing internships, interviews and hiring participants. Employers in this quarter are now working with the colleges to engage in sustainability plans for the high demand occupations such as CNA, PCT, and others. Some employers have continued their partnership in the non-grant support technical ed programs of study since they have found benefits for the students and their own companies' talent pipeline.

Outline specific roles and contributions of the employer(s) during this quarter.
CC reported their employer partnerships will be sustainable after the grant by continuing to provide clinical instructors and space as well as hire the students; JC reported post grant employer partners have committed to continue identify skills, competencies, and industry credentials, providing curricula input, provide adjunct instructors, job shadowing, and hiring students; and ECC reported the grant established a college-industry relationship that was not strongly enforced prior to the grant.

Identify any challenges encountered/resolved in the development and management of the employer involvement.
Some challenges reported by the colleges were management turnover at some of the employers; legal sign off between employers and colleges; availability of clinical sites aligned with the academic calendar offerings; employer liability concerns; due to industry or employer changes -

some limited hiring opportunities after employer commitment had been made. A final challenge worth noting was curriculum changes mandated through accrediting bodies to changes requested by employers.

Discuss new employers and commitments that may have been added to support the project.
The grant is in close out mode and no new employers were reported this quarter. Colleges are reporting their engagement with employers through sustainability planning for these grant born programs of study and partnerships.

Comments:
New hires, new hires and new hires! We love this part of the grant reporting period. Now that classes have concluded in Q13, many colleges reported several new hires by multiple employers.

Have you had any consultation or advisory meetings with business or employer partners during this quarter?
Yes

Were there any direct hires of program of study completers by employer partners during this quarter?
Yes

Were internships or other work-based learning opportunities posted during this quarter?
Yes

Did you acquire any additional employer partners during this quarter?
No

D. Timeline for Grant Activities and Deliverables

General Comments:
As we completed final enrollments with Round 1 MoHealthWINs TAACCCT grant on September 30th, 2014 the final programs of study launched was 51. We are now reporting several grant deliverables completed with noted milestones. All program of study offerings ended in the December 30, 2014 quarter. The remaining 6 months of the grant will focus on completing remaining strategies/deliverables and outcome measures. As noted in previous quarterly reports, the below pre-filled number of 15 was incorrectly entered and this online reporting system doesn't allow the grantee to amend. Same with the second question - cannot enter a number higher than 15?

How many programs are you planning to offer?
15

As of this quarter, how many programs have you launched to date?
15

Activity ID: 1

Status: Ongoing

Activity Type: Activity

Project Goal: Strategy 1.1

Narrative: Develop diagnostic assessments, remediation & career counseling srvices that support student success

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End:

Notes: 08/10/2012: During this quarter colleges participating in this strategy worked to identify assessment tools and remediation strategies, posted for and hired career counselors, and refined the process for student interaction with counseling and remediation.

11/12/2012: Eight colleges launched 12 programs of study where participants received initial WorkKeys/Compass assessments and KeyTrain remediation. Many colleges Retention Specialists/Career Counselors provided intensive career coaching and student support.

01/31/2013: Colleges enrolled students/adjusted/improved Portal programs. Portal structure is unique at each college to best serve students. Portal in place at each school except NCMC where it will accept students in Spring 2013

04/22/2013: Each college in strategy enrolled students in their portals. All students were assessed had remediation. Retention specialists worked on soft-skills, job-skills, portfolios, career counseling and navigating the college and financial aid systems.

08/06/2013: Colleges continued to enroll students in their portals. Retention specialists continued to work on soft-skills/job-skills/portfolios/career counseling and navigating the college and financial aid systems. SLCC completed/implemented career blueprint.

10/22/2013: Students continued to earn credentials, complete portals, enroll in POS. Colleges continued to work on soft-skills/job-skills/portfolios/career counseling and navigating the college and financial aid systems and assisting students secure employment.

02/04/2014: Students continued to earn credentials,complete portals, enroll/complete POS. Colleges continued innovative assessment/remediation/counseling services to improve retention/completion. Colleges explored scaling innovations beyond grant-funded POS.

05/05/2014: Colleges continued to refine their assessment/remediation/counseling services to improve retention/completion. Programs underwent subject matter expert review process.

07/28/2014: Students completed assessments, entered remediation and subsequent POS, benefitted from career counseling. Students earned credentials and college credit where appropriate. Some colleges hired employment navigators.Colleges reviewed SME reports.

10/29/2014: Students continued to: complete assessments; remediate; begin/progress through/complete POS; earn credentials/college credit; receive career counseling; and gain employment.

02/04/2015: Colleges exceeded goals for this strategy; adapted Portals to serve needs of target population; shared lessons learned with partner colleges; used Portals to pilot innovation; some colleges are sustaining portals/portal services beyond grant term.

05/13/2015: Portal services continue to be offered to students for job placement opportunities, job search assistance and job interviewing and resume writing. This activity will close out next quarter, the portal staff and program has been successful.

Activity ID: 2
Status: Complete
Activity Type: Activity
Project Goal: Strategy 1.2
Narrative: Introduce contextualized academics within technical skills framework
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: During this quarter colleges worked on plans to secure faculty input to successfully integrate contextualized coursework into CTE curriculum.
11/07/2012: Colleges hired dev ed faculty/staff who incorporated contextualized dev ed into programs of study. A few colleges are having difficulty finding qualified candidates for these positions.
01/31/2013: Participants completed course work with contextualized content in various programs at various colleges. Colleges continued to contextualize reading/math into technical courses.
04/22/2013: Colleges: offered contextualized technical courses; expanded contextualization by DevEd and technical faculty; adopted CareerReady101; provided remediation and supportive services needed to obtain required certifications.
08/06/2013: Colleges: expanded contextualized course work; implemented free, open source online software to remediate students as well as offered other remediation and supportive services needed to obtain required certifications.
10/23/2013: Colleges: enrolled students in contextualized courses; continued use of open-source online software to remediate students and offered other remediation and supportive services needed to obtain required certifications. Students earned certifications.
01/26/2014: Colleges continued/expanded courses leading to credentials and prepared students for programs including: soft-skills, technical courses with contextualized math/reading; Digital Literacy; self-paced remediation software; certification prep.
05/06/2014: Colleges continued to offer and expand the number of courses offering contextualized curriculum. Programs underwent subject matter expert review process.
08/01/2014: Colleges continued to provide contextualized training and participants continued to progress earning credentials, completing POS and gaining employment.
10/29/2014: Colleges continue to review/improve contextualization as participants progress through programs.
02/04/2015: Colleges introduced/incorporated contextualized courses into POS; served more than two times the goal; participants completed 74% of credit hours attempted. Contextualized courses allowed participants to enroll and complete accelerated programs.

Activity ID: 3
Status: Complete
Activity Type: Activity
Project Goal: Strategy 1.3
Narrative: Introduce flexible schedules and curricular structures: modularize, chunking, 4-, 8-,12-wk formats
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: During this quarter colleges mapped the pathway for each program of study and worked to accelerate programs while abiding by the rules of their accreditation standards.
11/07/2012: All colleges worked to accelerate programs of study and eight colleges began programs this quarter. Several of these programs were offered on non-traditional offerings.
01/31/2013: Colleges held appropriate courses in 8-10 wk. modules (significantly shorter than traditional method). Colleges held (or developed) Saturday/night courses; flexible scheduling for assessment; and various online, self-paced courses were available
04/24/2013: Students enrolled and progressed in accelerated/modularized courses and programs. Colleges continued to expand their offerings of such courses including condensed time frames, evening and weekend classes and assessments.
08/06/2013: Colleges continued to enroll and serve participants in accelerated/modularized courses and programs. Colleges continued to expand their offerings of such courses including condensed time frames, evening and weekend classes and assessments.
10/23/2013: Colleges continued enrolling/serving participants in accelerated/modularized courses and programs. Colleges continued to expand offerings based upon employer and student feedback. Students earned certifications.
02/04/2014: Students continued to progress/complete credentials/POS in accelerated/modularized courses/programs. Colleges continued to expand offerings in non-traditional schedules based upon employer and student feedback.
05/05/2014: Colleges continued to offer programs in accelerated/modularized format and to tweak programs and courses based upon employer/student feedback. Programs underwent subject matter expert review process.
07/28/2014: Students completed course modules, earned credentials and college credit, completed programs and entered employment. Colleges reviewed SME reports.
10/29/2014: Colleges continued to review/improve program and course schedule modifications/restructuring based upon student progression through programs.
02/04/2015: Colleges piloted several modifications to POS structure using student data/feedback to adapt to maximize results; served 180% of participant goal; doubled the goal for faculty trained; and Participants completed 78% of credit hours in these POS.

Activity ID: 4
Status: Complete

Activity Type: Activity
Project Goal: Strategy 2.1
Narrative: Contextualize academics into foundational courses or provide concurrent technical & academic courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges worked to develop curriculum and secure faculty input on curriculum and contextualizes academics in CTE courses.
11/07/2012: Colleges hired dev ed faculty/staff who incorporated contextualized dev ed into foundational courses and concurrent technical and academic courses. A few colleges are having difficulty finding qualified candidates for these positions.
01/31/2013: Participants completed course work with contextualized content in various programs at various colleges. Colleges continued to contextualize reading/math into technical courses.
04/20/2013: Colleges accelerated progress for low skilled participants in programs and beyond with contextualized courses; academic monitoring/remediation; JCC worked on a summer bootcamp for participants; SLCC implemented Adult Learning Academy.
08/06/2013: Colleges accelerated progress for low skilled participants in programs; JCC introduced boot camp for low-skilled participants; colleges identified the need for additional retention specialists and began hiring process.
10/23/2013: Colleges: enrolled students in contextualized courses; continued use of open-source online software to remediate students and offered other remediation and supportive services needed to obtain required certifications. Students earned certifications.
02/04/2014: Students continued to progress/complete contextualized coursework; colleges improved/expanded such courses and offered other remediation and supportive services needed to obtain required certifications.
05/05/2014: Colleges continued to offer and expanded the number of courses offering contextualized curriculum. Programs underwent subject matter expert review process.
07/28/2014: Students completed courses with contextualized curricula, earned credentials and college credit, completed programs and entered employment. Colleges reviewed SME reports.
10/29/2014: Colleges completed refining modules/lessons and course schedules in this quarter. Colleges introduced additional contextualization.
02/04/2015: Colleges achieved more than double each goal of this strategy. Contextualization accelerated time to completion by decreasing DevEd. Participants earned 73% of credit hours attempted. Over 100 faculty trained to design contextualized coursework.

Activity ID: 5
Status: Complete
Activity Type: Activity
Project Goal: Strategy 2.2
Narrative: Provide substantial tutorial support or supplemental instruction

Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges posted/hired/trained staff who will provide tutorial support and supplemental instruction.
11/08/2012: CC, ECC, MCC, SLCC, SCC: all participants received tutorial support and supplemental instruction.
01/31/2013: Colleges continued to hire/train staff; provide small group/1-on-1 tutoring; tailor tutoring location/ instruction to meet student needs. Some colleges required students meet with Retention Specialist to discuss performance/academic plan.
05/07/2013: Colleges accelerated progress for low skilled participants in programs & beyond with contextualized courses; academic monitoring/remediation; JCC worked on summer 2013 bootcamp; SLCC implemented Adult Learning Academy; and CC impl master level tutor.
08/06/2013: Colleges accelerated progress for low skilled participants in programs & beyond with contextualized courses; academic monitoring/remediation. Retention Specialists and academic tutors continued to work with participants to ensure retention.
10/23/2013: Colleges continued to provide tutorial support and supplemental instruction. Colleges added staff to improve academic success. Retention Specialists and academic tutors continued to work with participants to ensure retention.
02/04/2014: Colleges continued with tutorial support/supplemental instruction. Students progressed through programs and earned credentials/certifications.
05/05/2014: Colleges continued providing tutorial support/supplemental instruction. Programs underwent subject matter expert review process.
07/28/2014: Tutorial supports and supplemental instruction assisted students in: completing courses, earning college credit and credentials, passing examinations, completing clinicals and entering employment. Colleges reviewed SME reports.
10/29/2014: College refined students supports based upon lessons learned as students progressed through programs.
02/04/2015: Recognizing that the target population enrolled in accelerated/technical POS would require support, Colleges embraced supplemental instruction; staff trained 100 over goal; served more than double participant goal; students completed 73% credit hrs.

Activity ID: 6
Status: Ongoing
Activity Type: Activity
Project Goal: Strategy 2.3
Narrative: Intro intrusive student services: tutorial supports, retention counseling, intern & learn/earn opps
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011

Actual End:

Notes: 08/09/2012: Colleges posted/hired/trained staff who will provide tutorial support, retention counseling and coordinate internships.

11/08/2012: MAC, MCC, ECC, SCC, SLCC: all participants received tutorial support and counseling. Colleges employed various strategies to ensure all participants receive intensive services. Colleges developed/identified internships, learn and earn opportunities.

02/04/2013: Colleges required professional practical experiences as applicable; continued to meet with potential clinical/PPE sites; participants engaged in clinical rotations; colleges hired/trained staff to assist in career pathways; Advisor workgroup created

04/22/2013: Consortium began retention specialist work group (on-line/in-person/teleconference). RTs: recruited; coordinated with instructors on retention; assisted with: financial aid/FAFSA, college application, job data, internships, career coaching, testing.

08/08/2013: Retention Specialists work group continued to share best practices and academic tutors continued to work with participants to ensure retention. Outreached to State Agency staff to resolve UI issues that prevented unemployed participants enrolling.

10/23/2013: Colleges saw the benefit of intrusive student support and sought ways to sustain this strategy beyond the grant. Retention Specialists continued to share best practices and academic tutors continued to work with participants to ensure retention.

01/26/2014: Consortium retention/recruitment team actively supported students as they progress from recruitment to completion to employment. Colleges tracked graduate employment status and increased effort to find employers who are hiring.

05/06/2014: Retention/recruitment teams continued to support students and increased their focus on job development. Colleges tracked graduate employment status and increased effort to find employers who are hiring, including hiring employment navigators.

07/28/2014: Student supports assisted students to complete courses, clinicals, and POS; earn college credit and credentials; pass examinations, and enter employment. Some colleges hired employment specialists to assist completers.

10/29/2014: College continued to provide intrusive support to participants; to work with local employers to place completers; and to focus on assisting participants obtain employment.

02/04/2015: Colleges embraced intrusive services; piloted innovative approaches; adapted along the way; learned from partner colleges; and worked to sustain model post grant. Participants completed 77% of credit hours.

05/12/2015: This activity is targeted to close next quarter with only the remaining student follow-up services as well as job placement services being support this past quarter were reported. Some students are finishing up internships as well.

Activity ID: 7
Status: Complete
Activity Type: Activity
Project Goal: Strategy 2.4
Narrative: Develop standard practices to award credit for prior learning and/or non-credit training
Expected Start: 01/01/2012

Expected End: 09/30/2014
Actual Start: 01/01/2012
Actual End: 12/31/2014
Notes: 08/09/2012: Consortium sponsored statewide training on CPL by CAEL. Grant has formed taskforce on CPL that studied various models for prior learning. Taskforce continued to work on design of model for Missouri.
11/07/2012: C4PL Workgroup examined and evaluated seven state models to develop a Missouri Statewide policy on C4PL. Colleges also worked to create internal policies on C4PL.
02/07/2013: College statewide CPL taskforce created draft statewide model to be used by all consortia colleges in Missouri. Draft sent to the colleges for review. Consortium sent representative to CAEL International Conference.
05/07/2013: Faculty & staff vetted draft model, work group modified, Chief Academic Off. approved 2/1/13, moved to Pres & Chanc - formal approval & adoption was attained on 3/6/13. Prof. Dev. trng has begun statewide. Fall13 Convention focus on best practices.
08/08/2013: Colleges are training faculty and administrative staff to scale this new statewide model. Grant management staff was approached by Lumina Foundation and CAEL on possible scaling assistance opportunities.
11/13/2013: Colleges are implementing their credit for prior learning models and training key grant staff to these processes. To date, some 138 participants have received credit for prior learning.
02/06/2014: At Oct Grant Leads meeting, the consensus was to reconvene the Credit for Prior Learning Workgroup to begin developing Phase II activities for scaling. Meetings will be held next quarter. Grant staff attended the CAEL Convention.
05/05/2014: Consortium applied to CAEL "Jump Start" for TA to support CBE/C4PL. MCC signed articulation agreement w/WGU. Colleges continued to: implement Missouri C4PL model; offer CPL options; amend POS to include CPL; and crosswalk course equivalents with C4PL
10/30/2014: The Consortium was successful in attaining a CAEL Jumpstart award for TA support. Mtgs held with CAEL this qrtr resulted in a first full day Competency Based Education and its relation to C4PL training session for 50 staff next qrtr.
02/04/2015: Colleges worked together; developed state-wide policy and awarded CPL to over 500 participants. Colleges made progress toward scaling CPL within their institution.

Activity ID: 8
Status: Ongoing
Activity Type: Activity
Project Goal: Strategy 3.1 Activity
Narrative: Develop/introduce new certificate programs tied to industry and/or WorkKeys certifications
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 08/10/2012: The colleges that are introducing new certificate programs identified the

pathway and stackable credentials for each program including when each participant will be WorkKeyed/NCRC.

11/12/2012: Two colleges (MAC, SLCC) introduced new certificate programs. All participants were WorkKeyed upon entrance or will be WorkKeyed at exit. All programs of study have stackable credentials that have been vetted with employer partners.

01/31/2013: Colleges developed campus-wide WorkKeys assessment system; received Employer Advisory Board approval of curriculum; revised curriculum in response to student and industry demand; administered WorkKeys; and participants received NCRC certification

04/22/2013: Employers suggested certificates; vetted/fine-tuned curriculum; presented in-class; provided internships/supplies/faculty. Colleges administered WorkKeys and/or remediation; received board approvals; launched programs. Students earned certificates.

08/06/2013: Employers presented in-class; provided internships/supplies/faculty. Colleges administered WorkKeys and/or remediation; received board approvals; launched programs. Students earned certificates.

10/23/2013: Colleges sought to increase employer engagement through increased numbers of internships, clinicals, job interviews, student interactions, job profiling, and curriculum review. Students earned certificates, completed programs, secured employment.

02/04/2014: Colleges continued to engage employers and focused on increased internships/clinicals, job interviews, student interactions, job profiling, and curriculum review. Students earned certificates, completed programs, secured employment.

05/05/2014: Participants continued to earn credentials including the NCRC although there were few additional completers since reporting period does not align with term. Programs underwent subject matter expert review.

07/28/2014: Colleges focused on preparing completers for employment; retention/employment specialists/faculty prepared participants for job search. Colleges sought completer employment information to compensate for lag in state employment data.

10/29/2014: College continued to train participants and work with employer partners to place completers into employment.

02/04/2015: Colleges worked with employers to develop new POS; sought employer feedback; used employer input to adapt POS to serve employer/participant; piloted innovative methods to increase employer engagement in POS. 85% employers report hiring graduates.

05/12/2015: This quarter colleges continued to work with employers in final job placments for the grant students. There are a handful of students who are schedule to take their industry certifications next quarter. Activity is targeted to close next quarter.

05/13/2015: This quarter colleges continued to work with employers in final job placement for grant participants. There are a handful of students who are scheduled to take their industry certifications next quarter. Activity is targeted to close next quarter.

Activity ID: 9
Status: Complete
Activity Type: Activity
Project Goal: Strategy 3.2

Narrative: Develop/introduce new AAS degree programs tied to industry certifications
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: The colleges that are introducing new AAS degree programs identified the pathway and stackable credentials for each program including when each participant will be WorkKeyed/NCRC.
11/08/2012: Two schools launched new AAS programs this quarter. Both programs were tied to industry certifications and vetted by employer partners. HIM (ECC) and HIS (OTC).
02/07/2013: Participants continued coursework and completed Fall 2012 semester. Colleges whose AAS programs have not yet begun refined timeline for those AAS programs to determine how students could complete program within grant timeframe.
04/22/2013: Participants returned for Spring semester, continued coursework. Colleges whose AAS programs have not yet begun received approvals, hired/trained faculty, refined curriculum, and accepted applications. All curriculum vetted by employer partners.
07/23/2013: Participants completed Spring semester, registered for Fall. Colleges whose AAS programs have not yet begun received approvals, hired/trained faculty, refined curriculum, and accepted applications. All curriculum vetted by employer partners.
10/23/2013: Participants earned college credit and some stackable credentials in Summer and began Fall semester. Colleges began remaining programs, hired/trained faculty. Employer partners served as faculty, provided clinicals/internships, gave feedback.
02/04/2014: Participants earned college credit and stackable credentials and progressed toward AAS. Employer partners served as faculty, provided clinicals/internships, gave feedback.
05/05/2014: Participants continued to earn college credit and work toward degree completion although there were few additional completers since reporting period does not align with term. Programs underwent subject matter expert review.
07/28/2014: Participants completed AAS POS this quarter and colleges sought completer employment information to compensate for lag in state employment data. Other participants earned college credit and credentials, passed examinations, completed clinicals.
10/29/2014: Participants continue to progress through AAS programs and colleges continued to work with employer partners to place completers into employment.
02/04/2015: Colleges offered fewer AAS per grant modification resulting in not meeting goal for number employer partners. Colleges did work with employers to develop POS; and seek/use employer feedback to adapt POS.

Activity ID: 10
Status: Complete
Activity Type: Activity
Project Goal: Strategy 3.3
Narrative: Revise existing certificate or degree programs and tie to industry and/or WorkKeys certifications

Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: The colleges that are revising existing certificate and/or degree programs identified the pathway and stackable credentials for each program including when each participant will be WorkKeyed/NCRC.
11/08/2012: Six colleges launched revised certificate and/or degree programs. ECC (CMT), CC (CNA), OTC (CIS), MCC (Maintenance Tech), JCC (CIS), SLCC (MIS)
01/31/2013: Participants began programs; took WorkKey assessments; and earned credentials.
04/22/2013: Participants progressed and continued to complete pre-/post- NCRC assessment. Students prepared for certification exams.
07/23/2013: Participants progressed and continued to complete pre-/post- NCRC assessment. Students prepared for certification exams, received certifications, earned credentials, completed programs and reported that they were hired.
10/23/2013: Students continued to take NCRC as pre- and/or post- program assessment. Students prepared for certification exams, received certifications, earned credentials, completed programs and reported that they were hired.
02/04/2014: Students continued to earn NCRC as pre- and/or post- program assessment. Students prepared for certification exams, received certifications, earned credentials, completed programs and reported that they were hired.
05/05/2014: Participants continued to earn credentials including the NCRC although there were few additional completers since reporting period does not align with term. Programs underwent subject matter expert review.
07/28/2014: Participants completed courses, clinicals, and POS; earned college credit and credentials; passed examinations, and entered employment. College employment specialists worked with employers and completers to assist in gaining completer employment.
10/29/2014: Colleges continued to work with completers and employer to place completers into employment. Participants continued to earn credentials, complete programs and gain employment.
02/04/2015: Colleges worked with employers to modify POS; sought employer feedback; used employer input to adapt POS to serve employer/participant; piloted innovative methods to increase employer engagement in POS. 63% employers report hiring graduates.

Activity ID: 11
Status: Complete
Activity Type: Activity
Project Goal: Strategy 3.4
Narrative: Structure programs into stackable cred model of credit/non-cred options tied to industry certs
Expected Start: 01/01/2012
Expected End: 07/31/2012
Actual Start: 01/01/2012

Actual End: 12/31/2014

Notes: 08/09/2012: All colleges identified the pathway and stackable credentials for each program of study.

11/07/2012: All colleges incorporated stackable credentials into each program of study and two new credentials were identified (OSHA, IC3).

01/31/2013: Participants earned stackable credentials at several colleges. Colleges that had not begun programs continued to hold discussions with potential employers and appropriate college faculty/staff.

04/22/2013: All colleges have programs underway; all programs/credentials based upon employer partner input. Colleges continued to work with employers to fine tune coursework to best meet industry and student needs. Participants achieved credentials.

07/23/2013: All colleges have programs underway; programs/credentials based upon employer partner input. Colleges refined coursework to best meet industry needs. Participants gained credentials, completed programs, and were hired.

10/23/2013: Participants gained credentials, served internships/clinicals, completed programs, and were hired.

01/26/2014: Colleges continued to train in the stackable credential model and added additional certifications as employers and grant staff/faculty continued to revise programs to meet industry needs. Students earned credentials, completed programs, were hired.

05/05/2014: A few colleges continued to upgrade stackable credential models based upon the industry needs. Students continue to earned industry credentials. Programs underwent subject matter expert review.

07/22/2014: SME review of all grant POS included consideration of stackable credential component. Colleges are reviewing results. Students continued to earn credentials and progress thru POS.

11/03/2014: Students continue to earn credentials and progress through programs of study.

02/04/2015: Colleges built stackable credentials into each POS and used data and feedback from students and employers to adapt POS to best serve employer and participant needs.

Activity ID: 12
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.1
Narrative: Develop online or hybrid versions of new courses or programs
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges who are introducing online or hybrid versions of new courses posted/hired and/or trained faculty; identified appropriate software for such courses.

11/12/2012: ECC launched online versions of new program (HIM). Others are in the development phase and soon to be launched. Some colleges experienced difficulty securing qualified faculty.

01/31/2013: Colleges: developed curriculum; selected platforms to provide synchronous learning; hired/trained faculty; submitted program proposals to appropriate authorities; reviewed online video-streaming services; and began courses.

04/22/2013: Colleges provided online/hybrid versions of courses to students; worked on transferring additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses.

07/23/2013: Colleges continued to provide online/hybrid versions of courses to students; transferred additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses.

10/23/2013: Colleges continued to provide online/hybrid versions of courses to students; transferred additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses.

02/04/2014: Colleges expanded online/hybrid offerings, added additional certifications as employers and grant staff/faculty continued to revise programs to meet industry needs. Students earned credentials, completed programs, were hired.

05/05/2014: Colleges continued to offer online/hybrid courses/programs. Although students earned credentials most were still enrolled in programs since reporting period does not align with reporting term. Programs underwent subject matter expert review process.

07/28/2014: Participants completed courses, clinicals, and POS; earned college credit and credentials; passed examinations, and entered employment. Colleges reviewed SME reports.

10/29/2014: Colleges continued to improve hybrid course delivery based on lessons learned as participants progress through programs. Participants continued to complete courses/certifications/programs and gain employment.

02/04/2015: Colleges surpassed all goals for this strategy: served twice the number participants who earned 80% of credit hours attempted; trained twice the number of faculty to design/deliver courses. Colleges used student data/feedback to adapt POS.

Activity ID: 13
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.2
Narrative: Develop online or hybrid versions of existing courses or programs
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges who are introducing online or hybrid versions of existing courses posted/hired and/or trained faculty; identified appropriate software for such courses.

11/07/2012: SCC launched online versions of existing programs (GED). Others are in the development phase and soon to be launched. Several colleges experienced difficulty securing qualified faculty.

01/31/2013: Colleges: developed/converted curriculum; selected platforms for synchronous

learning; hired/trained faculty; beta tested software; researched best practices; received approval for hybrid programs; selected video-streaming services; and began courses

04/24/2013: Colleges provided online/hybrid versions of courses to students; worked on transferring additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses.

07/23/2013: Colleges continued to provide online/hybrid versions of courses to students; added additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses.

10/23/2013: Colleges continued to provide online/hybrid versions of courses to students; added additional courses to an online/hybrid format; and continued training faculty/staff in delivery of such courses. Participants earned credits, credentials, progressed.

02/04/2014: Colleges expanded online/hybrid offerings, added additional certifications as employers and grant staff/faculty continued to revise programs to meet industry needs. Students earned credentials, completed programs, were hired.

05/05/2014: Colleges continued to offer online/hybrid courses/programs. Although students earned credentials most were still enrolled in programs since reporting period does not align with term. Programs underwent subject matter expert review process.

07/28/2014: Participants completed courses, clinicals, and POS; earned college credit and credentials; passed examinations, and entered employment. Colleges reviewed SME reports.

10/29/2014: Colleges continued to improve hybrid course delivery based on lessons learned as participants progress through programs. Participants continued to complete courses/certifications/programs and gain employment.

02/04/2015: Colleges surpassed all goals for this strategy: served almost twice the number participants who earned 76% of credit hours attempted; trained twice the number of faculty to design/deliver courses. Colleges used student data/feedback to adapt POS.

Activity ID: 14
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.3
Narrative: Enhance training with online simulation software
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2012
Notes: 08/09/2012: Colleges who are enhancing training with online simulation software posted/hired and/or trained faculty; identified appropriate software for such courses.

11/08/2012: JCC RadTech lab in production. MACC researched best practices, beta tested Elluminate, online tests, etc, with existing MLT co-hort. MAC equipment installed/faculty trained. OTC hearing mobile lab in production. SLCC procuring HIT simulation software

01/31/2013: This strategy is listed incorrectly, it should read: Introduce/expand self-paced online academic remediation resources Colleges continued to use KeyTrain and Career Ready 101 and

hybrid GED program.

04/22/2013: College in this strategy introduced/expanded self-paced online remediation resources including Career Ready101 to prepare for WorkKeys assessment, colleges also provided additional such resources to improve digital literacy, and work-ready skills.

07/23/2013: College continued using remediation resources including Career Ready101 and introduced new software to improve the student experience. Colleges also provided additional such resources to improve digital literacy, and work-ready skills.

10/23/2013: Colleges expanded use of remediation resources including Career Ready101 and introduced new software to improve the student experience. Colleges also provided additional such resources to improve digital literacy, and work-ready skills.

02/06/2014: Colleges introduced new online remediation resources and introduced new software to improve the student experience. Colleges also provided additional resources to improve digital literacy, and work-ready skills.

05/05/2014: Colleges continued to provide online remediation resources. Programs underwent subject matter expert review process.

07/28/2014: Participants completed courses, clinicals, and POS; earned college credit and credentials; passed examinations, and entered employment. Colleges reviewed SME reports.

10/29/2014: Colleges continued to offer online remediation to participants via previously listed software and to revise instruction based upon lessons learned from participant experience.

02/04/2015: Colleges surpassed strategy goals: 2 times participant goal who earned 71% credit hrs attempted; trained 4 times number faculty on software; piloted innovation, learned from partner colleges and adapted to best serve participants.

Activity ID: 15
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.4
Narrative: Enhance training with online simulation software
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges who are enhancing training with online simulation software posted/hired and/or trained faculty; identified appropriate software for such courses.

11/08/2012: JCC/SCC Rad Tech lab under construction. MCC remote virtual simulation IT lab completed. MAC delivered, installed and faculty trained. OTC/SCC hearing mobile lab to be delivered next quarter. SLCC procuring HIT simulation software.

02/04/2013: Students began using Amatrol online simulation software through MAC e-learning system; OTC Hearing Science mobile training has been received and will be available for use in the spring semester; and faculty staff selected/trained.

04/22/2013: JCC Adobe Connect licenses received, training began. MAC continued to work with Amatrol. OTC mobile lab completed and used for hybrid courses across the state. SLCC with

Carnegie Mellon developed curriculum using online simulation.

08/08/2013: Colleges continued to use software in related programs, to explore new software, to streamline training and improve the student experience. Staff development is on-going. SLCC made progress on the curriculum to be offered in Carnegie Mellon OPEN.

10/23/2013: Colleges continued to enhance training with simulation software. SLCC continued to work with the Co-development OPEN project to be rolled out with the EHRII program scheduled for October.

02/05/2014: Colleges continued to enhance training with simulation software. SLCC work with the Co-development OPEN project continued with launching of EHRII program. MCC incorporated additional software to improve student experience in the simulation lab.

05/05/2014: Colleges continued to enhance training with simulation software. Programs underwent subject matter expert review.

07/28/2014: Participants completed courses, clinicals, and POS; earned college credit and credentials; passed examinations, and entered employment. Colleges reviewed SME reports.

10/29/2014: Colleges continued to offer online remediation to participants via previously listed software and to revise instruction based upon lessons learned from participant experience.

02/04/2015: Colleges served twice the participant goal; piloted innovative simulation software and saw the target population benefit and earn 93% of credit hours attempted.

Activity ID: 16
Status: Complete
Activity Type: Activity
Project Goal: Strategy 4.4 MCC
Narrative: Remote Access/Simulation IT lab
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/09/2012: Lab renovation complete. Desktop computers arrived and software is being loaded. Power/data configuration is complete. The lab is being designed to handle 300+ running virtual machines.

11/12/2012: MCC continued to work with employer partners to develop and complete a high quality configuration, hardware purchased and in process of arrival, lab assembly and beta testing will begin in October. Consortium colleges explored virtual lab usage.

02/07/2013: MCC faculty presented remote access simulation IT lab to all consortium colleges. College partner MOUs being developed in support of statewide access. Hardware was delivered and assembly is in progress. Software design & configuration has begun.

04/24/2013: MCC continued internal beta testing of Virtualization Production Lab. Staff attended VMware training to increase course offerings as VMwareIT Academy member. MCC moved equipment to enhance offerings/improve lab environment/allow for mock data center.

08/06/2013: Lab air conditioning issue caused equipment move to reduce cooling issues, increase security/network speed; space will be used to train server hardware/data ctr/networking. Hardware

failure caused rebuild of major component. Lab now at full function

10/25/2013: All MCC students are utilizing the various online simulation software available to them at some level (e.g.: Career Ready, DL, LabSim, MORENET) MCC worked to finalize the RFP for the final piece needed to make the lab virtual.

01/25/2014: MCC approved purchase of NetLab to deliver IT lab services: pre-built/custom labs, content updates, integrated VMware, web browser connectivity, built-in scheduling tool, isolated training environment, admin/instructors tracking tools, live chat.

05/05/2014: NetLab installed and running. In April MCC will review 500 hardware documents; configure student/instructor accounts; set training sessions; troubleshoot. Goal: to ensure resource provides quality training that supports students, meets employer need.

07/28/2014: NetLab installed at the virtualization lab, updated and the lab is now fully functional. MCC will continue to explore expansion of employer partnerships to complement classroom learning.

10/30/2014: The implementation of the virtualization lab was completed. The recommendation was made to explore uses of the lab within the Rnd 4 grant, MoSTEMWINsm IT program initiatives and future IT programs to come.

05/12/2015: The Round 4 TAACCCT MoSTEMWINs grant will utilize Virtual Simulation Lab from the grant and provide the IT supplemental instruction. The servers are being moved to the Business and Technology campus so IT lab techs can maintain and integrate systems.

Deliverable ID: 1

Status: Ongoing

Deliverable Type: Deliverable

Project Goal: Strat 1.1 EC/MAC/MCC/NCMC/SLCC

Narrative: HP Structure: skills assessment; interest inven., remediation; coaching; soft skills, hc portfolios

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End:

Notes: 06/01/2012: In progress

08/03/2012: Colleges worked on defining the structures of the portal process at each institution. Colleges will offer a combination of: career counseling, developmental education, assessment, remediation, digital literacy, soft skills, and portfolio development

11/07/2012: Four colleges portal established; one college finalizing details on digital literacy programs, assessing and enrolling students, offering intrusive student services, career counseling and blueprints, and arranging employer involvement in portal.

02/07/2013: Students completed Portal at 3 colleges. Colleges improved structure; remediated; tutored. MCC created Compass prep process; SLCC mapped assessment/Career Blueprint process; completed context. curric. NCMC new grnt lead developed portal for Spring13.

04/22/2013: Each college in strategy enrolled students in their portals. All students were assessed had remediation. Retention specialists worked on soft-skills, job-skills, portfolios, career counseling and navigating the college and financial aid systems.

07/23/2013: Colleges continue to: enroll students; refine portal structure; improve career blueprints tools, expand Digital Literacy; extend tutorial support; hire additional staff; recruit participants; introduce topics as needed (e.g., fiscal responsibility.

10/22/2013: NCMC hired Learning Specialist to tutor students. Colleges incorporated Career Ready 101, added soft skill modules. MCC added computer lab. SLCC portal included Comprehensive Assessment, Career Blueprinting, ALA,Culture Healthcare, Digital Literacy.

01/26/2014: Colleges developed/implemented time mgmt. and skills locater; continued career blueprints, teambuilding and communication training; comprehensive assessment, remediation and tutoring; expanded Adult Lng Acad.,Culture of Hlthcare and DigLit courses.

05/05/2014: Colleges incorporated into portals: time management; SMART goals; career blueprint; teambuilding; communication; Culture of Healthcare; Digital Literacy; faculty reports on progress; Learning Express Library; CareerReady101. SME review of portals.

07/24/2014: Students acquired certifications, passed exams. Colleges, enrolled students, provided student support and remediation services. Colleges reviewed SME report.

11/03/2014: Milestones complete. College Portals established and colleges continue to adapt and improve: SLCC added new integrated Reading and Writing module for their Healthcare course.

02/09/2015: Colleges continue Portal activities to coincide with participant job placement needs: ECC/MAC referred students to college support services, MCC focuses on job placement, SLCC students achieved success in the integrated reading/writing pilot.

05/13/2015: This deliverable will close next quarter as this quarter and next primarily serve to provide job placement services, career counseling and case management services in the portals. One college, ECC reported the portal will discontinue after the grant.

Deliverable ID: 2

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 1.1 SCC/SLCC

Narrative: GED accelerated online tutorial/preparation courses

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: In development.

11/12/2012: SCC: The GED Hybrid online program has students enrolled and includes Digital Literacy with "built in" components for remediation with face-to-face tutorial support. SLCC: program under development.

01/31/2013: SCC added Career Ready 101 training to GED curriculum; several students reached level required to take WorkKeys. SCC was asked to expand services to Montgomery County. SLCC Accelerated GED scheduled to begin 3/13

04/19/2013: SCC GED program: 70 students total, 26 this qtr., looking for site in Montgomery Cty. Healthcare Portal became available for students. SLCC GED to begin summer 2013.Pathway coaches and intake staff will ID students in need of GED.

07/23/2013: SCC GED established new site, accepted new students (to date 95), students worked in Career Ready 101. STCC leveraged the Adult Learning Academy to support GED students and Educational Assistants provide individual tutorial support.

10/22/2013: SCC/SLCC accepted GED students. SCC hired math tutor; recruited students to GED Transitions where students will obtain college credit upon successful completion (class to begin 10/13). SLCC GED students enrolled in ALA, worked w/individual tutors.

02/04/2014: SCC-23 earned GED, added 20 students, 12 students scored points to be scholarship-eligible. Students enrolled & completed SCC 1 hour intro to college class. SLCC GED students have continued to enroll in the ALA and worked with Educational Assistants

05/05/2014: SCC GED Hybrid had 12 new students (5 earned GED); held second College 101 credit class where students prep for college success. SLCC continued to enroll in ALA where students work individually w/Educational Assistants (7 earned GED).

07/24/2014: Students acquired certifications, passed GED exams. Colleges, enrolled students, provided student support and remediation services.

10/30/2014: Milestones Completed. GED Hybrid program established and students continue to earn GED credential.

01/21/2015: Complete. GED Hybrid program established and students earned GED credential.

05/12/2015: Milestones Met: Establish process, identify tools and hire/orient staff. Configure work spaces. Complete assessment of first 25 students per site. Ongoing review/process improvement.

Deliverable ID: 3
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 Linn
Narrative: Digital Literacy, Computer Support , Introduction to Maintenance classes
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 06/01/2012: In progress.
08/03/2012: In the process of hiring a Reading & Math instructors to develop contextualized academics for Digital Literacy, Computer Support Tech. and Introduction to Maintenance programs

11/07/2012: LS: hired instructors to develop contextualized academics for Digital Literacy, Computer Support Tech. Systems Admin and Intro to Maintenance programs, reading and math to introduce contextualized academics into fundamental courses.
02/04/2013: LS: reading/math faculty worked on developing contextualized academics for digital literacy/computer support tech/intro to maintenance programs. SLCC selected by CarnegieMellon Open Learning Initiative for Digital Literacy curric. development.
04/19/2013: LS contextualized academic instructors taught grant participants math/reading skills in three programs. Training individualized based on WorkKeys pretest scores and occurs both during class or individual tutoring sessions are available.
07/23/2013: Instructors teach contextualized math and reading in 4 LSTC programs based on individual needs derived from their WorkKeys pretest scores. Instructors and participants receive the scores immediately. They plan tutoring/modify curriculum accordingly.
10/24/2013: LS continued to focus contextualized math/reading on individual participant need as shown in WorkKeys pretest exam. Faculty see scores, schedule tutoring, and modify curriculum based on NCRC and program credentials.
05/05/2014: LS focused on preparing participants to succeed on the WorkKeys/fulfill job openings. Grant faculty administer pretest, enroll participants in the Learning Express Library for remediation, and tutor them to their specific needs. SME review of POS.
07/24/2014: Contextualized academic instructors continued teaching math and reading. Combined with a flexible class schedule, this accelerated progress for grant participants.
10/30/2014: Milestones Completed. LSTC contextualized academic instructors continue to teach math/reading accelerating progress for grant participants.
01/21/2015: Complete.
05/12/2015: Milestones Met: Hire/orient staff. Develop program curriculum; submit for curricular approval. Launch courses/programs: January 2012. Review and improve each semester.

Deliverable ID: 4

Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 OTC
Narrative: Digital Literacy, Introduction to Maintenance classes
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/03/2012: Development of curriculum is on-going this quarter
11/07/2012: The Building Maintenance and the Networking Programs both started on 8/20/12. Each of these programs provide courses that offer contextualized instruction.
02/04/2013: OTC Building Maintenance and the IT Network program each completed their first cohort of courses this semester. Each of these programs offer contextualized instruction.
04/19/2013: OTC Building Maintenance completed another cohort of courses this semester. This program offers contextualized instruction.
07/23/2013: Building Maintenance completed another cohort of courses this semester. This program offers contextualized instruction.
10/22/2013: OTC Building Maintenance continued to provide the program in a contextualized instruction format.
01/26/2014: Building maintenance continues to provide the program in a contextualized instruction format.
05/05/2014: OTC continued to offer Building maintenance in a contextualized instruction format. Program underwent subject matter expert review process.
07/24/2014: OTC Building Maintenance continued to provide the program in a contextualized instruction format. SME review complete and under review.
10/29/2014: Milestones Complete. OTC: Building maintenance continues to provide the program in a contextualized instruction format.
01/21/2015: Complete.

Deliverable ID: 5
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 MCC
Narrative: Digital Literacy, Introduction to Maintenance learning communities;
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: College plotted the pathway for programs of study and identified the stackable credentials.
11/07/2012: MCC: using KeyTrain diagnostic assessment to identify skills deficencies and prepare

participants to be successful in their coursework and assist them in achieving the highest level of outcomes possible on the WorkKeys assessment.

01/31/2013: MCC Digital Literacy curriculum has been developed.

04/19/2013: MCC Digital literacy (DL) offered as credit or non-credit. Most environmental serv. students took credit, CNA students took non-credit. Plans are to offer DL to all participants in all programs. Curriculum is based on content at www.gcflearnfree.com

07/23/2013: Digital literacy (DL) offered as credit or non-credit; students can take either version. Curriculum based on content available at www.gcflearnfree.com or www.typingweb.com. MCC offers instructor led DL for students who need this support.

10/22/2013: MCC offered Digital Literacy in all pathways. The Industrial Maintenance program of study was modified to include Digital Literacy (credit 16 weeks) with the "test out" option for those who qualify.

01/26/2014: MCC offered Digital Literacy in all pathways and modified the test-out feature using Coursesites.com. that allows students the opportunity to access the same curriculum, without waiting for Digital Lit enrollment (non-credit).

05/05/2014: MCC continued to offer Digital Literacy in multiple formats: credit/non-credit to support students through the spectrum of need; in 1-16 week sessions; a test out option is available. Program underwent subject matter expert review process.

07/24/2014: MCC continued to offer Digital Literacy in all pathways in multiple formats: credit/non-credit; students choosing a technical pathway receive additional instruction; 1, 2, 4, 8, or 16 week sessions. A test out option is also available.

10/29/2014: Milestones Complete. MCC continued to offer Digital Literacy to all participants in various scheduling formats. Participants who were able to demonstrate competency by testing out of the course received credit for prior learning.

01/21/2015: Complete.

Deliverable ID: 6

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 1.2 SLCC

Narrative: Digital Literacy, HomeHealth Giver, MIIS, PCT, EMT, IT Customer Service classes

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: STLCC's programs of study plan, developed during this quarter, includes plans to offer all of these programs except EMT during the life of the grant. STLCC also added Certified Nurse Assistant to our programs of study.

11/06/2012: SLCC: Contextualized academic skills are being developed for the following programs: Home Health Caregiver, Certified Nurse Assistant, and Patient Care Technician, as well as for several courses within the MoHealthWINs Portal.

02/07/2013: SLCC continued to develop contextualized basic skills components. In the interim

SLCC will offer some programs without contextualization. Basic skills options to be offered include Healthcare Culture, Adult Learning Academy, and Boot Camp
04/19/2013: Programs offered: IT Help Desk/End-User Support (accelerated/contextualized/hybrid), C.N.A. and PCT (non-contextualized versions). Contextualization work continued on these programs. Faculty explored open source curriculum to speed process.
07/23/2013: SLCC offered non-contextualized versions of CNA/PCT while continuing to work on contextualization, faculty explored existing OER to speed the process. The contextualized HIT program planned 2nd cohort for fall. Medial Assistant began recruiting.
10/22/2013: SLCC offered contextualized academics in Portal, IT Help Desk/End-User, Medical Asst. All new students in any MHWs pathway enroll in at least one of the courses that includes contextualized basic skills: ALA, Culture of Health Care or Digital Lit.
01/26/2014: In addition to continuing all contextualized courses reported in previous quarters, contextualized reading curriculum has been established for the CNA and PCT programs, and will be implemented next quarter.
05/05/2014: SLCC embedded contextualized reading curriculum into CNA and PCT this quarter. Programs underwent subject matter expert review process.
07/24/2014: SLCC Certified Nursing Assistant and Patient Care Technician cohorts that commenced in quarter 11 had contextualized reading curriculum embedded.
10/29/2014: Milestones Complete. MCC continued to offer Digital Literacy to all participants in various scheduling formats. Participants who were able to demonstrate competency by testing out of the course received credit for prior learning.
01/21/2015: Complete.

Deliverable ID: 7
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.2 ALL
Narrative: Students will be prepared to earn an entry-level industry certification
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: Member Colleges identified the pathways and stackable credentials for each of their programs of study. In addition, Colleges identified the most appropriate point in the pathway where students will be WorkKeyed/NCRC.
11/06/2012: All Colleges include the NCRC as a credential for all participants. Colleges also built programs to prepare students to earn other entry-level credentials including the IC3 and other industry recognized credentials.
02/04/2013: All participants are planned to take WorkKeys assessment at some point in their training program.
04/22/2013: Colleges: offered contextualized technical courses; expanded contextualization by

DevEd and technical faculty; adopted CareerReady101; provided remediation and supportive services needed to obtain required certifications.

07/23/2013: Students received credentials and completed a wide range of courses to prepare them for programs including: soft-skills, technical courses with contextualized math/reading; Digital Literacy; online simulation software; certification prep.

10/22/2013: Colleges continued to offer courses and award credentials to prepare students for programs including: soft-skills, technical courses with contextualized math/reading; Digital Literacy; self-paced remediation software; certification prep.

01/26/2014: Colleges continued/expanded courses leading to credentials and prepared students for programs including: soft-skills, technical courses with contextualized math/reading; Digital Literacy; self-paced remediation software; certification prep.

05/05/2014: Students continued to earn NCRC as one of the stackable credentials in their program of study. Colleges continued to provide remediation for WorkKeys and other assessments.

07/24/2014: Participants continued to earn the NCRC as part of each POS as well as earning additional credentials, completing POS and gaining employment.

11/03/2014: Milestones Complete. All colleges continued to offer programs with embedded entry level certifications including: NCRC, IC3, GED, CPR, CNA, Pharm Tech, Digital Literacy.

01/21/2015: Complete.

Deliverable ID: 8
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 CC
Narrative: Summer ADN courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: Program does not begin until August 2012, no update for this reporting period.

11/07/2012: CC ADN program began August 2012.

02/07/2013: CNA Cohort 2 started and completed an 8-week program. Both Cohort 1 & 2 completed by end of quarter.

04/19/2013: CC We are offering a summer 2013 online Pharmacology course. Enrollment begins April 15, 2013. We expect many participants to enroll.

07/23/2013: The online Pharmacology course started in June and we have 14 students enrolled.

10/22/2013: CC: All 14 students passed summer ADN this class. The 4 LPNs that were added to this cohort, took the transitions course this summer and successfully completed it. This will allow them to start the RN courses.

01/26/2014: CC reported no change in program/strategy.

05/07/2014: The second cohort (which is the accelerated group) will graduate at the end of July 2014. This cohort started June 2013 and will graduate end of summer term July 2014.

07/24/2014: This quarter marked the beginning of the last semester for our Summer ADN cohort.

They are on track for graduation in July 2014.
10/29/2014: Milestones Complete. CC: ADN PROGRAM: The 2nd ADN cohort, which consisted of our accelerated program, completed their courses and graduated in July 2014.
01/21/2015: Complete.

Deliverable ID: 9
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 JC
Narrative: modularize multiple courses in IT curriculum
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: Rad Tech: Curriculum has been developed to include courses taught in 8 wk sections mix of lecture/lab. CIS: Intro 3-day per wk FastTrack to allow for faster certification with 4 stackable certificates at conclusion of program.
11/07/2012: JCC: began first cohort of CIS using modularized course design and meeting on a weekly to bi-weekly schedule with Retention Specialist to insure successful progression through the compressed format.
02/04/2013: JCC: Cohort 1 found compressed courses challenging, yet doable. Faculty and Retention Specialist worked with students to ensure study skills, test taking strategies, and overall outlook was maintained. Support was instrumental in student success.
04/19/2013: Cohort 1 (3/4 complete), Cohort 2 (1/4 complete) prepared for credential exams. Instructor formatted content in block schedule to allow students to focus on one class vs. traditional college schedule of multiple classes running simultaneously.
07/23/2013: JC: 13 students completed CIS, 3 employed, 2 in Internships The addition of the JASSI Program has brought in new students through this remediation portal.
10/22/2013: JC completed 2 student cohorts: CIS and JASSI. CIS Cohort 3 began on August 19th.
01/26/2014: JCC: 5 students completed JASSI. CIS Cohort #3 had 12 students who earned industry recognized credentials. Radiologic Technology had 10 students, and recruited a second cohort.
05/05/2014: JC offered a new CIS cohort (10 students); each earned at least 2 credentials. Cohort 3 students are within reach of May graduation. Program underwent subject matter expert review process.
07/24/2014: During the 11th quarter, CIS Cohort 4 lost two students. Cohort 3 graduated 10 students. JC reviewed SME reports.
10/29/2014: Milestones Complete. JC: During the 12th quarter, CIS Cohort 4 graduated six students. Three students did not complete.
01/21/2015: Complete

Deliverable ID: 10

Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 EC/MCC/SLCC
Narrative: Health Informatics courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: ECC prepared for online HIM courses and continued the process of hiring a full online instructor. MCC posted Health Informatics team lead position. SLCC identified the pathways and stackable credentials for HIM programs.
11/07/2012: SLCC: Development continues with flexible scheduling in Health Info pathway: IT Help Desk/End-User Support, Healthcare IT Technician, and Electronic Health Records. ECC:Online HIM instructor hired. MCC: applicants unsuccessful, position remains open.
02/04/2013: ECC: Virtual Lab software (in development) will improve HIM online courses. MCC classes were held in 8-10 week modules, and Saturday/night. SLCC programs were re-designed for completion in six months or less.
04/24/2013: ECC adjusted HIM PPE course requirements to include additional online hours. MCC held classes in modules significantly shorter than traditional model. SLCC enrolled first HelpDesk cohort and HIT group worked to align program to HIMSS certification.
07/23/2013: EC brought more coursers online. SLCC launched new cohorts of HIT Technician and EHR I. MCC held classes in 8 wk modules on non-traditional schedule.
10/22/2013: ECC offered hybrid CNA on Saturdays and incorporated 39 hour on-line component to meet state regulations. SLCC launched IT Help Desk; completers were able to enroll in 1 class to complete Healthcare IT Tech program. MCC started hybrid CAHIMS course.
01/26/2014: ECC: all HIM courses are now either hybrid or online. SLCC launched Electronic Health Records II to prepare students for (CAHIMS) credential. MCC launched CAHIMS open entry/exit program and 1st cohort completed.
05/05/2014: SLCC added incumbent component to Electronic Health Records II allowing participants to prepare for advanced employment as health IT implementation specialists. ECC/MCC enrolled students for hybrid HIM with flexible scheduling. SME review of programs
07/24/2014: Students acquired certifications, passed exams, gained college credit, completed POS. Colleges, enrolled students, refined POS, reviewed SME reports.
11/03/2014: Milestones Complete. Participants continued to make progress/complete programs. SLCC and Johnson County CC developed demonstrations/simulations in EHR software. SLCC completed the OLI CAHIMS course and OLI plans 11/2014 release into OPEN access.
01/21/2015: SLCC/Carnegie Mellon/OLI released CAHIMS course as OER. SLCC students used SLCC/JohnsonCounty/Cerner developed software platform for EHR demos and simulations.

Deliverable ID: 11
Status: Complete
Deliverable Type: Deliverable

Project Goal: Strategy 1.3 MCC
Narrative: Industrial Technology and HVAC courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: MCC revised these modules based on employer feedback. Revisions include: Sterile Processing and OSHA certificates. Pilot Sterile Processing module will be launched in September in partnership with 2 hospitals.
11/07/2012: MCC: Saturday course developed for sterile processing students.
01/31/2013: MCC Saturday course developed for sterile processing students.
04/22/2013: MCC launched entry level, short-term central services/sterile processing module accelerated/off-schedule for incumbent workers/underemployed. This program is foundation of Surg. Tech. program, advanced program of the Environmental Services pathway.
07/23/2013: Strategy listed in error. MCC continued central services/sterile processing module as foundation of Surg. Tech. program, advanced program of the Environmental Services pathway.
10/22/2013: MCC began preparation to introduce 8 week modules in the Industrial Maintenance and Environmental Services programs in Spring 2014, reduced from the traditional 16 week term.
02/05/2014: The MHW team introduced 8 week modules in the Industrial Maintenance and Environmental Services programs reduced from the traditional 16 week term.
05/05/2014: MCC began offering courses in 8-wk sessions to reduce time to completion and allow enrollment throughout the academic year. Program underwent subject matter expert review process.

07/24/2014: MCC extended Environmental Services POS to 11 wks. still short of initial 16 wks. to lessen the intensity and spread instruction across modules rather than classes running concurrently. A cohort finished in June, followed by the start of a new cohort
10/29/2014: Milestones Complete. MCC programs established, participants progressed. Flexible scheduling allowed MCC to serve increased number of students and wait time to begin education toward their career path was significantly reduced.
01/21/2015: Complete

Deliverable ID: 12
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 SLCC
Narrative: Medical Intake Info Specialist, IT Customer Service, PCT
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: STLCC's programs of study plan developed during this quarter, includes plans

to offer these program in accelerated formats during the life of the grant.

11/06/2012: SLCC: Development continues for offering programs with flexible scheduling for the MIS program.

01/31/2013: SLCC employer partner (SSM) requested MIS program expanded into Medical Assistant. SSM identified it as greatest need areas in entry-level jobs. First cohorts of IT Help Desk/End-User Support and PCT were scheduled and students recruited

04/19/2013: SLCC An IT Help Desk/End User Support cohort started this quarter and a PCT cohort started and completed in this quarter. A cohort of Medical Assistant (which replaces and expands upon MIS) is scheduled to start in July 2013.

07/23/2013: Cohorts of Certified Nurse Assistant and Patient Care Technician were launched in June of this quarter. Recruitment was completed for a cohort of Medical Assistant to begin on August 5, 2013.

10/22/2013: SLCC initiated Medical Assistant as planned on August 5, 2013. Cohort #3 of Certified Nurse Assistant started on September 16, 2103.

01/26/2014: Description should read: Medical Intake Info Specialist, IT Customer Service, PCT CNA, Medical Assistant. SLCC launched 3rd cohort of Patient Care Technician. Of the 14 students enrolled, 13 (93%) successfully completed.

05/05/2014: SLCC began fourth cohort of Patient Care Technician and a fourth cohort of Certified Nursing Assistant training this quarter. Programs underwent subject matter expert review process.

07/24/2014: SLCC Certified Nursing Assistant and Patient Care Technician cohorts that commenced in quarter 11 had contextualized reading curriculum embedded.

10/29/2014: Milestones Complete. SLCC began new cohort of CNA and PCT training this quarter. Enrollment in all programs has now ended, as required under the consortium schedule.

01/21/2015: Complete

Deliverable ID: 13
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 Linn/MCC/MAC/OTC
Narrative: Introduction to Maintenance class/learning community
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: MCC: based upon employer feedback, program modified to include Sterile Processing and OSHA cert.; pilot Sterile Processing module in September. MAC/OTC: developed curriculum which will include e-learning at MAC. LS recruited faculty.

11/07/2012: MAC: Maintenace program stackable credentials will be hybrid; 60% of time is spent in classroom; 40% of time on e-learning system. OTC: program started, 10 -week program consisting of three courses. MCC: Saturday course developed.

01/31/2013: LS established flexible schedules/curricular structures and approved to launch 1/2013. After students fell behind on required time on e-learning, MAC required expanded class time. OTC

Building Maintenance is 10-week program of 3 courses.

04/22/2013: Students were enrolled at all colleges. All participants benefited from accelerated, modularized courses as well as service from retention specialists and individualized attention from instructors.

07/23/2013: MAC adjusted program class time to better serve students. OTC restructured program to 8-wk blocks. LS implemented flexible schedules and curricular structures. MCC introduced Saturday classes for incumbent workers, developed 3-wk and 2-wk courses.

10/22/2013: All colleges continued flexible scheduling and modularization of maintenance programs. LS expanded flexible schedules this quarter to accommodate dislocated workers. LS worked to teach modules of the class at more flexible times.

01/26/2014: All colleges continued flexible schedules to accommodate participants. MAC combined classroom and open lab time with instructor present at labs. MCC implemented "audit" component so students can retake chosen sections of program, space permitting.

05/05/2014: All colleges continued flexible program offerings to accommodate participants. Programs underwent subject matter expert review process.

07/24/2014: Students acquired certifications, passed exams, gained college credit, completed POS. Colleges, enrolled students, refined POS, reviewed SME reports. MAC added maintenance class, moved Pharmacy Tech to new location to improve accessibility.

10/29/2014: Milestones Complete. Colleges established programs with flexible schedules/curricular structures and participants continued to make progress.

01/21/2015: Complete

Deliverable ID: 14
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 OTC
Narrative: Maintenance program
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: in development, programs not offered this quarter.

11/07/2012: OTC: Building Maintenance consisting of a 10 -week program consisting of three courses began in August 2012.

02/04/2013: OTC Building Maintenance is a 10-week program consisting of three courses.

04/19/2013: OTC Building Maintenance has restructured its program to be offered in 8-week blocks to provide participants with flexible scheduling opportunities to aid in completion in an advanced timeframe.

07/23/2013: Building Maintenance restructured to 8-week blocks. HIS program continues utilizing the mobile lab in various locations. Each program provides participants with flexible scheduling opportunities to aid in completion in an advanced timeframe.

10/24/2013: OTC Building Maintenance program continues to provide programs that have flexible

scheduling to aid in completion of the programs in an advanced timeframe.
01/26/2014: OTC continued to provide Building Maintenance program with flexible scheduling.
05/05/2014: OTC continued to provide Building Maintenance program with flexible scheduling.
Programs underwent subject matter expert review process.
08/11/2014: OTC Building maintenance program continued flexible scheduling. SME review complete and report is under review.
10/29/2014: Milestones Complete. OTC established Building Maintenance program with flexible scheduling, participants continue to make progress.
01/21/2015: Complete

Deliverable ID: 15
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 Linn/MCC/OTC/SLCC
Narrative: Digital Literacy
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: LS in the process of hiring a college faculty department chair for Industrial Electricity depart. Upon hire of this position a MoHEALTHWINS instructor position will be posted. This instructor will introduce flexible schedules and curriculum.
11/07/2012: MCC: Flexible scheduling for non-credit Digital Literacy online. LS: hired 2 adjunct instructors to introduce flexible schedules and curricular structures in Digital Literacy. SLCC: continues development of digital literacy program. OTC: CIS began.
01/31/2013: LS hired adjuncts for DigLit. MCC developed self-paced/online course for keybdg/typing asmnt. Carnegie-Mellon Open Learning Initiative selected SLCC DigLit for curric dev. In the interim, SLCC will use curric developed in BTO grant
04/22/2013: Students enrolled at all colleges benefited from modularized/self-paced digital literacy courses. Colleges worked on the Digital Literacy for Healthcare project led by Carnegie Mellon to develop course thru Platform+ and to align to IC3 credential.
07/23/2013: Colleges continued to implement flexible scheduling, introduce modularized and/or self-paced courses. SLCC created content for the OLI Co-Development project. Unit I scheduled for completion by 8/2013, and delivered via Portal.
10/22/2013: Colleges continued to implement flexible schedules/curricular structures. LS launched flexible format Digital Literacy for dislocated workers. SLCC withdrew from Platform+ project due to OLI requirements; CAHIMS available through Carnegie Mellon OLI.
01/26/2014: All colleges continued flexible scheduling. MCC added coursesites.com for test-out option; modified course to fit student/program need; hired lab tech in open lab for students as needed. SLCC OLI Co-Development CAHIM project completed Units I and II
05/05/2014: Colleges continued to offer hybrid Digital Literacy credit/non-credit programs in flexible scheduling format. Programs underwent subject matter expert review process.

07/28/2014: Students continued to complete coursework, earn credentials and progress to other POS. SLCC added additional units to OLI Co-Development CAHIMS project. LS located class space where free childcare is available.

10/29/2014: Milestones Complete. Colleges established programs, participants continued progress. SLCC/Bellevue College developed "Health Information Technology Foundations" http://oli.cmu.edu/courses/free-open/healthcare-informati on-and-management-systems/

01/21/2015: Complete

Deliverable ID: 16
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 Linn/MCC/OTC
Narrative: Introduction to Maintenance
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: MCC: based upon employer feedback, program modified to include Sterile Processing and OSHA cert.; pilot Sterile Processing module in September. MAC/OTC: developed curriculum which will include e-learning at MAC. LS recruited faculty.

11/07/2012: OTC: Building Maintenance is a 10 -week program began. MCC: program began Saturday course developed for sterile processing students.LS: hired faculty.

01/31/2013: LS hired 2 adjunct faculty; program to launch January, 2013. MCC developed Saturday course for sterile processing students. OTC modified Building Maintenance to a 10 -week program consisting of three courses.

04/22/2013: Students were enrolled at all colleges. All participants benefited from accelerated, modularized courses as well as service from retention specialists and individualized attention from instructors.

07/23/2013: Colleges continued to enroll at all colleges. Participants benefited from accelerated, modularized courses as well as service from retention specialists and individualized attention from instructors, completed programs and were hired.

10/22/2013: All colleges continued flexible scheduling. MCC continued Saturday classes; began Industrial Maintenance;prepared 8 week modules.

01/26/2014: All colleges continued flexible schedules to accommodate participants. MAC combined classroom and open lab time with instructor present at labs. MCC implemented "audit" component so students can retake chosen sections of program, space permitting.

05/05/2014: MCC began offering courses in 8-wk sessions to reduce time to completion and allow enrollment throughout the academic year. Programs underwent subject matter expert review process.

07/28/2014: Students continued to progress, including credential and credit attainment, program completion and employment. Colleges reviewed SME reports.

10/29/2014: Milestones Complete. Colleges established programs in sessions that did not follow a

traditional semester schedule and allowed students to complete the program in reduced time; participants continue to make progress.
01/21/2015: Complete

Deliverable ID: 17
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 OTC
Narrative: 8-wk block format for first 3 courses in NET degree
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 01/30/2013
Notes: 08/03/2012: in development, no programs offered this quarter.
11/07/2012: OTC: Networking is a 16-week program consisting of four courses offered as one course for four weeks, two courses for eight weeks and one course for four weeks. Program began August 2012.
02/04/2013: Employer feedback on IT program indicated that they would not interview completers due to current applicant pool for entry level IT. OTC will not offer future IT cohort; will submit grant mod to offset with increased participant numbers in HIS/Mainte
10/22/2013: OTC CIS program discontinued based upon employer feedback. HIS and Building maintenance program continue to provide programs that have flexible scheduling to aid in completion of the programs in an advanced timeframe.
01/26/2014: OTC CIS program discontinued based upon employer feedback grant mod offset with increased participant numbers in HIS/Maintenance.
05/05/2014: Activity ended. No new development.
07/28/2014: Activity ended. No new development.
10/29/2014: Milestones Complete.
01/21/2015: Complete

Deliverable ID: 18
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 MAC
Narrative: Maintenance Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/03/2012: Curriculum is being developed for all three maintenance certificate programs which will include e-learning which can be done at any time by students.

11/12/2012: MAC: Maintenace program stackable credentials will be hybrid in nature; 60% of time is spent in classroom; 40% of time on e-learning system. Program began with participants enrolled.
02/07/2013: MAC: About 50% of the maintenance program participants fell behind in the e-learning system. For some students all day class became a requirement as well as attending on Friday's (which was not a scheduled class day) in order to complete on time.
04/19/2013: MAC Maintenance/HVAC program has morning class and students complete self-paced e-learning in lab M-T pm and all day on Friday. Instructor is present for those students to do their e-learning at the Advanced Manufacturing Lab.
07/23/2013: Based on part time workers feedback and request, MAC adjusted the class time for the Maintenance Tech Class to a 12-4 pm, M - T. Students still complete elearning assessment on their own time.
10/22/2013: MAC Maintenance students continued to benefit from flexible scheduling and course modules.
01/26/2014: MAC: Maintenance Classes are a combination of classroom and open lab time with instructor present at all open labs.
05/05/2014: MAC added an additional session of the 200 Hour Maintenance Technician Program and will offer additional HVAC class if the extension is granted. Program underwent subject matter expert review process.
07/24/2014: Added additional maintenance instructor to add additional maintenance tech class to the summer schedule. Moved Pharmacy Tech class to our Perryville campus to improve program accessibility for our southern counties in our service region.
10/29/2014: Milestones Complete. MAC established programs with flexible scheduling and course modules; participants continue to make progress.
01/21/2015: Complete

Deliverable ID: 19
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 1.3 OTC/SCC
Narrative: Hearing Aid Specialist
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/03/2012: Development of curriculum is on-going this quarter with classes starting fall of 2012.
11/06/2012: OTC/SCC: Hearing instrument is delivered in a hybrid format with mobile lab abilities once the students progress to the point of taking those classes. Currently the mobile lab is still in production. SCC has 5 students enrolled in this program.
02/04/2013: OTC/SCC Hearing instrument component was delivered in a hybrid format. Currently the mobile lab is still in production. SCC had 5 students enrolled in this program.
04/19/2013: OTC/SCC HIS program began utilizing the mobile lab in various locations to provide

participants with flexible scheduling opportunities to aid in completion in an advanced timeframe.
07/23/2013: OTC/SCC the mobile lab went to SCC, OTC staff conducted the Bennett/Wonderlic test for students on the SCC campus. OTC/SCC discussed the possibility of setting up simulation labs on the SCC campus to allow students to obtain required clinical hours.
10/22/2013: OTC and SCC students continued to benefit from flexible schedules, course modules and the mobile lab.
02/04/2014: HIS program continues to provide flexible scheduling to aid in completion of the program in an advanced timeframe.
05/05/2014: Two SCC students are in the OTC HIS and 1 secured employment prior to program completion. HIS program continues to provide flexible scheduling to aid in completion of the program in an advanced timeframe.
08/11/2014: Students acquired certifications, passed exams, gained college credit, completed POS. Colleges enrolled students, refined POS and reviewed SME reports. SCC offered revised, accelerated PCT and Certified Nursing Assistant POS.
10/29/2014: Milestones Complete. HIS program established; participants continue to make progress.
01/21/2015: Complete

Deliverable ID: 20

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 2.1 EC

Narrative: Contextualized academics modules for entry-level, non-credit CNA and CMT programs

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 09/30/2014

Notes: 08/09/2012: Developed curriculum for the CMT cohort. Course taught by Health Career Transitions Coordinator and consists of soft skills, resume building/interview skills. Portion dedicated to math and TABE test.
11/06/2012: ECC: 2 cohorts have completed the Non-Credit Transitions and have been given the opportunity to earn the NCRC. Students also complete a portion of the CMT program dedicated to math and are administered the TABE test at completion.
01/31/2013: 2 cohorts have completed the Non-Credit Transitions and have been given the opportunity to earn the NCRC. Students also complete a portion of the CMT program dedicated to math and are administered the TABE test at completion.
04/24/2013: Three cohorts have completed portal, had opportunity to earn NCRC. Qualified students were offered NCRC+. Career blueprint distributed to all students. Students given TABE post completion of math portion of CMT program.
07/23/2013: CMT courses use metric conversions/dosage calculations learned in Transitions. CNA program will include metric conversions for intake and output learned in Transitions. HIM students use math skills learned in transitions in HIM Statistics course.

10/22/2013: ECC continued contextualized courses in Transitions and introduced a computer competency component to ensure proficiency in CNA
01/26/2014: CMT continued to use math concepts in the Transitions course. CNA started offering into to Moodle section to demonstrate online system to students. HIM students use math skills learned in Transitions in their Statistics course.
05/05/2014: EC continued to incorporate math concepts in the Transitions course and to offer a Moodle section where students learn online competencies required to complete course. Programs underwent subject matter expert review process.
08/11/2014: CMT continued to use math concepts in Transitions course. Hybrid CNA continued Intro to Moodle instruction. Students logged hours while learning online competencies required to complete course. HIM students built math skills with Statistics course.
10/29/2014: Milestones Complete. EC continued to incorporate math concepts in the Transitions course and to offer a Moodle section where students learn online competencies; students continued to progress through program.
01/21/2015: Complete

Deliverable ID: 21
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strat 2.1 JC/Linn/MCC/OTC/SLCC
Narrative: Contextualized modules/lessons integrated into developmental ed courses + introductory tech courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: Colleges are working on contextualizing in various ways: JC and SLCC began discussions regarding college reading requirements have begun between co-lead, division chair, and reading specialist.
11/07/2012: MCC: Credit coursework condensed to an 8 wk format. Non-credit modules offered evening, weekends, and at other blocks of time. OTC programs include courses with contextualized instruction. JCC: remediation loop formed and integrated into pathway.
01/31/2013: JCC increased remediation offerings. LS hired faculty to contextualize academics. MCC condensed to 8wks, offered evng/wkd class. OTC provided contextualized instruction. SLCC developed contextualized materials for Boot Camps/Adult Learning Academy
04/20/2013: Colleges accelerated progress for low skilled participants in programs and beyond with contextualized courses; academic monitoring/remediation; JCC worked on a summer bootcamp for participants; SLCC implemented Adult Learning Academy.
07/23/2013: JC: JASSI provides remedial instruction. LS: Math/reading contextualized in 4 programs. MCC condensed credit coursework to 8 wk modules on non-traditional schedule with monitoring/remediation. SLCC: Contextualized Portal courses fully implemented.
10/22/2013: OTC/LS continued contextualized instruction. JC JASSI cohort 1 concentrated on

college entrance scores computer proficiency, College 101. MCC condensed coursework/continued academic monitoring and remediation. SLCC added math level to ALA.

01/26/2014: JCC, LS, MCC and OTC continued offering contextualized coursework and modular formats. SLCC established all contextualized courses under the grant, CNA and PCT to be offered with contextualized reading next quarter.

05/05/2014: SLCC worked on Literacy course redesign to improve success. MC: students enroll concurrently in Dev Ed with strong academic support provided. LS: contextualized academic instructors continued in 4 programs. Programs underwent SME review process.

07/24/2014: Students acquired certifications, passed exams, gained college credit, completed POS. Colleges, enrolled students, refined contextualization and reviewed SME reports. SLCC faculty worked to redesign the ALA literacy program.

10/29/2014: Milestones Complete. Programs established; students continue to progress. SLCC launched new Portal course Integrated Reading & Writing: Healthcare that integrates reading & writing into one seamless course.

01/21/2015: Complete. SLCC students in Integrated Reading/Writing Pilot had improved completion rates as compared to prior version of course. SLCC will sustain course.

Deliverable ID: 22
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.1 SFCC
Narrative: Concurrent technical/dev ed course offerings
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: SFCC explored the possibility and need to incorporate contextualized academics in the Phlebotomy course.

11/07/2012: SFCC: college worked to expand upon the information found in the textbook. Students will share their life experiences as well as research topics specific to subject matter.

02/07/2013: RAD160 was the first course offered for CT program in Oct. 2012. The students were to find case studies that expand upon the information found in the textbook. Students will share their life experiences as well as research topics specific to CT.

04/20/2013: SFCC added CNA and CMT programs. Total of 48 students are participating in four programs now.

07/23/2013: Phlebotomy, CNA and CMT programs provide the immediate opportunity for students needing basic skills training to enter Allied Health field sooner.

10/22/2013: SFCC students in Phlebotomy, CNA, and CMT programs take clinical studies as well to enhance the applied learning component.

01/26/2014: All courses in Allied health use Contextualized teaching methods in the courses. Instructors in Phlebotomy, HEOC, and Radiology attended a training session on Contextualized learning.

05/05/2014: Students in Phlebotomy, CNA, and CMT programs continue to take clinical studies as well to enhance the applied learning component. Programs underwent subject matter review process.
07/24/2014: SFCC Phlebotomy, CNA, and CMT students continued to take clinical studies as well to enhance the applied learning component. SFCC reviewed SME report.
10/29/2014: Milestones Complete. SFCC established contextualized teaching methods in all Allied health courses.
01/21/2015: Complete.

Deliverable ID: 23
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.2 CC
Narrative: ADN program
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: CC recruited staff/faculty to lead this strategy.
11/07/2012: CC: Master Degree Nurse hired to tutor ADN students, students are in peer study group 1-2 per week, a Professional Development Instructor hired to conduct 5 mini-workshops with CNA students, 1 hour per week.
01/31/2013: CC tutored students and tailored locations/instruction to meet student needs. Locations included: student home, Neosho campus, Pineville campus, Webb City. Times included early morning, between classes, early/late evenings and weekends
04/20/2013: CC continued to implement intrusive tutoring, mentoring, career counseling. Tutoring is daily or as needed and taught by professional instructor. Career Coach reviewed individual credentials prior to job application.
07/23/2013: Continued intrusive tutoring, mentoring, career counseling on daily and/or as needed basis, taught by a professional instructor. Career Coach worked with students in class and via email to review individual credentials prior to job application.
10/24/2013: CC continued intrusive tutoring, mentoring, & career counseling daily or as needed. Career Coach works with participants in class and via email to review individual credentials prior to job application.
01/26/2014: CC continued intrusive tutoring, mentoring, & career counseling daily or as needed. Career Coach worked with participants in class and via email to review individual credentials prior to job application.
05/05/2014: CC continued intrusive tutoring, mentoring, & career counseling daily or as needed. Career Coach worked with participants in class and via email to review individual credentials prior to job application.
07/24/2014: Since April, CC tutor has worked with 20 students. Many of the students attended tutoring sessions multiple times (42 sign-ins), which shows the students believe it is beneficial.

10/29/2014: Milestones Complete. Grant-paid tutoring ended at Crowder 6/30/2014. Students were tutored by instructors and encouraged to form study groups.
01/21/2015: Complete.

Deliverable ID: 24

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 2.2 EC/SLCC

Narrative: Boot Camps for Nursing and Health Informatics gateway courses

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/10/2012: STLCC's programs of study plan developed during this quarter, includes plans to offer accelerated Boot Camps for credit program prerequisites as appropriate during the life of the grant.
11/12/2012: SLCC: Development continues on supplemental instruction/ tutorial support in the science boot camps. ECC BootCamp is now called Transitions and HIM majors meet with Retention Specialist approximately eight times throughout the semester.
02/07/2013: ECC required students to meet w/Transitions Coordinator to discuss performance/academic plan. SLCC faculty planned Science Bootcamp to offer accelerated Biology/Chemistry. First boot camp scheduled 2/2013. Supplemental instruction staff hired.
04/24/2013: ECC HIM majors continued to meet with Transitions Coordinator. SLCC: accelerated Biology Boot Camp was developed and is ready for delivery. Boot camps were postponed until Summer 2013, due to difficulty in recruiting students for this component.
10/24/2013: SLCC started Biology Bootcamp Nursing, 8/2013 with supplemental instruction and continued tutorial support for all ALA students. ECC held continuous review course for HIM graduates to prepare for certification exam. ECC seeking designated HIM tutor.
01/26/2014: SLCC continued tutorial supports for all Portal students. ECC added office hours for academics, held study sessions via Adobe Connect and was able substitute online work so students would not miss class due to bad weather conditions.
05/05/2014: ECC and SLCC continued to provide intrusive support to students in all programs. Programs underwent subject matter expert review process.
07/24/2014: Students acquired certifications, passed exams, gained college credit, completed POS. ECC and SLCC continued to offering tutoring for all student in portal. Other POS have tutoring adapted to the student needs. SLCC and ECC reviewed SME reports.
10/29/2014: Milestones Complete. Colleges established tutorial supports in Portal courses and participants continue to make progress.
02/09/2015: Student portal supportive services continued through December 19th for all students enrolled in portal. These services are now completed as of this quarter.

Deliverable ID: 25

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 2.2 MCC

Narrative: Learning Specialist embedded in Digital Literacy and Intro to Maintenance programs

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/09/2012: the Environmental Services lead attended training on embedded contextualized academics, diagnostic/remediation processes, and classroom management strategies for CTE and will train MCC staff on implementation across MCC programs

11/07/2012: MCC: The Learning Specialist has been a critical position in deteremining academic need among participants. Working with the lead instructors, the LS has taken the lead role in organizing tutorial suppport and supplemental instruction.

02/07/2013: MCC: The Learning Specialist has been working with students in small groups and one-on-one. These meetings have ranged from providing academic support to helping with the enrollment process.

04/20/2013: MCC provided support to students to: apply to MCC, enroll in digital literacy, work in Career Ready 101. MCC dedicated instructor every Friday at computer lab at the Health Science Institute to assist students.

07/23/2013: Intrusive student advising has been adopted across MCC. MCC identified that participants needed a dedicated MHW advisor, instead of a Learning Specialist role. A MHW advisor was hired and will start working w/past and current students in Q8.

10/22/2013: Potential MCC students are required to start their student success plans during their initial (required) advising session; after WorkKeys testing. Dialogue from these sessions are kept in the student case-note file.

01/26/2014: MCC gave students Success Plans, access to Health Resource Center. Non-grant HIT students program expressed interest in grant services. MCC explored replicating the intrusive academic support model to HIT program and scaling to other programs.

05/05/2014: MCC planned training to scale supplemental instruction across the district. MCC offered tutorial support integrated into classroom and via the Learning Express Library. Programs underwent subject matter expert review.

07/24/2014: MCC provided tutoring via Learning Express Library, and in-person and thru a computer lab dedicated to grant students. MCC planned district-wide training for supplemental for July to support scaling this initiative. MCC reviewed SME reports.

10/29/2014: Milestones Complete. Learning specialist embedded; students continue to progress. MCC worked to expand Supplemental Instruction (SI) with twelve leaders serving in three disciplines affecting four campuses at Metropolitan Community College this fall.

02/09/2015: Completed this quarter with final Maintenance program.

Deliverable ID: 26

Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.2 SCC
Narrative: GED tutorial support
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: The Retention Specialist role was further defined and plans are to work with GED instructor on participant retention.
11/06/2012: SCC: The GED Instructor has several types of resources and learning modules to help the students. Students can meet at set hours at various sites throughout the service delivery area for one-on-one instruction or via email or phone.
02/04/2013: GED Instructor set hours at sites throughout the service area giving 1-on-1 instruction. Students had email/phone access. Instructor used multiple resources/learning modules and intrusive student services to help struggling students succeed.
05/06/2013: SCC GED Instructor provided 1-1 tutoring at various sites using varied resources/learning modules. Portal staff provided remediation/supportive services to help students obtain certification.
07/23/2013: GED: this quarter 5 students graduated with GED, 8 students passed at least at least one unit. Portal: 20 students passed their exams and obtained their industry recognized credential.
10/22/2013: SCC hired part time math tutor to assist GED students in successfully completing the math component of the GED test. The GED instructor continued to work one-on-one with students to access needs and provide resources.
01/26/2014: The math tutor continued to work with students to prepare for Math portion of GED test. Students were positive about their test results. The GED instructor continues to work one on one with students to provide resources.
05/05/2014: SCC: PCT students receive tutorial support via a remediation program. Portal students receive tutorial support for exams/course preparation and SCC provided employment search assistance. GED math tutor resigned and SCC searched for replacement.
07/24/2014: SCC Portal students received 1-1 remediation, acquired certifications, passed exams. GED Hybrid students received both online and in-person tutoring. SCC searched for math tutor. SCC reviewed SME reports.
10/29/2014: Milestones Complete. SCC established and continued to provide tutorial support for GED students.
02/09/2015: Completed with the final GED offerings this quarter.

Deliverable ID: 27
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 EC
Narrative: Transition/Placement Specialist for Nursing and Health Informatics

Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 08/10/2012: Health Career Transitions Coordinator was hired during this reporting period.
11/07/2012: ECC: Transitions Coordinator worked with HIM AAS program whereas HIM Program now includes professional practical experiences that require them to partner with a healthcare facility.
02/07/2013: ECC: the HIM AAS program has required professional practical experiences that required them to partner with a healthcare facility along with the CMT program, which also requires clinical hours.
04/24/2013: ECC: the HIM AAS program required professional practical experiences, that require them to partner with a healthcare facility and the CMT required clinical hours. Program coordinators continued to establish new PPE sites.
07/23/2013: CMT offers option for students to make-up hours or work 1-1 with instructor. All students complete clinicals. HIM tutor supports all students, instructor provides Adobe connect review sessions, students meet with program director each semester.
10/24/2013: ECC held a continuous review course for HIM graduates to prepare for certification. Going forward, instead of meeting with program director, students will meet with their assigned HIM advisor. Sought designated HIM tutor in Learning Center.
01/26/2014: HIM/CMT/CNA continued intrusive intervention: more student contact; instructors reach out to struggling students; required semester transcript review; immediate contact upon missed assignments; regular clinical review.
05/05/2014: EC continued intrusive intervention to detect and overcome student barriers. Navigation coordinator and faculty review class progress/exams to detect remediation needs/barriers to learning. Programs underwent subject matter expert review process.
07/24/2014: ECC Navigation Coordinator updated RightTrac, noted possible barriers. This combined with instructor review of class progress/exam scores help detect student needs. Transitions coordinator ensured that students have realistic expectations.
10/29/2014: Milestones Complete. Transition/Placement Specialist established and ECC continued intrusive intervention to detect and overcome student barriers.
02/09/2015: Completed Transition/Specialist established and focused on students completing final program offerings this quarter along with job placement with employer partners.
05/12/2015: EC continues to offer job placement services to these student completers during this quarter. Deliverable will be closed next quarter.

Deliverable ID: 28
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 EC/MCC
Narrative: Business/Industry Outreach Coordinators
Expected Start: 10/01/2011

Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 08/10/2012: ECC moved forward in the process of hiring a HealthCare Outreach Coordinator that will be the liasion between the healthcare industry and ECC. MCC hired Employment Development Coordinator.
11/06/2012: ECC: Health Career Outreach Coordinator was hired and is engaging and working with healthcare providers. MCC: Employment Development Coordinator continued to work with employers.
01/31/2013: Colleges continued to meet with potential clinical and PPE sites.
04/24/2013: Colleges continued to meet with potential clinical and PPE sites. ECC Coordinator continued to establish new PPE sites and stretched boundaries from Rolla to St. Louis to increase location and number of possible sites.
07/23/2013: MCC added dedicated MHW advisor to assist in student success and continued to provide tutorial support to students. ECC requires HIM students to complete a checklist their PPE courses that align with course objectives and accreditation standards.
10/22/2013: ECC students are required to complete a PPE checklist to align course objectives and faculty continued to search for PPE sites. MCC academic advisor helped students before enrollment instead of waiting until there are issues.
01/26/2014: ECC: HIM continued PPE and sought new PPE sites. CNA: clinical hours reviewed for progress. MCC: team members worked to offer more job specific workshops for participants.
05/05/2014: Credit/non-credit programs include enhanced employability skills training and college resources provide additional support. MCC hired an additional Employment Navigator to assist with recruiting, internship, learn/earn opportunities, placement.
07/24/2014: ECC maintains a close relationship w/employer partners; partners send employees to ECC, hire graduates, provide feedback. MCC added Employment Development Coordinator to focus on partner development.
10/29/2014: Milestones Complete. ECC coordinator continued to maintain a close relationship with employer partners. MCC Employment Navigator focused fully on placement activities.
02/09/2015: MCC Employment Development Coordinator focused on student job placement/business outreach for open positions and assisted participants with 1-on-1 coaching/job placement workshops.
05/12/2015: Both colleges reported continued job placement services with their employer partners occurred during this quarter and will conclude next quarter.

Deliverable ID: 29
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 MCC
Narrative: IT and Maintenance internships
Expected Start: 10/01/2011
Expected End: 09/30/2014

Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Employment Development Coordinator, Nursing pathway lead, and Environmental Services lead developed a series of employer and community agency outreach meetings to be held in October and continued to work with employers to increase internships
11/06/2012: MCC Emploment Development Coordinator and program leads continued to build relationships with employer partners, seek new partners and work on internship possibilities.
02/06/2013: MCC Employment Development Coordinator and program leads continued to build relationships with employer partners, seeking new partners and working on internship possibilities.
04/20/2013: MCC continued ground work on the internship front and instructors have taken a more active role in engaging with their students (see case-notes).
07/23/2013: Instructors in the Environmental Services pathway continue to foster relationships with employers for internships/jobs. The competitive landscape for institutions to place students into clinicals impacts the availability of internships.
10/22/2013: MCC faculty worked to obtain internships for students into clinical settings. Most grant students seek permanent placement, particularly if unemployed or underemployed.
01/26/2014: MCC worked on employer relationships. MCC Board approved purchase Transcender IT Certification Exam Prep to allow participants access the online practice tests for up to 6 months.
05/05/2014: 8 Industrial Maintenance students were offered internships via the consortium developed to support program; 1 student was offered full-time employment. Nursing pathway students have clinicals. Programs underwent subject matter expert review process.
07/24/2014: Students acquired certifications, passed exams, completed clinicals, gained college credit. MCC scaled Intrusive academic support to CAHIMS students. MCC advisor and employment services coordinator met students to support academic/career placement.
10/29/2014: Milestones Complete. MCC continued to place students in internships.
02/09/2015: Students completed their internships in Q13.

Deliverable ID: 30
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 SCC
Narrative: Retention Specialist
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 08/10/2012: SCC recruited for qualified applicants for this position.
11/07/2012: SCC: continued to seek qualified applicants for this position.
01/31/2013: SCC recruited for Retention Specialist. In the interim, acting Retention Specialist was in place to work with the students to ensure that their supportive services and testing protocols were addressed and met.
04/20/2013: SCC hired 2 Retention Specialists who were tasked to work with students on an

individual basis to help with supportive services, career coaching, remediation, testing. They also worked with partner colleges to locate clinical sites for the programs.

07/23/2013: Retention Specialists: worked with participants to help them through MLT, HIS, RADTECH application process; provided services and support in the Portal; established partnerships with employers for clinical/job opportunities; obtained 13 new partners.

10/22/2013: SCC retention specialist: recruited students into the CNA and other MHW programs; regularly met with students; worked to obtain clinical partner sites; reached out to Career Center staff about all the MHW program offerings.

01/26/2014: Retention specialist recruited and enrolled students; worked to build partnership with SSM Laboratories; and worked to establish clinical sites for the MLT and the Radiology Technology programs.

05/05/2014: SCC retention specialist provided enrollment assistance/follow up to students interested in MLT, HIS, Rad Tech, and other grant programs. Programs underwent subject matter expert review process.

07/28/2014: SCC retention specialist continued to provide support to students in all POS. Students acquired certifications, passed exams, completed clinicals/POS, gained employment.

10/29/2014: Milestones Complete. SCC retention specialist continued to provide enrollment assistance and follow up services to students who are interested in receiving information about the MLT, HIS, Rad Tech, and any Allied Health Care MoHealthWINs programs.

02/09/2015: Retention Specialist resigned, grant staff and GED Instructor assisted students in completion; follow-up data collection and job placement in Q13.

05/12/2015: SCC grant staff and the GED Instructor are working with grant participants to provide follow up services to meet the grant requirements. The MHW program no longer has a retention specialist who had resigned last quarter.

Deliverable ID: 31
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 SLCC
Narrative: Medical Services Outsourcing Center
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End:
Notes: 08/03/2012: STLCC created job description for the Career Pathway Coach position (to be hired next quarter). Coach will provide intensive case management and program retention services, and will interface with instruction staff as well as the Career Centers.

11/06/2012: SLCC hired the first of two Career Pathway Coaches who will provide intensive case management and program retention services, and will interface with instruction staff as well as the Career Centers.

01/31/2013: Two Career Pathway Coaches were hired, worked in conjunction with instruction staff to retain and assist students in proceeding along their career pathways. No action on the

Outsourcing Center this quarter.

04/20/2013: SLCC added staff; teams of pathway coaches/Educational Assts./portal faculty provided intensive student services and coordinated with program instructors to provide retention services for C.N.A., PCT and IT Help Desk/End-User Support students.

07/23/2013: Intrusive student services continue with the coaches and other portal staff as described in the previous quarter. Initial planning to add an additional pathway coach for year three of the grant. 36 students have been placed in employment.

10/22/2013: SLCC added a third pathway coach (50% FTE) to support intrusive student services for all SLCC MHWs participants. Three additional adjunct faculty members have been hired as Educational Assistants in the ALA.

01/26/2014: Corrected Deliverable: Medical Services Outsourcing Center Portal, MIS, Medical Assistant, CNA, PCT, IT Help Desk/End-User Support, Healthcare IT Tech, EHR. Pathway Coach assigned to SSM ALA cohort, continued intrusive services for participants.

05/05/2014: SLCC continued intrusive student services for all participants. Programs underwent subject matter expert review process.

07/24/2014: Students acquired certifications, passed exams, completed clinicals. SLCC reviewed SME reports, continued intrusive services for participants, and provided seamless transition of caseload after the resignation of a Pathway Coach.

10/30/2014: Portal established and college continues to adapt and improve, the college added new integrated Reading and Writing modules for their Healthcare course, participants continue to receive intrusive support services.

02/09/2015: Intrusive student support services focused on student completion, development of career blue prints, job placement assistance. Assisted in planning a healthcare job fair event for next quarter.

05/13/2015: SLCC held a career job fair with their employer partners and grant participants. Job placement and career coaching continues through next quarter where this deliverable will close.

Deliverable ID: 32
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.3 MAC
Narrative: Maintenance and Pharm Tech internships and/or clinical practice w/retention counseling
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/12/2012: College personnel developing clinical practice be a part of the Pharmacy Tech curriculum. Discussions held in support of internships for the Main Tech program.

11/06/2012: MAC: due to employer feedback we changed maintenance program internship to be a component of the final stackable credential: Stationary Engineering. Clinical sites have been secured for the Pharmacy Technician program.

01/31/2013: Pharmacy students rotated thru clinics 4 hours per day. Retention support for both programs included extra math remediation sessions by instructors, counseling sessions, optional testing environments.
04/20/2013: MAC Retention counseling includes: staff assists students find resources, pay online, tutoring, study pace, job market data, financial aid/FAFSA, internship. Retention specialist frequently meets students. Career Center presents services offered.
07/23/2013: MAC provided individual FAFSA assistance. Maintenance students received personal counseling resulting in program completion, instructor offered mock interviews. College counselor addressed home/life situations affecting student performance.
10/22/2013: Program Support Specialists attended webinar on the healthcare reform marketplace. Students are required to meet with PSS. Stationery Engineering students were counseled on internship responsibilities and personal issues impeding student success.
01/26/2014: Students are required to meet with PSS by midpoint of course. Maintenance instructor met with students several times during their internship. Counseling was provided regarding personal issues that were impeding student success.
05/05/2014: Instructors notify PSS of student absence daily, the PSS follow up immediately. PSS visit class weekly. Both maintenance and pharmacy instructors visit clinical and internship sites regularly. Programs underwent subject matter expert review process.
07/24/2014: Students acquired certifications, passed exams, completed clinicals, gained college credit. MAC reviewed SME reports. Instructors/retention specialist: follow up w/student upon absence; visit class weekly; visit clinical/internship sites regularly.
10/29/2014: Milestones Complete. MAC established internships/clinicals and students continued to make progress.
02/09/2015: Students wrapped up final program offerings and clinicals, instructors communicated weekly on completion issues to PSS to assist in addressing student issues.

Deliverable ID: 33
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 2.4 All colleges
Narrative: ID industry certs for credit by certification; develop 2+ course assessments in Health Serv/Science
Expected Start: 01/01/2012
Expected End: 09/30/2014
Actual Start: 01/01/2012
Actual End: 03/31/2015
Notes: 08/10/2012: Each consortium college sent some 40 staff and faculty to CAEL training on PLA. Consortium formed small work group to begin assessing seven other state PLA models.
11/07/2012: All colleges continued to serve on the C4PL workgroup whereas seven national state models were reviewed and evaluated to benchmark best practices applicable for a MO model.All colleges have created internal teams to vet these practices.
01/31/2013: College statewide CPL taskforce created draft statewide model to be used by all

consortia colleges in Missouri. Draft sent to the colleges for review. Consortium sent representative to CAEL International Conference

11/13/2013: MCCA Presidents and Chancellors Council adopted the statewide model on Credit for Prior Learning in March 2013. The CPL taskforce is set to reconvene next quarter to begin Phase 2 of the CPL process.

02/06/2014: Oct grant leads meetings-Phase II activities were discussed. Grant staff attended the CAEL convention to seek further guidance on the development of these C4PL activities & met with other TAACCCT grantees to further network and explore best practice

05/05/2014: Consortium C4PL work group reconvened to prepare an application for the CAEL/Lumina technical assistance Jump Start Program. Discussed phase II activities & additional professional development training in support of competency based programs & C4PL.

08/11/2014: CAEL/Lumina announced that MCCA/MDHE was a Jump Start Program award winner. This level of CBE/CPL training/tech assistance will benefit and enhance the MHW Consortium. Initial training slated for November 2014.

10/30/2014: Colleges reported continued professional development in C4PL with faculty/staff was provided; registrars offices have began the process of awarding C4PL; and CAEL Jumpstart trng agenda was developed for next qrtr offering to 50 faculty statewide.

02/09/2015: Equivalency examinations are now in place for grant programs. All colleges participated in Jumpstart training in October with a focus on PLA relationship with Competency Based Edu. SLCC reported 96 students awarded C4PL in Literacy and 235 in Math.

05/12/2015: Milestones met: CAOs and CSAOs established standards/processes. Process information added to websites, course catalogs, program brochures. Develop course assessments and students awarded credit for prior learning. CLOSED

Deliverable ID: 34

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.1 EC

Narrative: 3 Health Informatics Specialists

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/09/2012: This strategy is in process.

11/08/2012: HIM is going through accreditation (expected Spring 2013); once complete ECC will add certificates to the credentials of this program.

01/31/2013: Strategy in process

05/06/2013: Strategy in process, accreditation (expected Spring 2013); once complete ECC will add certificates to the credentials of this program.

07/23/2013: Strategy in process, accreditation (expected Spring 2013); once complete ECC will add certificates to the credentials of this program.

10/22/2013: ECC designed CMT Program to develop the medication administration skills of CNAs

who are employed in Skilled Nursing Facilities.

01/26/2014: HIM accreditation site survey took place in December, results due January. CMT - Since we are saturating our current CMT market, we have had trouble filling our classes. We will seek other areas with Nursing Facilities such as Rolla/Warrenton.

05/05/2014: ECC extended outreach to Rolla and Warrenton and held grand opening at Rolla campus. Program underwent subject matter expert review process.

07/24/2014: Students acquired certifications, passed exams, gained college credit and college reviewed SME reports. ECC met w/school district regarding classrooms for CNA/CMT classes and expects to have at least one CMT cohort in place by August.

10/29/2014: Milestones Complete. ECC established programs and students continued to make progress.

01/21/2015: Complete

Deliverable ID: 35

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.1 SFCC

Narrative: Medical Coder; Phlebotomy

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 09/30/2014

Notes: 08/10/2012: This strategy is in process.

11/06/2012: SFCC: Phlebotomy course will begin October 15, 2012. All students will take Workkeys tests and receive NCRC certification and industry certifications will be offered upon passing test.

02/06/2013: Description of this strategy should read: Sonography,Radiology Modalities. Rad.- CT program began Oct 15, 2012. 9 students enrolled, 7 completed the first course, 7 took Workkeys and received NCRC certification. Sonography to start August, 2013

05/06/2013: SFCC: All participants take NCRC test and receive certificate.

07/23/2013: All participants take NCRC test and receive certificate. Added CNA and CMT participates to NCRC test requirement.

10/22/2013: Description of this strategy should read: Sonography, Radiology Modalities. Rad.- CT Advanced Radiology certificate in CT (computed tomography) started 2012. Continued enrollment.

01/26/2014: See below for corrected deliverable description. Phlebotomy courses continue to be popular and enrollment continued in Adv. Radiology certificates.

05/05/2014: See below for corrected deliverable description. Phlebotomy courses continued to be popular. Final grant offering will be in August 2014. Program underwent subject matter expert review process.

08/11/2014: Students acquired certifications, passed exams, completed POS. College reviewed SME reports and added advanced certs in Radiology to be offered in Quality Management and

Mammography.
10/29/2014: Milestones Complete. SFCC established advanced certificates in Radiology Quality Management and Mammography and students continued to make progress.
01/21/2015: Complete

Deliverable ID: 36
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 Linn
Narrative: Office Clerk/Customer Service IT and Computer Support Techncian
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: In the process of hiring adjunct instructors to develop new certificate programs tied to industry and or WorkKey certifications.
11/06/2012: LS: hired adjunct instructors to develop/introduce new programs tied to industry and/or WorkKeys certifications in 3 programs. A WorkKeys assessment system is being developed on campus.
01/31/2013: LS hired adjunct faculty to develop/introduce new certificate programs in 3 of our programs of study under the guidance of the Information Technology department chair. A WorkKeys assessment system is being developed and implemented on campus.
04/20/2013: LS introduced the Certiport IC3 program at the suggestion of employer. LS gave WorkKeys Assessment at the launch of each class and used pretest scores to implement contextualized math/reading. Tutors also used test results.
07/23/2013: LSTC revised curriculum according to employer partner needs, e.g., added the EPA module to Maintenance program. The grant manager continues to meet with employer partners to cultivate relationships toward expanded career pathways for participants.
10/22/2013: LSTC continues to revise curriculum according to employer partner needs. The Introduction to Maintenance program of study has expanded their LockOut/TagOut portion of OSHA training at Capital Region Medical Center request.
01/26/2014: Curriculum in grant funded programs of study have been revised according to employer partner needs. An example is the addition of the EPA Section 608 certification in the Intro to Maintenance program.
05/05/2014: Curriculum in grant funded programs of study include employer partner needs and suggestions. Employer partners assist in curriculum development, but do not formally approve LSTC curriculum. Programs underwent subject matter expert review process.
07/24/2014: Students acquired certifications, passed exams, completed POS and college reviewed SME reports.
10/29/2014: Milestones Complete. LSTC Curriculum in grant funded programs of study include employer partner needs and suggestions, but partners do not formally approve LSTC curriculum.
01/21/2015: Complete

Deliverable ID: 37

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.1 MCC

Narrative: Computer Support Technician, 3 Health Informatics Specialist

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/09/2012: MCC hired the IT lead and IT Lab administrator.
11/07/2012: MCC will offer two new certificates - Computer Support Specialist & Healthcare IT Technician; these will include WorkKeys as an additional certificate.
01/31/2013: Correction to the description of this strategy: Two new certificates - Computer Support Specialist & Healthcare IT Technician to include WorkKeys as an additional certificate.
04/20/2013: MCC developed the Healthcare IT Technician credit program. Twenty students were in the first cohort. Discussions around adding to the IT structure (e.g.: Help Desk Technician) based on industry needs are underway.
07/23/2013: MCC developed a new Pharmacy Technician cohort based on FEC feedback and labor/market data; planned expanded offerings in Help Desk Technician, incorporating the existing A+, Net+ with existing Call Center Professional/Desktop Technician coursework.
10/22/2013: MCC started the new CAHIMS course which is designed as open entry/exit; hybrid model. Participants began the course in Fall 13, but after the Q8 due date; these participants will be reported next quarter.
01/26/2014: The 1st CAHIMS (Certified Associate in Healthcare Information & Management Systems) was launched during Q9. This is an industry recognized certificate that prepares students for entry level jobs in the healthcare industry.
05/05/2014: MCC launched non-credit IT Help Desk Tech to target individuals lacking IT experience. Program stacks toward existing certifications offered in hardware, operating systems support and networking (A+ and Net+). SME curriculum review underway.
07/24/2014: All MCC MHW programs are tied to Work Keys and industry certifications. Participants earned certifications leading to employment opportunities.
10/29/2014: Milestones Complete. MCC tied all programs to WorkKeys and industry certifications.
01/21/2015: Complete

Deliverable ID: 38

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.1 MAC

Narrative: Industrial Maintenance

Expected Start: 10/01/2011

Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 06/30/2014
Notes: 08/03/2012: MAC is revising its Maintenance Tech Program to reflect the competencies needed to work in a Healthcare Setting. new 400 hour HVAC and new Stationary Engineering Certificate programs are being developed. All tied to AAs degree program.
11/06/2012: MAC: Maintenance Technology Certificate program finalized and includes the OSHA 10 certificate and 9 College Credit hours. Drafts prepared for the HVAC and Station Engineer program to be presented to the Employer Advisory Board in October 2012.
02/06/2013: The HVAC program curriculum was approved by the Employer Advisory Board and will include 15 college hours to be offered Spring 2013. Stationary Engineering curriculum under development and to include a 90 hour internship.
04/20/2013: MAC instructors continue to work on the Stationary Engineering curriculum to present to the Maintenance Advisory Board at their April meeting.
07/23/2013: MAC: Maintenance Advisory Board gave final approval to the Stationary Engineering curriculum which will include internships.
10/22/2013: Employers helped to provide curriculum check-off sheets for the Stationery Engineering 90 hour internship component, gave feedback on the internship (3 college credit hour course). Maintenance students retake WorkKeys assessments at program end.
01/26/2014: The first Maintenance internships were completed this quarter. Employers worked with instructor to fine tune the program.
05/05/2014: Due to college credit earned by participants within stackable credentials, faculty present the applicable 2-year degree plans to students to earn an AAS Degree after completion of the grant programs. Program underwent subject matter expert review.
07/28/2014: Students acquired certifications, passed exams, completed POS, gained employment. MAC reviewed SME report.
10/29/2014: Milestones Complete. MAC tied programs to WorkKeys/ industry certifications, incorporated employer feedback into curriculum development/revisions, developed internships, incorporated stackable credentials, and developed degree plans for participants.
01/21/2015: Complete

Deliverable ID: 39
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 SLCC
Narrative: Medical Intake Specialist; 3 Health Informatics Specialist, Security Support Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: The program of study plan developed during this quarter includes plans to develop 2 Electronic Health Records certificates of completion.

11/07/2012: SLCC: MIS program began Sept. 2012. Development continued on the Healthcare IT Techn and 2 Electronic Health Records Certificates of Specialization.
01/31/2013: A faculty member devoted to the Healthcare IT Technician Certificate of Specialization is on board to complete the work of taking this program through internal and state approval processes.
04/19/2013: SLCC The workgroup for development of the Healthcare IT Technician Certificate of Specialization is meeting and aligning the program to the new HIMSS certification. We plan to offer the first cohort of this program as a certificate of completion.
07/23/2013: A new cohort of the Healthcare IT Technician was launched this quarter, offered as a certificate of completion. Work continues on the institutional and state approval for the Healthcare IT Technician certificate of specialization.
10/22/2013: A new group of students was added to the EHRI cohort this quarter. SLCC planned to launch EHRII next quarter.
01/26/2014: Deliverable should read: Medical Information Intake Specialist; 3 Health Informatics Specialist(Healthcare IT Tech,EHRI/II). Launched Electronic Health Records II (Healthcare Information and Management Systems(HIMS) Implementation) this quarter.
05/05/2014: SLCC added incumbent component to Electronic Health Records II to improve skills/prepare for advanced employment opportunities as HIT implementation specialists. EHR aligned to CAHIMS certification exam (supported by HIMSS). SME review underway.
07/24/2014: SLCC incumbent component of EHR II participants continued to work on their on-line course. They are scheduled to complete their class in the September timeframe.
10/29/2014: Milestones Complete. SLCC tied programs to WorkKeys/industry certifications, incorporated stackable credentials, and students prepared for and achieved CAHIMS certification.
02/09/2015: ERHII completed this quarter with 64% student successfully completed and schedule to take the CAHIMS certification exam next quarter.

Deliverable ID: 40
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.1 TRCC
Narrative: 3 Medication Technician; CNA; Feeding Assistant
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: Program development this quarter included the usage of WorkKeys to pre-test students into the 3 programs and the certification testing as the post-test.
11/07/2012: TRC: will use WorkKeys to pre-test students into the 3 programs and the certification testing as the post-test; programs to launch November 2012.
01/31/2013: TRC used WorkKeys to pre-test students into the 3 programs and the certification testing as the post-test.
04/19/2013: TRCC TRC used WorkKeys to pre-test students into the 3 programs and the

certification testing as the post-test.

07/23/2013: TRCC continued to use WorkKeys to pre-test students into the 3 programs and the certification testing as the post-test.

10/22/2013: The program is running all three course offerings with pre-admission requiring a bronze level or higher on the WorkKeys assessment.

01/26/2014: TRC continued to offer all three course offerings with pre-admission requiring a bronze level or higher on the WorkKeys assessment.

05/05/2014: The program is running all three course offerings with pre-admission requiring a bronze level or higher on the WorkKeys assessment.

07/24/2014: Status quo: the program is running all three course offerings with pre-admission requiring a bronze level or higher on the WorkKeys assessment.

10/29/2014: Milestones Complete. TRC established programs, incorporated WorkKeys and students continue to make progress.

01/21/2015: Complete

Deliverable ID: 41

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.1 MAC/NCMC/SFCC

Narrative: Pharmacy Technician

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/10/2012: Program development is underway in developing a 12-week Pharmacy Technician Career Program.

11/12/2012: MAC: Pharm Tech program approved by Advisory Board, instructor approved as a PTCB Advocate Educator, MAC program listed on PTCB website, clinical sites secured; students enrolled Sept. 2012. NCMC:Curriculum Committee reviewed in Sept.

01/31/2013: MAC students enrolled in program. NCMC responded to industry demand and designed a one-semester certificate, Curriculum Committee will review in 1/2013. SFCC strategy description incorrect, should be Phlebotomy, SFCC Phlebotomy course began 10/2012.

04/20/2013: NCMC Curric. Comm. approved accelerated 1-sem. Pharm Tech and program launched in March. Participants took WorkKeys/earned NCRC in Skills Enrichment. Advisory Board approved MAC program, students earn NCRC/can take National Exam upon completion.

07/23/2013: MAC: Pharmacy Tech students take pre and post Work Keys. NCMC: 1st cohort completed coursework/internships. Students are preparing to take the National Exam. Recruiting is underway for the second cohort. Courses for the second cohort begin 8/2013.

10/22/2013: MAC: Pharm Tech students retake the Work Keys assessments at the end of program. NCMC: second cohort began 8/2013. SFCC offered Phlebotomy not Pharm Tech.

01/26/2014: MAC: curriculum built around completion of National Exam, students retake WorkKeys assessments at program end. NCMC: 2ND cohort ended coursework: 1 student enrolled

in practical nursing, 2 students plan to pursue AAS.
05/05/2014: Curriculum built around national exam. Colleges expanded outreach for upcoming sessions. MAC employer partners contacted peers, related benefits of hiring program completers. MAC worked to ensure program continues post-grant. SME review conducted.
07/24/2014: Pharmacy Tech students earned certificates, completed coursework and clinicals and gained employment. Colleges reviewed SME reports. MAC expanded POS to another section of their service area and acquired additional employer partners.
11/03/2014: Milestones Complete. Colleges established programs, built national exams, incorporated WorkKeys and students continue to make progress.
01/21/2015: Complete

Deliverable ID: 42

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.2 EC/SFCC

Narrative: Health Information Technology

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 09/30/2014

Notes: 08/12/2012: Program curriculum development continued with partner colleges. HIT/IT work groups met several times. Strategy in process
11/06/2012: SFCC listed in error on this deliverable grant modification dropped HIT for SFCC. ECC strategy in process.
01/31/2013: ECC Strategy in Process. SFCC N/A. - H.I.T was dropped from our planned program offering in this grant
04/24/2013: ECC Strategy in Process. SFCC N/A. - H.I.T not planned grant offering.
07/23/2013: ECC: held advisory board meetings to discuss curriculum and get input on industry requirements. The program curriculum is approved by DESE and the Curriculum Committee. HIM under review for potential accreditation by CAHIM. SFCC: n/a.
10/22/2013: ECC was in the panel review stage of accreditation process for HIM and is waiting to hear when site survey will occur. SFCC dropped planned program offering in early 2012.
02/04/2014: EC: HIM accreditation site survey took place in December. We will have results in January. If the program receives accreditation, our graduates will be able to test for their certification. SFCC: H.I.T dropped 1st grant mod.
05/05/2014: ECC HIM program received its CAHIM accreditation. Graduates will now be able to test for their certification. SFCC not part of this strategy. Programs underwent subject matter expert review process.
07/24/2014: One ECC student tested for CAHIM certification and passed. ECC reviewed SME report. SFCC not part of this strategy.
10/29/2014: Milestones Complete. ECC established HIM program, received accreditation, and students continue to make progress. SFCC not part of this strategy.

01/21/2015: Complete

Deliverable ID: 43
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.2 JC/SCC/SFCC
Narrative: Radiologic Technology
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: JCC and SFCC: began accreditation/curricular establishment process for program (set to begin 8/2013); JCC and SCC participated in JRCERT and worked on partnership arrangements.
11/07/2012: JCC and SCC: MOU in progress, examining alterations to the general education requirements of AAS.
01/31/2013: JCC and SCC signed MOU to allow SCC students to gain Rad Tech training thru certificate program, MDHE to consider 2/2013. SCC began taking applications. SFCC: new AAS degree will be Sonography (8/2013) to be one of 3 online programs in US
05/06/2013: MDHE approved JCC Rad Tech Cert (Fall 2013), applications accepted. JCC/ SCC report true partnership emerging. SFCC employers reviewed Sonography competencies (Fall 2013).
07/23/2013: SFCC: Sonography course competencies reviewed with advisory board, program start August 2013. SCC/JC: strengthening partnership; confirmed 2 clinical sites; addressed program requirements that were barriers to SCC students. Program start 8/2013.
10/22/2013: Program has 12 clinical sites. New coordinator worked with SCC to secure additional sites in the St. Charles area. First student cohort began 8/2013 with 1 SCC student. SFCC Sonography program began 8/2013 with 5 participants.
01/25/2014: JC: 1st Cohort (10 students) continued. SCC: Rad Tech Program continued to receive inquiries; lack of online courses was challenge for SCC students. SFCC: 1st cohort continued Sonography courses.
05/05/2014: SFCC Sonography cohort continued and budget analyzed to support program post-grant. JCC Rad Tech cohort continued. SCC students express interest in next JCC cohort. Programs underwent subject matter expert review process.
07/24/2014: Students acquired certifications, gained college credit, participated in clinicals, passed exams and colleges review SME reports, added credentials per employer request.
10/29/2014: Milestones Complete. Colleges established programs, incorporated certifications, and received appropriate approvals.
01/21/2015: Complete

Deliverable ID: 44

Status: Complete
Deliverable Type: Deliverable
Project Goal: Strat 3.2 MCC/SLCC/OTC/Linn
Narrative: Systems Administration/Engineering
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: Colleges identified the pathway and stackable credentials for each program of study.
11/07/2012: SLCC: A healthcare track will be developed within the Network Engineering AAS degree. LS was dropped from this deliverable in first grant modification. OTC launched first cohort. MCC hired IT faculty and lab equipment delivered.
02/07/2013: LS was dropped from this strategy in first grant modification. SLCC This will be a year three strategy. Strategy in development. Employer feedback at OTC aided in decision to drop the networking program after first cohort completed.
04/22/2013: MCC redesigned IT/HIT pathway based on employer feedback. SLCC: this will be a year 3 strategy (in development). OTC: participant count to be offset by increased enrollment in other POS (see below). LS see below.
07/23/2013: MCC: as the number of students completing the A+ and Net+ certifications increases, we anticipate that some students will want to excel further with Security + and other offerings. LS/OTC: see below. SLCC: This will be a year three strategy.
10/22/2013: MCC anticipates that some students will want to excel further with Security + and other offerings in year 3. SLCC: This will be a year three strategy. LS/OTC: see below.
01/25/2014: Due to budget/personnel(unexpected retirement),SLC will not develop new AAS deg. MCC provided support services for course in existing AAS Systems Admin/Engineering, changed curriculum to LabSim/trained faculty/offered tutoring.LS/OTC: see below.
05/05/2014: Incorrect label: neither OTC/LS developed new AAS. MCC responded to employer feedback, launched entry-level/short-term/non-credit IT Help Desk Tech program/certificate to bridge to credit CSIS program and explored increasing academic support in CSIS.
07/24/2014: Incorrect label: neither OTC/LS developed new AAS. Students acquired certifications, passed exams, gained employment. Colleges reviewed SME reports.
10/30/2014: Incorrect label: neither OTC/LS developed new AAS. STLCC dropped strategy Jan 2014. MCC continues to support students in certifications, passed exams, gained employment. Planning is underway to scale in Rnd 4 grant in all IT programs.

Deliverable ID: 45
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.2 OTC/SCC
Narrative: Hearing Aid Specialist

Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/12/2012: A summer component was developed to accelerate the program of study.Procurement process for program mobile lab/equipment underway.
11/07/2012: OTC/SCC: Hearing Instrument program began and mobile lab was procured and ordered. Five SCC students are enrolled in the first cohort.
02/07/2013: OTC Mobile unit received and will be available for use in spring 2013. SCC 5 students enrolled and completing proctored exams at SCC. Without mobile lab, SCC students would have to travel to OTC for labs, some 250 miles.
04/20/2013: OTC HIS mobile lab became operational and students first used it on March 29. All 5 SCC students continued in program completing proctored exams on SCC campus and traveled to Rolla for labs. SCC continued recruitment for program with May 1 deadline
07/23/2013: SCC: 4 of 5 students from Fall 2012 cohort remain. OTC staff came to SCC to conduct assessments, mobile lab came to SCC, OTC/SCC worked to set up simulation labs at SCC. These labs are critical for students to obtain required clinical hours.
10/22/2013: SCC had 1 student enter HIS. The mobile lab was on SCC campus in August and September. SCC held event to let business partners, community members, SCC staff/faculty know about the HIS program.
01/25/2014: SCC: 1 SCC student completed HIS coursework, but still has some general education credits to complete. He should complete them this summer 2014 and graduate at that time.
05/05/2014: Strategy incorrectly labeled (revised not new). SCC student completed HIS coursework and secured employment prior to degree completion.
07/23/2014: Strategy incorrectly labeled (revised not new). One SCC student in HIS still has to complete GenEd. OTC had students complete program and gain employment this quarter.
10/29/2014: Milestones Complete OTC/SCC established programs, tied program to industry standards/WorkKeys and students continued to make progress.
01/21/2015: Complete

Deliverable ID: 46
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.2 SLC
Narrative: Medical Lab Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/10/2012: SCC not SLC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC worked on defining the process for eligiblity, documentation, service

for SCC participants.
11/06/2012: SCC not SLC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC worked on defining the process for eligiblity, documentation, service for SCC participants.
01/31/2013: SCC not SLC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC worked on MOU
05/06/2013: SCC not SLCC will partner with MACC on the MLT. (Typo in the title of this strategy.)
07/23/2013: SCC not SLCC will partner with MACC on the MLT. (Typo in the title of this strategy.)
10/22/2013: SCC not SLCC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC continued to administer the NCRC to all participants
01/25/2014: SCC not SLCC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC continued to administer the NCRC to all participants
05/05/2014: SCC not SLCC will partner with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC continued to administer the NCRC to all participants. Program underwent subject matter expert review process.
07/23/2014: SCC not SLCC partners with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC continued to administer the NCRC to all participants.
07/23/2014: SCC not SLCC partners with MACC on the MLT. (Typo in the title of this strategy.) SCC and MACC continued to administer the NCRC to all participants.
10/29/2014: Milestones Complete. SCC not SLCC partners with MACC on the MLT. (Typo in the title of this strategy.) MACC established programs, tied program to industry standards/WorkKeys and students continued to make progress.
01/21/2015: Complete

Deliverable ID: 47
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.3 EC/SLCC
Narrative: WorkKeys assessments for CNA/CMT/EMT/Home Health Giver
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: STLCC worked on developing the portal with plans to include offering the WorkKeys, Compass, digital literacy and keyboarding assessments for all students who enroll in the MoHealthWINs portal.
11/06/2012: ECC: (2) Non-Credit Transition Cohorts have been given the WorkKeys Exam. SLCC: continued to revise programs in the therapeutic pathway to include contextualized basic skills, WorkKeys assessments both pre- and post-program delivery.
02/06/2013: ECC (2) Non-Credit Transition Cohorts have been given the WorkKeys Exam. SLCC:

Participants given WorkKeys, began profiling of training programs and occupations through individual employer partners (this will be on-going through the life of grant).

05/06/2013: ECC: (3) Non-Credit Transition Cohorts have been given the WorkKeys Exam. SLCC: All students in STLCC MoHealthWINs programs took WorkKeys assessments utilizing state-funded WorkKeys testing resources (grant funded personnel administered tests).

07/23/2013: ECC developing hybrid version of current CNA program, July launch scheduled. Upon completion, students will have opportunity to sit for state certification. All SLCC students take WorkKeys using state-funded WorkKeys testing licenses.

10/22/2013: ECC began Hybrid 9/2013. SLCC all students took WorkKeys using state-funded resources. Of 416 SLCC students, 393 have completed at least one NCRC credential.

01/25/2014: ECC: Hybrid CNA - 1st cohort completed December 2013. SLCC: all grant students take WorkKeys using state resources (MHWINs funds test administration). 479 students have completed an NCRC credential.

05/05/2014: All students in MoHealthWINs programs are taking the WorkKeys assessments utilizing WorkKeys. Programs underwent subject matter expert review process.

07/23/2014: All students in MoHealthWINs programs are taking the WorkKeys assessments as part of the comprehensive assessment process.

10/29/2014: Milestones Complete. Colleges established programs, tied program to industry standards/WorkKeys and students continued to make progress.

01/21/2015: Complete

Deliverable ID: 48

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 3.3 CC

Narrative: Offer ACN in multiple McDonald County sites

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: Added the first CNA courses to the Fall 2012 schedule. Currently recruiting students for the program.

11/06/2012: CC: 14 CNA participants started a 10-week program on August 22, 2012 and 24 ADN students are enrolled. CNA Cohort 2 has 12 enrolled currently and will begin October 15.

02/06/2013: CC: Cohort 2, 14 participants started CNA program. A total of 25 have completed and passed the CNA exam, 1 student still completing clinical and then will test.

04/19/2013: CC: All cohorts (C.N.A and A.D.N.) progressed and continued to complete pre-/post-NCRC assessment. Career Center representatives come to the Pineville site to administer assessment and staff advise participants. It has been a great partnership.

07/23/2013: CNA summer class started June to complete in July. This group did a pre-NCRC assessment but due to the WIB funding issues, we have not scheduled the post-NCRC exam. We are working to find a solution to this testing issue.

10/24/2013: CNA PROGRAM: CC had 13 CNA students enrolled for the summer class and 12 completed. They also did their Pre-NCRC Assessment but due to funding issues with WIA/WIB, they will not be able to complete a Post-NCRC exam.

01/25/2014: CNA PROGRAM: 14 enrolled for Fall, 12 completed. All were Pre-NCRC Assessment but due to funding issues with WIA/WIB, they will not be able to complete a Post-NCRC exam. McDonald County campus classes scheduled to begin Jan. 2014.

05/05/2014: CC offered 3 cohorts of CNA this quarter, 2 in McDonald County at the new campus and 1 in Cassville. Two of the classes are 8-week courses that began in March. The Pre-NCRC Assessment will be given to all of the cohorts.

07/23/2014: CC cohorts that began in the 1st quarter at McDonald County and Cassville completed their courses in May. We offered CNA again at McDonald County and Cassville campuses for Summer. The Pre-NCRC Assessment has been conducted at both sites.

10/29/2014: Milestones Complete. CC established program, tied program to industry standards/WorkKeys and students continued to make progress.

01/21/2015: Complete

Deliverable ID: 49
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.3 Linn/OTC/SLCC
Narrative: Computer Support Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: STLCC's programs of study plan developed during this quarter, includes plans to offer the Help Desk/End User to three cohorts of students during the life of the grant.

11/07/2012: OTC: program tied to industry standards, students tested with WorkKeys/NCRC upon completion. SLCC: IT Help Desk/End-User Support to include multiple industry certs. LS dropped from this deliverable in first grant modification.

02/06/2013: LS dropped this program in grant mod. OTC tied each program to industry standards; students will be WorkKeyed upon completion. SLCC: worked with employer partners to profile programs/occupations in WorkKeys (on-going thru life of grant).

05/06/2013: LS dropped this program in grant mod. OTC tied each program to industry standards; students will be WorkKeyed upon completion. SLCC: worked with employer partners to profile programs/occupations in WorkKeys (on-going thru life of grant).

07/23/2013: LS dropped program in grant mod.OTC: each program is tied to industry standards and students will be tested with WorkKeys upon completion. SLCC: challenge to get employer partners to complete WorkKeys profiling.

10/22/2013: LS dropped program in grant mod. OTC tested completers with WorkKeys and SLCC worked to get employers to complete WorkKeys profiling.

01/25/2014: LS dropped program in grant mod. OTC and SLCC continued to test completers with

WorkKeys.
05/05/2014: OTC and SLCC tie programs to industry standards, test participants with WorkKeys, and provide NCRC certification. Programs underwent subject matter expert review process.
07/23/2014: Deliverable Complete. Each of the programs being offered have been tied to industry standards. Participants are tested with WorkKeys to also provide NCRC certification.
10/29/2014: Milestones Complete. LS dropped this program in grant mod. OTC/SLCC established programs, tied program to industry standards/WorkKeys and students continued to make progress.
01/21/2015: Complete

Deliverable ID: 50
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.3 MCC
Narrative: Maintenance Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/09/2012: MCC hired the Environmental Services program lead who met with employers and incorporated employer feedback into program design.
11/06/2012: MCC: Environmental Services is new credit certificate developed due to employer feedback. The certificate vetted and approved at all levels of the college curriculum committees. Planned meeting 10/2012 with Financial Aid Office on Pell eligibility
01/31/2013: MCC Environmental Services/Sterile Processing tied to industry standards; students will be tested with WorkKey; employer consultation on credentials will be on-going.
04/22/2013: MCC developed Environmental Services pathway based on employer feedback. Employers stated: embed modules on healthcare-specific skills such as OSHA/soft skills and new courses are essential for current employees/new hires.
07/23/2013: Plans to offer a modified/innovated Surgical Technology program at MCC incorporating curriculum from the Environmental/Central Services pathway are underway.
10/22/2013: MCC students qualified for MHW in the Surgical Technician certificate program. This program was an innovation in adding INTE 108 & INTE 109 to the program of study.
01/25/2014: Sterile Processing instructor serves as regional director for 2 hospitals and setup student observations. New Employer partners joined the MCC INTE consortium, held info session educational seminar for employers.
05/05/2014: Surgical Tech Employer feedback suggests need for surgical technologists w/sterile processing knowledge. 6/2014 cohort will offer Sterile Processing elective. Hospitals are outsourcing gas sterilization methods. Subject matter expert review conducted
07/28/2014: Students acquired certifications, passed exams, completed POS, gained employment. MCC reviewed SME report.
10/30/2014: Surgical Technology program, in effort to develop an AAS degree, was revised to include coursework in Central Services and Sterile Processing tied to industry certification.

Students completed coursework and newly added credentials per employer input
02/09/2015: Completed. Final program offering was completed this quarter.

Deliverable ID: 51
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 3.3 JC
Narrative: Computer Information Systems
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: JCC: altered CIS program format to include 4 stackable credentials concluded in 26 weeks. All certificate classes will be college credit/applied to AAS or to improve program completers marketability.
11/06/2012: JCC: CIS - All Cohort 1 CIS-Fast Track Students will complete first WorkKeys assessment. In Cohort 2 and beyond, WorkKeys will be completed before admission into the CIS program. All students completed their JC Digital Literacy credential.
02/06/2013: JC: all Cohort 1 students successfully completed the first four courses within the certificate. Cohort 2 took WorkKeys in preparation for January 15th start date.
04/19/2013: Students prepared for certification exams (PC Pro, A+), resumes. Guest speakers scheduled: Financial Aid, Graduation, Resumes, Industry. Students who did not achieve certification were offered opportunity to remediate prior to retest.
07/23/2013: Students in Cohort 1 have graduated and been reassessed via WorkKeys. At this writing, scores have yet to be received. Cohort 2 has completed their initial WorkKeys testing, as have JASSI program participants.
10/22/2013: Cohort 1 had 13 completers. Cohort 2: 3 of the original 8 students completed the certificate.
01/25/2014: JC: CIS cohort 3 students have completed WorkKeys pre-testing to achieve their initial placement within "work ready" status.
05/05/2014: All students in Cohort 4 have been successful in achieving the NCRC. CIS Industry certifications are given throughout the progress of the program. Numbers are unavailable at this writing. Program underwent subject matter review process.
07/23/2014: All Cohort 3 students exited the program via WorkKeys Certification (which is the standard exit exam for this program).
10/29/2014: Milestones Complete. JC established programs, tied to WorkKeys, and students continued to make progress.
01/21/2015: Complete

Deliverable ID: 52
Status: Complete

Deliverable Type: Deliverable
Project Goal: Strategy 3.3 SLCC
Narrative: Database Specialist, Web Developer Specialist
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/12/2012: Participated in several HIT/IT consortium college work group to further define programs of study curriculum and employer needs.
11/07/2012: College surveyed Missouri HealthCare employers for digital literacy requirements and shared with the Consortium HIT/IT workgroup. Survey results indicated new industry credential: IC3. Colleges are working to incorporate this credential.
02/07/2013: SLCC Not applicable. Program does not include funded cohorts Database Specialist or Web Developer Specialist. IT Workgroup continued to meet and further expand workgroup with additional college experts.
05/06/2013: SLCC: Not applicable. Program does not include funded cohorts for Database Specialist or Web Developer Specialist. IT Workgroup continued to meet and further expand workgroup with additional college experts.
07/23/2013: SLCC: Not applicable. Program does not include funded cohorts for Database Specialist or Web Developer Specialist. IT Workgroup continued to meet and further expand workgroup with additional college experts.
10/22/2013: Not applicable. SLCC program does not include funded cohorts for Database Specialist or Web Developer Specialist. IT Workgroup continued to meet and further expand workgroup with additional college experts.
01/25/2014: Not applicable. SLCC program does not include funded cohorts for Database Specialist or Web Developer Specialist. IT Workgroup continued to meet and further expand workgroup with additional college experts.
05/06/2014: Not applicable. The IT workgroup has concluded its grant supported activity. Since this is no longer applicable this can be closed.
08/01/2014: The IT workgroup has concluded its grant supported activity.

Deliverable ID: 53
Status: Ongoing
Deliverable Type: Deliverable
Project Goal: Strategy 3.4 All colleges
Narrative: Develop standard stackable credentials model. Use to develop similar information for other clusters.
Expected Start: 01/01/2012
Expected End: 07/31/2012
Actual Start: 01/01/2012
Actual End:

Notes: 08/12/2012: Colleges mapped their programs of study and began to identify stackable credentials for each program. Significant work has been accomplished in developing stackable credentials for most programs.

01/31/2013: Participants earned stackable credentials at several colleges. Colleges that had not begun programs continued to hold discussions with potential employers and appropriate college faculty/staff.

04/22/2013: All colleges have programs underway; all programs/credentials based upon employer partner input. Colleges continued to work with employers to fine tune coursework to best meet industry and student needs. Participants achieved credentials.

10/22/2013: Colleges continued to award credentials based upon employer partner input. Colleges continued to work with employers to fine tune coursework to best meet industry and student needs.

01/26/2014: Colleges continued to train in the stackable credential model and added additional certifications as employers and grant staff/faculty continued to revise programs to meet industry needs. Students earned credentials and completed programs.

05/05/2014: Students continued to earn stackable credentials tied to industry standards and certification needs. Colleges consulted employers to insure currency of credentials. Programs underwent subject matter expert review.

07/22/2014: SME review of all grant POS included consideration of stackable credential component. Colleges are reviewing results. Students continued to earn credentials and progress thru POS.

10/31/2014: Colleges have SME reviews under consideration and some have implemented curriculum revisions based on SME review report or further employer input. No new credentials were introduced or implmented this quarter.

02/09/2015: SME review report in draft stages, will finalize next quarter and release back to Consortium colleges for further action discussion.

05/12/2015: SME curriculum review were finalized, and colleges are considering the recommended actions where necessary. Next quarter these will be uploaded to OER/SkillsCommon, deliverable will be closed then.

Deliverable ID: 54
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 EC
Narrative: Hybrid Nursing/Health Informatics Boot Camp modules
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/12/2012: ECC prepared for online HIM courses and the process of hiring a fully online instructor continued.
11/07/2012: Hired HIM fully online instructor. Developed curriculum for 8 week offerings that are to begin in October.

02/06/2013: EC: enrolled students in additional, non-term based section of Portal thus preparing students for hybrid nursing/health informatics programs.
04/24/2013: ECC developed curriculum for 8 week offerings, however, these were not offered this quarter due to lack of student interest.
07/23/2013: HIM developed the hybrid Health Information Management Statistics course.
10/22/2013: HIM developed the hybrid Health Information Management Statistics course. 2 courses (Healthcare Delivery Systems and Healthcare Quality Management) converted from hybrid to fully online courses.
01/25/2014: Starting in Spring of 2014 all HIM courses will be hybrid and/or online.
05/05/2014: All HIM, CNA and CMT students complete transitions, earn their NCRC, move into program. HIM students have the option to sit for CCA credential. CMT students have option to gain their Insulin certification. Programs underwent curriculum review by SME.
07/22/2014: EC students who were unable to attend in person classes completed courses with additional hybrid components. All HIM classes are online for first time in online format. SME review complete and EC is reviewing report.
10/29/2014: Milestones Complete. EC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 55
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 JC
Narrative: multiple IT courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/12/2012: College personnel participated in consortia HIT/IT work group meetings and the programs continued to be further developed.
11/07/2012: At present CIS is in person classes format. Upon completion of MCC virtual lab, introduction of "Collaborate" synchronous environment, college will explore the feasibility of transitioning to increased on-line or hybrid opportunities.
02/07/2013: JCC chose Adobe Connect to provide synchronous learning environments as it is more cost effective than BlackBoard Collaborate. Plans are to institute this for CIS cohort 2 and for CIS and RadTech advisory meetings.
04/19/2013: JCC Adobe Connect licenses received. Faculty training underway using iPad Minis. CIS faculty used the iPad minis for classroom instruction. RadTech faculty used the iPad minis for video and image capture of the new classroom and laboratory room.
07/23/2013: JCC faculty continued to use Adobe Connect and iPad Minis for classroom instruction and/or program development.
10/22/2013: No changes from previous report.

01/25/2014: No changes have occurred in the development of additional courses within Rad Tech.
05/05/2014: No new courses have been developed in Rad Tech Curriculum. Program continued the subject matter review process this quarter.
07/22/2014: SME review complete, JCC is reviewing report.
10/29/2014: Milestones Complete. JC program established and students continue to make progress using tutorial and online supports
01/21/2015: Complete

Deliverable ID: 56
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 Linn
Narrative: Office Clerk/Customer Service and Computer Support Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: in the process of hiring faculty to oversee all online and hybrid policies/procedures. This new position will oversee the development of MoHEALTHWINS online and hybrid versions of three new programs of study.
11/07/2012: LS explored potential candidates for the position along with a vendor who could convert college hybrid courses into online versions. LS continues to explore the option.
02/06/2013: LS: two Adjunct grant funded facility were hired to develop hybrid course and to convert the online portion of the curriculum of these courses.
04/19/2013: Grant funded instructors developed hybrid versions of courses to strengthen online learning and computer skills for participants. Grant funded instructors have converted portions of LSTC curriculum to online format delivered by the Learning House.
07/23/2013: Grant funded instructors are implementing hybrid versions of courses to strengthen online learning and computer skill expansion for participants.
10/22/2013: Faculty/staff continued to implement flexible schedules, curricular structures. Flexible schedules increased participant enrollment. Additional Digital Literacy classes were launched using hybrid versions of curriculum to strengthen online learning.
01/25/2014: Grant funded faculty and staff continue to implement flexible schedules and curricular structures within grant funded programs of study. These flexible schedules have greatly increased participant enrollment.
05/05/2014: Grant funded faculty and staff continue to implement flexible schedules and curricular structures within grant funded programs of study. Programs underwent curriculum review by subject matter expert.
07/22/2014: SME review of programs complete, LS is reviewing results. Flexible schedules, innovative locations, and computer skills have helped to strengthen online learning.
10/29/2014: Milestones Complete. LSTC program established and students continue to make progress using tutorial and online supports.

01/21/2015: Complete

Deliverable ID: 57
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 MCC
Narrative: Maintenance Technician and Pharmacy Tech certificates
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 06/01/2012: MAC Mineral Area College should be listed here, not MCC.
08/10/2012: MAC ordered software and equipment. (TYPO in college named on this strategy: should be MAC not MCC as listed above)
11/07/2012: MAC enrolled first cohort of students in Pharm Tech and Maintenance programs. (TYPO in college named on this strategy: should be MAC not MCC as listed above)
02/06/2013: MAC first cohort of students began Pharm Tech and Maintenance programs.
04/22/2013: The online/hybrid components of the Environmental Services program include: 1) basic digital literacy module, and 2) academic remediation provided, as needed, through KeyTrain and other online resources.
07/23/2013: MAC continued to serve students in online versions of Pharmacy and Maintenance programs. MCC developed and launched Pharmacy Tech program.
10/22/2013: MAC continued to serve participants in both Maintenance and Pharm Tech programs with online components. MCC launched CAHIMS program.
01/25/2014: MAC continued to serve participants in both Maintenance and Pharm Tech programs with online components. (TYPO in college named on this strategy: should be MAC not MCC)
05/05/2014: MAC continued to serve participants in both Maintenance and Pharm Tech programs with online components. Programs underwent curriculum review by subject matter expert. (TYPO in college named on this strategy: should be MAC not MCC)
07/22/2014: MAC continued to serve participants in Maintenance and Pharm Tech. SME review of programs completed and under review by MAC. TYPO in college named on this strategy: should be MAC not MCC)
10/29/2014: Milestones Complete. MCC program established and students continue to make progress using tutorial and online supports.
02/09/2015: Completed, students completed program this quarter.

Deliverable ID: 58
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 MACC
Narrative: Medical Lab Technician

Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: MACC program director trained in online education strategies - coordinator completed a 3 part course on moving curriculum online, engaging online learners and assessing online learners
11/08/2012: MACC: transforming existing (not new) course/program into online/hybrid.
01/31/2013: MACC: transforming existing (not new) course/program into online/hybrid.
04/19/2013: MACC Students are responding well to web lecture format.
07/23/2013: Strategy listed in error. MACC is transforming existing course/program (see 4.2).
10/22/2013: Strategy listed in error. MACC is transforming existing course/program (see 4.2).
01/25/2014: Strategy listed in error. MACC is transforming existing course/program (see 4.2).
05/05/2014: Strategy listed in error. MACC is transforming existing course/program (see 4.2). MACC created job description for .5 instructional technology expert to help with transition of program to websynchronous format.
07/22/2014: Strategy listed in error. MACC is transforming existing course/program-see 4.2. MACC evaluated material/flow for understanding based on student feedback/technology learning curve, tech issues decreased, students used synchronous to attend class/study
10/31/2014: College completed milestone: Hired/orient faculty. Develop curriculum and attain accreditation approval. Purchased equipment/software. Programs were promoted for recruitment, participants enrolled and completed. Participants are being placed in jobs.
01/21/2015: Complete

Deliverable ID: 59
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 NCMC
Narrative: Pharmacy Tech certificate
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: In the process of redesigning the Pharmacy Tech. program from a two year degree to a one year certification program.
11/06/2012: NCMC: Developed curriculum proposal for the one year online Pharmacy Tech certificate program; waiting for approval from the college Curriculum Committee.
02/06/2013: Wrote and submitted proposal for a one-semester, 16-credit four Pharmacy Tech certificate; to be reviewed January 2013 by the NCMC Curriculum Committee. Online video-streaming service selected and bid approved. This service will be available 1/13.
04/19/2013: NCMC first of 3 offerings of the 1-semester Pharm. Tech certificate began March

2013. Classroom instruction delivered via video-streaming to enhance online instruction. This video-streaming is being piloted by the MoHealthWINs programs at NCMC.

07/23/2013: NCMC and partnering WIB and Career Centers recruited students for the second cohort in the Pharmacy Technician certificate program. Students are enrolling in MoHealthWINs and NCMC and will start online classes Aug. 19, 2013.

10/22/2013: NCMC staff and partner WIBs recruited students Pharmacy Tech program. Students are enrolled in MoHealthWINs and NCMC and will start online classes in January 2014. Second cohort began 8/2013 to complete 12/2013.

01/25/2014: 12 participants began Skills Enrichment last qtr and enrolled in the spring 2014 cohort of Pharmacy Tech. The third Pharmacy Tech cohort will begin program coursework Jan. 2014.

05/05/2014: Twelve MoHealthWINs participants began coursework Jan. 13, 2014, as the third cohort in the Pharmacy Technician Certificate Program. Programs continued the subject matter review process this quarter.

07/22/2014: This quarter 10 out of 12 PharmTech participants from 3rd cohort completed the core-curriculum.

10/29/2014: Milestones Complete. NCMC program established and students continue to make progress using tutorial and online supports.

01/21/2015: Complete

Deliverable ID: 60

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.1 SFCC

Narrative: Phlebotomy and Health Informatics

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/12/2012: Phlebotomy course is a Hybrid class with lecture component on-line and the clinicals on site.Expected to begin in Oct. 2012. SFCC is investigating the ability to deliver the Sonography program on-line.(Health Infomatics not SFCC should be removed)

11/07/2012: Phlebotomy course is a Hybrid class with lecture component on-line and the clinicals on site. Expected to begin in Oct. 2012.SFCC is investigating the ability to deliver the Sonography program on-line. HealthInformatics dropped in first grant mod.

01/31/2013: SFCC Phlebotomy course is a Hybrid class with lecture component on-line and the clinicals on site. Began Oct. 15, 2012. SFCC has decided to deliver the Sonography program on-line beginning Aug. 2013.

04/19/2013: SFCC All programs and certificates for MoHealthWINs at SFCC are On-Line.

07/23/2013: All SFCC programs and certificates for MoHealthWINs are offered on-line.

10/25/2013: All SFCC programs and certificates for MoHealthWINs are offered On-Line.

01/25/2014: All SFCC programs and certificates for MoHealthWINs are On-Line.

05/06/2014: All programs and certificates for MoHealthWINs at SFCC are On-Line. Programs

underwent subject matter review process this quarter.
07/22/2014: SME review completed and under review.
10/29/2014: Milestones Complete. SFCC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 61
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.1 TRCC
Narrative: CNA, Medications Technicians
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: Currently developing curriculum.
11/07/2012: TRC: curriculum development finished.
02/07/2013: TRC continued to work on fine tuning curriculum development.
04/24/2013: TRCC Curriculum developed and offered to students this quarter.
07/23/2013: TRCC Curriculum continued to offer curriculum.
10/22/2013: Curriculum strengthened with online quizzes and materials to review prior to course time for each lesson.
01/25/2014: TRC continued to strengthened program with online with quizzes and materials to review prior to course time for each lesson.
05/06/2014: Online curriculum strengthened with quizzes and materials to review prior to course time for each lesson. Curriculum review underway by SME reviewer.
07/22/2014: Curriculum review completed by SME reviewer. Curriculum strengthened online with quizzes and materials to review prior to course time for each lesson.
10/29/2014: Milestones Complete. TRC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 62
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 CC
Narrative: ADN Nursing
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014

Notes: 08/03/2012: Currently under review by Director of Health Sciences and program director.
11/06/2012: CC: Currently under review by Director of Health Sciences and program director, the first revised course will be implemented in Fall 2013.
01/31/2013: CC: The ADN hybrid course work is under development and will be launched in August 2013.
04/19/2013: CC hybrid/flip version of one of the primary courses for Level 2 ADN students, Interventions III, under development to be offered August 2013. This will add flexibility to the program. If successful, other primary hybrid courses will be developed.
07/23/2013: CC on schedule for August 2013 launch of ADN program in MacDonald county.
10/22/2013: CNA: Allied Health Director completed training required to teach on-line classes and is in process of developing on-line curriculum for CNA. ADN: Pharmacology and transitions courses are both on-line.
01/25/2014: ADN PROGRAM: The Pharmacology and transitions on-line courses have both been successful. CNA PROGRAM: The Allied Health Director is continuing to develop the on-line curriculum.
05/06/2014: CC Allied Health Director is taking "Online Bootcamp" to learn how to teach classes/present materials on-line. This is not new curriculum- the curriculum is state-mandated. 4 students enrolled in two online ADN courses this semester.
07/22/2014: CC had 5 students enroll in online ADN courses this semester.
10/29/2014: Milestones Complete. CC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 63
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 JC
Narrative: IT courses
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/12/2012: Participated in several consortium HIT/IT work group meetings where discussions and surveys support various types of industry needs and training models.
11/06/2012: All courses offered in the Fall of 2012 are considered traditional format. Further examination of the transitioning of these courses to on-line or hybrid environments will occur next quarter as Collaborate synchronous environment expands at college.
01/31/2013: JCC selected Adobe Connect to provide synchronous learning environments. We will be instituting this on-line suite in the upcoming CIS cohort 2 as well as utilizing it for CIS and RadTech advisory meetings.
05/06/2013: JCC Adobe Connect licenses received; faculty/staff training underway using iPad Minis. CIS faculty used iPad minis for classroom instruction. RadTech faculty used the iPad minis

for video and image capture of the new classroom and laboratory rooms.

07/23/2013: At this writing all program areas have online/hybrid capabilities. The program areas include CIS Computer Support, Radiologic Technology, and JASSI.

10/22/2013: Status on this strategy remains unchanged from previous quarters.

01/25/2014: No changes have occurred in the courses within CIS.

05/06/2014: No changes have occurred in the development of additional courses within CIS; students continue to progress through program. Curriculum review underway by Subject Matter Expert.

07/22/2014: SME review complete and under review. No changes have occurred in the development of additional courses within CIS.

10/29/2014: Milestones Complete. JC program established and students continue to make progress using tutorial and online supports.

01/21/2015: Complete

Deliverable ID: 64

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.2 Linn

Narrative: Computer Support Technician; Medical Equipment Repair

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: In process of hiring faculty to oversee all online and hybrid policies/procedures. This new position will oversee the development of MoHEALTHWINS online and hybrid versions of three new programs of study.

11/07/2012: College is having difficulty hiring qualified candidates for faculty position to oversee online/hybrid versions of three new programs of study. Position remains open.

02/06/2013: LS: converted two of four Bio-Med courses to online format, 2 adjunct faculty hired, chose The Learning House as on-line curriculum delivery system. The grant funded online Biomed program of study is scheduled to launch in January, 2013.

05/06/2013: LS: the Biomed program offered via The Learning House. This online curriculum delivery system is being used for the MoHealthWINs grant Biomed program of study.

07/23/2013: Grant funded instructors are teaching the Biomed Equipment Technical program of study online to participants via The Learning House. This format has proven successful as location is not a barrier.

10/22/2013: Instructors continue to teach the Biomed Equipment Repair Tech program online to participants via The Learning House. Office Clerk/Customer Service and Computer Support program continued via hybrid curriculum.

01/25/2014: Grant funded instructors continue to teach the Biomed Equipment Repair Technician online via The Learning House. Office Clerk/Customer Service continues to serve grant participants via hybrid versions of curriculum.

05/06/2014: LS continued to offer Biomed Equipment Repair online via The Learning House. The software is self-paced and works for participants who have a variety of computer skills. Review underway by Subject Matter Expert.

07/22/2014: SME review complete and under review. Hybrid curriculum allow participants to strengthen their skills and work at times that are convenient to them.

10/29/2014: Milestones Complete. LSTC program established and students continue to make progress using tutorial and online supports.

01/21/2015: Complete

Deliverable ID: 65

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.2 MACC

Narrative: Medical Lab Technology degree

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/10/2012: MACC program director trained in online education strategies - coordinator completed a 3 part course on moving curriculum online, engaging online learners and assessing online learners

11/08/2012: Shells being created for uniform look of all MLT courses. Elluminate being beta tested for work group meetings. Researched best practices for online/hybrid learning, strategies implemented in course development, beta tested with existing MLT cohort

02/06/2013: MACC: worked on shells for MLT courses, beta-tested Elluminate for work group meetings, researched best practices for online/hybrid learning. Beta testing online tests, drop box, alert messages with existing MLT cohort.

04/22/2013: MACC Students are responding well to web lecture format.

07/23/2013: Summer course set up and ready to go. Revisions done, as needed, to coursework to make sure flow, understanding, technical "errors" due to learning curve for program coordinator and IT person are compensated for.

10/22/2013: Fall courses set up and begun. Ongoing revisions to technology based on student/faculty feedback. Course evaluated for understanding based on feedback and compensations for "errors" due to learning curve for instructors and coordinator.

01/25/2014: Fall coursework completed with students. Revisions were made at the end of the semester to implement with the next cohort. All input from the students was taken into consideration.

05/06/2014: Spring courses in process. Revisions are ongoing but less frequent as faculty use technology, incorporate student feedback and evaluate curriculum delivery flow for student understanding. Review underway by subject matter expert.

07/22/2014: MACC evaluated material/flow for understanding based on student feedback, compensating for technology learning curve. Tech issues have decreased. Students using

synchronous to attend class and as study tool for remediation.
10/29/2014: Milestones Complete. MACC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 66
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 NCMC
Narrative: ADN Nursing
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/24/2014
Notes: 08/03/2012: The development of the curriculum is in progress.
11/07/2012: NCMC: nursing faculty worked on program development, submitted Letter of Intent to Missouri Board of Nursing. It will be reviewed in conference call.
02/06/2013: Board of Nursing approved the hybrid ADN program (on track to begin fall 2013). NCMC trustees approved bid for video-streaming service to enhance online delivery. This service will be available to faculty 1/2013.
04/19/2013: NCMC hybrid A.D.N. program is on track to begin fall 2013. Applications due May 15, 2013. Potential participants are in various stages of application. Classroom lectures will be delivered via video-streaming piloted by MoHealthWINs programs.
07/23/2013: NCMC selected 1st cohort for hybrid ADN program using competitive ranking. Cohort will begin online classes/on-site clinicals/labs Aug. 2013. The State Board of Nursing set maximum of 10 students for the online ADN course but will allow 11.
10/25/2013: NCMC: first ADN cohort started coursework Aug.2013, to conclude coursework in May 2014. Recruiting continued for 2nd cohort, (to begin 8/2014). MO Board of Nursing set a maximum number of students at 10 per cohort.
01/25/2014: The first cohort hybrid ADN continued coursework to complete May 2014. Recruited participants for second cohort to begin August 2014 and conclude May 2015. MO Board of Nursing set 10 as maximum number students per cohort.
05/06/2014: NCMC hybrid nursing cohort continued coursework to complete May 2014. NCMC recruited participants for cohort 2 to begin August 2014 and conclude May 2015. Review underway by subject matter expert.
07/22/2014: Four of the 11 MHW participants who began coursework Aug. 19, 2013, completed coursework May 8, 2014, and graduated with an associate's degree in applied science on May 9, 2014.
10/29/2014: Milestones Complete. NCMC program established and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 67

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.2 OTC

Narrative: Computer Support Technician

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/10/2012: OTC: Computer Services and Building Maintenance programs will not deliver online or hybrid format. Hearing Instrument program curriculum was previously developed in hybrid format. HIS Mobile lab will allow hybrid courses to be delivered across MO.
11/07/2012: OTC: Reviewed Computer Services program with employers. Employer feedback indicates program is no longer desireable. Grant modification under consideration.
02/07/2013: Computer Services and Building Maintenance programs will not be delivering programs in online or hybrid format. Hearing Instrument program curriculum was previously developed in hybrid format. Mobile lab HIS program has been received, avail nxt qrt.
04/22/2013: Strategy listed in error. OTC Computer Services program does not deliver programs online/hybrid. Hearing Instrument program curriculum was developed in hybrid format and mobile lab allows for hybrid courses to be delivered across the state.
10/22/2013: Hearing Instrument program curriculum was previously developed in hybrid format. Mobile lab for HIS program is in use and will allow for hybrid courses to be delivered across the state.
01/25/2014: Hearing Instrument program curriculum was previously developed in hybrid format. Mobile lab for HIS program is in use and will allow for hybrid courses to be delivered across the state.
05/05/2014: Hearing Instrument program curriculum was previously developed in hybrid format. Mobile lab for HIS program is in use and allowed hybrid courses to be delivered across the state.
07/22/2014: status quo
10/29/2014: Milestones Complete. Deliverable should reference OTC HIS program which was previously developed in hybrid format. Mobile lab for HIS program is in use and will allow for hybrid courses to be delivered across the state.
01/21/2015: Complete

Deliverable ID: 68

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.2 SCC

Narrative: GED tutorial/preparation

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011
Actual End: 09/30/2014
Notes: 08/12/2012: College personnel continued work in support of program development.
11/06/2012: SCC: GED Hybrid course is up and running in hybrid format.
02/06/2013: SCC: students continued to progress through online GED program.
05/06/2013: SCC: GED Hybrid online program continued to serve and enroll students. Missouri will change GED test in 2014 at which time we will reevaluate our current teaching resources to reflect the new test questions and make appropriate curriculum adjustments
07/23/2013: In January 2014 GED will change to the High School Equivalency test. Staff worked to ensure a seamless transition for current students and encouraged students to complete all five components of the test prior to new program.
10/22/2013: We have hired a GED math tutor to assist students in obtaining the skills needed to help pass the math component of the GED test. Students meet with the instructor for face to face instruction and also use online math resources to help build skills.
01/25/2014: SCC: The GED Math tutor meets with students on a regular basis to assist them in gaining the math skills needed in order to pass the math portion of the GED Test
05/05/2014: SCC: GED math tutor resigned; SCC searched for replacement. ICD 10 program continued-24 students enrolled this term.
07/22/2014: Although SCC has not found anyone interested in being a math tutor for the GED Hybrid students, GED program continued and students progressed.
10/29/2014: Milestones Complete. College established program and students continue to make progress using tutorial and online supports.
01/21/2015: Complete

Deliverable ID: 69
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.2 SLCC
Narrative: Computer Support Technician
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/10/2012: A hybrid version of the Help Desk/End User Support Technician is included in our Programs of Study identified this quarter. We will also strengthen online learning in the portal and in contextualizing basic skills within the programs.
11/12/2012: Began alignment of existing BTOP Digital Literacy curriculum with IC3 objectives; participated in OLI PlusPlatform webinars; loaded Culture of Healthcare content into LMS; reviewed survey results with HIT workgroup; posted InDesign position.
01/31/2013: SLCC developed hybrid version of IT Help Desk/End-User Support to be offered to the first cohort, planned for February 2013.
04/19/2013: SLCC the accelerated, contextualized and hybrid IT Help Desk/End-User Support

course, which offers 24 credit hours in six months, enrolled its first cohort of students this quarter.
07/23/2013: The accelerated, contextualized and hybrid IT Help Desk/End-User Support Certificate, which offers 24 credit hours in six months, continued with its first cohort of students this quarter. A second cohort is planned for fall of this year.
10/22/2013: A second cohort of the accelerated, contextualized and hybrid IT Help Desk/End-User Support Certificate, which offers 24 credit hours in six months was started in August of 2013.
01/25/2014: SLCC: IT Help Desk/End-User Support Certificate will be offered to one additional cohort in the final quarters of the grant.
05/06/2014: SLCC initiated final cohort of the IT Help Desk/End-User Support program this quarter with 22 participants. Review underway by subject matter expert.
07/22/2014: A cohort of the EHR II program was initiated this quarter with 52 participants.
10/29/2014: Milestones Complete. Enrollment into the EHR II program has been completed.
01/21/2015: Complete

Deliverable ID: 70

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strat 4.3 EC/MCC/NCMC/SLCC

Narrative: WIN or KeyTrain systems

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: Colleges made plans to utilize KeyTrain as a remediation tool for students in the MoHealthWINs portal to help them, as needed, in achieving NCRC certification.
11/07/2012: ECC: Career Ready 101 is used in the Transitions Course. MCC/NCMC/SLCC: KeyTrain assessment used as remediation tool for students MoHealthWINs portal.
02/06/2013: ECC students used CareerReady101. MCC students used online tutoring programs and customized remediation in math and writing. NCMC developed remediation aspect of Program (KeyTrain/CareerReady101). SLCC used KeyTrain as a remediation tool.
04/22/2013: College in this strategy introduced/expanded self-paced online remediation resources including Career Ready101 to prepare for WorkKeys assessment, colleges also provided additional such resources to improve digital literacy, and work-ready skills.
07/23/2013: MCC provided MORENET to better prepare students for COMPASS. NCMC researched online remediation modules to equate with deved classes. SLCC improved on-line learning tools in Portal and aligned to QualityMatters. EC explored Wisesoft and Moodle tools.
10/22/2013: Colleges implemented additional aspects of career ready 101: independent study for pre-NCRC assessment, soft skills, interviewing,intro to Career Clusters.
01/25/2014: Colleges continued to use KeyTrain and Career Ready 101 for remediation. Colleges also implemented additional online resources for remediation including: Accucess and Learning Express Library.
05/05/2014: Participants continued remediation via Career Ready 101/KeyTrain modules. Colleges

used additional self-paced on-line academic learning tools/software to improve student retention and completion.

07/22/2014: Participants take the WorkKeys test and colleges continued to offer remediation software in addition to KeyTrain/CareerReady101.

10/29/2014: Milestones Complete. WIN and KeyTrain were embedded into all MHW programs for self-paced online academic remediation.

01/21/2015: Complete

Deliverable ID: 71

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.3 SCC

Narrative: Online GED remediation/preparation

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 09/30/2014

Actual End: 12/31/2014

Notes: 08/12/2012: College personnel continued to further develop the program delivery and needs.

11/06/2012: SCC: GED Hybrid course is up and running.

01/31/2013: SCC students enrolled in GED Hybrid and HIS programs. GED Hybrid has also implemented Career Ready 101 as a resource to assist in the remediation of students.

04/19/2013: GED Hybrid and HIS program are up and running. GED Hybrid includes Career Ready 101 to assist in the remediation. SCC added Healthcare Portal to offer additional online remediation services/supports and SCC worked on Portal development this quarter

07/23/2013: GED Hybrid Program: Career Ready 101 assists in remediation. The Healthcare Portal implemented and offered remediation and other supportive resources so students can obtain industry recognized credentials.

11/13/2013: To date, 58% of SCC's students that have utilized the online study program and have improved their progression rate and consequently their level of improvement. (They have moved up a level in the sequence).

01/25/2014: GED students continue to use the online remediation program to increase their skills in order to either pass the GED test (which 23 received this credential this quarter) or progress on their TABE level. Students also work in Career Ready 101.

05/05/2014: GED Hybrid students continued using online remediation resources to assist in math, reading, language arts, writing, social studies, science, computer/technical skills, HISET practice. Software is self-paced with instructor available for assistance.

08/11/2014: GED students continue using online remediation (math/rdg/language/computer/etc.). Self-paced w/instructor available when requested. Portal has face-2-face/1-on-1 remediation assistance.

10/29/2014: Milestones Complete. GED Hybrid students continued online remediation resources to improve math, reading comprehension, reading vocabulary, language arts writing and essay, social

studies, science, computer/technical skills, HISET practice tests.
01/21/2015: Complete

Deliverable ID: 72

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.4 JC/SCC

Narrative: Radiologic Technology lab components

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: In development
11/06/2012: JCC: worked on using Collaborate Software suite to Blackboard to provide a synchronous learning environment for JC and SCC students. Examined the introduction of software packages for provision of on-line clinical coordination training.
01/31/2013: JCC selected Adobe Connect to provide synchronous learning environments. We will be instituting this on-line suite in the upcoming CIS cohort 2 as well as utilizing it for CIS and RadTech advisory meetings.
04/24/2013: JCC Adobe Connect licenses received, training underway. iPad Minis to be used in conjunction with Adobe Connect being tested by faculty/retention specialist.
07/23/2013: JC chose Adobe Connect, an option successful in other campus programs. Full deployment of it has been pushed to August as technical issues are rectified. It remains a goal for CIS and RadTech Advisory meetings.
10/25/2013: JC continued to work toward full deployment of courses in Adobe Connect. This online format benefits both JC and SCC participants.
01/25/2014: JC continued to work toward full deployment of courses in Adobe Connect.
05/05/2014: No additional enhancements were made within this quarter.
07/28/2014: No additional enhancements have been made within this quarter. College reviewed SME reports.
10/29/2014: Milestones Complete. JC incorporated hybrid learning in program and students continue to make progress.
01/21/2015: Complete. One SCC participant graduated with Rad Tech Cert and AAS degree.

Deliverable ID: 73

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.4 MAC

Narrative: Online simulation software - Maintenance Technician

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: Software and equipment has been ordered with a projected July receipt date. Current trainers already have online simulation software. This simulation software will make up a large part of the maintenance curriculum.

11/06/2012: MAC: Amatrol E-Learning system received in July and installed. New equipment arrived in July and has been set up including simulation software. Maintenance instructor attended a week long training on new equipment and e-learning system.

01/31/2013: Maintenance students began using Amatrol online simulation software through the e-learning system. This simulation software mirrors their lab exercises and allows students them to complete a portion of their studies outside of the classroom.

04/19/2013: MAC HVAC program curriculum includes about 30% of e-learning which students do on their own time or utilized lab time which is scheduled from 1-3, M-TH and all day on Friday.

07/23/2013: Amatrol e-learning has been a success with the students who have internet at home. Faculty have had to address navigation issues with students which are usually resolved in the first few days of class.

10/22/2013: The maintenance programs continued to use the Amatrol e-learning system. MAC holds an orientation prior to the program where students learn how to navigate the e-learning system.

01/25/2014: The maintenance programs continued to use the Amatrol e-learning system. An orientation is held prior to the program where students learn how to navigate the e-learning system.

05/05/2014: MAC added Cengage software to the HVAC program allowing participants to complete practice exams and watch videos related to course competencies.

07/22/2014: Pharmacy Tech instructor expanded on-line quizzes and online test taking through the College "My MAC system"

10/29/2014: Milestones Complete. Pharmacy Tech instructor expanded on-line quizzes and online test taking through the College "My MAC system". Maintenance instructor increased number of online websites for students to use.

01/21/2015: Complete

Deliverable ID: 74

Status: Complete

Deliverable Type: Deliverable

Project Goal: Strategy 4.4 OTC/SCC

Narrative: Hearing Specialist Mobile Training Lab

Expected Start: 10/01/2011

Expected End: 09/30/2014

Actual Start: 10/01/2011

Actual End: 12/31/2014

Notes: 08/03/2012: Mobile lab for HIS program is being built and will allow for hybrid courses to be delivered across the state.

11/07/2012: OTC: Mobile lab for HIS program is estimated to be delivered next quarter and will

allow for hybrid courses to be delivered across the state.

01/31/2013: OTC Mobile unit has been received and will be available for use in the second 8-week block courses for the spring semester.

04/22/2013: OTC mobile lab began to serve students and allows hybrid courses to be delivered across the state.

07/23/2013: Mobile lab allowed for hybrid courses to be delivered across the state. 8 SCC students took lab courses in on their campus with the mobile unit. SCC staff toured the lab to learn the structure of the lab/program requirements.

10/22/2013: Mobile lab was used/hybrid courses were delivered across state. Distribution of students across the state allowed offering of the lab courses in the St. Charles area this summer. SCC hosted event to showcase the program and the mobile lab.

01/25/2014: Mobile lab is operational and used to allow hybrid courses to be delivered across the state. Distribution of students across the state allowed for a feasible offering of the lab courses in the St. Charles area summer 2013.

05/05/2014: Mobile lab allowed OTC to deliver hybrid courses across the state. Distribution of students across the state allowed for a feasible offering of the lab courses in the St. Charles and Rolla area to meet student demands.

07/28/2014: Students continued to progress: earned college credit and credentials, participated in clinicals, gained employed. Colleges reviewed SME report.

10/29/2014: Milestones Complete. Mobile lab operational/used to allow for hybrid courses to be delivered across the state. Distribution of students across the state allowed for a feasible offering of the lab courses in the Rolla area to meet student demands.

01/21/2015: Complete

Deliverable ID: 75
Status: Complete
Deliverable Type: Deliverable
Project Goal: Strategy 4.4 SLCC
Narrative: HIT simulation software
Expected Start: 10/01/2011
Expected End: 09/30/2014
Actual Start: 10/01/2011
Actual End: 12/31/2014
Notes: 08/03/2012: Faculty members are working on incorporating the use of HIT simulation software in appropriate courses.

11/12/2012: SLCC: SMEs assessed the VAs no-cost option for providing students access to the VAs EHR system.

02/06/2013: SLCC: a faculty member has been identified to lead the on-going efforts to integrate HIT simulation software in appropriate courses.

04/19/2013: SLCC Curriculum utilizing online simulation software is in development under the Co-development project with Carnegie Mellon.

07/23/2013: SLCC: Curriculum utilizing online simulation software is in development under the

on-going Co-development project with Carnegie Mellon; SLCC continued to share progress with Consortium.

10/22/2013: Students in the Healthcare IT Tech and EHRI currently use simulation software developed/maintained by VA(VISTA), Pulse (PACE) and Practice Fusion. Simulation software development continued w/Co-development project to be rolled out w/EHRII program

01/25/2014: This quarter, STLCC received an agreement enabling STLCC to partner with Johnson County Community College to utilize the Cerner electronic health record software for EHRII students.

05/05/2014: STLCC is negotiating the terms of the agreement to partner with Johnson County Community College to utilize the Cerner EHR software.

07/22/2014: This quarter STLCC finalized the agreement with Johnson County Community College for use of the Cerner EHR software.

10/29/2014: Milestones Complete. SLCC/Johnson County CC developed demonstrations/hands-on simulations in EHR software. SLCC built Blackboard shell to load simulations. Access to the production-ready EHR simulation software is planned for October.

01/21/2015: Complete. SLCC/Carnegie Mellon/OLI released CAHIMS course as OER. SLCC students used SLCC/JohnsonCounty/Cerner developed software platform for EHR demos and simulations.

E. Status of Progress and Implementation Measures

Strategy: Develop diagnostic assessments, remediation and career counseling services that support student success (e.g. healthcare portal)

Progress Measure 1 for Strategy 1: 1530 of students that enroll in healthcare portal and related services
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14:Total=2404 Q13:Total=2403 Q12:Total=2397 Q11:Total=2012 Q10: 1,694 Q9: 1,414 Q8: Total=1143 Q7: Total=868

Progress Measure 2 for Strategy 1: 1500 of students that complete comprehensive assessment
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=2,338 Q13:Total=2,340 Q12: Total=2,333 Q11: Total=1958 Q10: Total=1,678 Q9: Total=1,390 Q8: Total=1122 Q7: Total=857

Progress Measure 3 for Strategy 1: 1188 of students that enroll in contextualized basic skills courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=2,212 Q13:Total=2,211 Q12: Total=2,217 Q11: Total=1,859 Q10: Total=1,543 Q9: Total=1,266 Q8: Total=1,033 Q7: Total=767

Progress Measure 4 for Strategy 1: 1451 of students completing career blueprints.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=1,681 Q13:Total-1,682 Q12:Total=1,673 Q11: Total=1,516 Q10: Total=1,224 Q9: Total=932 Q8: Total=713 Q7: Total=418

Implementation Measure 1 for Strategy 1: 67.5 of staff and faculty trained to implement healthcare portal processes
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=114 Q13: Total=114 Q12: Total=116 Q11: Total=116 Q10: Total=110 Q9: Total=64 Q8: Total=60 Q7: ECC 6, MAC 5, MCC 10, NCMC 1, SLCC 24, SCC 5 Total=51 Q6: EC 13, MAC 5, MCC 10, NCMC 1, SLCC 14, SCC 5, T=48 Q5: EC 10, MAC 5, MCC 4, NCMC 1, SCC 1, SLCC 3 T=24 Q4: EC 1, MAC 5, MCC 4, NCMC 1, SCC 1. Q3: EC 2.

Implementation Measure 2 for Strategy 1: Establishment of a healthcare portal and related process at four colleges.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Fully implemented Q13: Implementation Measure fully implemented Q12: Implementation Measure fully implemented Q11: Portal process continued. Q10: Portal processes established Q9: Colleges continued Portal process and other consortium colleges are exploring Portal type processes for scaling to their campuses. Q8: Colleges continued to serve participants via Portal processes. Q7: Participants were enrolled in the portal at all participating colleges. Colleges continued to improve portal structure and processes.

Strategy: Introduce contextualized academics within technical skills framework.

Progress Measure 1 for Strategy 2: 1093 of students of students that complete initial coursework and enroll into subsequent program.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=2,321 Q13: Total=2,323 Q12: Total=2,323 Q11: Total=1,819 Q10: Total=1,404 Q9: Total=1,082 Q8: Total=786 Q7: Total=500

Progress Measure 2 for Strategy 2: 76% of credit hours completed based on credit hours attempted.

Progress to Date: 74%

Grantee Self Assessment: On Track

Qualitative Description: Q14: 29,369.69/39,745.35 Q13: 29,369.69/39,745.35 Q12: 24,424.93/34,800.19 Q11: 22,020.19/31,811.63 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 17233/25683=67% Q8: 7770 credit hours completed out of 12115 attempted=64% Q7: 4407 credit hours completed out of 6276 attempted=70%

Implementation Measure 1 for Strategy 2: 147 of staff and faculty trained to design and deliver contextualized curriculum.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=168 Q13: Total=109 Q12: Total=109 Q11: Total=84 Q10: Total=81 Q9: Total=74 Q8: Total=55 Q7: Total=40 Q6: EC 2, LS 2, MCC 15, OTC 1, SLCC 9, T=29 Q5: EC 2, LS 2, MCC 15, OTC 1, SLCC 5, T=25 Q4 MCC 4, OTC 1, EC 2, T=7.

Implementation Measure 2 for Strategy 2: Establishment of contextualized courses

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14:Fully implemented Q13:Fully implemented Q12:All colleges have

now fully implemented this implementation strategy. Q11: All colleges involved in the strategy have established and are implementing contextualized courses and colleges continue to expand contextualized offerings. Q10: 7 out of 8 colleges are fully implemented, SFCC continuing to contextualize courses Q9: Colleges continue to expand the contextualization to additional courses within programs. 6/7 colleges established and SFCC has a few more courses to contextualize. All colleges involved in the strategy have established and are implementing contextualized courses and colleges continue to expand contextualized offerings.

Strategy: Introduce flexible schedules and curricular structures: modularize, chunking, 4-, 8-,12-wk formats.

Progress Measure 1 for Strategy 3: 2097 of students that enroll in course modules.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=3,808 Q13: Total=3,793 Q12: Total=3,801 Q11: Total=3132 Q10: Total=2583 Q9: Total=2085 Q8: Total=1613 Q7: Total=1083

Progress Measure 2 for Strategy 3: 78% of credit hours (or contact hours) completed based on credit hours attempted
Progress to Date: 78%
Grantee Self Assessment: On Track
Qualitative Description: Q14: 38,159.56/48,642.58 Q13: 38,159.56/48,642.58 Q12: 32,022.43/42,415.91 Q11: 28,703.94/38,565.62 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 17233/25683=67% Q8: 7770 credit hours completed out of 12115 attempted=64% Q7: 4407 credit hours completed out of 6276 attempted=70% Q9: 21257/30224=70% Q8: 12469 credit hours completed out of 17252 attempted. Q7: 8136 credit hours completed out of 10,479 credit hours attempted=78% Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information.

Implementation Measure 1 for Strategy 3: 55.5 of staff and faculty trained to design and deliver modularized curriculum.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=94 Q13: Total=95 Q12: Total=95 Q11: Total=94 Q10: Total=86 Q9: Total=68 Q8: Total=64 Q7: Total=59 Q6: Total=29 Q5: Total=21 Q4: Total=14 Consortium Colleges recruited and began hiring and training process for staff and faculty to implement this strategy.

Implementation Measure 2 for Strategy 3: Establishment of modular coursework that prepare students for advancement along the career pathway.
Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Fully implemented Q13: All colleges are fully implemented Q12: All colleges have fully implemented this strategy measure Q11: Modular coursework established and continued. Q10: All colleges involved in the strategy implemented modular coursework and continue to develop additional modules Q9: Colleges expanded the concept to modularization to additional courses within grant funded POS. 9/10 complete and MCC has a few more modules to complete. Q8: Colleges continued to offer modular coursework, expand the number and to fine-tune modules. Q7: All colleges involved in this strategy implemented modular coursework and continue to develop additional modules.

Strategy: Contextualize academics into foundational courses or provide concurrent technical and academic courses.

Progress Measure 1 for Strategy 4:   1288 of students of students that complete initial coursework and enroll into subsequent program.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=2,379 Q13: Total=2,375 Q12: Total=2,363 Q11: Total=1845 Q10: Total=1439 Q9: Total=1109 Q8: Total=961 Q7: Total=548

Progress Measure 2 for Strategy 4:   79% of credit hours completed based on credit hours attempted.

Progress to Date: 73%

Grantee Self Assessment: Behind Schedule

Qualitative Description: Q14: 25,298.2/34,675.82 Q13: 25,298.2/34,675.82 Q12: 19,859.44/29,166.06 Q11: 18358.88/27644.10

Implementation Measure 1 for Strategy 4: 49 of staff and faculty trained to design and deliver contextualized curriculum.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=104 Q13: Total=104 Q12: Total=104 Q11: Total=76 Q10: Total=76 Q9: Total=62 Q8: Total=58 Q7: Total=46 Q6: Total=21 Q5: Total=15 Q4: Total=7

Implementation Measure 2 for Strategy 4: Establishment of contextualized courses.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Fully implemented Q13:Implemented Q12: Fully implemented Q11: SFCC continues to contextualize courses. Q10: SFCC continues to fine-tune contextualized courses Q9: 7/8 colleges have established contextualized courses and SFCC has a few more courses to complete. Q8: Colleges continued to fine-tune contextualized courses and increase offerings of same. Q7: All colleges involved in this strategy established contextualized courses. Colleges will

continue to develop such courses and train staff to implement same. Q5: LS, SLCC worked on contextualized courses (hired/trained staff and developed curriculum)Q4: ECC, OTC, JCC reported establishment of contextualized courses.

Strategy: Provide substantial tutorial support or supplemental instruction.

Progress Measure 1 for Strategy 5: 1218 of students utilizing tutorial supports and supplemental instruction.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=2,246 Q13: Total=2,255 Q12: Total=2,255 Q11: Total=1883 Q10: Total=1588 Q9: Total=1307 Q8: Total=1042 Q7: Total=734

Progress Measure 2 for Strategy 5: 61% of credit hours completed based on credit hours attempted.
Progress to Date: 73%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: 23,073.74/31,607.78 Q13: 23,073.74/31,607.78 Q12: 18,256.53/26,813.79 Q11: 16,653.64/25,002.98 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 10367/17558=59% Q8: 8134 credit hours earned out of 12346 attempted. Q7: 4059 credit hours completed out of 5295 attempted = 77% Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: 735 credit hours completed out of 967 attempted Q4:No credit programs of study with completers to report this quarter.

Implementation Measure 1 for Strategy 5: 61 of staff and faculty trained to provide tutorial supports and supplemental instruction.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=161 Q13: Total=161 Q12: Total=161 Q11: Status Quo Q10: Total=97 Q9: Total=84 Q8: Total=76 Q7: Total=63 Q6: T=43 Q5: T=30 Q4: T=10

Implementation Measure 2 for Strategy 5: Establishment of tutorial supports and supplemental instruction.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Fully implemented Q13: All colleges have fully implemented this strategy measure Q12: All colleges have fully implemented this strategy measure Q11: Status quo Q10: All colleges have established the strategy Q9: colleges continue to expand offerings of tutorial supports and supplemental instruction. MCC is expanding service to additional POS. Q8: Colleges continued to provide tutorial support and supplemental instruction. Q7: All colleges involved in strategy have tutorial support and/or supplemental instruction processes in place and

available to students. Colleges continue to expand these services to additional programs/participants.

Strategy: Introduce intrusive student services, to include tutorial supports, retention counseling, internship and learn/earn opportunities.

Progress Measure 1 for Strategy 6: 928 of students that complete initial coursework and enroll into subsequent program.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=1,837 Q13: Total=1,833 Q12: Total=1,821 Q11: Total=1484 Q10: Total=1237 Q9: Total=796 (SCC corrected count from Q8) Q8: Total=808 Q7: Total=570

Progress Measure 2 for Strategy 6: 2. 80% credit hours completed based on credit hours attempted.
Progress to Date: 77%
Grantee Self Assessment: On Track
Qualitative Description: Q14: 34,716.70/45,159.26 Q13: 34,716.70/45,159.26 Q12: 29,084.93/39,487.95 Q11: 25,919.32/35,595.02 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 16174/24877=65% Q8: 8841 credit hours earned out of 13246 attempted. Q7: 5549 credit hours completed out of 7541 attempted = 74%. Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: 872 credit hours completed out of 1085 attempted. Q4:No programs of study with completers to report this quarter.

Progress Measure 3 for Strategy 6: 66% student placed into work-based learning opportunities
Progress to Date: 59%
Grantee Self Assessment: Behind Schedule
Qualitative Description: Q14: 1075 students placed Q13: 969 students placed Q12: 923 students placed Q11: Total=830 Q10: Total=687. Goal was 613. Q9: Total=509. Goal is 525 which is 66% of number enrolled to date (796. 509 is 97% of 525. Q8: Total in work-based learning=402 which is 75% of 533 which is 66% of number enrolled to date 808. Q7: ECC 87, MAC 12, MCC 50% (131), NCMC X, SLCC 50, SCC 0 Total=280 is 66% of 928 is 612 and 280 is 46% of 612. Q6:ECC 23, MAC 12, MCC 54,T=89 = 9% of 928. Q5: EC 23. Colleges worked with employer partners to develop work-based learning opportunities. Q4 ECC 23 students placed into work-based learning opportunities. 23 is 2% of 928.

Implementation Measure 1 for Strategy 6: 63.5 of staff trained to provide comprehensive, intrusive student services.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=104 Q13: Total=104 Q12: Total=104 Q11: Total=103 Q10:

Total=102 Q9: Total=88 Q8: Total=66 Q7: ECC 17, MAC 4, MCC 7, NCMC X, SLCC 13, SCC 5 Total=46 Q6: EC 13, MAC 3, MCC 7, NCMC 1, SLCC 8, SCC 4, T=36 Q5: ECC 10, MAC 3, MCC 7, SLCC 2 = 22 Q4 MCC 7. ECC 4 Q3 ECC 3 trained

Implementation Measure 2 for Strategy 6: Establishment of comprehensive, intrusive student services protocol.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Fully implemented Q13: All colleges have fully implemented this strategy measure Q12: All colleges have fully implemented this strategy measure Q11: Status quo. Q10: All colleges have comprehensive, intrusive student services protocols in place. Q9: Colleges continued to offer intrusive student services. Q8: All colleges have comprehensive, intrusive student services protocols in place. Q7: Retention Specialist are in place and working with participants at all colleges and Consortium-wide work group active.

Implementation Measure 3 for Strategy 6: Establishment of work-based learning protocols at participating colleges.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14:fully implemented Q13: fully implemented Q12: fully implemented Q11: process established Q9:5/6 colleges completed work-based learning, MCC continued to expand this strategy Q8: Colleges continued to reach out to employers to develop internships 5/6 schools had students participate in internships. Q7: 4/6 schools placed students into work-based learning experiences. Q6: Colleges worked with employer partners to establish protocols. Retention specialists in place at all colleges and worked to establish protocols with employer partners. Q5: ECC students completed their clinical hours at various nursing homes in the area.
Strategy: Develop standard practices to award credit for prior learning and/or non-credit training.

Progress Measure 1 for Strategy 7: 213 students that enroll with academic credit from prior work experience.
Progress to Date: 22%
Grantee Self Assessment: Behind Schedule
Qualitative Description: Q14: Total=47 students Q13: Total=47 students (corrected this count to reflect STLCC students received CPL for non-credit coursework) Q12: Total=44 students Q11: Total=44 Q10: Total=34 (corrected OTC totals) Q9: Total=71 (corrected this count to reflect that MCC students receive CPL for non-credit coursework. Q8: Total=142 Q7: Total=90 Q6: LS 1, MAC 1 Q5: Strategy progressing; colleges created draft CPL state policy under review at consortia colleges. Strategy in development phase. Colleges are participating in C4PL workgroup to develop state standards.

Progress Measure 2 for Strategy 7: 279 students that enroll with academic credit from non-credit

coursework.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=515 Q13: Total=515 (corrected to reflect STLCC students received CPL for non-credit coursework) Q12: Status Quo Q11: Total=299 Q10: Total=249 Q9: Total=177 This measure corrected to reflect that all colleges reported that all CPL awarded to date has been for work experience. Q8: Total=142 Q7: MCC 32

Implementation Measure 1 for Strategy 7: 55.5 staff and faculty trained to implement credit for prior learning process.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14:Total=96 Q13:Total=96 Q12: total=96 Q11: total=55 Q10: 5 additional staff trained Q9: 4 additional staff trained (54 trained to date). Q8: 1 additional staff trained. Q7: 9 Additional staff trained. Q6: Additional 5 faculty/staff trained. 35 Staff and Faculty attended training with CAEL during the 3rd quarter. Additional 10 staff were trained in Q4. Consortium developed taskforce on CPL, taskforce evaluated state models for CPL and is working on creating a Missouri model for CPL.

Implementation Measure 2 for Strategy 7: Establishment of process to award credit for prior learning and/or non-credit training

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Fully implemented Q13: Status quo Q12: Status quo Q11: Status quo Q10: Status quo Q9: ECC, SLCC, MAC continued to refine CPL processes. Q8: Completed Q6: Colleges staff and faculty all vetted draft model standards, work group modified based on comments submitted; Chief Academic Officers approved for President/Chancellors action 2/1/13; Presidents/Chancellor approved and adopted 3/6/13. All colleges are implementing new model standards and proceeding with professional development training in support of the new statewide adopted policy.

Strategy: Develop/introduce new AAS degree programs tied to industry certifications.

Progress Measure 1 for Strategy 8: 1. 80 employers participating in curriculum development process.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=87 employer partners Q13: Total=87 employer partners Q12: Total=84 employer partners Q11: Total=84 Q10: Total=77 Q9: Total=73 Q8: Total=72

Progress Measure 2 for Strategy 8: 2. 71% employer partners who hire MoHealthWINs graduates

Progress to Date: 94%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=82 employers who hired graduates Q13: Total=74 employers who hired graduates Q12: Total=68 employers who hired graduates Q11: Total=62 Q10: Total=54 Q9: Total=45 Q8: Total=44 which is 86% of goal of 51 which is 71% of 72. Q7: ECC 12, LS 2, MAC 10, MCC 0, NCMC 1, SFF 2, SLCC 5, TRCC 12 Total=44 =77% of 57 (71% of 80)

Implementation Measure 1 for Strategy 8: Approval of course competencies by employers.

Progress to Date: 88%

Grantee Self Assessment: On Track

Qualitative Description: Q14: All colleges but one fully implemented the strategy Q13: All colleges but one fully implemented the strategy Q12: All colleges but one fully implemented the strategy Q11: Status quo. Q10: 7 out of 8 colleges, LSTC incomplete Q9: 5/8 colleges have completed employer approval of course competencies and the MCC, LS, SFCC are in process. Colleges continued to seek employer input into course competencies and to reach out to expand employer partner base. Employer partners continued to provide feedback from participant clinical and PPEs as well as to review curriculum.

Implementation Measure 2 for Strategy 8: Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)

Progress to Date: 88%

Grantee Self Assessment: On Track

Qualitative Description: Q14: All colleges but one fully implemented the strategy Q13: All colleges but one fully implemented the strategy Q12: All colleges but one fully implemented the strategy Q11: Status quo Q10: 7 out of 8 colleges have complete approval, SLCC incomplete Q9: 7/8 colleges have complete approval and SLCC approval is pending. Consortium colleges received appropriate authority approval for courses/programs or have process in place for program review as needed.

Strategy: Develop/introduce new AAS degree programs tied to industry certifications.

Progress Measure 1 for Strategy 9:   89 employers participating in curriculum development process.

Progress to Date: 37%

Grantee Self Assessment: Behind Schedule

Qualitative Description: Q14: Status quo Q13: Status quo Q12: Status quo Q11: Status quo Q10: 4 POS(HIM,Rad,HIT,Sonography) Q9: removing HIS from this strategy reduced the number of employer partners for this strategy to 30. Q8: Colleges continued to reach out to additional employer partners for the 4 NEW AAS programs developed with grant. OTC HIS program listed in the strategy but is an existing (not NEW) POS. Q7: Employers continued to provide feedback to colleges including results of clinicals and PPEs by participants. Q6:Colleges continued to meet with existing employer advisory boards; worked on creating new advisory boards; and developed/amended programs based upon employer feedback.

Progress Measure 2 for Strategy 9: 76% employer partners who hire MoHealthWINs graduates
Progress to Date: 12%
Grantee Self Assessment: Behind Schedule
Qualitative Description: Q14: Total=4 Q13: Total=4 Q12: Total=4 Q11: Total=4 Q10: limited number of AAS completers to date Q9: limited number of AAS completers to date. Q8: limited number of AAS completers to date. 76% of 89 is 68 and 3 employers have hired completers. This measure will increase as more applicants achieve AAS degrees.

Implementation Measure 1 for Strategy 9: Approval of course competencies by employers.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: All Colleges fully implemented Q13: All Colleges fully implemented Q12: Colleges fully implemented this strategy measure Q11: Status quo Q10: Measures reached Q9: 5/6 colleges have completed employer approval of course competencies and SFCC is finalizing approval. MCC was incorrectly included in this strategy. Colleges continued to reach out to employer partners for approval of course competencies.

Implementation Measure 2 for Strategy 9: Approval of courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Colleges fully implemented this strategy Q13: Colleges fully implemented this strategy Q12: Colleges fully implemented this strategy Q11: Status quo Q10: Measures reached Q9: 5/6 have completed approval process and ECC is in approval process for one POS. Consortium colleges received appropriate authority approval for courses/programs or have process in place for program review as needed.
Strategy: Revise existing certificate or degree programs and tie to industry and/or WorkKeys certifications.

Progress Measure 1 for Strategy 10: 90 employers participating in curriculum development process.
Progress to Date: 71%
Grantee Self Assessment: Behind Schedule
Qualitative Description: Q14: Total=64 Q13: Two additional employers added Q12: Status quo Q11: Total=62 Q10: Total=56 no employers added Q9: total=56 number adjusted due to modified information from colleges. Colleges continued outreach efforts. Q8: Colleges continued to outreach to employers to engage in curriculum and collaborate on the development of internship and other field-based learning opportunities.

Progress Measure 2 for Strategy 10: 75% employer partners who hire MoHealthWINs graduates

Progress to Date: 70%

Grantee Self Assessment: On Track

Qualitative Description: Q14: Total=45 employer partners hired graduates Q13: Six additional employer partners hired graduates Q12: Total=34 employer partners hired graduates Q11: Total=29 Q10: 75% of our current employer partners (56) hiring grads would be 42, we are at 19 employers Q9: 75% of 90 is 68 and 9 employers have hired completers for a total of 13% Q8: 75% of 90 is 68 and 5 employers have hired completers for a total of 7%. This measure will increase as the number of completers increases.

Implementation Measure 1 for Strategy 10: Approval of course competencies by employers.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: All Colleges are fully implemented Q13: All Colleges are fully implemented Q12: Strategy measure fully implemented Q11: Status quo Q10: Measure fully implemented Q9: 7/7 have completed employer approval process and MCC is finalizing this process. Q8: Colleges continued to seek employer input/approval of course competencies through formal advisory board meetings as well as through clinical rotations. Colleges continued to tweak programs/courses as a result of employer input.

Implementation Measure 2 for Strategy 10: Approval of revised courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: All colleges are fully implemented Q13: All colleges are fully implemented Q12: Strategy measure fully implemented Q11: Status quo Q10: Measure fully implemented Q9: Complete (7/7 colleges) Q8: Colleges continued to receive course/program approvals. Q7: Consortium colleges received appropriate authority approval for courses/programs or have process in place for program review as needed. NCMC ADN is pending final approval. MCC HIT is in final stages of state approval.

Strategy: Structure programs into stackable credential career pathway model of credit/non-credit options tied to industry certifications.

Progress Measure 1 for Strategy 11: 97 employers participating in curriculum development process.

Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=160 Q13: Total=147 Q12: Total=143 Q11: Total=139 Q10: Total=116 Q9: Total=116 Q8: Employers engaged with colleges to define pathways and stacked courses. Q7: Consortium Colleges continued to engage employer partners (to date 93)in the process of identifying industry-recognized stackable credentials for each program of study and the certifications necessary for each credential.

Progress Measure 2 for Strategy 11:   75% employer partners who hire MoHealthWINs graduates
Progress to Date: 78%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=125 employers have hired graduates Q13: Total=100 employers have hired graduates Q12: Total=89 which is 100% of our goal of 73 employers Q11: Total=78 which is 100% of our goal of 73 employers Q10: Total=77 which is 100% of our goal of 73 employers Q9: Total=68 which is 93% of our goal of 73 employers Q8: Total=66 which is 90% of our employer partners. Q7: colleges continue to engage additional employer partners so the number of employers is growing throughout the life of the grant. To date 39 of the 90 employers have hired graduates. 75% of 97 is 73 and 39 is 53% of 73. Q6: CC and TRC report that 100% of their employer partners have hired MoHealthWINs graduates.

Implementation Measure 1 for Strategy 11: Approval of course competencies by employers.
Progress to Date: 95%
Grantee Self Assessment: On Track
Qualitative Description: Q14: All but one college fully implemented the strategy Q13: All but one college fully implemented the strategy Q12: All but one college fully implemented the strategy Q11: Status quo Q10: Colleges continue to engage employers in course competencies Q9: 12/13 colleges have received employer approval and SFCC is awaiting approval on one program. Employers engaged with students through clinicals/internships and provided feedback to colleges. Q7: Colleges continued to seek employer input/approval of course competencies through formal advisory board meetings as well as through clinical rotations. Colleges continued to tweak programs/courses as a result of employer input.

Implementation Measure 2 for Strategy 11: Approval of revised courses by appropriate approval authority (e.g. college curriculum committees, MDHE and DESE)
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: All colleges have received the necessary approvals for their programs Q13: All colleges have received the necessary approvals for their programs. Q12: All colleges have received the necessary approvals for their programs. Q11: Status quo Q10:All Colleges have received appropriate approvals.Q9: College received appropriate approvals ECC is awaiting approval. Q8: College received appropriate approvals ECC is awaiting approval. Q7: Consortium colleges received appropriate authority approval for courses/programs or have process in place for program review as needed.
Strategy: Develop online or hybrid versions of new courses or programs.

Progress Measure 1 for Strategy 12:   753 students that enroll in new hybrid or on-line courses.
Progress to Date: 100%

Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total= 1,424 Q13: Total= 1,424 Q12: Total= 1,423 Q11: Total=1162 Q10: Total=1000 Q9: Total=727 Q8: Total=632 Q7: Total=418

Progress Measure 2 for Strategy 12:   74% of credit hours completed (hybrid or on-line courses) based on credit hours attempted.
Progress to Date: 80%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: 12,935.09/16,140.99 Q13: 12,935.09/16,140.99 Q12: 10,393.48/12,788.90 Q11: 10,177.75/12,736.31 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 7541/10061=75% Q8: 5619 credit hours earned out of 7087 attempted Q7: 3060 EARNED CREDIT OF 3588 ATTEMPTED=85% Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: 566 hours earned/627 hours attempted at ECC, MAC, SFCC Q4: Programs started Fall 2012 thus no credit hours completed.

Implementation Measure 1 for Strategy 12: 25 staff and faculty trained to design and deliver new hybrid or on-line courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=56 Q13: Total=56 Q12: Total=57 Consortium exceeded goal and continued to train as needed. Q11: Total=56 Q10: Total=29 Q9: Total=29 Q7: Total=29 Q6: T=28 Q5: T=27 Q4: ECC, 2; MAC, 1; MCC, 5; SFCC, 2.

Implementation Measure 2 for Strategy 12: Establishment of hybrid or on-line courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Fully implemented Q13: Status quo Q12:Fully implemented Q11:Status quo Q10:SFCC incomplete Q9: 7/8 complete SFCC introduced new POS worked to bring hybrid/online Q8:All POS launched and colleges continue to bring additional courses online Q7:All POS in this strategy are launched except SFCC Sonography and JCC RadTech which will begin next qtr. Q6: 7/8 colleges had students in online courses. Q5: ECC, OTC, SCC students continued in courses. Q4:ECC, OTC, SCC reported establishment of hybrid/on-line courses. Other Consortium colleges continued to work toward establishing online/hybrid courses and recruited instructors and curriculum developers.
Strategy: Develop online or hybrid versions of existing courses or programs

Progress Measure 1 for Strategy 13:   909 students that enroll in existing hybrid or on-line courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=1,793 Q13: Total=1,793 Q12: Total=1,768 Q11: Total=1542
Q10: Total=1303 Q9: Total=1048 Q8: Total=906 Q7: Total=660

Progress Measure 2 for Strategy 13:   71% credit hours completed (hybrid or on-line courses) based on credit hours attempted.
Progress to Date: 76%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: 23,728.83/31,277.51 Q13: 23,728.83/31,277.51 Q12: 20,200.51/28,057.41 Q11: 18,466.25/26,218.21 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 13434/18286=73% Q8: 7065 credit hours earned out of 10917 attempted. Q7: Participants earned 4543 out of 6230 credit hours attempted = 73% Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: students earned 352 out of 385 credit hours attempted. Q4: Programs started Fall 2012, thus no credit hours completed.

Implementation Measure 1 for Strategy 13: 32.5 staff and faculty trained to design and deliver existing hybrid or on-line courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=69 Q13: Status quo Q12: Consortium exceeded goal and continued to train as needed. Q11: Total=68 Q10: Total=67 Q9: Total=56 Q7: Total=49 Q6: Total=45.5 Q5: Total=40.5 Q4: NCMC and SCC each reported 1 Q3. ECC and OTC each reported 2 and SCC 1 staff/faculty trained to design and deliver existing hybrid or on-line courses in Q4. Total 6

Implementation Measure 2 for Strategy 13: Establishment of hybrid or on-line courses.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Fully implemented Q13: Status quo Q12: Status quo Q11: Status quo Q10: MCC continues to develop hybrid courses Q9: 8/10 colleges complete. MCC, NCMC continue to bring additional courses online. Q8: All colleges have online courses launched and continue to bring additional courses online. Q7: 15 of 17 programs in this strategy have begun.NCMC ADN and ECC CNA will begin next qtr, Q6: 2 colleges added hybrid courses others progressed in the approval/training processes. Q5: courses are established at 3 colleges. Other colleges developed courses and trained faculty/staff. Q4: 2 of the 9 colleges (OTC, ECC) established online/hybrid versions of existing courses or programs.
Strategy: Introduce/expand self-paced online academic remediation resources.

Progress Measure 1 for Strategy 14:   915 students utilizing self-paced online academic remediation resources.

Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=2,001 Q13: Total=1,996 Q12: Total=1,996 Q11: Total=1652 Q10: Total=1368 Q9: Total=1126 Q8: Total=944 Q7: Total=543

Progress Measure 2 for Strategy 14: 44% credit hours completed based on credit hours attempted.
Progress to Date: 71%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: 20,097.42/28,340.69 Q13: 20,097.42/28,340.69 Q12: 15,569.59/23,842.09 Q11: 14,804.64/23,037.98 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 9151/16253=56% Q8: 7495 credit hours earned out of 11,742 attempted. Q7: Participant completed 3367 out of 4972 credit hours attempted Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: ECC 23 students and MCC 23 students. 225 completed out of 393 attempted. Q4: Programs began Fall 2012 semester, thus no credit hours completed.

Implementation Measure 1 for Strategy 14: 10 self-paced online academic remediation resources available to students.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=43 Q13: Total=43 Q12: Status quo. Consortium met goal and continues to offer online remediation resources to students. Q11: Total=43 Q10: Total=41 Q9: Total=24 Q7: Total=15 Q6: Total=12 Additional schools have remediation resources that will be available in future quarters thus exceeding the Consortium goal of 10. Q5:EC 1; MCC 4; SCC 3 T=8 Q4:ECC 1; MCC 2; SCC 2 T=5

Implementation Measure 2 for Strategy 14: 61.5 faculty and staff trained to assist students in utilization of online academic remediation resources.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: Total=106 Q13:Consortium surpassed goal Q12:Consortium surpassed goal and continued to train faculty and staff Q11: Total=101 Q10: Total=100 Q9: Total=76 Q8: Consortium surpassed goal. Q7: ECC 29, MCC 15, NCMC 1, SLCC 16, SCC 1 Total=62 Q6:EC 6, MCC 15, NCMC 1, SLCC 13, SCC 1, T=36 Q5:EC 6; MCC 15; NCMC 1; SCC 1 T=23 Q4:NCMC and SCC each reported 1 T=2
Strategy: Enhance training with online simulation software

Progress Measure 1 for Strategy 15: 666 students utilizing online simulation software.
Progress to Date: 100%
Grantee Self Assessment: Ahead of Schedule

Qualitative Description: Q14: Total=1,345 Q13: Total=1,345 Q12: Total= 1,344 Consortium surpassed goal. Q11: Total=1068 Q10: Total=882 Q9: Total=726 Q8: Total=610 Q7: Total=474

Progress Measure 2 for Strategy 15: 81% credit hours completed based on credit hours attempted in courses using simulation software
Progress to Date: 93%
Grantee Self Assessment: Ahead of Schedule
Qualitative Description: Q14: 10,894/11,679.32 Q13: 10,894/11,679.32 Q12: 9,284.43/9,963.39 Q11: 8,541.26/9,338.28 Q10: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q9: 6841/7482=91% Q8: 7264 credit hours completed out of 9163 attempted. Q7: Participant completed 3657 out of 4279 credit hours attempted= 85% Q6: Credit hours are term based and are being tracked and will be updated based upon end of term information. Q5: ECC, HIM program; MAC, Maintenance; OTC, HIS program: 834 credit hours completed of 914 attempted. Q4: Program began Fall 2012 semester, thus no credit hours completed.

Implementation Measure 1 for Strategy 15: 44 courses offered that utilize enhance online simulation software.
Progress to Date: 66%
Grantee Self Assessment: Behind Schedule
Qualitative Description: Q14: Total=29 courses Q13: Total=27 courses that utilize online simulation software Q12: Total=27 Status quo Q11: Total=27 Q10: Total=21 Q9: Total=21 (MAC changed its reported number from 7 to 4) Q8: Total=23 Q7: ECC 4, MAC 7, MCC 6, OTC 3, Total=20 Q6: MAC 4, MCC 2, OTC 3, T=9 Q5: MAC 2; OTC 2; T=4 Q4: OTC reported two courses offering online simulation software.

Implementation Measure 2 for Strategy 15: 25 faculty and staff trained in the use of online simulation software.
Progress to Date: 96%
Grantee Self Assessment: On Track
Qualitative Description: Q14: Total=24 Status quo Q13: Total=24 Status quo Q12: Total=24 Status quo Q11: Total=24 Q10: Total=24 Q9: Total=24 Q8: Total=24 Q7: Total=18 Q6: Total=19 Q5: Total=6 Q4:OTC reported 2 faculty/staff trained in use of online simulation software.

F. Key Issues and Technical Assistance Needs

Title	Description
Follow-up & Job placement Asst	MCC reported they continue to have problems with contacting grant participant for follow-up and placement assistance. They have phone numbers and emails on all participants, yet many participants' contact information has changed.
Licensing Exams	OTC reported HIS students must pass written and practical exams in order to be licensed. OTC negotiated with the Licensing Board to allow enrolled students to test out but this approval was delayed two years. MO Licensure requirement changed during the grant which hampered successful results for all grant participants.
WIB WIOA funding	STLCC reported although two of St Louis WIBs referred only 23% of the grant participants, funding resources available such as supportive services for student transportation and other non grant supported costs as well as job placement assistance were more limited than expected. This has been reported as a key issue throughout the life of this grant.

G. Best Practices, Promising New Strategies and Success Stories

Best Practices and Promising New Strategies

1 JC Grant Task Force Created
Jefferson College reported their MoHealthWINs Task Force proved to be an invaluable opportunity to connect resources within their institution as well as off campus, to the Intentional Advisors that directly supported the grant students. Representation from every department designed for student assistance has played a role in the successes of the grant students and programs. It is a practice that will carry over into the Round 4 MoSTEMWINs grant.

2 Implementing Employer Needs
MAC reported implementing employer suggestions early in the grant. This solidified their working relationships and set the foundation for their participation throughout the life of the grant. Another best practice reported by this college was site visits to clinicals/internships by college faculty. Much was learned that would not have been otherwise communicated.

3 Consortium Management Tools
The grant management tent team developed several tools to aid the colleges: grant implementation checklist; a crosswalk matrix to help colleges visualize the relationships between the grant strategies, progress measures, implementation measures, and outcome measures; a workplan

reporting data base system and now a soon to be released close out checklist.

4 Intrusive Advising

JC, MACC, NCMC, OTC and SFCC all reported their grant intrusive advising programs have proven to be their biggest success in attaining higher retention and completion rates. By improving the questions asked, the number of times a student is advised, early, quick and persistent intervention when a student struggles academically, and frequent contact with the online students via email, text messaging or phone calls all proved to be successful and scaleable grant initiatives.

5 Accelerated Program Offering

SCC reported the implementation and redesign of their CNA program offering to an accelerated version over the summer as a best practice. The program director reaches out to students interested in pursuing a healthcare career pathway in University programs to recruit students for the summer program at SCC. This program filled to capacity and a second section was added due to the demand.

Success Stories

1 Partnering with a High School

LSTC/STCM reported their grant-supported Intro to Maintenance program implemented at Douglass High School as a success story. The grant program went to DHS and offered a class for these students that was more"hands on" than previous classroom experiences. It was such a success that the Superintendent of the public school system acknowledged its success and the school district found funding to sustain the grant born program there. These homeless High School students now can find employment.

2 Hearing Instrument Science

OTC reported their Hearing Instrument Science grant program has afforded many students the opportunity to learn a new trade and become licensed to enter the profession as Hearing Instrument Specialists. They reported they receive email after email from students who are now blessed with the opportunity to assist patients with hearing and conversation, which improved quality of life for all parties involved.

3 Scaling Intrusive Advising

SFCC reported due to the success of the grant intrusive advising model, the college has taken the strategy and developed their own navigator model where 13 navigators will be employed throughout the campus system. Each single navigator is part of a success team which encompasses 4 to 6 program areas.

4 Education after the Grant

STLCC reported that there are several students who completed the Patient Care Technician program and were hired, and that are continuing their education through tuition reimbursement programs provided by their new employers. Two of these students have completed the academic

prerequisites and enrolled in the ADN Nursing program at STLCC while continuing to work overnight and weekend shifts as Patient Care Technicians.

5 Scholarships Recieved

SCC has reported numerous success stories and some have been press release worthy. A recent highlight was three students who have gone through the grant GED/Hybrid and the College 101 Transitions course have been honored to receive the SCC Board of Trustees Scholarships to continue their education at the college. All three are currently enrolled in credit classes as full time students. All have plans to transfer to a 4 year University upon completing their AAS degrees.

H. Additional Outcome Information

The MoHealthWINs Employer Engagement Task Force has completed their mission and produced a report that we would like to share with DOL staff. It will be attached to this quarterly report as well as soon to be uploaded into the OER/SKillsCommon National Repository account under MoHealthWINs. Grant Mgt staff provided technical assistance to other TAACCCT grantees from Jackson Mississippi, Santa Fe Comm College SUN PATH consortium, Lake County Comm College in Illinois, and Massachusetts Rnd 4 grantee. MoHealthWINs grant staff also provided a 30 minute webinar to DOL and DOE personnel on policies that were affected by the grant activities in relation to education policies.