New Jersey Health Professions Pathways to Regional Excellence Project TAACCCT Evaluation

Interim Report: Implementation and Early Outcomes

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March 2017

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INTRODUCTION

The healthcare industry is a major source of employment in the state of New Jersey with projected growth into the foreseeable future. In response to the needs of this growing industry, the New Jersey Health Professions Pathways to Regional Excellence Project (NJ-PREP) seeks to prepare students to enter and advance in careers in the health professions. NJ-PREP, a consortium led by Bergen Community College that includes 12 New Jersey community colleges, is funded by the U.S. Department of Labor's Trade Adjustment Assistance Community College Career and Training (TAACCCT) grants. The TAACCCT grants focused on "advancing innovative, sector-based system change in regional and statewide economies" with the goal of "creating industry-driven strategies that are responsive to regional labor markets and state economies" (US DOL, 2014). The grants sought to strengthen community colleges' ability to meet workforce needs by: 1) increasing student attainment of industry-recognized credentials, 2) developing innovative approaches to instructional delivery, and 3) improving students' employment outcomes. To this end, the NJ-PREP grant seeks to meet these goals through a multifaceted set of activities designed to promote the development of career pathways in health professions by creating clearer program pathways, integrating technology into the curriculum, providing additional supports for students, and engaging with local employers and the workforce system.

The Education and Employment Research Center (EERC) at Rutgers, the State University of New Jersey, is working with the NJ-PREP Consortium to evaluate the NJ-PREP TAACCCT grant. The evaluation uses a mixed-methods approach to gather grant implementation and outcomes data from multiple perspectives. The Heldrich Center for Workforce Development at Rutgers is partnering with EERC to calculate employment outcomes using wage records data. Throughout the course of the grant, the evaluation examines the multiple strategies the Consortium is implementing to develop and strengthen pathways into healthcare careers. This interim report will identify promising practices and offer suggestions for improvement to guide ongoing implementation efforts as well as provide information on early outcomes. A final report at the end of the grant period will discuss accomplishments and challenges in the grant implementation and will provide a more in-depth discussion of student outcomes.

This report begins with a section that describes the methods used in the evaluation. We follow that section by providing some background and context for the grant and its goals. We then discuss the implementation of each of the grant's key activities, including developing or redesigning relevant programming; purchasing state-of-the-art equipment; converting traditional in-person courses to online/hybrid delivery formats using Smart Start or EdReady; applying for credit review; expanding employment opportunities for students by creating networking sessions, developing new connections with employers and local workforce centers, and establishing a job developer role on Consortium campuses; implementing new data tracking methods; developing open education resources (OER); and creating professional

development opportunities for faculty. Next, we will examine the demographic characteristics of program participants and present early outcomes. Finally, we will conclude this report with recommendations for implementation improvement and a discussion of next steps for the evaluation.

While the report provides an overarching view of the Consortium's activities with the TAACCCT grant, Appendix A includes summaries of key implementation activities at each of the 12 Consortium colleges and their subcontractor, New Jersey Health Care Talent Network (HCTN), which is based at Rutgers.

METHODS

EERC's analysis of the NJ-PREP grant in years 1 and 2 focused on the implementation of key grant activities. The evaluation used a mixed-methods approach including multiple sources of data: interviews with site coordinators and Consortium leadership, site visits with each of the 12 colleges in the Consortium, content review of existing program documents, and analysis of the administrative records of students enrolled in TAACCCT programs. Each method is briefly described in this section.

Interviews. The evaluation team conducted in-person interviews with Consortium leadership staff as well as staff involved in planning the grant in fall 2015; additional in-person interviews with Consortium leadership were conducted in fall 2016. We also conducted 30-minute telephone interviews with site coordinators at each of the 12 Consortium colleges in December 2015.

Site Visits. We conducted two rounds of one-day site visits to each of the Consortium colleges and to HCTN. The first visits were conducted in February and March of 2016, and the second visits were conducted from July through September 2016. During these visits, we interviewed grant staff—including site coordinators, job developers, and faculty—as well as college leadership. We also conducted focus groups with students in TAACCCT programs when possible.

Document Reviews. Throughout the evaluation process, we collected all documentation related to the Consortium's grant activities, including program curriculum, presentations on program activities, and materials from program activities. We requested these documents from Consortium leadership regularly and from faculty and staff at the Consortium colleges and HCTN directly during our site visits. Additionally, the Consortium shared summary reports on program activities conducted at the colleges.

Student Tracking System Data. Consortium leadership developed a tracking system for students using Salesforce database management software and implemented this system at each of the partner sites (the implementation of Salesforce is discussed in more detail later in this report). The data we use for our analysis of student characteristics were pulled from the

Salesforce database and from the administrative records of students enrolled in TAACCCT programs. The data extract for this report was from November 2016. At that time, some data cleaning and verification were still in process. The current data in this report includes some inconsistencies that will likely be reconciled in future data extracts as the Consortium updates and improves data quality. Therefore, the student numbers from Salesforce reported in this report should be interpreted as estimates with some potential to change.

All data were analyzed using established analysis software and techniques. Qualitative data were managed, coded, and analyzed using NVIVO 11 qualitative analysis software. Quantitative data were managed and analyzed using Excel and Stata quantitative analysis software.

BACKGROUND AND CONTEXT

In this section, we provide background for the major activities of the grant. First, we discuss the history of the consortium of colleges included in the grant and outline the overarching grant goals and activities. We then discuss the staffing involved in carrying out the grant activities and the location of the grant administration within the context of the college organization. Finally, we discuss the understanding of grant goals among staff involved in its implementation.

The Consortium

In 2010, ten community colleges in Northern New Jersey, along with their workforce system partners and one employer, received a Health Professions Opportunity Grant (HPOG) through the U.S. Department of Health and Human Services. This group of colleges formed the New Jersey Health Professions Consortium. Through HPOG, the Consortium provided training to low-income individuals and recipients of Temporary Assistance to Needy Families (TANF) and General Assistance (GA) that would help them establish careers in the health professions. HPOG paid students' tuition, provided support services, and assisted students with job placement.

Through the TAACCCT grant, the Consortium sought to extend and build on the work it had begun with HPOG. It expanded to include 12 of the state's 19 county colleges—three new colleges were added and one college was lost after HPOG. In addition to the 12 colleges, the Consortium subcontracted with the Health Care Talent Network at Rutgers to offer a specific training program for community health workers through the TAACCCT grant that is based on an apprenticeship model. (All partners in the TAACCCT grant are listed in table 1.) Ultimately, the Consortium views TAACCCT as part of its larger goal of becoming an independent, self-sustaining organization.

TABLE 1: TAACCCT GRANT CONSORTIUM PARTNERS

College	Status
Bergen Community College	HPOG partner
Brookdale Community College	HPOG partner
County College of Morris	HPOG partner
Essex Community College	HPOG partner
Hudson County Community College	HPOG partner
Mercer County Community College	New partner with TAACCCT
Middlesex County College	HPOG partner
Ocean County College	New partner with TAACCCT
Passaic County Community College	HPOG partner
Raritan Valley Community College	New partner with TAACCCT
Sussex County Community College	HPOG partner
Union County College	HPOG partner

Grant Goals

The TAACCCT grant built on the work of HPOG with the broader goal of creating the college infrastructure required to prepare people for the workforce by developing career pathways into the health professions. Since much of the educational programming related to health professions resides in the noncredit area of colleges, building bridges between noncredit and for-credit programs is an essential step toward creating career pathways in these fields. As such, building pathways from noncredit to credit-bearing programs within and among Consortium colleges is an overarching goal that motivates TAACCCT grant activities.

The TAACCCT proposal articulates four broad strategies colleges could use to enhance their capacity to offer pathways to employment in the health professions:

1) Accelerate time to program completion for TAA-eligible and other adults by creating flexible, innovative, and well-articulated pathways toward high-skill, high-wage healthcare career opportunities.
2) Integrate the effective use of technology into curriculum in ways that will engage participants in their learning while improving overall levels of program retention and completion and that prepare participants for further learning and high-skill, high-wage healthcare employment.
3) Create a supportive system for assisting adults in succeeding in their programs of study and transitioning toward high-skill, high-wage healthcare employment.
4) Effectively engage employers, workforce systems, and industry associations in all aspects of program design, development, and implementation so skills and competencies align with employer expectations.

The Consortium identified a wide range of activities related to these four broad strategies, some of which address multiple strategies. Table 2 lists the key activities of the grant based on the

evaluation logic model (included in Appendix B) and the strategies they employ. We will discuss the implementation of each of these activities separately later in this report.

TABLE 2: KEY TAACCCT GRANT ACTIVITIES AND MAJOR PROGRAM STRATEGIES

Activity	Major Program Strategies			
	Pathways Development	Technology Use	Employer and Workforce System Engagement	Student Supports
Develop and reform programs to include stackable credentials, modularized curriculum, skill alignment, work-based learning, apprenticeship, articulation agreements, competency-based learning, Common-core competencies, curriculum frameworks, and credentialing requirements.	X		X	
Purchase equipment for hands-on training in healthcare courses, including simulation equipment.		X		
Implement Smart Start classes to promote career awareness and development.	X			X
Implement contextualized and adaptive learning systems, including EdReady, Smart Sparrow, MOOCs.*		X		
Develop regional PLA standards and undergo Thomas Edison State University credit review process.	X			
Implement networking sessions, career support network.				X
Hire and train job developers to provide comprehensive counseling and advising to students, share best practices in job development.				X
Engage with employers through local collaborations, the Consortium Leadership Council, a workplace committee, and North Jersey Partners.			X	
Collaborate with the workforce system to promote referrals.			X	
Develop and implement system to track student data and maintain statewide scorecard.			X	
Develop and contribute OER to, and incorporate OER from, SkillsCommons repository.				
Promote faculty and staff professional development.				

* Three elements of technology integration were originally proposed for the grant project: EdReady, online adaptive learning platforms such as Smart Sparrow, and the incorporation of MOOCs (Massive Open Online Courses) or simulations. EdReady was found to be the best suited to incorporation across the Consortium and the most sustainable of the three options. Smart Sparrow and MOOCs have not been incorporated in the TAACCCT project across the Consortium, but some schools, such as Union, are planning to incorporate adaptive learning software in the form of Assessment and Learning in Knowledge Spaces (ALEKS) a Web-based, artificially intelligent assessment and learning system ("What is ALEKS?," 2017).

In addition to the Consortium's grant implementation goals, the group also sought to meet target outcomes outlines in the grant proposal and approved by the US DOL relative to enrollment, completion, and post-program employment rates. Table 3 summarizes these target outcomes for the Consortium as a whole.

TABLE 3: CONSORTIUM-WIDE OUTCOME TARGETS

Outcome	Target for Years 1 & 2	Target for Years 3 & 4	Target for Grant Period
Total unique TAACCCT participants served/enrolled	1250	795	2045
Total participants completing a TAACCCT-funded program	882	564	1451
Total participants still retained in their program of study or another TAACCCT-funded program	250	159	409
Total TAACCCT participants completing credit hours	709	451	1160
Total participants who have completed credentials in a TAACCCT-funded program of study	773	518	1291
Total participants enrolled in further education after completing a TAACCCT-funded program of study	363	253	616
Total participants employed after completing a TAACCCT-funded program of study (non-incumbent workers only)	360	510	870
Total participants retained in employment after completing a TAACCCT-funded program of study (non-incumbent workers only)	300	433	733
Total incumbent worker participants receiving a wage increase post-enrollment	224	306	530

Staffing

To implement grant activities, each college employed multiple staff members. A dedicated site coordinator was responsible for leading the day-to-day grant management at each Consortium college. Site coordinators were responsible for planning the implementation of key project activities, overseeing staff on the grant, and managing the budget at the college. They acted as liaisons with the Consortium and attended monthly Consortium meetings to coordinate their activities. In addition, each college had a job developer. Colleges filled this position in different ways—some with a full-time staff person, others with a part-time person, and some even with multiple people. Other grant-related employees at the colleges included staff hired to assist with data collection and input, staff focused on student supports, and instructors. In addition, higher-level college leadership were involved in the grant to varying degrees across the colleges. Each college had a representative from its senior leadership who participated in quarterly leadership council meetings. Since the majority of colleges had participated in HPOG, they had HPOG-funded staff already in place that could continue to serve on TAACCCT, including their site coordinators and job developers.

Some colleges have faced challenges hiring or retaining job developers. Hudson, Mercer, Raritan, and Sussex have had major challenges filling this position, either due to turnover or hiring delays. Union also has had recent turnover in this position. Turnover can affect the ways that schools approach the division of labor as well; in programs that have gone significant amounts of time without a job developer, site coordinators have often covered the bulk of the job developer's tasks in addition to their own. In these instances, job development becomes just one part of a menu of varied work tasks rather than the central function of one job.

Consortium-level staff provided overall guidance and leadership on the grant. The Consortium-level staff included the director, the academic coordinator, the data manager, and the grants coordinator. Each have distinct areas of responsibility that do not frequently overlap. The director is responsible for overall leadership, coordinating outreach to employers and the workforce system, and reporting to the US DOL. The academic coordinator is responsible for leading academic reforms, such as implementing Smart Start and EdReady; planning networking sessions; and overseeing the credit review process. The data manager is responsible for developing and training staff on the use of the student tracking system designed for the grant. The grants coordinator provides administrative support for the project.

Transition to TAACCCT

Those involved in conceptualizing the TAACCCT grant saw it as an outgrowth of needs that emerged through HPOG. Whereas HPOG was about direct student funding, they saw TAACCCT as a systems-oriented grant and identified noncredit-to-credit transfer as a major challenge in HPOG that TAACCCT could address. However, while HPOG helped facilitate the start-up of TAACCCT, it also contributed to confusion about the goals of the TAACCCT grant.

Several key grant goals were not well understood at the outset of the grant. The complexity and number of goals in the TAACCCT grant, particularly those related to institutional reforms, was a point of confusion for many in the Consortium. Several respondents in leadership roles discussed feeling that the goals of TAACCCT were not clearly understood, particularly as they related to program reforms and activities they needed to implement at the colleges. Staff at some colleges reported they were surprised at the goals of the grant when it was awarded because they had had little involvement in the application process. For these staff, the first year of the project was therefore a process of discovery about how to approach infrastructure development in a DOL grant, as they did not understand many of the grant activities and how they related to the larger picture.

A significant point of confusion at many Consortium colleges was the difference between TAACCCT and HPOG. Some staff on former HPOG campuses reported they had been under the impression that the TAACCCT grant would essentially be a continuation of their work under HPOG and that they did not realize the importance of infrastructure development in TAACCCT. For example, as one college staff member stated:

> There was confusion in the beginning in how it was different about HPOG. The points of confusion are what TAACCCT could and could not pay for. HPOG students' textbooks, uniforms, etc. were paid for. TAACCCT only pays for instructors and classroom supplies. So how is it going to help us? What does it cover? What can we use it for?

Several college staff initially lamented the fact that TAACCCT funds could not be used to cover the supportive services for students. As one stated: "TAACCCT pays for instruction, not tuition, so you can't do that. We had more wraparound, mentoring students with the HPOG grant." This shift also led to some confusion among college staff as they got used to the new focus in their work. As one person in leadership stated: "People came off HPOG thinking 'student supports, student supports,' and this grant is different. So people were confused."

The confusion about the grant goals was less pronounced for the colleges that were new to the Consortium. A staff person from one of these colleges clearly stated early on: "The TAACCCT grant is something we can use to build capacity for our programs." They did not have to make the shift in their thinking between HPOG and TAACCCT.

Communicating the goals of TAACCCT and providing guidance on deliverables was a challenge for leadership. Some college staff reported that the goals of TAACCCT were less clear because they were not all measured by the goal of serving students. The focus on building the college infrastructure required a shift in mindset for many. College staff expressed some confusion about whether the grant was intended to develop new programs or support existing programs. Others mentioned the number of different deliverables that were part of the grant as a challenge. Monitoring progress toward grant goals is more complicated with this grant—with HPOG they had received regular statistics on their enrollments, completions, and employment rates. Many site coordinators stated that they would like to be able to continue seeing reports on outcomes, but this was not possible because the development of the data system for reporting on student outcomes under TAACCCT was delayed. While the Consortium had begun to develop a system for tracking implementation activities, this system had not taken hold with the colleges in the same way as the previous system for reporting on student outcomes had.[1]

The work of the academic coordinator and the ending of HPOG helped clarify TAACCCT grant goals and activities. The academic coordinator was hired at the end of the first year of the grant to lead the implementation of the academic reforms initiated at the Consortium level, including Smart Start, EdReady, networking sessions, and the Thomas Edison State University (TESU) credit review. The staff person in this role worked directly with the colleges to make sure staff at each location understood the objectives and deliverables of the grant—and then to follow up to make sure they got things done. This included conducting initial visits to each college to understand the work being done at each site, maintaining ongoing communication about grant activities through e-mail, and holding monthly site coordinator meetings.

[1] The HPOG tracking was specific to that grant program and therefore could not be used for tracking with the TAACCCT grant.

Toward the end of the second year of the grant, most Consortium staff have come to develop a better understanding of the goals and activities of the TAACCCT grant. In addition to the hiring of the academic coordinator, the end of the HPOG grant early in the second year of TAACCCT allowed staff to more clearly focus on the goals and activities specific to the TAACCCT grant. As one site coordinator stated: "We've now gotten a better sense of the goals. Since HPOG is now over, we can concentrate more fully on TAACCCT." Another site coordinator expressed a similar sentiment: "There are definitely differences between HPOG and TAACCCT. You can see it now with the separate funding. Staff understand goals more clearly." Another college staff person described the learning process about the TAACCCT goals:

> I originally thought it was focused on students like HPOG, but it's supporting the college's infrastructure. It helps them develop programs to strengthen the tie between credit and noncredit programs, and enables students to continue education after certificate courses. TAACCCT has different programmatic requirements, like EdReady, to enable the college to support students in pursuing a degree.

Several college staff in leadership positions mentioned aspects of capacity building when discussing grant goals. Some stated that a goal of the grant was to help students move from noncredit to credit, or to "create pathways to credit work and to eventually give some credit opportunities." A few similarly mentioned the importance of aligning programs with career ladders that would help students advance in a health career. Others mentioned curriculum development as a priority—this was important for colleges that had been using third-party vendors. Despite this progress, even at the end of the second year, a handful of college staff still viewed the primary goal of TAACCCT as aimed at serving a targeted number of students rather than at building the capacity to serve students.

Nearly all staff have consistently reported student employment as a key goal of TAACCCT. Early in the grant period, college staff in leadership roles across the Consortium uniformly discussed their efforts to engage with employers and assist students in job placement as key activities. Others saw the goal of employment as linked to the goal of pathways by stating that the goal of TAACCCT is to: "Help people get into entry-level healthcare employment . . . start them on the career ladder." Or as another stated: "It's about finding the right student for the right employer and getting them to come back for additional credentials." Another focused on serving students, stating the goal is to "Have students complete courses and become employed." Some stated that their goal was to help students get good jobs that pay more than minimum wage.

For some staff across the Consortium, the goals of TAACCCT are almost exclusively employment-related. One respondent simply stated the goal is "Getting people jobs." Some examples of how these staff members articulated this goal include: "to train the students and make them marketable for hire, and then to help them find a job"; "to educate the students and get them jobs"; "getting students jobs is a goal of the TAACCCT grant." Another expanded on the goal to discuss the activities of TAACCCT that are important in achieving this goal: "Ultimately the goal is to get people to work through job placement assistance, job development

assistance, curriculum development, and training in healthcare." In time, some staff began to see additional goals as part of the TAACCCT grant. Nonetheless, student employment remained a clear and consistent goal for Consortium college staff.

Organization

Since noncredit-to-credit articulation is a major goal of the grant project, it is worth noting where the TAACCCT grant activities—as well as some larger reforms—are located within the college organization relative to noncredit and credit-bearing programs.

The variation in the structure of noncredit education across Consortium schools provides a context for grant activities. The relationship between noncredit and credit-bearing programs within each Consortium college varies widely among the institutions. Some colleges sit at one end of the scale, where noncredit and credit programs are highly integrated and housed in the same department; other colleges sit at the extreme opposite end, where the noncredit and credit programs are housed in separate departments with little integration or direct, intentional collaboration. In between there are a range of approaches where noncredit and credit programs are connected by factors such as common space, shared equipment, integrated classrooms (noncredit and credit-bearing programs sharing instruction or simulation time), and academic collaborations that "bridge" the program areas. Nearly all colleges in the Consortium have housed their TAACCCT grant programs within their noncredit divisions with some degree of bridging. Raritan is the only college where the noncredit TAACCCT programs are housed within the credit side of the school.

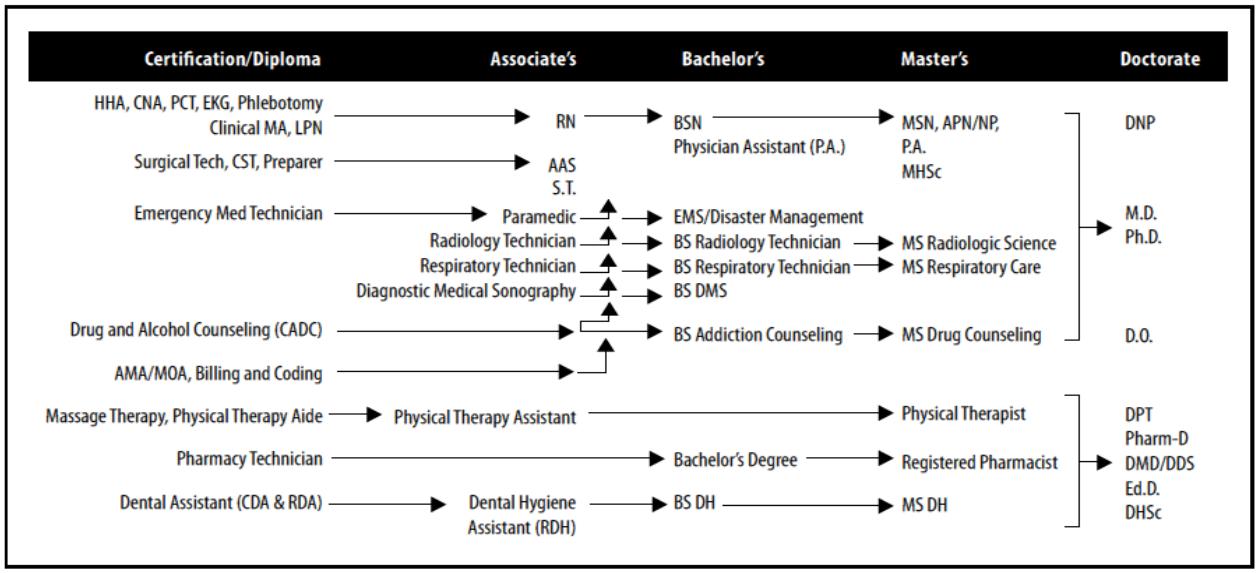
Several colleges are currently working on larger initiatives focused on bringing credit and noncredit programs closer together. Bergen has begun integrating its credit and noncredit programs through shared space and instruction. The college's recently constructed simulation lab and new healthcare facility opened channels for collaboration and direct communication between the two departments. Middlesex's administration has made a concerted effort to bridge its noncredit and credit-bearing programs through open communication between both departments' deans, including both noncredit and credit-bearing classes together in the same programmatic course lists, and by offering a combined orientation to students. Integration of noncredit and credit-bearing programs can require substantial reorganization and administrative buy-in at the institutional level. While all Consortium schools have started these conversations and are working toward integration, the transition can be time consuming. One TAACCCT staff member noted the process can be like "an oval peg trying to fit in a round hole."

PROGRAM DEVELOPMENT

The colleges sought both to develop new programs and reform existing ones. The Consortium is working to expand the capacity of its member schools to train workers to enter healthcare sector jobs that are typically in frontline care (e.g., certified nurse assistants, home health aides, phlebotomists, surgical technicians), are in high demand, and have low barriers to entry (i.e., require two years or less of specialized training). Because these jobs can serve as launching points for further education and advancement, the Consortium sought to reform these programs such that they would not only better prepare students for jobs but also build better bridges to credit-bearing programs so that students can continue their education. The diagram below, generated by the Consortium, demonstrates the career pathways envisioned for these programs; Consortium colleges seek to emulate these models through their TAACCCT-funded reforms.

Activity: Develop and reform programs to include stackable credentials, modularized curriculum, skill alignment, work-based learning, apprenticeship, articulation agreements, competency-based learning, Common-core competencies, curriculum frameworks, and credentialing requirements.

FIGURE 1: HEALTH PROFESSIONS PATHWAYS



To determine which programs to include in their TAACCCT-grant efforts, several colleges reported they considered concerns about job market and wages in program selection. For example, staff at one college reported that after considering job placement opportunities, the school decided not to offer a medical assistant program. Other colleges considered both job placement and student expenses related to enrollment to ensure their programs would provide a good value. Based on these criteria, one college decided to offer CNA, PCT, and MA. Another

college reported significant concerns about reforming its pharmacy tech program to comply with the longer duration recommended by industry because it made the training more costly at a time when jobs in that field are not paying well. In fact, several colleges reported concerns about the pay rates in certain fields, such as home health care aide, and the importance of working with employers to discuss the benefits of higher wages.

A wide range of pathways are included in the TAACCCT grant, including a total of 32 different programs. Some of the most common programs across the colleges are certified medical assistant, certified EKG, certified nursing assistant, pharmacy technician, and phlebotomy technician. Appendix C lists all the programs that are included in the TAACCCT grant across the 12 colleges. This section discusses the new and the reformed programs offered by Consortium colleges.

New Programs

A few of the colleges sought to develop entirely new programs under TAACCCT that were not offered by other colleges. The new programs included massage therapy at Brookdale, occupational therapy at Raritan, and holistic health aide at Ocean. Each of these programs are at different stages of development.

- Brookdale has completed the development of **massage therapy** and has had the program approved by its Board of Trustees—the last milestone before it could be considered for certification through the Board of Massage and Bodywork Therapy.[2]
- The development of Raritan's **occupational therapy aide** program is nearly complete. They hope to begin offering the program in spring 2018. The program has taken time to develop because it needs to meet accreditation requirements, go through the curriculum committee, and gain state approval. The grant has helped support the development of this program and its necessary lab. One challenge for the college has been in finding an instructor who can teach at a sustainable salary for the college.
- In developing its **holistic health associates** program, Ocean has encountered some challenges. The addition of a new credit-bearing degree program is a complicated task and is experiencing delays with the state review process. In the meantime, the college has initiated three courses in holistic health that are awaiting approval.

Some colleges reported they developed new programs internally that they had previously offered using third-party vendors. Staff at Mercer reported that they now offer their own EKG program, which they had previously run through a vendor. Through the grant, they

[2] To be certified by the Board of Massage and Bodywork Therapy, programs must be state-certified. But the Department of Education does not grant official state approval for noncredit programs, and the Department of Labor and Workforce Development only approves programs for proprietary schools. Given that Brookdale is an accredited institution, and it will offer massage therapy as a noncredit program, the school instead sought program approval from its Board of Trustees. They are hopeful this will satisfy the requirement, given their unique circumstance.

developed their own curriculum and bought equipment that enables them to run the courses at the college. Likewise, Hudson replaced two contracted courses with their own. As of August 2016, the college had replaced contracted instructors with instructors from the college in its EKG and phlebotomy programs. Hudson would have liked to add more programs but has had difficulties acquiring dedicated space for them. They eventually located space for EKG and phlebotomy and are hopeful more space will become available for other programs they would like to offer.

Program Reforms

Colleges sought to implement a range of reforms to their programs. These reforms included creating stackable credentials, creating pathways between noncredit and credit-bearing programs, accelerating students' time to credential, aligning curriculum to better meet industry needs, developing opportunities for work-based learning and apprenticeships, and integrating career development and job placement services. This section describes each of these reforms in turn.

Stackable Credentials

A major focus of the grant was to build stackable credentials—that is, to develop programs that are divided into smaller portions that can be completed separately and, when accumulated over time, build up to a larger credential. For example, through the TAACCCT program, half of the Consortium colleges (Mercer, Middlesex, Bergen, Brookdale, Essex, and Ocean) added to their offerings a PCT program that serves as a good illustration of how stackable credentials work. With this program, students complete—separately and in any order—the CNA, EKG, and phlebotomy programs. Each of these programs have value on their own, but together they complete the more valuable PCT credential. Some colleges offered stackable credentials within a single program. For example, Ocean's electronic health records certificate program contains smaller credentials that are earned on the way to the certificate.

Employers increasingly recognize the value of a combination of credentials, even when multiple credentials do not officially lead to a larger one. For example, stacking credentials to earn a PCT may make CNA graduates more employable at a significantly higher wage, but the same is also true if they decide to complete another program after their initial program. College staff reported that stacking is essential for students to move into better jobs. As one college staff person stated:

> This is very important in the health field. When you start off as home health aides in CNA you are really making a low wage. We want our students to have a livable wage, so we really encourage them to go on. CCMA and PCT usually start at 15 [dollars] but CNA sometimes is 10 and under. We don't want you to just do that, we want you to gain your experience and then you can come back to us.

Consortium leadership staff stated "This is what we should be doing—better preparing students for sustainable wages. Some students need to build on credentials over time, but just the fast in-and-out doesn't give them sustainable wages."

Noncredit-to-Credit Articulation

To create pathways to more advanced training, some colleges sought to articulate noncredit programs with credit-bearing programs through the TAACCCT grant. Most notably, Union and Morris undertook substantial efforts in this regard.

- Union sought to build a bridge to its LPN program. After students complete the noncredit PCT, they now are eligible to take a "bootcamp" class to prepare for the LPN. The class meets for six hours every day, Monday to Thursday, for four weeks. Union staff report the class can help students determine whether they are ready to be an LPN. Students who complete the bootcamp class can test out of an introductory nursing course, saving students money and accelerating their time to degree.
- Through TAACCCT, Morris is currently developing an AAS in Allied Health where all of its many noncredit programs in the health professions, such as CNA, CADC, and HHA, will articulate. The credit and noncredit programs worked closely together to develop this program under a dean's leadership. While the AAS is generally viewed as a terminal degree, it will be possible for students who wish to continue their education to transfer their credits to Thomas Edison State University. Morris hopes to begin offering this degree in September 2017.

In addition to these specific efforts to articulate noncredit programs with credit programs, several colleges reported other efforts designed to improve the relationship between noncredit and credit-bearing programs at the college. While many of these efforts began before the grant, TAACCCT is helping to motivate and move them along. One college staff stated: "Within the college I think support for moving people from noncredit to credit is driven by the TAACCCT grant. It is not necessarily embedded in the college structure." Another noted the grant provided a reason to push college leadership: "[the] dean of CE would consistently make her superiors aware that TAACCCT asks for stronger bridges to credit."

Acceleration

Some colleges sought to accelerate their programs so that students could complete and enter the labor market more quickly. For example, Union offered their PCT program in an accelerated daytime format. Because this course required full-time hours during the day, it attracted many recent high school graduates with higher basic skills who could handle the faster format. Mercer shortened the duration of their CNA from three months to seven weekends and their pharmacy technician program from 600 to 300 hours.

Skill Alignment

The Consortium colleges considered the needs of employers in developing and reforming their programs. For example, Sussex expanded their practice requirement for phlebotomy students from 20 sticks to 100 sticks to better prepare them for the demands of the industry. Further, Ocean's PCT program prepares students with all the skills that employers might potentially seek:

> The job description for PCT could vary depending on where they are employed, so our program covers everything. Some employers want PCTs doing more than others. The students do our PCT program that is very extensive. They also have to do an externship. Then they sit for the national certification exam. They are very well prepared for the market.

Likewise, a drive to meet industry standards was an important factor motivating colleges to reform programs using TAACCCT funds. In some cases, new standards were developed—such as in the pharmacy technician field, which is extending training requirements. In other cases, multiple industry standards existed, and the Consortium reevaluated which would be most valuable to students. For example, though official standards haven't changed, Middlesex expanded the length of its phlebotomy program to meet recommendations issued by the national certifying agency.[3] In the case of medical billing and coding, Morris realized the National Healthcare Association certification was not as useful as the American Academy of Professional Coders certification. To convert their program from NHA to AAPC certification standards, the college extended its training requirement from between 90 and 100 hours to over 200 hours and added an optional 150-hour externship. According to college staff:

> We did it as a result of TAACCCT. We had the programmatic development money to spend on it. It is a credential that's more widely recognized and is important for getting jobs. Previously we'd used the NHA, which is not as widely a recognized credential. The new exam is a lot more difficult.

Several colleges considered how to respond to the planned increase in training hours required by the certifying body of the pharmacy technician industry, the American Society of Health-System Pharmacists. Brookdale took a step toward the longer training program requirements by expanding its pharmacy tech program from 84 to 200 hours; they eventually may need to move to 600 hours but are waiting to revamp the program. In contrast, Mercer decided to shorten its pharmacy technician program, which was already 600 hours but was too long for students given that other programs they could choose from were much shorter. The program now totals 300 hours including 250 hours of classroom instruction and a 50-hour externship. The most extensive pharmacy tech program update happened at Bergen, which revamped its program not only to increase training hours but also to meet industry standards that would allow graduates to work in hospital settings in addition to retail settings. To do this,

[3] At Middlesex, the phlebotomy 1 class went from 48 to 60 hours, and the phlebotomy 2 class went from 52 to 54 hours plus 100 hours of externship.

college staff sought input from a local employer, increased the length of the program, changed the licensing agency for the program's certificate, contracted a pharmacist to teach portions of the program, expanded its classroom space to include a lab space with a sink, and purchased new equipment—such as a label-maker and new pill counters—to simulate a real work environment.

Work-based Learning

Several of the colleges sought to incorporate work-based learning opportunities, including internships and externships, into their programs. Morris added the capacity to coordinate the placement of students into supervised counseling experiences for its certified alcohol and drug counselor program. Ocean has secured externships for every one of its TAACCCT programs and has its job developer meet with students at the end of their externships to talk about their experiences and discuss what types of permanent employment they might be interested in. Middlesex offers externships to its phlebotomy students as part of the third level of their program, during which they receive well over the 100 blood draws necessary to obtain their certification.

Apprenticeships

Apprenticeships provide students with the opportunity to gain hands-on experience that is linked to their classroom instruction. Through the TAACCCT grant, the Health Care Talent Network (HCTN), the Consortium affiliate housed at Rutgers, created a year-long, full-time apprenticeship around its Community Health Worker program (CHW). Students begin with a four-week in-class training program; upon completion, they are placed into paid apprenticeships. Employers are recruited through HCTN and through the outreach efforts of CHW's project manager. Employers are asked to pay 50 percent of the student-worker's wages for the first six months of the apprenticeship, with the other 50 percent coming from TAACCCT and other funding sources (e.g., general assistance, SNAP, TANF funds). The CHW project manager goes to the work sites for meetings and checks in with participants; she also works with employers toward the end of the apprenticeships to see if they are interested in hiring the apprentice or if she needs to help the participant locate other work.

Career Development and Job Placement

All colleges reported they added services to their TAACCCT-supported classes to help students find employment. The grant allowed them to invest in staff to provide career development and job placement supports to students in these programs. In some cases, colleges added these supports to their programs in addition to making other program reforms as discussed above. In other cases, the only reforms colleges made to their TAACCCT programs were the incorporation of these supports. These services are discussed at length later in the report in the employer connections section.

EQUIPMENT ACQUISITION

Activity: Purchase equipment for hands-on training in healthcare courses, including simulation equipment.

The TAACCCT grant allowed Consortium schools to receive funding for equipment meant to serve the TAACCCT programs at each institution. These purchases would allow students to gain hands-on experience with state-of-the-art equipment. Most of the Consortium schools chose to purchase minimal equipment and supplies. For example, most colleges purchased one or two additional manikins and some new software while stocking up on bulk items such as pharmacy labels, blood-drawing supplies, and practice samples. Several colleges replaced obsolete equipment—such as manikins or technology—with new, updated equipment. Some chose to invest a portion of their TAACCCT money into creating lending libraries that were equipped with everything from textbooks to stethoscopes.

One school, Bergen, chose to invest in a full-scale simulation lab to enhance its programs. Simultaneous to the arrival of TAACCCT, the college finished construction on a brand-new healthcare building. The new building, coupled with new simulation equipment shared across several programs, created sound infrastructure for the school's healthcare programs. The simulation lab allows students to participate in lifelike hospital scenarios, record their experiences, and play them back later for critique and learning exercises. Several high-tech manikins and recording devices have been purchased, as well as a multitude of supplies. Bergen's simulation lab is set up to look like a hospital, and students from multiple programs—such as EMT, nursing, CNA, and phlebotomy—interact with one another during simulations much like they would in a real-life situation, creating interdisciplinary collaborative teaching opportunities. Staff at Bergen feel the simulation lab has added a credibility to its noncredit certificate programs that did not exist previously:

> There is a mistrust in accepting [noncredit] students for credit [to apply their certificate education in place of credit courses when pursuing further education]. People think they're not good enough, they didn't learn enough. There is really a separation between noncredit and credit at most schools. Here, not so much. The building has really helped that, and the simulations.

Some colleges, such as Hudson, used TAACCCT dollars to renovate classrooms, giving them much-needed space for their programs. At Hudson, the money was used to outfit the space as well, adding beds, sinks, carts, chairs, and manikins. Colleges that used funds to purchase equipment or expand classrooms felt the additions helped with marketing and enrollment and added both credibility and sustainability to their programs. In some cases, new equipment allowed colleges to offer programs that had not previously been offered, such as with Mercer's EKG program, or to expand capacity in their existing programs by offering new locations for training, such as with Brookdale's PCT program.

SMART START

Activity: Implement Smart Start classes to promote career awareness and development.

An issue identified by the Consortium prior to the TAACCCT grant centered on student decision-making and confusion regarding healthcare career and education pathways. As part of the grant proposal, the Consortium proposed to help alleviate student indecision and confusion about these goals by integrating a common gateway course across all 12 of its colleges—Smart Start, a program of study meant to serve as an introduction to healthcare career opportunities that would also prepare them for entry into their chosen program. The Smart Start course would also address the remedial skill needs of adult learners by incorporating contextualized learning of math and English specifically tailored toward healthcare programs. The course was originally implemented at Bergen as part of the HPOG grant and was scaled to the 11 other Consortium schools after the TAACCCT grant period began.

New under TAACCCT was the addition of EdReady to the Smart Start curriculum. EdReady, which will be discussed in more detail in a separate section, was meant to add a remedial skills-building element to Smart Start that students could use to assess and improve upon their English and math skills to prepare for entry into their program as well as for additional education in the future. The combined Smart Start–EdReady curriculum was originally designed to be taken over a four-week period by all students immediately upon registering for their first TAACCCT-program course; by taking the course, students would

> . . . be exposed to healthcare occupations; obtain the knowledge, skills, and aptitudes needed for success in the healthcare sector; and assisted in navigating the college environment. With guidance from an Industry-sector coach, each participant will develop an Individual Career Plan and will participate in mandatory tutoring, peer support and study teams, and practice testing. (TAACCCT proposal, p. 17)

In addition to the above, Smart Start students also receive CPR/first aid certification as part of the curriculum—a credential that is required for most healthcare professions programs.

Variation in Smart Start Implementation Across Colleges

Smart Start courses have been implemented at 11 of the 12 Consortium colleges as of the writing of this report. Most of these schools have modified the curriculum from a four-week program of study to a two-week program of study. Although Middlesex has not yet implemented Smart Start, they have begun using the EdReady software. TAACCCT staff at Middlesex are trying to find a fit for the Smart Start curriculum at the college, but because they already use an orientation for their new enrollees that assists students in choosing a healthcare pathway and navigating the college environment, Smart Start seems redundant.

Colleges adapted Smart Start in a variety of ways that depart from the original model. For example, in addition to the regular classroom-based course, Raritan offered a modified hybrid version of Smart Start that requires students to come to campus for only two days of instruction—all reading and discussion-based elements of the course take place online. (The on-campus instruction includes the more hands-on elements of the course, such as CPR training.) Hudson also implemented Smart Start in a manner unique to the Consortium. Because the college did not have a large enough TANF/WIA/TAACCCT population, enrollment was too low to run the course exclusively for these students. The school's nursing department, however, had a need for incoming freshmen to get help with math and medical terminology skills because many students were failing. Hudson's site coordinator redesigned the Smart Start course to act as a supplemental tutorial for students accepted to the credit-bearing nursing program. The redesigned course was originally planned to run for 10 weeks, three hours per week, but has since been scaled back to four weekly sessions.

At Essex, the Smart Start course was broken into modules and integrated directly into program curriculum. Thus, instead of having a separate course to enroll in, students receive their Smart Start training as part of their chosen program of study. Ocean runs several variations of Smart Start—the "entry level" course, which explains education and career pathways, and two "advanced" versions that are designed to bridge between stackable programs. For instance, one version teaches medical terminology specifically for medical billing and coding students, helping them learn additional skills that are not taught in the program itself. These versions of Smart Start are seen as additional skills-building supplements to the school's programs.

Several schools have made Smart Start available to their entire student population, while others are running the course for TAACCCT students only. Raritan has marketed its Smart Start course beyond campus to the greater community, encouraging those interested in healthcare to take the course as an introduction to healthcare career pathways and as a way to introduce—and possibly recruit new students into—the school's healthcare programs. Specific outreach at Raritan has included visiting a women's shelter to introduce healthcare training programs to the women there.

Some colleges offered Smart Start courses during evenings and weekends to better suit the schedules of students with work or home responsibilities. More are planning to do the same in the future. Nearly all Consortium schools report that they are planning to collaborate with Raritan to offer its online version of Smart Start to their students. Raritan will run the course asynchronously, and students throughout the Consortium will be able to attend virtually. After their online coursework is complete, students will take the hands-on portion (CPR, First Aid, and PPE) on campus at their respective school. This will allow students with care or work responsibilities the flexibility to take the course online and will likely increase enrollment across Consortium colleges. Table 4 summarizes the variations of Smart Start offerings across the Consortium.

TABLE 4: SUMMARY OF SMART START VARIATIONS

- **Condensed 2-week format**
- **Online/hybrid format (Raritan)**
- **Modules developed and integrated into other courses (Essex)**
- **Targeted versions to prepare students for specific transition points (Ocean)**
- **Supplemental tutorial for nursing program (Hudson)**
- **Alternative scheduling such as evenings and/or weekends (Raritan, Morris, Union)**

The timing of Smart Start delivery also varied across the Consortium. Smart Start was meant to be a gateway course taken by all students interested in a healthcare education; it was designed to introduce students to various healthcare career and education pathways and supply them with basic skills needed for their healthcare program of choice, including medical terminology, healthcare mathematics, and personal protective equipment (PPE), CPR, and first aid training. Giving students the opportunity to acquire these skills prior to program entry is meant to better prepare them for their education and future career. At this time, none of the 12 colleges require the course, although students are strongly encouraged to take it at most of the schools. Because it is not a requirement, students are free to take the course at any point in their program, leading to variation in when students enroll. Some students do take the course immediately upon selecting a healthcare program and before beginning courses, but data collection across the Consortium revealed that many students choose to take the course later or not at all.

There is also variation across the Consortium relative to the cost of the Smart Start course. At some schools, both the course and its PPE and CPR components are free to TAACCCT students. Other schools charge a small fee to cover the CPR certification card and basic supplies for the course. Bergen charges a $75 fee unless the student is referred from a workforce center; there is no fee for student referrals. Schools that charge a fee for the course have found that this is a possible deterrent for students—especially low-income TAACCCT students. Since many schools are offering the actual programs of study to students for no charge, charging a fee for Smart Start creates a barrier for some students; they simply skip the Smart Start course and enroll in the program directly.

Nearly all colleges have offered at least one Smart Start class (Middlesex is the one exception as previously noted). Table 5 below illustrates the use of Smart Start courses at all 12 Consortium colleges through November 16, 2016. A total of 170 students have enrolled in Smart

Start classes, nearly all of whom were enrolled in TAACCCT programs. Most Smart Start classes have been fairly small, ranging from only 3 to 12 students. The low enrollments reflect some of the challenges colleges have reported in getting students to enroll in these courses and raise questions about the ongoing sustainability of Smart Start after the grant.

TABLE 5: SMART START USAGE AND STUDENT NUMBERS[4]

College	Number of Students	Number of TAACCCT Students	Number of Classes
Bergen	11	11	2
Brookdale	3	0	1
Essex	35	35	2
Hudson	17	17	2
Mercer	39	39	6
Middlesex	0	0	0
Morris	14	14	2
Ocean	12	12	1
Passaic	15	15	3
Raritan	3	3	1
Sussex	4	4	1
Union	34	34	5
TOTALS	170	167	24

Source: Consortium tracking based on college reports as of November 16, 2016

Staff/Faculty Reaction to Smart Start

Many faculty and staff felt that Smart Start helps prepare students for entry into healthcare careers. Many staff members correlated the course with an increase in student awareness about the healthcare field—specifically the career paths and jobs available. One staff member said: "After Smart Start they are doing so much better because they understand, . . . as we explain to them, what all those jobs imply." Another said: "Smart Start is a marvelous service for students to see the importance of different programs and to see career prospects in each field." One staff member also commented that Smart Start encourages cohort-building, which has proven to increase comradery among her students:

> Smart Start creates a solid understanding of what is necessary to get through a healthcare program. It really builds [the students] up to what the requirements are so that students know that they have to be there and really be focused. It is not the type of thing where you can show up one day a week. Smart Start also builds a cohort model because students are all in the class together at the very beginning. Students stay and survive together. They know each other, they can seek out tutoring, they can get informal advice. This is a best practice for TAACCCT. Having the students together as a cohort encourages success and completion.

[4] In some cases the numbers in this table may differ from numbers reported in the College Summaries in Appendix A, based on different reports of these information from the site visits.

A staff member at Brookdale stated that Smart Start at her school is helping direct students to a career pathway that is right for them by building confidence and helping eliminate discrimination:

> I think the greatest add-on here [with Smart Start] is . . . for the students to build a little confidence and get a broader career counseling sense of "Do I want to pursue this, and what can I pursue?" There is a tendency to look at low-income, minority, single mothers and direct them to "Here, be a home health aide." These jobs still aren't getting enough pay to move up and be in a middle-class income. Something like Smart Start can give someone confidence that "Sure, I will start there, [but] I have a plan now, and I can move on. I have [learned] a little anatomy, and I can do that." The system means well, but if these women have a certain skill set that is low in math and English, they just get pushed to be a CNA.

Similarly, the site coordinator at Mercer noted that Smart Start helps students increase their basic skills, which in turn increases confidence and self-esteem; this increases their ability to succeed in their program as well as pursue further education:

> [The] Smart Start program was a great implementation because the deficit was basic skills. With that comes along low self-esteem. Then they go through Smart Start, and they're given the opportunity to get into math [in a way that is] not overwhelming, and then they have contact with people on the credit side telling them that they can do this. That is where we're putting our initial push. We are linked with the credit side, so students know where the next step is.

Smart Start is helping students gain the confidence and skills needed to push beyond these barriers and pursue further education.

Smart Start also addresses soft skills and helps prepare students for the workforce. Aside from time management, it teaches basic resume writing as well as interviewing, teamwork, and self-motivation skills. Some schools, such as Morris, have developed curriculum to be used with Smart Start that focuses specifically on these job-readiness elements.

Student Reaction to Smart Start

The student reaction to Smart Start among those who have taken the course has generally been positive. Many students in our focus groups reported that learning about the career associated with the program they were interested in (or already enrolled in) was beneficial to them. Several reported knowing students who had dropped their program after learning the field was different than they had envisioned it to be. One said: "[Smart Start] better prepares you for the job and helps you decide if you want to dedicate yourself to it." Other students noted that the medical terminology taught in Smart Start was most beneficial to them, giving them a head start and teaching them things that are not explicitly taught in class. The concept of cohort learning was very important to some students; one student noted that beginning with Smart Start helped students get to know each other so they were familiar with their classmates before they even started their program. Most students said their experience

with Smart Start had helped prepare them for the next steps in their education and lives. Some said they were previously not ready for college-level courses, and Smart Start helped prepare them. Others said it was a refresher that had given them a chance to brush-up on skills they had previously learned but had forgotten. Students also commented that the course helped them with time management and other soft skills—lessons they were able to carry into their other courses. Almost all students reported that Smart Start made them think about continuing their education and encouraged them to do so. Several mentioned they wished they would have had a course like Smart Start in high school, acknowledging it had better prepared them for college-level work.

Some students felt the course moved too fast, especially the CPR/First Aid certification portion. Many students felt the math portion moved too quickly for them, which made it difficult to retain the information. However, many students did comment that if the course were any longer, they likely would not be able to take it due to home, education, and/or work responsibilities.

Challenges

Several schools have experienced challenges in staffing Smart Start courses. Instructors are often already carrying a full load and do not have additional time to dedicate to teaching it. The CPR, first aid, and PPE portions of the course can only be taught by instructors who have certification in these areas. Some schools have contracted out this portion of the course, which raises costs. In addition, some schools have had trouble finding classroom space to offer the course. Low attendance rates plagued several colleges, especially early in implementation. Now that courses have run a few times, however, students are learning about it from their peers, which staff at some colleges are finding has increased enrollment to some degree. Most schools have started marketing the course through advising, registration, and orientation sessions, which has also increased enrollment.

During early implementation, colleges faced challenges getting students to enroll in Smart Start. TAACCCT staff at many of the Consortium schools expressed frustration that some students—likely those most in need of it—are not signing up for the course, despite how beneficial it could be to them. Some schools have toyed with the idea of offering incentives for students to take the course. Brookdale, for example, considered offering a reduction in tuition costs for students taking Smart Start, but a lack of resources prevented that plan from moving forward. Other schools have found that they are able to increase enrollment by marketing the course as a way to receive CPR certification because many students need CPR certification for their program of choice. Ocean markets Smart Start to TAACCCT students as a way to enhance their resume. TAACCCT staff there tell students the extra skills they learn in the Smart Start curriculum will help them stand out as a candidate for employment: "The field is competitive, so those resume enhancers help the students stand out and have strong skills, which make them more employable." Most Consortium schools are informing students of the Smart Start course through e-mail blasts, information distributed at registration, or during information

sessions/orientations. Others are also making phone calls, handing out informational literature, or speaking one-on-one with students about the course. Although students are given this information up front, EERC staff found that many TAACCCT-enrolled students said they were unaware of the course and had not taken it. This could be a result of "information overload" during the initial registration/advising period.

Some students have difficulty paying the fee for Smart Start at schools that charge for the course. The site coordinator at Ocean commented: "It has always been a struggle with the students because the money is hard, and they cannot come up with more money for extra courses." Scheduling has also been an issue because many of the students enrolling in allied healthcare programs are low-income students with work and/or family responsibilities; they often have limited time to attend school. Many simply do not have the time to take courses beyond those required for their certificate.

Sustainability

Several schools plan to keep running Smart Start after the grant period has ended. However, especially for those colleges who offer the course to students at no cost, there will be some challenges in finding funding for it. Staff at these schools feel their students are not in an economically strong enough situation to enable them to charge for the course, so funding would have to come from—or be subsidized by—the college. Several site coordinators have begun conversations with their institutions' administrations to address these concerns and work on sustainability plans.

EDREADY

EdReady, an online math and English readiness software program developed by the National Repository of Online Courses (NROC), has been or is in the process of being adopted across the Consortium. The software's ability to address the remedial skill needs of adult workers made it a great fit for TAACCCT programs across the Consortium. EdReady is a strategy aimed specifically at helping at-risk students overcome basic math and English deficiencies so that they may go on to earn postsecondary credentials. The particular version of EdReady being run across the Consortium is designed to teach healthcare-related math and English skills. The Consortium chose to incorporate EdReady with Smart Start, integrating the assessment-based online curriculum within the "gateway" course. Some schools offer EdReady in addition to their Smart Start course, using it as a bridge for high school students, a remedial option for students scoring low in entry placement tests, or as a tool for the general student population to use to strengthen their math skills. Some also use it as a bridge for noncredit students interested in transitioning to credit-bearing healthcare programs such as nursing.

> *Activity:* Implement contextualized and adaptive learning systems, including EdReady, Smart Sparrow, MOOCs.

Several colleges were able to implement EdReady without difficulty. Some, such as Mercer and Hudson, were using EdReady prior to the TAACCCT grant and have continued to use it. Some Consortium schools have integrated EdReady within their Smart Start courses, but some schools have expanded its usage to other areas of the college. For instance, Essex is using EdReady to prepare incoming students to practice for and take the Accuplacer exam. Brookdale is using EdReady widely across the school: The testing center is using the software with bootcamp students preparing for the Accuplacer exam; it is being used for Asbury Park high school students who are dual-enrolled; it is being used for adult/GED-prep students at the Long Branch extension campus; and it is being using in TAACCCT programs.

Although EdReady implementation is still in the planning phases at many Consortium colleges at this time, several schools have developed solid plans about how it will be used. For example, Ocean is currently scaling up EdReady to be used campus-wide for incoming freshmen. Middlesex is planning to offer access to EdReady to local construction employers as part of a short "brush-up" course focused on math skills. Passaic plans to roll out EdReady across the college, integrating it into two math courses beginning in Fall of 2016, using it in a summer bridge program, and using it to facilitate entrance-exam preparation. Union is also planning to use EdReady as part of a bridge to better prepare incoming students for college-level coursework.

A few schools ran into some resistance in integrating EdReady because of similar tools or processes already in place. Some schools' remedial departments, for example, felt the tool could divert enrollment away from their programs by better preparing students for placement testing. Others felt their assessment processes were robust enough that EdReady was not useful and would only serve as a replacement for systems the school already had in place. TAACCCT staff at one school experienced pushback from the institution's testing center and career development staff. There was concern that additional staffing would be needed to monitor—and proxy—students using computers to access the software. Some schools got around this issue by putting computers in the classrooms for students to use or by incorporating them into tutoring or computer labs already monitored by staff. Other schools simply gave the log-in information required to access the EdReady software directly to students, who could then choose to use it on their own time from their personal computers, tablets, or smartphones. There have been mixed reviews about how well the software works from tablets and smartphones, however, and at some schools the noncredit students do not have access to their institution's computer labs. If students do not have a personal computer, they may then have limited—or no—access to EdReady at some schools.

TAACCCT staff across the Consortium see the need for students to be better prepared for college-level work, especially since healthcare programs demand math and communication skills. And for those students considering moving on to credit-bearing programs, knowledge and preparation in these areas is imperative. One site coordinator spoke of how she sees EdReady impacting students: "EdReady is really good for them, because it keeps their individual progress throughout the course. They're not seeing who is doing better than whom. They're not being singled out. It's just them and the computer."

Student Response

Students in focus groups who had used EdReady felt the software was helping them "brush up" on math skills and to better prepare for medical math in their program of study. Many students were using EdReady outside of the classroom as well as in it—many reported using it on their home computers or smartphones. They felt their programs would have been harder without EdReady because it identified areas in which they were deficient and helped them improve. The overall response to EdReady was positive; students felt it was especially helpful to them in preparing for college-level math, and many reported an increase in confidence about their education in general because they felt more prepared for classes in general.

Sustainability

EdReady is a subscription-based software package; therefore, long term use of the software depends on funding from Consortium schools after TAACCCT has ended. Although the schools that already offered EdReady will not have an issue funding it after the TAACCCT funding ends, some of the schools for which the software was a new addition will likely have trouble finding funding to perpetuate it. Some are considering charging students who access the EdReady software fees to cover the associated costs. However, as with Smart Start, there is concern among college staff that the population of students most in need of the resource would then not be able to afford to access it; many students utilizing these programs are low-income students, and enrollment and usage are often negatively related to associated fees and costs. Some schools are hoping to subsidize or sustain EdReady by leveraging other funding sources such as Perkins funds. Some may transfer the software to other departments on campus that receive specialized funding. Others, such as Middlesex, are looking to outside contractors to partner with the college to offer basic math or English skills to employees. The employer would then pay a fee for a short course, which would theoretically cover the cost of EdReady.

Since EdReady is planned to be used in conjunction with Smart Start, its sustainability is at least to some degree tied to the Smart Start courses at some colleges. But since the software is online, it offers a flexibility that allows it to be used across multiple departments, student populations, and even outside of college programs—at high schools, job sites, and to assess community needs. This flexibility is potentially beneficial in terms of sustainability at Consortium institutions.

CREDIT REVIEW / REGIONAL PLA STANDARDS

The Consortium submitted several programs for credit review by Thomas Edison State University. They chose to submit for review six programs that were offered widely across the Consortium colleges so that students completing the programs would be approved to get credit from TESU in a consistent way across the state. In October 2016, the Consortium received approval for credits for the following programs: certified phlebotomy technician (6 credits),

certified patient care technician (3 credits), and certified EKG technician (3 credits). They are awaiting credit recommendations for the certified pharmacy technician.

Activity: Develop regional PLA standards and complete Thomas Edison State University review process.

Moving toward regional adoption of the TESU credits is a slow process that requires high-level college leadership. This process involves considering how PLA policies at each college support the acceptance of the TESU credits. Consortium leadership is currently working to understand these policies and eventually to promote more standard policies for PLA. A challenge for this work is the need for the support and leadership of high-level administrators at the colleges. The various Consortium colleges have a range of PLA policies, including some that work with TESU to have students complete credit reviews when appropriate. Passaic developed and implemented a revised PLA policy through its round three TAACCCT grant. This policy may provide a template for other colleges in the Consortium to consider adopting.

Since the status of the TESU credits was not clear until mid-October of this year, most of the TAACCCT staff at the affected colleges last reported they were waiting on this information and had yet to begin working within their institutions to discuss the possible implications of the credit. Some predicted they would face challenges regarding where to apply those credits since many colleges do not have a degree program through which to accept them. One college staff noted: "TAACCCT staff promotes the concept of credit, but the problem is where would those credits be applied—[we] would have to put resources into offering students credit options." It is not clear these would apply to nursing because of accreditation. Some reported they might fulfill a general science requirement or go toward general health sciences or public health, but such programs have not yet been approved at many colleges.

Students had not yet been informed about the possibility of TESU credits. None of the colleges had made any significant efforts to tell students about the possibility of gaining credit for their programs. They reported they were waiting for the plans to become more solidified; they did not want to tell the students information they would later have to change. However, college staff reported they thought that the ability to gain credit for a noncredit program would motivate students to continue their education. One college staff observed:

> Often when students come here they are coming on to a college campus for the first time, and once they know that they can be successful in a training program, that gives them the confidence to move on with their education.

Many barriers exist for students interested in moving to credit-bearing programs from noncredit ones. Students have challenges with finances, the need to make money, and family responsibilities. Some also may need more preparation for the rigors of the credit-bearing programs. However, the colleges currently offer very few supports to help noncredit students make that transition. One college staff member reflected:

> If a student wants to go on, there is not a lot of support because you are shifting to an entirely new bureaucracy on the credit side. When you go over into admissions for the credit side, no one remembers you. It is almost like you are starting at the beginning. They are on their own in a totally new world to get into that program.

At some colleges that are working on improving noncredit-to-credit relationships, the availability of services for noncredit students is growing. For example, at Morris, noncredit students have access to disability services. Other colleges are considering ways to support noncredit students by making federal financial aid available for programs of study of sufficient duration.

Once noncredit students have transitioned into credit programs, they may also need additional academic support. One college staff stated: "They need a bridge to let them know that the dynamics change when they get to the credit side. They need a little more academic support." Some colleges therefore focused on supporting basic skills development to help students prepare for the academic rigor of credit programs, as was described in the previous section on EdReady.

Further, ensuring the colleges develop strategies to integrate the TESU credits into their program pathways and that they make these opportunities known to their students is a challenge. Grant staff discussed the importance of buy-in from high-level leadership at the colleges in meeting this goal. The integration of these credits would be part of larger conversations occurring at many colleges related to the integration of noncredit and credit-bearing programs (as previously discussed).

In addition to the TESU credit review, the Consortium is planning to promote the adoption of PLA standards developed by Passaic in their round three TAACCCT grant among the Consortium colleges. The academic coordinator has plans to reach out to college leadership to promote the adoption of these standards.

NETWORKING SESSIONS

Activity: Implement networking sessions, career support network.

Networking sessions are intended to convey important information about soft skills and strategies to succeed in the job market and, as the name implies, to create opportunities for students to network with each other and with employers. Most schools have hosted sessions on resume writing, interview techniques, and soft skills. These are often run by job developers, allowing them to efficiently meet a large group of students and work with them to develop soft skills, which were mentioned by multiple job developers as being requested by local employers. As described in the Scope of Work, these sessions were envisioned to serve as a monthly meeting place where a peer-support network of both credit and noncredit students would learn about a

range of topics such as end-of-life care, compassion fatigue, mental health, etc. In practice, the sessions are somewhat different than described in the Scope of Work. First, they do not appear to occur monthly at most sites, which may be due to the task of developing the sessions; if that is the primary issue, the frequency will likely improve as more sessions are made available on the Creative Commons. Second, it is unclear how many of the colleges are promoting networking amongst students during these sessions.

Finally, networking sessions focused on a range of topics with an emphasis on career readiness. Many of the networking sessions held thus far have been run more like professional-development workshops focused on general topics such as job search tactics, professional self-presentation, dressing for success, and other soft skills. Specialized healthcare subjects such as patient care and self-care, though discussed in the proposal, were not frequently addressed.

The structure of the network sessions vary across the colleges. Some are run as career fairs or meet-and-greets with local employers. One school's networking sessions are led by some of its community's top employers. Industry representatives come to the classroom to discuss career paths, what specific jobs are like, and how students should prepare for their careers. These subject areas are very important and pertinent to students, and most interviewees spoke of the positive feedback that they have received on these networking sessions. Table 6 summarizes the topics of the networking sessions offered by the colleges.

There are exceptions that are focused on topics of special interest to future frontline healthcare providers, covering the history of the field, caring for others, and self-care. One example is the session on customer service and empathy in healthcare, which was in its planning phases at the time of our evaluation site visit to Essex in March 2016. This topic was selected because the site coordinator there had a consulting business that specialized in it. Bergen developed a networking session on hidden disabilities, and Mercer was working on one discussing humor in healthcare. Passaic presented a session on time management and stress relief and has planned another on the history of the Department of Health and some healthcare laws. Colleges are sharing their networking session materials, so as more special topics are developed, there will likely be a greater diversity in session offerings across the Consortium.

It appears that the networking sessions may be lacking in time for peer-to-peer networking. One interview respondent noted that the peer-to-peer support could ideally be expanded, as it is popular but not utilized often enough. One way that colleges have encouraged networking at these sessions is by bringing in alumni to connect with current students, as was seen in Ocean. However, colleges often have difficulty finding former students to come back and talk with current students.

TABLE 6: NETWORKING SESSION TOPICS

Job Search Topics
Billing/Interview Tips; Cover Letter Writing; Getting Organized for a Job Search; Health Career Fair; Interview Preparation; Interview Questions: Answering Difficult Questions; Interview Skills; Interview Tips; Motivation for the Job Search; Negotiating On-Board Procedures; Resume Building; Resume Writing; Reviewing and Answering Job Posts; Social Media and the Job Search; Strategic Job Search
Workplace Topics
Conflict in the Workplace; Customer Service; Customer Service Workshop for Healthcare Professionals; Dress for Success; Humor as Coping Mechanism; Humor in Healthcare; The Role of the Pharmacy Technician
Education Topics
Active Learning Methods in Pharmacy; Critical Thinking; Critical Thinking and Goal Making; Hidden Disabilities; Next Steps in the College Path; Pathways to Practical Nursing; Practice of Health Education; Tips to Survive College-Level Courses
Other Topics
Teach-Back Method; Creating a Marketing Plan Document; Lab Corp; Volunteerism; Stress Management; Time Management and Stress Relief; Tech Savvy

The number of networking sessions offered as of October 2016 varied across the Consortium. All colleges offered at least one session, but some colleges stopped there while others met more regularly. One college, Passaic, held 11 sessions—the most in the Consortium. Several colleges included other students in the sessions in addition to TAACCCT students. Overall, 593 students attended sessions, including 502 TAACCCT students. Table 7 includes the number of sessions offered and the number of students who attended sessions at each college.

TABLE 7: NETWORKING SESSIONS BY COLLEGE[5]

College	Number of Students	Number of TAACCCT Students	Number of Sessions
Bergen	61	26	8
Brookdale	4	4	1
Essex	59	59	3
Hudson	7	7	2
Mercer	48	45	5
Middlesex	33	33	2
Morris	44	27	6
Ocean	67	67	7
Passaic	129	115	11
Raritan	18	11	4
Sussex	17	6	1
Union	106	102	7
TOTALS	593	502	57

Source: Consortium tracking based on college reports as of November 16, 2016

[5] In some cases, the numbers in this table may differ from numbers reported in the College Summaries in Appendix A, based on different reports of this information from the site visits.

Most student responses were positive; some schools struggled, however, to get many to attend the events. Some of this may be due to the new nature of these programs; thus, the attendance problem may self-correct as word of mouth increases. It may also self-correct as the topics diversify. Finally, it was not clear that faculty were aware of networking events in all programs, as they were often promoted to students by direct e-mail from the job developer or site coordinator; asking faculty to help promote these programs in their classes, or even to provide extra credit to students who attend them, might help increase the number of students who join in.

JOB DEVELOPMENT

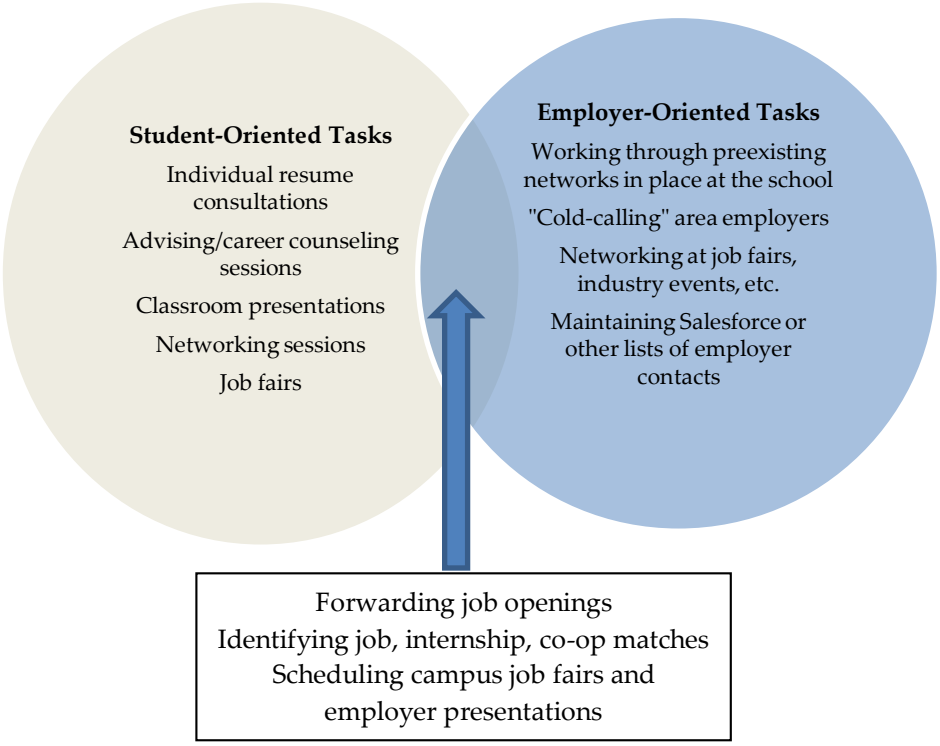
Activity: Hire and train job developers to provide comprehensive counseling and advising to students, share best practices in job development.

The Consortium seeks to make sure that the students enrolled in grant programs are able to enter jobs upon completion and that they are well prepared to succeed in those jobs. Job developers at each college play an essential role in promoting career pathways through their work with students and employers, although site coordinators and faculty also contribute to these efforts at some colleges. Job development staff handle a range of duties that include both student-oriented and employer-oriented tasks, which are summarized in Figure 2. While the job developer role at every Consortium college includes a combination of both student- and employer-oriented tasks, some schools favor a more student-oriented job developer and others favor a more employer-oriented one. Most colleges fall somewhere in between. This section of the report primarily focuses on student-oriented tasks, and the next section focuses on employer-oriented tasks.

Student-oriented tasks typically involve helping students become better applicants to the job market and preparing them to thrive in employment. These tasks often address gaps in soft skills or offer strategies for success in job applications. For example, one job developer noted that she had to help students understand how to present themselves and give them strategies for gaining entry into better jobs in their field:

> Students were not putting the right things on their resume before we got involved; letting students know what the employer wants should help them get into hospitals. We also advise the students that there is such a demand for the job that if they get some experience first they will have an easier time placing at a hospital. You can easily get into a long-term care facility and then move up. We found that students that have six months' experience can move up to the hospital. At the long-term care facilities, they are getting $10 an hour, but at the hospital they are getting $15 or $16. The hospital jobs' specs all say that you need a year, but students are moving up to hospitals sooner than that.

FIGURE 2. STUDENT- AND EMPLOYER-ORIENTATIONS IN JOB DEVELOPMENT



Some services that job developers provide are individualized, such as resume consultations and advising or career counseling sessions. Middlesex's job developer, for example, spends a lot of individualized time with students helping them navigate career pathways, make decisions about their future career, and preparing them for the job market. However, most tasks are oriented toward larger groups, such as making presentations in classes, developing and implementing networking sessions, and hosting events such as networking sessions with alumni and job fairs.

Most job developers who interacted with students more directly reported that they derived great satisfaction from these tasks. One noted that their team makes students feel like someone listens to them and actually tries to understand what kind of job they need and what kind of job will make them happy. Some shared examples of hard cases that they were able to set on pathways toward employment—success stories for which they were rightly very proud of themselves and their staff.

Students were interested in more interactions with job developers. In one of our focus groups, students reported wanting more hands-on and more one-on-one time with the job developer on their campus. A lot of students chimed in regarding job help: One student did not get any job placement help. Another student had heard that this is the first time the school was doing these programs, so they are like an experiment. Another who went to a workshop reported thinking it was good but that it would also be good to meet with the job developer

one-on-one. In another focus group, students were unsure of how their programs could be nested into future degrees or what jobs they could move into from the one they were training for; this would be a good topic for job developers to convey.

Colleges continue to seek new strategies to enhance student interaction with job developers. One way that colleges can increase the availability of individualized student services is to integrate the job developer with other advising and placement professionals in the college. For example, Ocean uses both a career navigator and job developer and has co-located them in the same office. Interview respondents felt this made it easier for students to drop in and receive all the services they needed. Brookdale has expanded the job developer role to two positions, which has paved the way for more individualized work with students. Middlesex's staff includes several members who discuss career-related issues with students on a regular basis. This has created a multifaceted support network for its TAACCCT students. At Essex there is a new emphasis on checking in regularly with students, calling them frequently to gather data and ask how they are doing. Staff at Essex emphasize that theirs is now a "how can I help you?" approach rather than an "I need this from you" approach, and they report that this shift seems to be improving their relationships with students.

EMPLOYER CONNECTIONS

The Consortium sought to build relationships with local employers to help students prepare for and transition to work. Job developers engaged in a variety of employer-oriented tasks aimed at identifying opportunities for internships and clinical rotations, helping students find employment upon completing their programs, and better understanding employers' skill needs and hiring practices. Consortium leadership sought to meet those same goals by building connections with employers.

Activity: Engage with employers through local collaborations, the Consortium Leadership Council, a workplace committee, and North Jersey Partners.

For the schools that could build on HPOG, it was easier to hit the ground running with this work. Some schools, such as Bergen, did not make substantial changes to the type of employer engagement they were already doing, but still they reported that the number of clinical sites, internships, and employers interested in their students has increased as the program has been modified through TAACCCT. They have been able to attract new employers to the grant programs as well.

Employer-oriented tasks typically involve developing and maintaining employer networks and working to understand employer needs. Some programs are building upon extensive preexisting networks, while others are systematically reaching out to employers for the first time. Methods of outreach therefore varied from generating contacts from existing connections, to actually pounding the pavement and making cold calls, to networking with employers through area job fairs and industry groups. Ocean sent its job developer on the road

to get the word out about their programs and connect with employers, a mission they believe contributed a great deal to their strong employment rates. Job developers asked employers to engage with their programs in a variety of ways, such as by offering input into what they sought in employees and/or feedback on the state of the industry, participating in advisory boards, speaking in classes, or coming to job fairs at the schools. As one job developer described,

> We did business development. The first year I was here I had to see who the local employers were and what the skills we could market to them were. We told them that we would love to be a resource to their staffing needs. It is free for them for students to go to college, so we are helping staff some of their jobs at no cost to them. I just cold-called health facilities. . . . I think employers come to us because we are making their jobs easy. Right now if I post a CNA job, it will go out to 200 students.

As part of their employer outreach, many programs prioritized learning about what employers want so they can adjust their programs to suit those needs. The job developer helps establish and maintain these contacts, either keeping track of employer information themselves or sending details about specific employers' needs along to relevant staff within the school. As described by one administrator:

> In the [most recent] year of the grant, that connection to the employers has happened. That network is growing. An office manager that knows us might say, "oh I need someone." Urgent Cares are popping up everywhere, and the job developer is reaching out to them. We have met with the HR departments of two of the big healthcare systems to get a sense of what they are looking for and who they are hiring. I can tell you that even just to answer a phone they are looking for someone with strong medical terminology and anatomy and physiology. We are looking to grow the front office program as a result of some of these meetings with employers. They want someone who can do phlebotomy, EKG, and can also cover the phones and maybe do some billing and coding. We are looking to maybe add a couple of weeks to the medical office program to really make our students the complete package by the time they leave here.

Staff at Middlesex built on previous relationships forged under HPOG and expanded them under TAACCCT. Developing the three-tiered phlebotomy program with the final tier focused entirely on externships has helped the school involve employers in curriculum development, and it gets employers directly involved in students' career readiness training and soft-skills building processes. Employers are involved with students throughout the program, making classroom visits, conducting mock interviews, attending networking sessions, and offering externships. As a result, employers are extremely satisfied with the program's graduates and often hire directly from extern pools. Bergen has involved employers extensively in the creation of its new simulation lab, soliciting input on equipment purchases, curriculum development, and soft-skills integration. TAACCCT staff at the school have also used the new healthcare facility and simulation lab to step up outreach to new employers, inviting them to tour the facility and soliciting them for internship sites.

In addition, job developers sought to learn about employers' hiring practices. There was a learning curve as the programs became more established. For example, one job developer noted that whereas CNAs can be placed relatively quickly, an RN may need to wait a set amount of time after sitting for their exams before they can interview with certain employers, and those employers may only run interviews in certain windows. Job developers also had to learn the employers' rhythms. For example, one job developer described learning that e-mail was not an efficient way to communicate with many local employers; it was important to work the phones instead. Ongoing efforts to learn employers' idiosyncrasies now may pay off in enhanced communication and faster pipelines linking students to employment in the future.

On the other hand, it is also up to job developers to educate employers about the Consortium's programs. Their goal is to stimulate employers' interest in the programs based on the promise of the larger—and better trained—workforce their programs can provide while also being clear about the timelines that will realistically allow students to complete the credentials they will need prior to employment. Doing this effectively requires a delicate balance of tempering expectations while maintaining employers' excitement for the program. One job developer described this difficulty:

> Even though finding employers is easy, my job has actually gotten harder . . . because here there is a lot going on and a lot of different programs. Here at [our school] we don't run these certificate classes constantly. There are gaps when employers want students, but we are not running a class. I find that employers will call up and almost treat us like we are an agency. They say, 'I need three CNAs by May 1.' Our classes might not end until June. . .. I have to help employers understand how the college works. We also have to help students understand what we do and that they should come to us and tell us when they got a job and if they need help. Many of the employers here want to come in and meet the students in the middle of the course. They want to talk to them. They want to make a presentation. They want to take the students on a tour, and they want to make hires. However, we cannot allow for that. I have to manage the employer. I have to go out and visit and explain to them how they work. I also have to include them when I can. When we have those job fairs, those are the people that we want to invite. I don't want to break that relationship, but I need to let them know that they have to work around the way our program works.

Some job developers maintained Salesforce records and were able to catalog their interactions with employers through that system, though the implementation of Salesforce was delayed in a few schools.

Beyond their direct interactions with students or employers, job developers often served as intermediaries between those two groups. These intermediary tasks fall somewhere between the student-oriented and employer-oriented tasks shown in Figure 2. A good example of an intermediary task is when job developers pass job openings along to students. In some cases, this involves forwarding openings at the direct request of employers; in others, job developers search through listings themselves and forward on any listings that would be a good match for TAACCCT students.

Some job developers were directly involved with placing students for internships and co-ops or with finding ways to get students some basic work experience in their field. For example, through grant funds, Morris hired two part-time externship coordinators in May: one for medical billing and coding, and another for CDAC. The new staff are reportedly doing very well at building new employer connections that lead directly to job placement rather than externships. Morris staff are very pleased with these new positions and hope they can build strong relationships that will outlast the grant.

Several programs faced challenges in finding employment for students —whether long-term positions, externships, or even apprenticeships—due to their students' lack of experience. Employers in those areas have been reluctant to get involved with new graduates. To address this reluctance, Passaic is working to connect students with "volunteer" positions to help them get some basic experience in the field. Often students cannot participate in unpaid internships because of concerns about liability, however—employers do not want to take on these kinds of arrangements, and the college is also reluctant to do so unless it is a mandatory part of the program.

Another way to bring together students and employers is through job fairs, and some Consortium colleges used innovative approaches in this arena. One particularly promising practice was found in Passaic, which modified the typical job fair into a much more structured event: Rather than having employers set up passively on tables that students wandered around, the employers were asked to give brief introductory presentations, after which students visited their tables in groups assigned by the job developer. Grant staff spent a great deal of time making sure student groups were well balanced in terms of personalities and degrees of talkativeness, which would not have been possible without the close personal contact the job developer had with the students. Grant staff prepped the students, making sure each student did two mock interviews. Dress for Success also presented to the students and brought them new suits. There was even a free networking-type period scheduled into the event during which both students and employers had additional time to talk with each other if they wanted to connect. Though the event ended up taking over two hours, students reported they would have liked even more time. The school plans to host a similar fair in the fall. In Morris, the job developer has found success hosting mini-job fairs that are targeted toward specific jobs.

Apart from supporting and encouraging local-engagement activities, Consortium-level activities to promote employer connections are under development. These activities include working with the Consortium Leadership Council, creating a workplace committee, and developing a more established relationship with North Jersey Partners, a regional entity of eight local workforce boards. The Consortium is also considering other regional coordination efforts, such as working with the NJ Council for Community Colleges' Workforce Consortium.

Sustainability

Acquiring buy-in throughout the Consortium for the job developer role and for work with employer engagement in general is important. One site coordinator reported that the faculty were very enthusiastic about having staff committed to job placement, which had previously been something they had taken on themselves; in setting up a team that could help, the school was sending an important signal that employment was important. Our early qualitative work has already revealed some promising findings related to the job developer role. According to an administrator at one Consortium college, these positions actually helped with recruitment, which was important to the college as a whole:

> When I am interviewing students, they are happy to hear of [the job developer and job coach]. It helps attract students. The students know that they will have support before and after the program. That is an asset to the students that helps them make the decision to come to [our school. Healthcare programs] are a profit generator on the non-credit side, and there are competitors. However, with TAACCCT, we really help this population develop the soft skills to be able to get a job. This makes students want to come here instead of a private college. Increasing capacity was the main goal in writing the grant, and the job developer helps with that.

At one college, the site coordinator noted that while the institution had a preexisting job assistance office, the new job developer role funded by TAACCCT gave it the capacity to send a dedicated staff member to individual classrooms to talk about career-related issues and meet with individual students on a program-specific basis. This allowed staff to give specialized attention to students in healthcare programs. A team member at another school saw TAACCCT funding as a way to build capacity in job developer-type tasks, reporting that "the goal is to have a foundation upon which [our school] can commit to a robust job placement center, providing comprehensive services and not just an internship or how to write a resume."

Despite these promising findings, the sustainability of the job developer position is unclear. At this time, most colleges are unsure how the position will be extended after the TAACCCT period ends in the absence of additional grant funding.

WORKFORCE SYSTEM CONNECTIONS

One of the goals of TAACCCT is to strengthen the Consortium's partnerships with the workforce investment system. In the grant proposal, the Consortium sought to reinforce existing partnerships with local job centers and workforce investment boards to expand training programs, exchange information, and work together to conduct outreach and recruitment for TAACCCT programs. Each one of these efforts is occurring to varying degrees throughout the Consortium.

Activity: Collaborate with the workforce system to promote referrals.

Consortium colleges are collaborating with their local workforce investment boards and job centers in a variety of ways and at different levels of intensity. In interviews, many colleges reported that they had strong relationships with these groups prior to the TAACCCT grant and have continued to work with many of the same partners since TAACCCT began. In fact, for many, the grant did not change this interaction very much; it was simply a new addition to established working relationships. For example, a representative from Essex described the school's interaction with its local workforce system as good, working well, but no different than it had been before; it had already been in good shape. Therefore, their interactions continued in a business-as-usual way.

Even when relationships with the workforce system are strong, colleges must work hard to maintain those bonds. Union staff noted that while they had strong relationships with the workforce system, maintaining this positive collaboration meant that both organizations had to be flexible, dynamic, and willing to deal with changes in policy and practice, like the ones that accompanied the Workforce Innovation and Opportunity Act—or those brought on by the implementation of TAACCCT. Mercer agreed, saying that its relationships with the local workforce system were strong but noting that keeping them that way involved continual effort. Staff at the college meet with representatives from the local workforce center, often over lunch, each semester. Meeting regularly is important both in terms of maintaining and growing existing relationships but also in dealing with the realities of turnover in workforce centers; the meetings are opportunities to ensure that those working with clients know about the Consortium's healthcare programs. In addition, TAACCCT staff at Mercer also provide the workforce center with marketing materials for their healthcare programs each semester.

Staff at another college noted that while their relationships with the workforce system had not changed much since the implementation of TAACCCT, the way workforce system staff viewed the quality of their healthcare programs had. The new equipment purchased through TAACCCT increased interest in the program among workforce staff; they were also impressed with the increased supports students would receive as a result of the grant dollars.

Some colleges reported their relationships with the workforce system had improved following TAACCCT implementation. Hudson noted that the college had always had strong relationships with the workforce system, but the grant had increased the frequency of communication within those relationships. Staff at Sussex noted that their relationships with the workforce system had been improving since the beginning of the TAACCCT period. One thing that has helped them start forging better relationships, they believe, is the implementation of Smart Start, which serves as both a discussion point and a possible benefit for clients.

The colleges and the workforce system have worked together during the grant period on common collaborations. The most common way these groups seem to collaborate is by referring individuals to one another: Workforce system clients become students, and students become workforce system clients. Brookdale, Ocean, Essex, and several others noted that they had received referrals from the workforce system to their programs, and most had referred students

to the workforce system for funding or other services. Some colleges have their students take the TABE test at the local job center, which means that many students will visit the local job center who might not have otherwise.

Another common way that these groups work together is by sitting on one another's boards and advisory groups. Most colleges stated that one of its representatives was a member of the local workforce investment board. At least one college, Morris, has made this collaboration reciprocal. A representative from the workforce investment system also sits on the industry advisory board for the Consortium.

Colleges and the workforce system also collaborate in employment efforts and industry outreach. Brookdale staff participated in a job fair hosted by its local workforce system. The job developer at Ocean shares job listings with that college's local workforce system. Some colleges work together with their local workforce centers to connect with community employers.

A less common approach to collaboration in the Consortium is colocation, or shared staffing. Only two Consortium colleges, Brookdale and Ocean, reported efforts to try this method of working with the workforce investment system. At Ocean, there is some interest in creating a staff position that would be supported by both organizations. At the time of our most recent visit, this topic was still in the early stages of discussion, but it was being considered as a way to sustain some aspects of the support services developed under TAACCCT after the close of the grant. Brookdale is farther along in this kind of collaboration. A representative from Brookdale spends time at the local workforce center twice weekly and regularly presents to clients about the healthcare programming available at the college along with ways to fund these training programs. For Brookdale this connection has been fruitful in terms of both gaining referrals and building awareness of its programs among workforce system staff. Brookdale has also shared some funds with the workforce center for a joint staff member.

While the Consortium reports strong relationships with the workforce system overall, these collaborations and partnerships have challenges. One challenge that grant staff mentioned often in interviews was frequent staff turnover at workforce centers, which can make it difficult to maintain strong bonds. Several also noted that the goals and policies of the workforce system did not always align with the Consortium's priorities and goals. For example, Morris noted that the method of reimbursement for Individual Training Accounts (ITAs), which involves withholding 20 percent of the total payment until the college can prove the student has experienced 6 months of post-training employment, was a challenge for the college. Other colleges spoke about the difficulties of tracking students post-training to the extent required for the workforce system's outcomes measures. The length of the training programs offered by the colleges as well as the availability of those offerings were also mentioned as challenges. One college mentioned that the ITA caps did not always align with its program offerings, and another said that the start and end dates of its programs did not always align with the availability of funds at the local workforce center or with the perceived need to get clients into training right away. Another college stated that much of its programming required longer time

commitments than its local workforce center was interested in having clients undertake given the center's goal of getting clients back to work quickly. Finally, the client-choice policy was also brought up by some schools; some Consortium staff noted that workforce centers are not always well informed about the differences between TAACCCT programs and often let clients choose programming without much guidance.

A few colleges reported that their relationships with the workforce system were not as strong as they might like and that to date the grant had not changed this. One of these colleges attributed this lack of collaboration to the different goals of the groups and the large bureaucracies they operate within. Another said that there just was not interest from the local workforce system in working together.

DATA TRACKING

Grant leadership sought to develop and implement a data management software system that would address gaps in tracking students Consortium-wide. They also sought to develop a strategy to maintain a statewide scorecard on the programs included in the grant.

Activity: Develop and implement system to track student data and maintain statewide scorecard.

The selection of Salesforce was made with its long-term use in mind. Grant leadership saw Salesforce as being a sustainable tracking system the Consortium could use long term, one that created a simplified and single platform for tracking students across multiple grant projects. This is part of the Consortium's broader vision of continuing to be a force for change in New Jersey relative to intercollegiate collaboration on workforce-focused healthcare training programs beyond TAACCCT. By having a system in place that is used across the Consortium, colleges are likely to be tracking and reporting the same outcomes, regardless of the programs or projects being tracked.

The use of Salesforce for TAACCCT-data tracking built on its prior use by some Consortium colleges. Bergen already used the software for employer tracking and to send job openings to students near or post-graduation. The database system was modified to be used for tracking student intake, to monitor their progress through training, and to report outcomes across the Consortium. A member of the grant leadership team at Bergen, who had also worked with a similar system during the HPOG grant, led the conversion of the database. A private firm was hired to customize the software. Once the system was set up to track students and TAACCCT-specific fields were added to make the database easy to use, the system was rolled out across the Consortium. Roll-out consisted of a series of Consortium-wide training webinars, phone conferences, and in-person trainings at member colleges. There was some frustration across the Consortium that roll-out of the tool was not completed sooner; colleges started receiving the database about a year and half into the grant period. But the process of converting

to and customizing the software was lengthy and time consuming. By July 2016, each school had a copy of the database, and in-person trainings were under way.

As with any new technology system, reactions to the product varied across the range of users. In general, most TAACCCT staff were happy to have a data input system, which was a vast improvement over the paper forms and spreadsheets each college had previously used to track TAACCCT students. Those staff members who were more tech-savvy seemed to have an easier time adjusting to the new system than others who were less so. At most schools, several staff members were involved with the process of entering data for each student record. Generally, one staff member would input fields relative to student intake information: gender, date of birth, program of interest, etc. Another staff member would input registration information, and one or more other staff members would ultimately input information about the students' program completion, employment information, etc. Because multiple users were accessing the database over the course of time for each student, information entry at many schools was not uniform. Additionally, turnover in administrative staff at member schools compounded challenges with data entry—each time someone left, a new person had to be trained on the system.

Because the roll-out of the database came over a year after the start of the grant, Consortium staff started out with considerable backlogs of student data, which took time and caused some challenges. Confusion surfaced over definitions of terms used in various entry fields—staff at some Consortium schools interpreted certain terms one way, whereas staff at other schools interpreted the same terms other ways. This led to a lack of consistency across the Consortium until the problematic terms were identified and definitions were uniformly established. Staff also reported confusion about why reports generated from the system turned out different totals than their manual counts. In most cases, fields had been left blank, which caused the system to eliminate data from its report. For the first data pull from the new system, which was conducted in October, grant leadership felt the data was likely around "80 percent accurate."

By late October 2016, the grant leadership team's Salesforce manager had visited some schools more than three times for one-on-one assistance with the system. Although most issues with the system turned out to be data-entry problems, a series of technical glitches early in the roll-out also caused challenges. By October, the system seemed to be running smoothly, and focus had shifted to eliminating data-entry error. Another data pull is scheduled for January 2017, and it is hoped that by then, data-entry will be running smoothly across the Consortium, and the data will reflect more accurate results. A staff member at one Consortium college said she understands there will be issues, but "as long as the correct information goes in, correct information comes out. It's only as good as what people are putting into it."

One feature of Salesforce popular across the Consortium was the job-matching feature. Once a students' skills are entered in the system, the data management software pulls from available jobs in the system and automatically e-mails students whose skills match the job

posting. And since each of the Consortium schools were awarded a 10-year license for the database, sustainability at this point is not an issue.

To implement an employment scorecard, the Consortium worked to improve information available in the state's existing Consumer Report Card (CRC). The CRC provides information on outcomes for a wide range of training programs in the state, including those that are part of the TAACCCT grant. The colleges worked with the NJ Department of Labor and Workforce Development (DLWD) to verify and improve the quality of the data reported by each college to the CRC. Staff from DLWD and the Heldrich Center for Workforce Development conducted a presentation on reporting data to the CRC. Through these efforts, the Consortium has made available an Employment Scorecard for its programs, as required by US DOL for TAACCCT, and at the same time improved and raised awareness of this existing tool.

OPEN EDUCATION RESOURCES (OER)

Activity: Develop and contribute OER to, and incorporate OER from, SkillsCommons repository.

Another goal of the grant involved the creation and use of Open Education Resources (OER). OER are freely accessible, openly licensed educational materials, made available online through a central repository, that are useful for teaching, learning, assessing, and conducting research. Consortium colleges were encouraged to use OER in the creation/redesign of their programs. Under the terms of the grant, they are also required to submit materials developed using TAACCCT funds—including those used in their newly created or redesigned NJ-PREP courses/programs—to be packaged and licensed as OER for use by other educators and institutions. Further, Consortium leadership requested that each college package, license, and post at least one networking session to the SkillsCommons[6] repository during the grant period. As of October 2016, seven schools have posted the networking sessions, and others are preparing OER items to post to the repository in the future. Regarding OER use, most site coordinators reported they have used SkillsCommons to search for existing OER and have incorporated materials they found on the repository into curriculum. Some Consortium colleges also used networking sessions developed by their Consortium partners after they had access to those materials through the repository.

[6] The SkillsCommons repository consists of discipline-specific learning materials, learning exercises, and web pages that are designed to enhance the teaching experience.

PROFESSIONAL DEVELOPMENT

Activity: Promote faculty and staff professional development.

Consortium-level grant management was tasked with conducting professional development for participating faculty and staff throughout the course of the grant. During early implementation, professional development activities focused on clarification of grant goals and definitions of terms. By the second year, grant management had rolled out trainings focused on the implementations of Smart Start, EdReady, and Salesforce. Training on the Salesforce software ended up being a major focus of the grant management team that involved the dissemination of webinars, conference calls, and individual one-on-one trainings and troubleshooting sessions.

By late fall 2016, professional development had begun to shift focus to collaboration and the dissemination of promising practices across the Consortium. In early December, a job developer's meeting brought the Consortium's job developers and site coordinators together to discuss promising practices and challenges at their respective schools and to share strategies for student retention and success. In the first months of 2017, TAACCCT staff will be preparing to attend an EdReady conference, to be held in California in March, where they will share promising practices relative to EdReady integration across the Consortium.

PARTICIPANTS

The Consortium sought to meet enrollment targets specified in the grant, as previously discussed. In this section, we discuss how many students enrolled in TAACCCT programs—as well as some demographic characteristics of those students—based on data from the Salesforce data tracking system. At the time of this report, the Salesforce data were still undergoing some cleaning and verification, so some figures may be updated in future reporting.We then turn to focus group and interview data to discuss NJ-PREP students' educational and career goals.

Student Enrollments and Characteristics

Only two years into the grant, the Consortium has nearly met its total outcome goal for enrollments. From the start of the grant in October 2014 to November 2016, the Consortium enrolled a total of 1,987 students in TAACCCT programs, falling just below the goal of 2,045 enrollments that was set for the entire grant period based on the target outcomes approved by the US DOL as part of the grant proposal. (We presented those target outcomes in Table 3.) Most colleges account for between 3 and 12 percent of overall Consortium enrollments. Table 8 summarizes student enrollment numbers by college.

TABLE 8: STUDENT ENROLLMENT BY COLLEGE

School	Enrollment Number	% of Total Enrollments
Bergen	242	12%
Brookdale	180	9%
Essex	158	8%
Hudson	68	3%
Mercer	164	8%
Middlesex	226	11%
Morris	98	5%
NJ HCTN	16	1%
Ocean	229	12%
Passaic	181	9%
Raritan	130	7%
Sussex	232	12%
Union	63	3%
Total	1987[7]	100%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

Student enrollment data by program show wide variation. The proportion of students in most programs ranged from less than one percent to about 10 percent. The certified nursing assistant, clinical medical assisting, and phlebotomy technician programs are the most common programs—each comprising 12 percent of total enrollments. Note that the data suggest some schools combined programs or advised students to take two programs at once, such as certified nursing assistant and certified home health aide; certified EKG technician and phlebotomy technician; and certified EKG technician and certified clinical medical assistant. Total enrollments are 2082. Table 9 summarizes student enrollment numbers by programs.

Overall, the student population is older, majority-minority, and overwhelmingly female. Almost three quarters of TAACCCT students are unmarried, and very few reported veteran or disability status. About 51 percent of students reported being incumbent workers; those who did had a mean hourly wage of about $12. The average age of students is 35 years. The large gender discrepancy might be expected with frontline-care work, which is a field historically dominated by women and disproportionately represented by minorities. Thus, the ethnic demographics also might be expected; when comparing individual ethnic groups, white students still make up the largest proportion of students at 40 percent, but considered together, racial minorities make up the majority of certificate program enrollees. Because all data are self-reported, the financial aid data in particular should be interpreted with caution; students—young students especially—may not always be aware of all the financial assistance they or their

[7] Eight additional students did not have a college listed in the data file, bringing the total number of TAACCCT students to 1995.

family are receiving. In Table 10, we summarize the demographic characteristics of students in the Consortium overall.

TABLE 9: STUDENT ENROLLMENT BY PROGRAM

Program	Enrollment	% Total Enrollments
Accelerated Home Health Aide	31	1.5
Administrative Medical Assistant	172	8.3
Billing and Coding	63	3.0
Certified Alcohol and Drug Counselor	27	1.3
Certified Home Health Aide	100	4.8
Certified Medical Assistant	5	0.2
Certified Nurse Aide	109	5.2
Certified Nursing Assistant	249	12.0
Clinical Medical Assistant	254	12.2
Dental Assistant	39	1.9
Dental Hygiene	11	0.5
Dental Radiography	10	0.5
Diagnostic Medical Sonography	8	0.4
EKG	24	1.2
EKG/Phlebotomy Certification	53	2.5
EKG/Telemetry	36	1.7
Electrocardiogram	46	2.2
Electronic Health Records	7	0.3
Emergency Dispatcher	7	0.3
EMT	109	5.2
Health Sciences	7	0.3
Massage Therapist	10	0.5
New Beginnings	8	0.4
Nursing Program	21	1.0
Patient Care Technician	96	4.6
Patient Care Technician Advanced Skills	13	0.6
Patient Care Technician Assistant	49	2.4
Pharmacy Technician	95	4.6
Phlebotomy Technician	247	11.9
Physical Therapy Aide	6	0.3
Radiology Tech	7	0.3
Registered Nurse	1	0.0
Registered Nurse Refresher	38	1.8
Respiratory Technician	2	0.1
Smart Start	87	4.2
Surgical Technician	30	1.4
Telemetry Monitoring Technician	5	0.2
Total	2082	100.0

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

Note: A TAACCCT student can enroll in multiple programs. The unique N is 1781. Some entries had no course name in the data file and thus are not included in the table or the calculation of overall percentages.

TABLE 10. STUDENT DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	N	% of Total Students
Gender[8]		
Female	1698	86
Male	274	14
Ethnicity[9]		
American Indian	7	1
Asian	159	8
Black/African American	525	27
Hawaiian/Pacific Islander	10	1
Hispanic/Latino	411	21
More than One Race/Other	44	2
White	773	40
Age		
Average Age (years)	1932	35
Marital Status[10]		
Married	522	27%
Not Married[11]	1399	73%
Veteran Status	*25*	1%
Disability Status	*55*	3%
Pre-enrollment Employment		
Incumbent Worker[12]	1015	51%
Mean Hourly Wage (Incumbent Workers)	923	$11.81
Financial Aid		
TAA	52	3%
Pell	224	11%
TANF	88	4%
SNAP	240	12%
Dislocated Worker	115	6%
UI(Current)	145	7%
UI(Future)	62	3%
UI(Exhaust)	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[8] Data included 23 missing observations on gender.
[9] Data included 66 missing observations on ethnicity.
[10] Data included 85 missing observations on marital status.
[11] This category included the following responses: single, divorced, and widowed.
[12] Data included 619 missing observations on pre-enrollment employment status.

Students' Educational Goals

While many students were looking to receive just enough training to find work quickly, others across the Consortium were interested in pursuing further education. Although the majority of students participating in TAACCCT programs were not receiving college credit, many students commented that finishing their certificate program was increasing their confidence relative to education as well as career possibilities. One student said:

> I was about to give up on school because I tried college and I just couldn't finish. It just kept not working out. It is very gratifying to be able to finish something. I have never thought about a career because I have always worked administratively. Now I feel like I can take it to the next level.

A job developer echoed this when he said: "The best part of TAACCCT is that it gets some people interested in education again."

TAACCCT staff across the Consortium stated they encourage students to pursue their associate degree and further education. Unfortunately, many students do not have the time or financial resources to do so. A staff member at Ocean said:

> I encourage them to get an associate degree... If you can do that, you are looked at as management material in allied health, because you have to write reports. I also encourage them to get certificates. I encourage them to do the national certification for coding. They might go on to pharmacy tech. You have to be working in the field and get the education. The 60 credits [for an associate degree] is big. You can get more money an hour. The biggest barrier to an associate degree is the money. They [students] are scared that they don't know how to do it. They have to apply for loans. Many get turned down. Then they have to go and get a co-signer, and they cannot find someone who will do that, and they have to worry about paying that loan back. The younger ones don't care as much about paying that back because they might have 30 years in the career, but the older career changers are more concerned.

Many students spoke of financial concerns when asked about pursuing further education. One said: "In my case, I am always thinking about the money that I am going to spend. I would love to do nursing, but I know that I would have to spend a lot." Others felt that getting a degree would not necessarily mean more pay or a better job for them in the long run. A student at Passaic said getting credit for courses would be nice, but "finances are still an issue. Getting that job first is key. Even with grants, how do you pay the bills? I need a stable paycheck. A degree is not a guarantee." Some students feel that while further education is their ultimate goal, they want to make sure they like the field first; therefore, getting a certificate and working in the field for a time seems a logical first step. Many students spoke of long-term plans to get a bachelor's degree. For these students, earning a certificate was seen as the first step on their educational journey. Most planned to work to pay for their continued education while they attended school part time.

Students' Employment Goals

Student confusion or ambiguity about their educational and career pathways is also evident in their employment goals. Staff at some Consortium colleges felt that many students at their schools were not sure what they wanted to do for a career. Others described their student populations as a mix of students who knew exactly what they wanted to do and those who had no idea. One site coordinator said: "Some students come with a clear idea of a career path, others just know they are interested in the health profession but are not sure what exactly they want to do. It is a combination of both."

One site coordinator said that some students have a vague idea of what they want when they come in, and "then they progress along the way," figuring it out as they work through the program. Others realize partway through the program that the career they're working toward will not be a good fit for them. At Bergen, where students participate in hands-on learning at a local long-term care facility, a faculty member noted:

> About midway, once we actually go out into the long-term care setting, you get a sense of who is thinking, "Wow, this is much different than I thought it would be." Then there are some that are really interested in the healthcare field. There are some that give someone a bath, and the person is very thankful, and they realize they can do it. Some at this point in the class really want to know what they can do to advance and keep going in the field.

There was a general feel among staff, faculty, and students that students were "trying out" the program to see if they liked it before beginning a career in the field. One student who was already working in healthcare administration but was pursuing her PCT certification said:

> There are many ways to advance in the healthcare field. I like the hours—they are more flexible—and taking care of people. However, I am more involved in the administrative side. With hands-on, I am not sure. I wanted to do [the] PCT [program] so that I could see if I could get a job that was more hands-on. I don't know if I like it. I don't have a certain [career] goal, but I am going little by little to see where it might take me. There are definitely a lot of opportunities.

Most faculty and staff felt the majority of students were looking to get a job as soon as possible and that some were planning to use that first position as a "stepping stone" to either pursue further education or climb a career ladder. For the most part, students who enrolled in TAACCCT programs across the Consortium were either under- or unemployed or retooling for a new career prior to starting their coursework and were looking to find work immediately. For many, it seemed difficult to see beyond that short-term goal. Staff noted that some students came into programs because they believed they could exit and get a job quickly, without much thought as to whether they would enjoy the work or how they would plan to move beyond entry-level pay.

Another common difficulty reported across the Consortium was students' lack of experience and employers' desire for experience. Most students need to have a minimum of six

months' experience aside from their education to find work. Some colleges' faculty and staff counsel their students to volunteer, try to find an internship, or even look for part-time, entry-level work while they are going to school. This is difficult for many students because they have responsibilities besides school that already limit their available time.

Most students report that their number one goal aside from immediate employment is to find work with healthcare benefits. Since many students also have families, finding a job that offers benefits is imperative. Unfortunately, many employers do not offer healthcare benefits for entry-level positions. For some students, particularly recent high school graduates and those looking to work in a field with advancement potential, this does not pose a problem. A staff member at Sussex stated: "For the most part I am seeing people who worked at Walmart and Friendly's or they are right out of high school, so our people are getting entry-level jobs. They are doing very well." But for students with families or who are retooling for a new career, the lack of healthcare benefits can be a strong deterrent.

Across the Consortium there seemed to be unanimity in feeling that students often do not have realistic career goals. A good number of students were hoping to avoid working in nursing homes or were hoping to find jobs that were not home health aide or CNA positions. Employers in most areas are desperate to fill these positions, but many TAACCCT staff members said students simply were "not interested" in them—largely because the starting wage is so low, benefits do not exist at most employers, and/or the work is not desirable.

EARLY OUTCOMES

Preliminary data indicate that the Consortium is meeting completion targets but may be challenged in meeting employment targets. However, some of the colleges are currently working to validate and correct their data in Salesforce, so these numbers should be interpreted with caution. A total of 1,240 students have completed a TAACCCT program, which is close to the target of 1,451 that was set for the entire grant period. TAACCCT program completion rates range from 28 percent to 84 percent across Consortium colleges. According to data reported through Salesforce to date, 451 students were employed after completing a TAACCCT program, totaling over half of the overall target for the grant of 870. Across colleges, post-completion employment rates range from zero to 60 percent. Table 11 summarizes students' early outcomes for each college in the Consortium. The data presented in these tables are provisional and subject to change. While many important outcomes exist, the most essential early measure of program outcomes is whether students complete a TAACCCT program and are employed after completing the program.

TABLE 11: PROGRAM COMPLETION RATES BY COLLEGE
(EARLY DATA STILL UNDER VERIFICATION BY COLLEGES)

College	Complete a TAACCCT program	Completion Rate	Employed after Completion	Employment Rate
Bergen	203	84%	74	31%
Brookdale	148	82%	40	22%
Essex	127	80%	95	60%
Hudson	50	74%	0	0%
Mercer	117	71%	7	4%
Middlesex	145	64%	85	38%
Morris	45	46%	0	0%
Ocean	88	38%	46	20%
Passaic	51	28%	27	15%
Raritan	45	35%	7	54%
Sussex	168	72%	65	28%
Union	53	84%	5	8%
Total	1240	62%	451	23%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

Table 12 summarizes early outcomes for students in each program across the Consortium. The programs varied greatly in terms of program completion and post-completion employment. Some of this variation is due to very small sample sizes in certain programs. Of the courses with over 100 students, it is notable that the certified nursing assistant and phlebotomy technician programs each had over 80 percent completion rates. Other relatively high-enrollment programs, such as clinical medical assistant, have somewhat lower completion rates. These differences likely speak to the varying lengths of these programs: completion rates tend to be higher among programs that can be completed within a matter of months and decline as programs require more time (e.g., a year or longer) to complete.

TABLE 12. COMPLETION RATES BY CERTIFICATE PROGRAM[13]

	Completed Program		Employed After Completion	
Program	N	% of Total Program Enrollment	N	% of Program Completers
Accelerated Home Health Aide Program	29	94%	13	41%
Administrative Medical Assistant	130	76%	37	28%
Billing & Coding	32	82%	2	6%
Certified Alcohol and Drug Counselor	1	4%	0	0%
Certified Home Health Aide	90	90%	17	19%
Certified Medical Assistant	2	40%	1	50%
Certified Nurse Aide	97	89%	36	37%
Certified Nursing Assistant	201	81%	52	26%
Clinical Medical Assistant	159	63%	92	58%
Dental Assistant	24	62%	3	13%
Dental Hygiene Program	10	91%	6	60%
Dental Radiography	5	50%	2	40%
Diagnostic Medical Sonography	0	0%	0	0%
EKG	24	100%	14	58%
EKG/Phlebotomy Certification Program	50	94%	19	38%
EKG/Telemetry	32	89%	17	53%
Electrocardiogram	36	78%	5	14%
Electronic Health Records	5	71%	1	20%
Emergency Dispatcher	6	86%	1	17%
EMT	56	51%	16	29%
Health Sciences	2	29%	0	0%
New Beginnings	6	75%	3	50%
Nursing Program	14	67%	6	43%
Patient Care Technician	77	80%	30	39%
Patient Care Technician - Advanced Skills	10	77%	4	40%
Patient Care Technician - Assistant	44	90%	21	48%
Pharmacy Technician	70	74%	12	17%
Phlebotomy Technician	205	83%	84	41%
Physical Therapy Aide	6	100%	0	0%
Radiology Tech	6	86%	4	67%
Registered Nurse Refresher	36	95%	11	31%
Respiratory Technician	2	100%	1	50%
Smart Start	79	91%	34	43%
Surgical Technician	29	97%	4	14%
Telemetry Monitoring Technician	3	60%	0	0%
Total	1,578	76%	547	35%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[13] Total N is 1,780, referring to programs completed by TAACCCT students as of November 2016. Since students could take multiple courses, the program N is higher than student N. 439 entries in the program data had no course name and thus are not included in the table or the calculation of passing or employment rates.

RECOMMENDATIONS AND NEXT STEPS

Over the first two years of the TAACCCT grant, the Consortium has made progress on implementing the core activities of the grant. Still, work remains to fully achieve the grant goals. Lessons can be learned at this stage of the project to guide the remaining years of the grant. To this end, we begin this section of the report by discussing recommendations for improvements to ongoing implementation activities. We then provide a preview of next steps for the evaluation including upcoming data collection and the final evaluation report.

Recommendations

Based on the evaluation findings to date, several recommendations emerge for the Consortium to consider in its ongoing TAACCCT implementation. These recommendations, which we have separated into categories based on the implementation activity to which they most closely relate, draw on promising practices observed in colleges from across the Consortium that have the potential to be effective in other locations.

Program Development

- Some colleges have used the TAACCCT grant as an opportunity to build capacity in the programs they offer either by creating new programs that have not been previously offered or by creating the capacity to offer their own programs in place of ones that had previously been run by third-party vendors. Other colleges adapted existing programs to meet industry needs and standards to ensure students would be prepared for the job market. Colleges should consider sharing curriculum materials from the newly developed programs with other Consortium colleges to leverage the TAACCCT investment in developing these programs. Furthermore, colleges that currently offer programs using third-party vendors should consider building the capacity to offer those programs internally.

Equipment

- Colleges that added equipment to their programs or renovated/expanded classroom/lab space through the TAACCCT grant have experienced increased enrollment and increased credibility with employers. Others additions, such as the simulation lab at Bergen, have helped open conversations between credit and noncredit programs, allowed students to work together across programs, and encouraged students to continue their education. Colleges that have not yet added equipment to programs through the TAACCCT grant should consider purchasing foundational pieces—especially in cases where the equipment could be used to bridge credit and noncredit programs. Colleges that have purchased equipment should consider ways to leverage that equipment to build relationships with employers and to foster connections with credit-bearing programs.

Smart Start

- Colleges should consider alternative ways of offering Smart Start. Some alternative ways to offer Smart Start include: offering evening and weekend Smart Start courses to accommodate the many students who have work and care responsibilities that restrict their schedules during "traditional" class times; offering the hybrid version of Smart Start, developed by Raritan, which allows students the flexibility to complete their coursework from home at the times most convenient for them—a promising practice for students with home and/or work responsibilities; offering in-person CPR/First Aid/PPE components of hybrid courses during evenings and weekends.

- Consortium-wide, students had often never heard of Smart Start and had not taken the course. This could be a result of "information overload" during registration/orientation. Students who reported knowing about the course were likely to have heard about it during a one-on-one meeting with the site coordinator or other staff. Colleges should seek a more focused and direct way to inform students about the course outside the orientation/general information settings. Promising strategies for raising interest among students include using the CPR/First Aid certification sessions as a marketing tool, as several colleges have done, and, as Ocean has done, marketing Smart Start to students as a way for them to "boost" their resumes and add skills that may help them stand out to employers.

EdReady

- Colleges should continue to expand and promote the value of EdReady to TAACCCT programs and to the campus-at-large. The varied uses of EdReady that have already been rolled out within the Consortium include its integration into Smart Start classes, which is under way at several colleges; its use as a tool to help incoming students prepare for the Accuplacer exam; and its use as a supplement to other programs already in existence at the school, such as summer bridge programs and bootcamps.

- Funding for EdReady will likely be an issue for several schools after the grant period has ended. Beginning sustainability conversations with administration now is imperative. Additionally, expanding the use of EdReady to other populations at the school (including incoming high school students, students preparing for entrance testing, or students entering nursing or other credit-bearing programs) may help offset costs by opening up the option to collect student fees from those users.

Credit Review / Regional PLA Standards

- A regional approach to articulating noncredit programs into credit may benefit students by standardizing the number of credits they can earn and increasing the mobility of those credits across colleges. Colleges and the Consortium must move quickly to disseminate information about TESU's approval of credits for selected health

professions programs to both students and staff at the colleges, as well as the regional PLA standards. Furthermore, high-level support at the colleges is essential to facilitate the acceptance of TESU credits and PLA standards and, more generally, to promote the articulation of noncredit programs into credit-bearing programs.

Networking Sessions

- It is important to maintain progress in preparing students for the job market by continuing to offer networking sessions on topics such as resume writing, interviewing, and dressing for success. However, now that a solid base of these topics exist, it is a good time to expand networking sessions by involving local employers, faculty, and subject matter experts.
- Alumni are a good resource for students, as they can offer practical perspectives and also serve as network connections. Colleges should consider reaching out to recent program alumni to meet with and mentor students at networking sessions. Additionally, colleges should work to facilitate networking between students within their TAACCCT programs.
- Incorporating networking sessions into the classroom could help increase the dissemination of information, and asking faculty to promote standalone networking sessions in their classes could improve attendance at those events.

Job Development

- Job developers could benefit from greater communication across the Consortium. Opportunities to meet and share promising strategies, workshop common challenges, and create connections across the state could increase their efficacy at their home schools. Some examples of promising strategies include Passaic's focused job fair, which fostered a high degree of interaction between students and employers, and Middlesex's involvement of employers in the classroom and as externship sites.
- Students are not necessarily clear on what educational and career pathways are available to them upon completion of their programs and need more interactions with job developers. Job developers can help to convey this information through networking sessions and individual counseling as appropriate. Other ways job developers could provide more assistance to students include conducting more proactive check-ins and pursuing opportunities to have regular interactions with students.
- It is important that colleges begin to plan for the sustainability of the job developer role.

Employer Connections

- Job developers need to continue outreach to local employers. Creating these close relationships with local employers allows job developers to better understand employer

needs, the intricacies of the local market, and what specific jobs are available, while also allowing them to convey to employers what their programs can (and cannot) do.

- Coordination and collaboration in employer outreach may help strengthen the colleges' connections with employers. Opportunities to coordinate outreach across colleges and to share connections when applicable could increase the Consortium's ability to meet employer needs and help students enter careers.

- Consortium efforts to promote employer connections may help promote the success of college efforts. By convening employers at the regional level, the Consortium may generate additional interest and involvement in college activities. The Consortium may take on a leadership role in coordinating college-level efforts to reach out to employers.

Workforce Connections

- Many of the colleges that had good relationships with the workforce system reported that maintaining these relationships required ongoing effort. Connecting on a regular basis was important as was an effort to educate. Colleges that are not currently connecting regularly with the workforce system should consider ways to develop these contacts.

- Efforts to pay for a joint staff member—such as those of Ocean and Brookdale—show some promise in creating lasting and fruitful collaborations. These efforts should be examined, and other colleges should consider whether similar arrangements may be possible.

- The different goals, policies, and structures of the colleges and the workforce system present very real challenges to collaboration. Having discussions with local WDBs about these issues could be useful. The Consortium's work to provide education to the workforce system on community colleges and their offerings is a promising approach to address the need for more information and understanding between the two groups.

- Tracking students post-training in the manner required by the workforce system is a challenge for many colleges. The Consortium might benefit from a discussion around this to see if the data systems put in place through the grant might be helpful in addressing this issue.

Data Tracking

- Especially for schools with multiple staff members entering data into Salesforce, attention to detail relative to data entry is extremely important. Staff should make sure all fields are entered. Pulling periodic reports from Salesforce to look for missing entries can help catch errors before Consortium data export dates.

Outcomes

- While the Consortium has met enrollment targets, early data indicate some concern about meeting targets for outcomes relating to employment and further education. To meet these goals, the Consortium should seek to strengthen its implementation of activities designed to promote job placement and the transition to further education.

In addition to these specific recommendations, it is essential that the Consortium consider plans for sustainability. In the absence of additional funding, colleges must consider how to continue the work they have been doing through TAACCCT. With that in mind, the partner colleges may consider further investing their funds for activities that promote institutional change at the college and may have a lasting impact on the college and its students. To this end, colleges may consider opportunities to influence policy at their colleges, to implement curricular changes that will persist, and to develop strategies to institutionalize functions of key grant staff into permanent college positions.

Evaluation Preview

We will continue to collect data on implementation activities and outcomes throughout the life of the grant. Our future data collection efforts will involve two rounds of site visits to each college—one round in early 2017 and another, final, round in early 2018. During these visits we will conduct interviews, focus groups, participant observation, and document reviews. In addition, we will conduct brief interviews and/or surveys with employers who are working with the colleges. In the next phase of the evaluation, we will conduct additional analyses on student outcomes using a variety of data sources, including student data from the Salesforce student tracking system. These data will be linked with state wage records data to measure student employment and earnings. We will conduct additional analyses using a variety of state data on education and on the workforce.

Throughout the remainder of the project, the evaluation team will continue to work with the Consortium to identify opportunities for study, address emerging topics of interest, and ensure that the timing and method of data collection activities are minimally burdensome to respondents. We look forward to continuing our collaborative relationship.

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APPENDIX A: COLLEGE SUMMARIES

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Bergen Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits conducted to Bergen Community College by Rutgers evaluators in February 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Bergen sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Advanced Patient Care	Returning program, sharing simulation lab	Yes
Certified Home Health Aide	Returning program, added a dementia and rehabilitation certification, added hospice program, need 76 hours (60 lecture and 16 clinical) for labor market alignment, sharing simulation lab	Yes
Certified Nursing Assistant	Returning program, added medical simulation lab, can be stacked with phlebotomy and EKG for Patient Care Technician certification, labor market alignment	Yes
EKG	Returning program, can be stacked with phlebotomy and CNA for Patient Care Technician certification, labor market alignment	Yes
Paramedic Science	Returning program, sharing simulation lab	Yes
Patient Care Technician	Returning program; added medical simulation lab; stacked program with CNA, phlebotomy, and EKG; labor market alignment	Yes
Pharmacy Technician	Returning program; added sink, pharmacy lab space, and label maker; students receive national private certification examination; labor market alignment	Yes
Phlebotomy Technician	Returning program, can be stacked with CNA and EKG for Patient Care Technician certification, labor market alignment	Yes
Surgical Technology	Returning program, sharing simulation lab	Yes

Equipment

Bergen has integrated substantial changes to its TAACCCT programs through the addition of equipment and a simulation lab. The college has also recently built and opened a new healthcare building leveraging funds from other sources, which has contributed greatly to the TAACCCT programs at the school. The new building includes ten dedicated laboratories with medical simulation equipment (including manikins, hospital beds, recording equipment, and microscopes), EKG equipment, and computer labs. Bergen has also added lab equipment for pharmacy technician students and purchased a new classroom sink for CNA students at the Hackensack campus. This equipment will be shared by both credit and noncredit students. The college reports that the equipment has dramatically improved the quality of their programs, has increased enrollment, and has added credibility to its programs and graduates.

Smart Start

Bergen implemented Smart Start as part of HPOG prior to the start of the TAACCCT grant. The courses were so successful at Bergen that they were scaled across the Consortium. Bergen staff was instrumental in duplicating the course material and disseminating it to the other Consortium schools. Bergen continues to run the course in its original four- to five-week format during the regular semester. During Bergen's summer semesters, the course runs as longer classes for two weeks. The college also created a night session that better accommodates the schedules of students with work and care responsibilities. As of November 16, 2016, two sections of the course have run since the TAACCCT grant period began, and a total of 11 students have completed them. The students who completed the course have been extremely positive about their experience. Smart Start gives students confidence and prepares them for success in healthcare programs; students who didn't take Smart Start felt less prepared in comparison to those who completed the program.

EdReady

Bergen began implementing EdReady during the fall semester of 2016. Grant staff received some initial pushback from some faculty and staff at the institution that was mostly centered on the fear that it may be used as a replacement for developmental education or may encourage students to take courses they were unprepared for. In response, grant leadership at Bergen hosted an information session with the company behind EdReady that helped educate and inform college personnel. EdReady is currently being used to bridge students from high school to college-level course work, specifically as it relates to math proficiency. Many Bergen students struggle with their math skills upon enrollment. Hackensack campus in particular has many ESL students and students seeking their GED/High School Equivalency, and Bergen wants to support and guide these students. EdReady is integrated for each student to use upon registration as a method to assess and review basic math and English skills. Although the software is currently in use for the broader student population, TAACCCT staff hope to

implement EdReady as part of an initial classroom orientation specifically for TAACCCT programs as well.

Noncredit Context for Credit Review and PLA Standards

The construction of the new healthcare building has tremendously helped to bridge the gap between noncredit and credit-bearing programs at Bergen. College staff report that this building has centralized everything and that students from both types of programs are now in one location, which has allowed them to "meet and talk in the hallways" and learn about the programs available to them for continued education. New excitement has gathered from the credit side about noncredit certification, and staff feel more buy-in from administration as well as students. TAACCCT staff see the importance of continuing to bridge the gap between noncredit and credit-bearing programs, recognize the challenges in the logistics of such a bridge, and hope to create more shared classes to enhance this partnership.

Networking Sessions

Bergen has offered 8 networking sessions that have attracted a total of 61 students (26 of them from TAACCCT programs). The topic of their first two networking sessions, hidden disabilities, has been adopted by Essex and Mercer. Other session topics include humor as a coping mechanism, teach-back method, day teach-back, and conflict in the workplace. The instructor who runs the sessions reported students benefit greatly from them and have increased confidence upon completion.

Job Development

Bergen's director of career placement for continuing education serves as the job developer for TAACCCT. During HPOG, the director noticed a pattern among students of chronic unpreparedness relative to writing resumes, interviewing for positions, and conducting job searches. About three years ago, during the HPOG grant, TAACCCT staff at the school designed a course for graduating students that consisted of three two-hour sessions called New Beginnings. New Beginnings has continued through TAACCCT and serves to prepare students to search for and secure a job. Courses are run regularly depending on when students are finishing programs and are designed to start about a month before students graduate. The first session focuses on what recruiters looks for in a resume—specifically, how students should "pitch themselves" on paper so their resumes stand out. The second session focuses on where—and how—students should search for jobs. The third session focuses solely on developing interviewing skills. The job placement services director has seen a marked improvement in students' job seeking skills since the New Beginnings course has been offered.

Employer Connections

Bergen has effectively worked to build its outreach for business partnerships over the last several years. This has led to increased employer connections at the school, including new and expanded clinical sites. Bergen's vigorous outreach and quality students has led to many employer-initiated calls seeking interns, clinical groups, and potential employees. The TAACCCT grant has had the indirect effect of making Bergen students more employable due to the enhancements in instructor time and new equipment it has brought to the college. The new building and simulation labs have also given TAACCCT staff the ability to invite employers to tour the facility, which has led to increased confidence in students' skills among employers.

Workforce System Connections

Bergen has built strong relationships with representatives of its local workforce center over the last several years. Since many students interested in Bergen's TAACCCT programs are economically disadvantaged, they are often referred from—and to—the workforce center. The TAACCCT site coordinator and college administration work closely with the local workforce center. They give presentations to prospective students who are WIOA-eligible and work directly with the WIOA liaison.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Bergen's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: BERGEN COMMUNITY COLLEGE

Program	College		Consortium	
	N	Percent College Enrollments	N	Percent Consortium Enrollments
Accelerated Home Health Aide	31	7%	31	2%
Certified Alcohol and Drug Counselor	1	0%	27	1%
Certified Medical Assistant	4	1%	5	0%
Certified Nurse Aide	109	26%	109	5%
Dental Hygiene	11	3%	11	1%
EKG/Phlebotomy Certification	53	13%	53	3%
Electrocardiogram	16	4%	46	2%
Electrocardiography Technician Certification	6	1%	24	1%
Home Health Aide Certification	36	9%	100	5%
New Beginnings	8	2%	8	0%
Nursing	21	5%	21	1%
Patient Care Technician	26	6%	96	5%
Patient Care Technician—Advanced Skills	13	3%	13	1%
Pharmacy Technician	1	0%	95	5%
Phlebotomy Technician	25	6%	247	12%
Radiology Technician	7	2%	7	0%
Respiratory Technician	2	1%	2	0%
Smart Start	30	7%	87	4%
Surgical Technician	18	4%	30	1%
Telemetry Monitoring Technician		1%	5	0%
Total Program Enrollments	423	101%[14]	1017	49%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[14] Does not add to 100% due to rounding.

STUDENT DEMOGRAPHIC CHARACTERISTICS: BERGEN COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	242		1995	
Gender				
Female	211	89%	1698[15]	86%
Male	27	11%	274	14%
Ethnicity				
American Indian	1	0%	7[16]	1%
Asian	35	15%	159	8%
Black/African American	66	28%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	57	25%	411	21%
More than One Race/Other	8	3%	44	2%
White	65	28%	773	40%
Average Age (Years)	234	38	1932	35
Marital Status				
Married	60	26%	522[17]	27%
Not Married[18]	173	74%	1399	73%
Veteran Status	2	1%	25	1%
Disability Status	2	1%	55	3%
Pre-enrollment Employment				
Incumbent Worker	99	41%	1015[19]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	94	$11.67	923	$11.81
Financial Aid				
TAA	3	1%	52	3%
Pell	29	12%	224	11%
TANF	13	5%	88	4%
SNAP	38	16%	240	12%
Dislocated Worker	5	2%	115	6%
UI(Current)	23	10%	145	7%
UI(Future)	7	3%	62	3%
UI(Exhaust)	21	9%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[15] Data included 23 missing observations on gender.

[16] Data included 66 missing observations on ethnicity.

[17] Data included 85 missing observations on marital status.

[18] This category included the following responses: single, divorced, and widowed.

[19] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Brookdale Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Brookdale Community College conducted by Rutgers evaluators in March 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Brookdale sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Certified Nursing Assistant	Stackable credential, part of RN program	Yes
Diagnostic Medical Sonography	Plan to purchase equipment	Yes
Massage Therapy	New program: 609 hours, to be certified through the Board of Massage and Bodywork Therapy	Yes
Patient Care Technician	Stackable credential; work-based learning; new partnership with the Monmouth Medical Center (MMC), created a new lab near the MMC, which offers clinicals	Yes
Pharmacy Tech	Returning but enhanced program, skills alignment, work-based learning, extra class hours added to fit industry need, externship added, software simulation added	Yes

Equipment

Brookdale opened a new lab space near the Monmouth Medical Center for its PCT program, which it runs in partnership with the Center. The college purchased new equipment for the lab space to be used at its Long Branch campus.

Smart Start

College staff report they have not found interest in Smart Start among students. The length of the current format poses a challenge; the program is too long to allow working students to attend. They have offered Smart Start once, but only three students attended. Grant staff would like to potentially offer Smart Start in an online format. Still, they have concerns

about getting enough students to enroll despite the value the content has for instilling confidence in adults returning to school and introducing students to the healthcare field.

EdReady

EdReady is already being used widely at Brookdale, including with bootcamp students who are taking Accuplacer exams, with high school students from Asbury Park who are dual enrolled in college, and with GED-prep students. With TAACCCT, EdReady is used specifically in medical assisting and pharmacy tech programs to improve students' math skills. Grant staff is hoping to convince the college to fund EdReady after the grant because of its continued use among various groups at Brookdale and its positive outcomes, which they are seeking to document.

Noncredit Context for Credit Review and PLA Standards

Brookdale needs to consider how it will incorporate TESU credits as more information about them becomes available. It is possible that TESU credits would bridge into Brookdale's general health sciences or public health degrees. Brookdale has traditionally had a fairly close connection between noncredit and credit-bearing healthcare programs, largely because the CNA, CHHA and PCT courses are prerequisites for the nursing program.

More broadly at the college some innovations exist that support connections between noncredit and credit-bearing programs at Brookdale. A new dean of academic and career transitions was recently hired, part of a new initiative aimed at building more bridges between continuing education and traditional academic courses by bringing together faculty and staff to modify curriculum. In addition, noncredit programs that are over 600 hours are eligible to receive federal financial aid. The programs have been approved by the Board of Trustees and the Federal Government so that students can apply for Pell Grants and Stafford Loans. Brookdale is the only school in the Consortium doing this.

Networking Sessions

Brookdale has offered one networking session, but student attendance was low. The session, which was held in April 2016 on the topic of resume writing, had only four students in attendance. This could be due to the fact that the healthcare classes are offered across different campuses (Lincroft, Freehold, Hazlet, and Long Branch). However, staff has observed that students do network indirectly throughout their time in the programs.

Job Development

The college has two job developers. The second job developer, hired in April 2016, has improved student outreach and has helped build new relationships with employers. Having

two job developers onsite allows for more hands-on assistance for students, including more one-on-one meetings and more class presentations about potential employment opportunities.

Employers visit classes to talk about jobs; as part of these presentations, students can apply on the spot, and employers can provide feedback about what they are looking for. Along with in-class workshops, staff also host meet-and-greets and workshops outside of the classroom that employers and students can attend. Twice a year, in April and December, staff host a large job fair as well. Because of these relations and the college's emphasis on continuing education, TAACCCT staff believe that Brookdale is ahead of the curve in employer outreach, especially because of the college's focus on adult returning students, dislocated workers, and minority students. Not as much progress has been made in securing apprenticeships. Staff at the college report such arrangements are a challenge because there are many bureaucratic requirements in setting them up, especially given that students cannot be in direct healthcare without having certifications. Thus, there is not much enthusiasm from employers, and staff are concerned that students may end up doing tasks that are menial and clerical.

Employer Connections

Grant staff reported that developing employer relations in Monmouth County is not difficult because local employers already see the college as a prominent source for healthcare employees in the area. As a result, they are eager to work with the school and often reach out to the college on their own. The job specialist alone has spoken to 100 employers, so the college is able to be selective about the employers their students work with most directly.

Still, staff work to build and maintain strong relationships with employers. They have used their employer relationships to solicit regular informal input on curriculum, and they do more intentional outreach when necessary, such as when there are changes in industry exams or to get ideas about soft skills that students should be working on. They regularly share this information with each other at staff meetings. Staff expressed concern about wages and salaries, particularly relative to the cost of the programs.

Workforce System Connections

The college works closely with the Workforce Development Board, though much of that work is done outside of TAACCCT. They have shared staff who give regular presentations to the WDB weekly, and 35 students were referred from the WDB with funding for TAACCCT last year.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Brookdale's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: BROOKDALE COMMUNITY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Billing and Coding	4	2%	63	3%
Certified Medical Assistant	1	1%	254	12%
Certified Home Health Aide	22	11%	100	5%
Certified Nursing Assistant	28	14%	249	12%
Dental Assistant	14	7%	39	2%
Dental Radiography	10	5%	10	1%
Diagnostic Medical Sonography	8	4%	8	0%
EKG/Telemetry	3	2%	36	2%
Health Sciences	7	4%	7	0%
Massage Therapist	10	5%	10	1%
Medical Assistant	1	1%	254	12%
Patient Care Technician/Assistant	35	18%	49	2%
Pharmacy Technician	18	9%	95	5%
Registered Nurse Refresher	38	19%	38	2%
Total Program Enrollments	199	102%[20]	1212	59%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[20] Does not add to 100% due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: BROOKDALE COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	180		1995	
Gender				
Female	161	92%	1698[21]	86%
Male	14	8%	274	14%
Ethnicity				
American Indian	1	1%	7[22]	1%
Asian	7	4%	159	8%
Black/African American	29	17%	525	27%
Hawaiian/Pacific Islander	1	1%	10	1%
Hispanic/Latino	27	16%	411	21%
More than One Race/Other	4	2%	44	2%
White	102	60%	773	40%
Average Age (Years)	177	34	1932	35
Marital Status				
Married	40	25%	522[23]	27%
Not Married[24]	120	75%	1399	73%
Veteran Status	3	2%	25	1%
Disability Status	3	2%	55	3%
Pre-enrollment Employment				
Incumbent Worker	111	62%	1015[25]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	98	$12.72	923	$11.81
Financial Aid				
TAA	16	9%	52	3%
Pell	38	21%	224	11%
TANF	1	1%	88	4%
SNAP	21	12%	240	12%
Dislocated Worker	2	1%	115	6%
UI(Current)	4	2%	145	7%
UI(Future)	5	2%	62	3%
UI(Exhaust)	14	8%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[21] Data included 23 missing observations on gender.

[22] Data included 66 missing observations on ethnicity.

[23] Data included 85 missing observations on marital status.

[24] This category included the following responses: single, divorced, and widowed.

[25] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
County College of Morris

This summary describes progress with grant implementation activities through summer 2016 based on site visits to the County College of Morris conducted by Rutgers evaluators in February 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Morris sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Certified Drug and Alcohol Counselor	Returning program, externship added, developing pathway to AAS degree and articulation agreement with TESU, looking to accelerate
Certified Nursing Assistant	Returning program, expanded to accommodate more students, developing pathway to AAS degree and articulation agreement with TESU
Home Health Aide	New program, developing pathway to AAS degree and articulation agreement with TESU
Medical Billing and Coding	Returning program, updated to fit industry need with CPC certification, externship added, developing pathway to AAS degree

The college is developing an AAS in Health Sciences degree that all noncredit healthcare programs would articulate into. Supported by the TAACCCT grant, the Health and Natural Sciences Department staff has been leading its development and are moving the proposed degree through college- and state-level approvals. They plan to offer this degree by the fall of 2017 and plan for it to articulate to a bachelor's degree at Thomas Edison State University to address concerns about the transferability of credits articulated from noncredit programs at other colleges. In addition, the college is looking into offering an LPN-to-RN transition program. Although they do not offer the LPN, students with an LPN would be able to enroll and prepare to transition to the RN program.

Equipment

Morris has not made any large equipment purchases; instead, the college has bought smaller materials for their existing simulation labs so that they are better equipped. A local hospital has also allowed the school to use its facilities as a working lab and long-term clinical site.

Smart Start

Smart Start is offered to students during orientation before they enroll in a TAACCCT program. The course takes about 96 hours to complete with 18 hours for anatomy and physiology and 24 hours for medical terminology. It is mainly an opportunity for students to learn about careers in healthcare to determine whether they would be interested in the programs offered under TAACCCT. This version of Smart Start also includes opportunities to earn certifications in medical terminology, CPR, and anatomy and physiology, and covers computer basics. The college is working to adapt Smart Start to address some additional needs of its students by adding instruction on interview and resume skills to the curriculum.

Despite the college's efforts to develop Smart Start, it has been difficult to encourage students to take the optional course. Morris has run two Smart Start sessions; seven students attended each one. One barrier to enrollment seems to be the time commitment involved, especially among students with transportation difficulties or who are working part or full time. Staff is considering whether shortening the course or offering it on weekends would attract more students. In addition, teaching Smart Start can be challenging for instructors since students that take the course have a wide range of prior knowledge and skills.

EdReady

Grant staff at Morris has been looking at how to integrate EdReady into Smart Start. The goal is to help incoming and current noncredit students increase their basic math skills. The site administrator has been working with EdReady on this issue.

Noncredit Context for Credit Review and PLA Standards

Morris is not yet clear on how Consortium efforts to have its noncredit programs reviewed by TESU for credit will impact its programs. However, the college, per its strategic enrollment plan, is working to integrate noncredit with credit-bearing programs to enroll more students from lower income and minority populations and provide better academic support and services to those students.

Networking Sessions

The college has hosted six sessions so far, covering topics such as volunteerism. The sessions have hosted a total of 44 students, 27 of whom were TAACCCT students. College staff report that it has been challenging to get students to attend networking sessions; students often say they will attend but then do not show up. Staff is attempting to work with the communications staff to increase social media outreach to market these events.

Job Development

Significant focus by the job developer has been placed on creating networking opportunities for students. Staff find that the larger, non-industry-specific, bi-yearly career fairs that Morris hosts are not very fruitful for grant students. Instead, the college worked to develop events specifically targeted for TAACCCT students. For example, two speed networking events have been held since last February. Employers—even some that have not been involved with Morris or TAACCCT in the past—have been very interested in these speed networking events, during which each student who attends has an opportunity to talk to each employer for five minutes. The college also hosted a meet-and-greet event with 12 participating employers and a mini job fair attended by 15 employers.

In addition, the college has hired an instructor for externship classes on a per-student basis to go out and make more connections with industry and help students obtain externships or jobs. Because healthcare employers are different from other industries due to the need for clinical hours to get jobs, externships are viewed as important.

Employer Connections

Employer connections have been developed mainly by staff attending county networking events and following leads provided by instructors. TAACCCT staff at Morris also work with the career services department, women's center, and various nonprofits to develop employer relations. Sustaining relationships involves regular meetings, phone calls, and e-mails, as well as employer participation on the advisory board. Grant staff track employers with the help of the job developer, externship coordinators, and lead instructors using spreadsheets, while the job developer works directly with about fifty employers. Employers are now reaching out to grant staff when they have open positions, especially when they have a need for CNA students—there are around thirty employers that will hire CNAs from Morris whenever they are available. The medical billing and coding field has been harder to break into in terms of building relationships with employers, but as the program has developed—and now that more employers from that field have joined the industry board—it has become easier. Additionally, Morris has organized separate groups within the Career and Professional Program advisory board for these programs to more easily discuss curriculum and credentials and allow for a deeper connection with employers and the community. As of now, there are about twenty employers on the advisory board for healthcare programs.

Workforce System Connections

Grant staff are working to build relationships with the local workforce board.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Morris's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: COUNTY COLLEGE OF MORRIS

Program	College		Consortium	
	N	Percent College Enrollments	N	Percent Consortium Enrollments
Billing and Coding	42	45%	63	3%
Certified Alcohol and Drug Counselor	26	28%	27	1%
Certified Home Health Aide	3	3%	100	5%
Certified Nursing Assistant	22	24%	249	12%
Total Program Enrollments	93	100%	439	21%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

STUDENT DEMOGRAPHIC CHARACTERISTICS: COUNTY COLLEGE OF MORRIS

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	98		1995	
Gender				
Female	73	75%	1698[26]	86%
Male	24	25%	274	14%
Ethnicity				
American Indian	0	0%	7[27]	1%
Asian	7	7%	159	8%
Black/African American	18	19%	525	27%
Hawaiian/Pacific Islander	1	1%	10	1%
Hispanic/Latino	14	15%	411	21%
More than One Race/Other	0	0%	44	2%
White	56	58%	773	40%
Average Age (Years)	90	40	1932	35
Marital Status				
Married	22	25%	522[28]	27%
Not Married[29]	67	75%	1399	73%
Veteran Status	1	1%	25	1%
Disability Status	7	7%	55	3%
Pre-enrollment Employment				
Incumbent Worker	55	56%	1015[30]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	52	$12.86	923	$11.81
Financial Aid				
TAA	3	3%	52	3%
Pell	10	10%	224	11%
TANF	4	4%	88	4%
SNAP	11	11%	240	12%
Dislocated Worker	6	6%	115	6%
UI(Current)	4	4%	145	7%
UI(Future)	2	2%	62	3%
UI(Exhaust)	15	15%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[26] Data included 23 missing observations on gender.

[27] Data included 66 missing observations on ethnicity.

[28] Data included 85 missing observations on marital status.

[29] This category included the following responses: single, divorced, and widowed.

[30] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Essex County College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Essex County College conducted by Rutgers evaluators in March 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Essex sought to reform existing programs. The table below summarizes these reforms. All programs have supported existing career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Certified Nurse Aide	Integrated workshops on Smart Start
Medical Assistant (CCMA)	Integrated workshops on Smart Start
Patient Care Technician	Integrated workshops on Smart Start

Equipment

Essex has not added new equipment to their programs.

Smart Start

Concerned that the four-week program was too long, Essex staff did not feel that running a standalone Smart Start program would work with their courses. Staff from the college attended the Smart Start training to learn more about the curriculum and found that many of the topics covered in the course were already embedded in their programs. However, there were a few topics missing from their programs, so some additions have been made to cover those components. As of September 2016, 35 students had gone through classes that incorporate Smart Start-like curricula.

EdReady

Essex acquired EdReady in September 2016 and plans to allow all students at the college—including those in noncredit and credit-bearing programs—to have access to the software for skills prep. Staff felt that EdReady would be particularly useful for students preparing to take the Accuplacer exam.

Noncredit Context for Credit Review and PLA Standards

Training, Inc. (the noncredit division at Essex where TAACCCT is housed) has been working with the college's nursing department throughout the grant period to develop articulation pathways to credit for their programs. They are interested in creating pathways for a variety of their healthcare credentials—including CNA, CCMA, and PCT—to the LPN and RN programs. It is hoped that this work will be completed and agreements put in place by Spring 2017.

Networking Sessions

Networking sessions at Essex are run by a member of the TAACCCT support staff who works part-time at the college. She has experience running training sessions and does very similar work in the healthcare field as a consultant. Two networking sessions had been offered as of September 2016 on customer services and disabilities. The networking sessions were about two hours long and were incorporated into regular class sessions. As such, they occurred in the evening when the TAACCCT classes meet.

Job Development

Essex has had multiple people in the job developer role providing career advising to students. At first this position was held by two people, one of whom was also an instructor in the program. More recently a single individual was hired to fill this role part time. Career advising services are an important part of the program; they begin at orientation, where the job developer introduces herself to students.

The job developer meets with students individually by appointment and on a walk-in basis; students generally visit two to three times during their program. When she meets one-on-one with students, she typically goes over their resume, talks with them about their career goals, and determines whether there are any barriers to employment. The job developer also helps with interview preparation and works to connect students to jobs, many of which come from employers who contact the school about openings. The college is using Salesforce to track student employment. College staff follow up with students about taking industry certification tests after they complete their coursework.

Employer Connections

Connecting with employers is a priority at Essex. This work is primarily conducted by the job developer, but instructors and other staff also make these connections. Essex connects with employers in a variety of ways including phone calls, campus visits, and advisory board meetings. The college would like to continue to work on these connections to make them more meaningful and sustainable. New connections are often made at job fairs and through cold calls.

The employer advisory board at Essex meets every quarter. The college invites the board (made up of about 10 to 15 employers) to visit campus for lunch. These meetings are opportunities for discussion on various topics including updates in the program, challenges and concerns, changes in different employment sectors, and potential new curriculums. Sometimes college staff use these meetings to introduce students and alumni of the program to employers.

Keeping track of employer connections is essential for the college. Prior to the grant this work was done using binders and Excel spreadsheets. The college is now beginning to move this directory into Salesforce, which they have found to be useful.

Other ways Essex connects with employers is through externships, clinicals, and internships. Essex offers externships for the CCMA program and clinicals for the PCT and CNA programs. Students often get hired by the employers that grant them these hands-on learning opportunities. Essex has 50 clinical sites for the PCT program and more than 35 for the CNA program.

Workforce System Connections

The college—and specifically Training, Inc.—have longstanding relationships with the county workforce systems and job centers. Staff at Training, Inc. describe their relationships as strong and note that the two groups often refer people back and forth. Additionally, the director of training for Training, Inc. sits on the local workforce development boards and the local One-Stop board.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Essex's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: ESSEX COUNTY COLLEGE

Program	College		Consortium	
	N	Percent College Enrollments	N	Percent College Enrollments
Clinical Medical Assistant	94	48%	254	12%
Certified Nursing Assistant	55	28%	249	12%
Patient Care Technician/Assistant	14	7%	49	2%
Smart Start	35	18%	87	4%
Total Program Enrollments	198	101%[31]	639	30%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[31] Does not add to 100 due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: ESSEX COUNTY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	158		1995	
Gender				
Female	132	84%	1698[32]	86%
Male	25	16%	274	14%
Ethnicity				
American Indian	1	1%	7[33]	1%
Asian	5	3%	159	8%
Black/African American	120	47%	525	27%
Hawaiian/Pacific Islander	2	1%	10	1%
Hispanic/Latino	22	14%	411	21%
More than One Race/Other	2	1%	44	2%
White	4	3%	773	40%
Average Age (Years)	158	33	1932	35
Marital Status				
Married	38	25%	522[34]	27%
Not Married[35]	117	75%	1399	73%
Veteran Status	1	1%	25	1%
Disability Status	3	2%	55	3%
Pre-enrollment Employment				
Incumbent Worker	90	57%	1015[36]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	88	$11.01	923	$11.81
Financial Aid				
TAA	2	1%	52	3%
Pell	19	12%	224	11%
TANF	13	8%	88	4%
SNAP	34	22%	240	12%
Dislocated Worker	5	3%	115	6%
UI(Current)	9	6%	145	7%
UI(Future)	6	4%	62	3%
UI(Exhaust)	8	5%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[32] Data included 23 missing observations on gender.

[33] Data included 66 missing observations on ethnicity.

[34] Data included 85 missing observations on marital status.

[35] This category included the following responses: single, divorced, and widowed.

[36] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Hudson County Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Hudson County Community College conducted by Rutgers evaluators in February 2016 and September 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Hudson sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Certified Nursing Assistant	Extended program from nine weeks to twelve weeks with nursing program's input	Yes
EKG	New program, built new classroom to allow more sections and hands-on learning with new equipment	Yes
Phlebotomy	New program, built new classroom to allow more sections and hands-on learning with new equipment	Yes

Equipment

Hudson used TAACCCT dollars to acquire new equipment for its noncredit programs including two beds, two EKG tables, three EKG machines, a phlebotomy table, four phlebotomy chairs, a phlebotomy arm, locking storage, sinks, carts, and interactive manikins. In addition, the college was able to identify and renovate a new classroom for the program through the grant. This new space is helpful because it is dedicated to the noncredit program and will allow the program more flexibility relative to how many classes they can offer and when they can be scheduled.

Smart Start

As of September 2016, Hudson had run three Smart Start classes that enrolled a total of 23 TAACCCT students. At Hudson, Smart Start was geared toward nursing students. The nursing department saw that incoming freshmen needed help with medical math and

terminology, so the college created its Smart Start course with these subjects as the focus. The class is required and is given to first-time nursing students at the start of the program. It is administered in a series of four sessions.

Hudson also ran a different pilot Smart Start course designed for Job Corps students from Jersey City. This course was meant as an introduction to healthcare careers.

EdReady

EdReady is being used at the college primarily for math, but it is not currently being offered to TAACCCT students.

Noncredit Context for Credit Review and PLA Standards

Plans for the potential use of the TESU credits are not clear; the college has been waiting to receive more information on this from the Consortium. The college does not currently have any articulation agreements between its noncredit and credit-bearing healthcare programs.

Networking Sessions

As of September 2016, Hudson had run one networking session. The themes of the session were "Conducting a Strategic Job Search" and "Time Management." Students were notified about the session in e-mails from the job developer. The session was offered free of charge, and attendance was voluntary. Staff reported that students provided positive feedback about the networking session but that finding instructors to facilitate the event was difficult.

Job Development

The job developer position at Hudson was about to become vacant as of September 2016. During our interview with the outgoing job developer, she announced that she had taken another position and was leaving the college in a few days. She reported that during her time with the program she worked to help students with resumes, counsel them about interviews, create networking sessions, and match students with employers. The job developer noted that placing students was very challenging because many do not actually get the required industry certification or do not complete the program. She estimated that placement into jobs was only about 3 to 5 percent.

Employer Connections

The job developer reported making various efforts to build employer partnerships. She attended NJ Healthcare Network meetings, events, and job fairs, and she reached out to employers by telephone and e-mail. She noted that after she established a connection with an employer, they sometimes contacted her with job opportunities. She also tried to keep in touch

with them through fairly frequent e-mails and phone calls. She did not work with the advisory board; in fact, it did not seem like the board at Hudson is connected to the TAACCCT grant activities. She noted that the biggest challenge she faced when engaging employers was having a good sample of students to talk about. Usually they only had one student at a time looking for employment.

The program also connects with employers through instructor relationships, and students connect with employers directly through clinical and work experience opportunities in the programs. CNA students have required clinical rotations that are run through the Hamilton Inn Nursing Home. These students have good placement rates and are often hired by their clinical site. The instructor is also heavily involved in job placement.

Workforce System Connections

Hudson had existing relationships with the local workforce system prior to TAACCCT. College staff remain in constant communication with the workforce system, specifically the job centers in Hudson and Jersey City. College staff sit on the local Workforce Investment Board.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Hudson's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: HUDSON COUNTY COMMUNITY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Administrative Medical Assistant	6	8%	172	8%
Certified Home Health Aide	15	21%	100	5%
Certified Nursing Assistant	33	46%	249	12%
Electronic Health Records	6	8%	7	0%
Pharmacy Technician	5	7%	95	5%
Registered Nurse	1	1%	1	0%
Smart Start	6	8%	87	4%
Total Program Enrollments	72	99%[37]	711	34%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[37] Does not add to 100% due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: HUDSON COUNTY COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	68		1995	
Gender				
Female	61	92%	1698[38]	86%
Male	5	8%	274	14%
Ethnicity				
American Indian	0	0%	7[39]	1%
Asian	10	15%	159	8%
Black/African American	26	40%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	18	28%	411	21%
More than One Race/Other	3	5%	44	2%
White	8	12%	773	40%
Average Age (Years)	67	37	1932	35
Marital Status				
Married	20	33%	522[40]	27%
Not Married[41]	40	67%	1399	73%
Veteran Status	0	0%	25	1%
Disability Status	0	0%	55	3%
Pre-enrollment Employment				
Incumbent Worker	28	41%	1015[42]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	24	$11.30	923	$11.81
Financial Aid				
TAA	0	0%	52	3%
Pell	5	7%	224	11%
TANF	3	4%	88	4%
SNAP	16	24%	240	12%
Dislocated Worker	2	3%	115	6%
UI(Current)	5	7%	145	7%
UI(Future)	1	1%	62	3%
UI(Exhaust)	3	4%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[38] Data included 23 missing observations on gender.

[39] Data included 66 missing observations on ethnicity.

[40] Data included 85 missing observations on marital status.

[41] This category included the following responses: single, divorced, and widowed.

[42] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Mercer County Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Mercer County Community College conducted by Rutgers evaluators in February 2016 and July 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Mercer sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Certified Home Health Aide	New program offered as a 10-hour add-on to CNA	No
Certified Nurse Aide	Accelerated 3-month program by converting to 7 weekends	Yes
EKG	50-hour program, stackable with PCT	Yes
Medical Billing and Coding	Industry alignment, incorporated 4 different certificates into series of 5 courses	No
Patient Care Technician	New program, stackable credential with EKG and Phlebotomy, all can be completed in 6.5 months or less	Yes
Pharmacy Technician	Accelerated 600-hour program by converting to 250 hours (190 hours in class plus 60 hours in an externship)	Yes
Phlebotomy Technician	Industry alignment, added 80-hour externship to 90-hour lecture requirement, worked closely with LabCorp and Robert Wood Johnson; Stackable with PCT	Yes

Equipment

The college has purchased new equipment for their pharmacy technician, CNA, phlebotomy, and EKG programs, and they have improved their labs on both campuses. This

equipment includes a bed, manikins, and supplies for the CNA program, a practice arm for the phlebotomy program, and computers and software for the pharmacy technician program. The EKG program was also able to purchase all the equipment it needed except for a patient table. The pharmacy technician program is using their new Abacus software to practice printing out labels and getting scripts. College staff report that the equipment has dramatically improved the quality of their programs and that this draws students to their school.

Smart Start

The Smart Start program at Mercer runs for four weeks, six hours a day, five days a week, for a total of 120 hours. The college combined the EdReady with the Smart Start class. Five Smart Start classes have run, and in total, 23 students completed the course. (Another seven students enrolled but dropped out.)

EdReady

Before TAACCCT, the college used EdReady as a bridge for high school students to build their reading and writing skills. Because the EdReady program was already being used and funded through the college's account, TAACCCT staff did not need to send the program through a lot of approvals and justifications, making it easy to transition EdReady for noncredit use. Also, the testing center provides the software on its website to allow prospective students to practice their skills. To date, the noncredit programs are using EdReady in Smart Start and the pharmacy technician program. The software is beneficial for the math portion of pharmacy tech. They expect it will help students develop basic skills, gain confidence, and transition from Smart Start into their certificate programs. They also hope to expand EdReady use to other programs, like CNA. Even if it's not officially a part of the CNA credential, they can promote EdReady to those students.

Noncredit Context for Credit Review and PLA Standards

Overall, there is recognition within the college of the importance of noncredit programs for the goals of the college and serving the community. The college does not have a plan to implement the TESU credits; rather, it is waiting to see what happens with the review process and how any resulting credits might fit in with its existing PLA policy. Prior to the grant, some arrangements existed that already translate courses from noncredit to credit. The CNA noncredit programs, for example, articulate credits toward an AAS degree in Allied Health. However, based on our focus group at the college, some students may not be aware of this, and others are more interested in applying their credits toward a nursing degree.

Networking Sessions

Mercer plans to offer networking sessions about once a month and has already offered sessions on a range of topics. For their first networking session, which was on hidden

disabilities, they used an existing workshop developed by Bergen, but they supplemented the preexisting material by inviting a guest from their own credit-bearing programs to speak about disabilities that are not immediately obvious. Mercer also developed its own networking session on the topic of humor in the workplace, for which it contacted healthcare employers to ask them to present about humor in the profession and where to draw the line. This lesson plan has been uploaded to the OER repository. Their third networking session, run by a local healthcare employer, was on critical thinking and goal making, and it included tips for securing employment such as how to find out what a company is about and what it might look for in potential employees. College staff plan to invite employers to speak to students at networking sessions on a quarterly basis and are planning future sessions on resume writing, interview skills, and next steps in the college/career path.

Job Development

Mercer has faced challenges staffing the job developer role. There were initial difficulties hiring, then there was staff turnover once the position was filled. The site coordinator has filled in the role as much as possible in the interim periods. The job developer's role includes sharing information about career options; making sure students are prepared for employment; helping students with applications, resumes, interviews, and reference sheets; and following up with students to find out whether they are getting jobs. The job developer is also expected to visit about 10 new employers each week to develop connections with new employers and to keep up with existing employer relationships. Because of the staffing challenges at Mercer, however, students there have not received the amount of career advising and support the grant aspires to provide. However, with new staffing, staff at the college expect this situation will improve.

Employer Connections

Through TAACCCT, Mercer has sought to involve employers in a variety of ways. TAACCCT staff gather information about employer needs and incorporate what they learn into curriculum. For example, they worked closely with LabCorp and Robert Wood Johnson to revise the curriculum for the phlebotomy externship. Employers have been invited to speak at future networking sessions about their companies and how to be hired there. They also hope to invite employers to a small job fair. Some programs, including phlebotomy and CNA, require clinicals and externships. Some employers contact the college about openings, and grant staff share this information with students and instructors. The college does not have a formal system to track employer contacts; they discuss the employers they met with each week at their staff meeting.

Mercer had existing relationships and is building new relationships with several large local employers. The college has a formal agreement with St. Lawrence Rehabilitation Center in which the Center supports the tuition of potential CNA students and hires them for at least a year. It also has strong relationships with Robert Wood Johnson and St. Francis, including externships and job placement. The school is also building relationships with Quest Diagnostics

and with both local and national pharmacies such as Walgreens, CVS, and the Robert Wood Johnson pharmacy. Mercer now has a notable relationship with Amazon, which is allowing their employees to take any classes at the school—including those in health professions. Mercer held 2 or 3 information sessions at the Amazon warehouse with about 40 to 50 Amazon employees present—despite classes being capped at 15 students. Mercer started an EKG program in the fall semester that is held at the Amazon warehouse every Saturday and Sunday, from 9 a.m. to 5 p.m., for four weekends.

Workforce System Connections

Mercer has historically had a good relationship with its local One-Stop. This relationship has strengthened under TAACCCT, and communication has increased. College staff reaches out to the One-Stop every semester to meet and exchange details about upcoming information sessions, classes, and networking sessions. They have also visited the One-Stop to make presentations. College staff reports that the number of referrals from the One-Stop has increased since the start of TAACCCT. One challenge with regard to getting referrals is that One-Stops require students to score at the ninth-grade level on TABE to fund their training. The college is proposing that its local One-Stop use Smart Start as a strategy to help students get to this basic skill level so they can enroll in TAACCCT training with One-Stop support.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Mercer's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: MERCER COUNTY COMMUNITY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Certified Nursing Assistant	21	36%	249	12%
Electrocardiogram	24	41%	46	2%
Pharmacy Technician	7	12%	95	5%
Phlebotomy Technician	6	10%	247	12%
Total Program Enrollments	58	99%[43]	637	31%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[43] Does not add to 100% due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: MERCER COUNTY COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	164		1995	
Gender				
Female	136	83%	1698[44]	86%
Male	28	17%	274	14%
Ethnicity				
American Indian	0	0%	7[45]	1%
Asian	22	14%	159	8%
Black/African American	66	43%	525	27%
Hawaiian/Pacific Islander	1	1%	10	1%
Hispanic/Latino	21	14%	411	21%
More than One Race/Other	6	4%	44	2%
White	39	25%	773	40%
Average Age (Years)	159	37	1932	35
Marital Status				
Married	53	33%	522[46]	27%
Not Married[47]	107	67%	1399	73%
Veteran Status	0	0%	25	1%
Disability Status	2	1%	55	3%
Pre-enrollment Employment				
Incumbent Worker	104	63%	1015[48]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	81	$12.00	923	$11.81
Financial Aid				
TAA	2	1%	52	3%
Pell	0	0%	224	11%
TANF	3	2%	88	4%
SNAP	8	5%	240	12%
Dislocated Worker	3	2%	115	6%
UI(Current)	5	3%	145	7%
UI(Future)	5	3%	62	3%
UI(Exhaust)	4		154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[44] Data included 23 missing observations on gender.

[45] Data included 66 missing observations on ethnicity.

[46] Data included 85 missing observations on marital status.

[47] This category included the following responses: single, divorced, and widowed.

[48] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Middlesex County College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Middlesex County College conducted by Rutgers evaluators in February 2016 and July 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Middlesex sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Certified Nursing Assistant	Returning program, labor market alignment, added certification, changed some requirements, can be stacked with phlebotomy and EKG for PCT certification
EKG	Returning program, labor market alignment, can be stacked with CNA and phlebotomy for PCT certification
Patient Care Technician	Stackable credential, labor market alignment, added certification
Phlebotomy	Returning program, labor market alignment, can be stacked with CNA and EKG for PCT certification

Equipment

Middlesex County College did not purchase equipment through the TAACCCT grant. Equipment purchased through HPOG has been leveraged for use in the TAACCCT programs. Middlesex staff reappropriated TAACCCT funds set aside for equipment to help pay instructor costs.

Smart Start

Middlesex is not currently running Smart Start courses. Initially, staff at the college had difficulty justifying the 150-hour (four-week) requirement for the program, which is longer than most of the actual TAACCCT healthcare programs at Middlesex. Given that other colleges in the Consortium have since modified the curriculum to one- or two-week courses, however, this may be less of a concern going forward. A greater challenge is that the college is lacking classroom space for the course, and grant staff also reports a general lack of interest among students, possibly due to the fact that students may not be able to afford to pay for the course.

Staff also noted that much of the Smart Start curriculum is already being covered in existing classes, albeit not as part of a separate, formal, curriculum. Elements of career pathways, medical terminology, and both career readiness and soft skills development are already taught as part of the curriculum of Middlesex's TAACCCT programs. Nonetheless, staff at the college have agreed to partner with Raritan to have students enroll in its online version of the program and attend the two-day hands-on training at Middlesex.

EdReady

Although many of the elements that EdReady covers are already being taught in TAACCCT program courses at Middlesex, staff had run one EdReady session at the time this report was written. Because both staff and student response was overwhelmingly positive, staff are trying to find ways to use EdReady for all programs, even those outside of TAACCCT. Staff are also beginning to speak with a local construction company that may want to offer incumbent worker training to employees that need to refresh their math skills. Middlesex would teach a short course incorporating EdReady, which would benefit local employers and also help sustain the software after the grant period has ended. Generally speaking, there has been light pushback from some remedial math program faculty on the credit-bearing side of the college who believe EdReady might help students pass their entrance exams or move through remedial course sequences faster, thus resulting in fewer students placing into remedial math. The site coordinator has begun conversing about this issue with other departments to alleviate concerns and educate faculty on the benefits of the software program. Currently Middlesex has eight EdReady sessions ready to run, but they have not yet been activated.

Noncredit Context for Credit Review and PLA Standards

The college does not currently have formal articulation agreements for noncredit-to-credit transfer of its TAACCCT programs other than those that were approved through the Consortium by TESU. However, efforts are under way to increase awareness among TAACCCT students of the credit-bearing programs they may consider after completing their noncredit program. Additionally, the deans in charge of both the noncredit and credit programs at Middlesex communicate regularly about how better to bridge the two sides of the college. During the Spring 2016 semester, the college catalog included both noncredit and credit-bearing programs in the same section for the first time; previously, they had appeared in entirely separate sections.

Although there is some basic coordination between the noncredit and credit departments, and the dean of the school is interested in developing a more official pathway, there is still a lot of work to be done in terms of building bridges for noncredit students to further education. For example, upon completion and certification through certain TAACCCT programs, students may apply a predetermined number of credits toward a pre-health associate degree at Middlesex. However, the pre-health degree has limited workforce alignment and is not used by a majority of TAACCCT students. Students who wish to continue their education

generally do so through nursing, which does not allow for credit transfer. Additionally, most students who plan to continue their education do not pay for the certification process related to their completed TAACCCT program, but the certificate is required in order to receive credits. Unfortunately, there is currently no formal way to track students that move from noncredit to credit-bearing programs at Middlesex, such as those that move from a TAACCCT program to the nursing school.

Networking Sessions

Middlesex modified networking sessions to be more workforce-oriented and included a local employer, LabCorp, in the sessions. Two sessions have run to date, and a total of 33 phlebotomy students attended them. The sessions addressed topics such as building soft skills, how to stack programs, how to open a bank account, and other career-relevant information. These topics were chosen in response to input from both participants and employers. For example, LabCorp provided examples of typical interview questions, technical proficiencies, and soft skills they look for in potential employees.

Job Development

Middlesex's job developer is highly involved in career advising and building employer connections. Her role is to prepare students for their job search as well as for employment. To do this effectively, she advises students when they start their programs and goes into classes to do presentations on what they should be expecting from careers in healthcare. She also goes over resume writing, conducts mock interviews, and generally attempts to build confidence in students who might be changing careers or are returning to school after an extended period of time. She puts concerted effort into familiarizing students with her role from the moment they enter their program and acts as a coach for students until completion. She also participates in mandatory information sessions for new students twice a month in which she goes over available programs, program requirements, career pathways, timing and scheduling, and career expectations. She has found the latter issue is especially important to address with students interested in the CNA program. She also meets with employers to arrange their involvement in information sessions as well as in networking sessions and externships.

Employer Connections

Middlesex had strong preexisting relationships with many local employers prior to TAACCCT and has built on these relationships over time. One of the noteworthy developments at Middlesex has been the relationships the school has developed with employers relative to the phlebotomy program. There are three levels of phlebotomy, the third of which is an externship during the course of which students perform well over the 100 blood draws that are required for certification. Many students have been offered jobs by their externship employer immediately after completing their service. In addition, Roosevelt Care Centers has been allowing Middlesex to use its facilities at no cost for CNA classroom space and clinicals and is

also planning recruitment efforts for the CNA program on Middlesex's behalf. While the facility has hoped to hire Middlesex's CNA graduates, most of the school's CNA graduates continue their education to receive their PCT certification and do not seek employment as CNAs. Because of this, TAACCCT staff are looking at ways to market the benefits of entry-level employment at Roosevelt to students.

One improvement Middlesex staff still hope to make relative to their employer relationships is to create a formal advisory board where employers can offer input on curriculum, equipment purchases, and classes. Staff are currently speaking with employers to institute these formal meetings.

Workforce System Connections

Similar to the school's employer relationships, Middlesex has historically enjoyed a good working relationship with its local workforce center. Students are often referred from the workforce center to the college, and both HPOG and TAACCCT programs have benefited from student placement via the workforce center. TAACCCT staff meet with workforce representatives regularly to discuss available training programs and to keep the local office up-to-date on healthcare offerings. Although many of these relationships are not new under the grant, they continue to be built upon and expanded through TAACCCT.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Middlesex's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: MIDDLESEX COUNTY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Certified Nursing Assistant	44	18%	249	12%
Clinical Medical Assistant	26	11%	254	12%
EKG/Telemetry	33	13%	36	2%
Patient Care Technician	19	8%	96	5%
Pharmacy Technician	4	2%	95	5%
Phlebotomy Technician	119	48%	247	12%
Total Program Enrollments	246	100%	977	48%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

STUDENT DEMOGRAPHIC CHARACTERISTICS: MIDDLESEX COUNTY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	226		1995	
Gender				
Female	194	89%	1698[49]	86%
Male	25	22%	274	14%
Ethnicity				
American Indian	1	0%	7[50]	1%
Asian	38	17%	159	8%
Black/African American	65	30%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	80	37%	411	21%
More than One Race/Other	4	2%	44	2%
White	30	14%	773	40%
Average Age (Years)	219	32	1932	35
Marital Status				
Married	57	27%	522[51]	27%
Not Married[52]	157	73%	1399	73%
Veteran Status	2	1%	25	1%
Disability Status	6	3%	55	3%
Pre-enrollment Employment				
Incumbent Worker	88	39%	1015[53]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	82	$10.53	923	$11.81
Financial Aid				
TAA	14	6%	52	3%
Pell	5	2%	224	11%
TANF	5	2%	88	4%
SNAP	24	11%	240	12%
Dislocated Worker	46	20%	115	6%
UI(Current)	17	8%	145	7%
UI(Future)	5	2%	62	3%
UI(Exhaust)	7	3%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[49] Data included 23 missing observations on gender.

[50] Data included 66 missing observations on ethnicity.

[51] Data included 85 missing observations on marital status.

[52] This category included the following responses: single, divorced, and widowed.

[53] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
New Jersey Health Care Talent Network, Rutgers

This summary describes progress with grant implementation activities through summer 2016 based on site visits conducted by Rutgers evaluators in February 2016 and September 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016. Since this program is not based at a community college, several grant activities were not implemented at this site, including Smart Start, EdReady, and networking sessions. As such, these activities are not discussed in this summary.

Program Development

The Community Health Worker (CHW) training program is unique among Consortium programs. It is run by the Rutgers School of Management and Labor Relations in partnership with the Healthcare Talent Network. In contrast to the other TAACCCT programs, which are housed in community colleges, the CHW program is based at Rutgers with classes held in various locations throughout New Jersey, and the program culminates in a year-long apprenticeship with one of a variety of local employer-partners. This program greatly expands an earlier pilot program that featured a two-week training program and had no formal requirement for on-the-job training.

Program	Curriculum Reform
Community Health Worker	Pilot expansion, added more class time and a year-long apprenticeship

Noncredit Context for Credit Review and PLA Standards

The CHW team is working with TESU to explore options for facilitating college credit. Currently there is no formal pathway, so students would have to submit a portfolio to seek credits at TESU. However, in the future the CHW team would like for the process to be more seamless for their students.

Job Development

Career advising is largely the role of the CHW project manager. During the classroom-based portion of their training, students are given soft skills training and help with resume development. This continues into the placement search as the site coordinator works to place every participant with a local employer; she submits students to the employers for possible placement. The process is collaborative, but employers perform the apprenticeship interviews and make the final decision regarding who to bring into their work sites. The CHW team provides job coaching during the apprenticeship placement process.

Employer Connections

The CHW program includes a 2,100-hour apprenticeship component. The program has placed students into apprenticeships at Henry J. Alston, Newark Community Health Center, and Saint Peter's Hospital. The Health Care Talent Network serves as a key point of contact for the program with employers, as well as the business network of the project director. Additionally, the site coordinator has been making inroads with local employers and developing her network.

Employers who participate in the apprenticeship program must agree to pay 50 percent of the student's salary for 6 months, and the full salary between months 7 and 12. They also agree to regular monthly check-ins and communication with the site coordinator and to speak with the site coordinator before dismissing an apprentice.

Workforce System Connections

The CHW program, as it originated in an Opportunity4Jersey grant, targets unemployed workers and has a strong connection to the workforce system. Recruitment and prescreening happens primarily through One-Stop workforce centers. The site coordinator works with a liaison at each office to set up information sessions and meetings. The liaison sends information to the case managers, who in turn share the information as appropriate with their clients. The site coordinator runs the information session, typically with a One-Stop case manager in attendance to answer questions that may arise about benefits eligibility for students in the program. Students apply, and promising candidates are interviewed by the site coordinator.

Student Demographics and Enrollments

As the students enrolled in the CHW program are not formally students at Rutgers University, there are no institutional enrollment data on these participants. In the January 2016 cohort, 16 individuals started the classroom training component of the program, and 11 completed the initial training. Of those 11 trainees, 9 were placed into apprenticeships. In the August 2016 cohort, 16 enrolled and completed the classroom training component in October. Of those 16 trainees, 6 have been placed into apprenticeships, and at the time of this writing, the site coordinator continues her work to place the rest.

STUDENT DEMOGRAPHIC CHARACTERISTICS: NEW JERSEY HEALTH CARE TALENT NETWORK, RUTGERS

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled[54]	16		1995	
Gender				
Female	15	94%	1698[55]	86%
Male	1	6%	274	14%
Ethnicity				
American Indian	0	0%	7[56]	1%
Asian	0	0%	159	8%
Black/African American	13	81%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	3	19%	411	21%
More than One Race/Other	0	0%	44	2%
White	0	0%	773	40%
Average Age (Years)	16	33	1932	35
Marital Status				
Married	2	13%	522[57]	27%
Not Married[58]	14	88%	1399	73%
Veteran Status	0	0%	25	1%
Disability Status	0	0%	55	3%
Pre-enrollment Employment				
Incumbent Worker	1	6%	1015[59]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	1	$9.00	923	$11.81
Financial Aid				
TAA	1	6%	52	3%
Pell	0	0%	224	11%
TANF	10	63%	88	4%
SNAP	9	56%	240	12%
Dislocated Worker	0	0%	115	6%
UI(Current)	0	0%	145	7%
UI(Future)	1	6%	62	3%
UI(Exhaust)	1	6%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[54] Data only includes first cohort of students.

[55] Data included 23 missing observations on gender.

[56] Data included 66 missing observations on ethnicity.

[57] Data included 85 missing observations on marital status.

[58] This category included the following responses: single, divorced, and widowed.

[59] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Ocean County College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Ocean County College conducted by Rutgers evaluators in February 2016 and September 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Ocean sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Certified Clinical Medical Assistant	Returning program, hands-on learning added, attempting to offer for credit, secured externship site with LabCorp	No
Dental Assistant	Returning program, but being further developed	Developing
Holistic Health Degree	New program, under review for AAS degree approval	No
Patient Care Technician	Returning program, hands-on learning added	No
Phlebotomy Technician	Returning program, secured clinical site with LabCorp	No

Equipment

Ocean did not allocate resources toward the purchase of equipment at the start of the grant. However, the college recently submitted a budget modification to purchase equipment. The motivation for the revision was the opening of a new building to house the health programs where new equipment would be useful coupled with the need to replace some old and out-of-date equipment. In the light of these updates, the college has now purchased, or plans to purchase in the near future, an EKG machine, phlebotomy arms, and a new dental chair. Ocean also used funds to build a resource library for the health programs. This will serve as a lending library for students in its TAACCCT program.

Smart Start

Smart Start is being implemented at Ocean as both a career and resume enhancer for former and current students. The course is offered as a supplement to the college's existing programs and provides students with instruction in CPR, first aid, infection control, and HIPPA. To date, the college held one Smart Start class with 12 students in it. This first class was offered to the students for free, but in the future there may be a small charge associated with enrollment. Smart Start was listed in the summer course catalog, but it did not generate much interest, so grant staff is thinking about other marketing strategies for the course. Additionally, some staff had raised the possibility of adopting other iterations of Smart Start, including using it as way to prepare students for credit-bearing coursework. At the time of our visit this idea was being discussed, but no curriculum had been created.

EdReady

At the time of our site visit, EdReady was not yet being used on campus, but the plan was to make it available to all students at the college.

Noncredit Context for Credit Review and PLA Standards

Ocean TAACCCT staff are working with TESU to articulate noncredit programs for credit. Mainly, they are trying to get electives from Health Science to transfer. The college is seeking to help students better prepare for the nursing program. Many students consider themselves to be "pre-nursing" students but are not actually on the academic pathway to get admitted into the nursing program. Additionally, students in the TAACCCT health science programs may not be prepared for the academic rigor, teaching style, and delivery of the nursing program. A major difference between credit-bearing and noncredit courses is how they are graded—noncredit courses are pass/fail, whereas the credit-bearing nursing courses receive standard letter grades. There is a perception that this difference can cause stress and self-confidence issues for students and prevent them from making this transition. As a result, grant staff are beginning to think about ways to provide students with more support that would better prepare them to transition to credit-bearing programming. Flyers about career pathways have been distributed on campus, and TAACCCT students have been invited to meetings to learn more about the academic pathways available to them and the prerequisites that will be necessary if they decide to continue their education. Additionally, a survey is being planned for students as they exit noncredit healthcare programs to understand their goals and their knowledge of the different career pathways they can choose from.

Networking Sessions

To date, 5 networking sessions have been held at Ocean, and 34 TAACCCT students attended them. The sessions were offered outside of class time and provided opportunities for current students and alumni to learn about various career readiness topics while networking

with each other. Networking sessions at Ocean typically include a guest speaker as well as time for students and alumni to talk to each other about job applications, interviewing, and job experiences. The time provided for networking among students and alumni seems to be fruitful. Those who have positions help those who don't. However, staff have observed that getting graduates to come back to attend these sessions is challenging.

Job Development

Connecting students to employment is a very important goal for TAACCCT staff at Ocean. Almost everyone we spoke to at the college, including staff, faculty, and grant management, declared this as the main goal for the program. The college has two staff people dedicated specifically to this goal: a career navigator and a job developer. The career navigator provides information, instruction, and counseling to all TAACCCT students in job readiness and job search skills. Topics include dressing for success and interviewing. This instruction is primarily provided during class time, but students also meet individually with the career navigator. The job developer works primarily to connect students with externships, internships, and employment. She meets with students at the end of their externships to talk about their experience and understand what kind of permanent employment might interest the student. The job developer also makes sure that all program certifications are added to students' resumes.

The job developer and the career navigator work together very closely; they even share an office right outside of the TAACCCT classrooms. Students can and do stop by this office to ask both staff members questions and get help with resumes, creating LinkedIn profiles, filling out job applications, conducting mock interviews, and other job-related issues.

Employer Connections

Ocean has also placed a strong emphasis on connecting with employers under TAACCCT. In fact, about half of the job developer's time is spent developing new and maintaining existing relationships with employers. The job developer, who has a background in sales and credits this with her success, spends one full day a week visiting doctors and healthcare facilities in the area to share information about the program and create connections with employers for externships, internships, incumbent worker training, and employment. Because Ocean's employer connections are strong, all of the TAACCCT programs at the school are able to offer externships with employers. These connections have been so successful that in one recent cohort of students, every student was offered a job, and some were offered more than one.

The job developer at Ocean uses the connections she makes with employers to find open positions in the region and place students in them. Before a student applies for a job, she often makes a connection with that employer. It was noted by a few people that student employment has more than doubled since this position was put in place.

The job developer is very pleased with the quality of the relationships that have been built with many of the large hospitals and labs in the area, and she is now looking to generate more interest from smaller practices, including urgent care centers and billing companies. She is also going to begin tracking employer satisfaction with the graduates they hire.

Workforce Systems Connections

Ocean has a longstanding positive relationship with the local workforce system. This relationship has continued during the TAACCCT grant. Each week the college sends the local workforce centers the number of program openings it has available so that potential students from the workforce system can be referred. Grant staff have presented information on TAACCCT to the local Workforce Investment Board. Additionally, there is some talk about sharing a TAACCCT staff member with the workforce center for the sake of both sustainability and better collaboration between the systems.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Ocean's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: OCEAN COUNTY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Administrative Medical Assistant	76	33%	172	8%
Billing and Coding	9	4%	63	3%
Clinical Medical Assistant	90	39%	254	12%
Dental Assistant	25	11%	39	2%
Patient Care Technician	16	7%	96	5%
Phlebotomy Technician	9	4%	247	12%
Physical Therapy Aide	6	3%	6	0%
Total Program Enrollments	231	101%[60]	877	100%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[60] Does not add to 100% due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: OCEAN COUNTY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	229		1995	
Gender				
Female	210	92%	1698[61]	86%
Male	19	8%	274	14%
Ethnicity				
American Indian	1	0%	7[62]	1%
Asian	6	3%	159	8%
Black/African American	13	6%	525	27%
Hawaiian/Pacific Islander	1	0%	10	1%
Hispanic/Latino	25	11%	411	21%
More than One Race/Other	8	4%	44	2%
White	170	76%	773	40%
Average Age (Years)	227	38	1932	35
Marital Status				
Married	75	33%	522[63]	27%
Not Married[64]	153	67%	1399	73%
Veteran Status	4	2%	25	1%
Disability Status	11	5%	55	3%
Pre-enrollment Employment				
Incumbent Worker	110	48%	1015[65]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	103	$12.11	923	$11.81
Financial Aid				
TAA	6	3%	52	3%
Pell	13	6%	224	11%
TANF	5	2%	88	4%
SNAP	22	10%	240	12%
Dislocated Worker	6	3%	115	6%
UI(Current)	42	18%	145	7%
UI(Future)	11	5%	62	3%
UI(Exhaust)	21	9%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[61] Data included 23 missing observations on gender.

[62] Data included 66 missing observations on ethnicity.

[63] Data included 85 missing observations on marital status.

[64] This category included the following responses: single, divorced, and widowed.

[65] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Passaic County Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Passaic County Community College conducted by Rutgers evaluators in March 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Passaic sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform	New Equipment
Administrative Medical Assistant	Returning program, no reform	No
Emergency Medical Dispatch	Added workplace learning experience	Yes
Emergency Medical Technician (EMT)	Transitioned to hybrid course, purchased Chromebooks for students, added lab room	Yes
Pharmacy Technician	Pharmacy Technician Certification Board (PTCB) currently reviewing content	No

Equipment

Passaic purchased 72 Chromebook laptops to be used in the college's hybrid classrooms as part of the EMT program. Grant staff are currently seeking to purchase equipment so they can offer a PCT program, but this is still in process. To this end, they are exploring adding phlebotomy and EKG programs for those students who have a CNA license; combined, these programs will lead to a PCT license. The college cannot fully offer PCT, as it can take up to 2 years to get Board of Nursing approval for a CNA lab.

Smart Start

Passaic implemented Smart Start and has found it to be very helpful in acclimating students to noncredit programs. The new online application allows students to practice using Smart Start before beginning classes, and officials have seen student improvement. Passaic is focused on reforming the Smart Start schedule to create a compressed version. They found it too

difficult to schedule the program when the course met for five days a week. The revised version of the course will integrate Smart Start with EdReady. As of November 2016, Smart Start has run three times since the TAACCCT grant began, and a total of 14 students completed it.

EdReady

The college is integrating EdReady into its Smart Start classes and is looking for other ways to use the software across the college. For example, the math department is using EdReady with some classes, and the EOF program has used it as part of the summer bridge program. EdReady has the support of the college president and many key staff at the college who are promoting its use more broadly.

Noncredit Context for Credit Review and PLA Standards

Passaic developed a new PLA policy through its round three TAACCCT grant. This existing policy will help facilitate the use of the TESU credits, although only one of the college's programs has been included in the credit review process thus far.

Passaic works to build noncredit-to-credit relations from the admission process onward. Officials work with the admissions office to provide students with a Prospective Student ID for nontraditional students. This ID can be used so that noncredit students can return to college even without academic credit. They also work with the credit-bearing programs to help build stackable credentials and job placement.

Networking Sessions

Passaic has completed 11 networking sessions that have attracted a total of 129 students. The topics of their sessions include time management and stress relief, next steps in the college path, tips to survive college-level courses, dress for success/resume writing, the role of the pharmacy technician, humor in healthcare, resume writing, and critical thinking for goal making. Passaic also held a Health Career Fair. They provided food in these sessions, which staff report has made a big difference in promoting attendance and enhancing conversations.

Job Development

Passaic has conducted a range of activities to help prepare students for work. The college conducted a job fair in a way that was designed to promote more interaction between students and employers. Employers first presented on their organization and their hiring needs. Then, the students and employers had an opportunity to meet in small groups and talk with each other. Grant staff intentionally formed the small groups of students so that they would be well balanced in personality and talkativeness. They prepared students by doing two mock interviews and bringing in Dress for Success to give the students new suits. Staff have also

helped match students with volunteer experiences to help them gain practical experience to build their resumes.

Employer Connections

Passaic has worked over the last few years to increase its outreach to form business partnerships. To this end, they held career fairs and student networking sessions. Students were able to dress professionally, present their resumes to employers, and participate in mock interviews.

Workforce System Connections

Passaic's employer–workforce engagement is sustainable, and the college has accomplished both job placement and relationship building.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Passaic's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: PASSAIC COUNTY COMMUNITY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Administrative Medical Assistant	45	25%	172	8%
Emergency Dispatcher	7	4%	7	0%
EMT	94	53%	109	5%
Pharmacy Technician	17	10%	95	5%
Smart Start	14	8%	87	4%
Total Program Enrollments	177	100%	470	22%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

STUDENT DEMOGRAPHIC CHARACTERISTICS: PASSAIC COUNTY COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	181		1995	
Gender				
Female	127	71%	1698[66]	86%
Male	52	29%	274	14%
Ethnicity				
American Indian	1	1%	7[67]	1%
Asian	11	6%	159	8%
Black/African American	42	24%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	76	43%	411	21%
More than One Race/Other	0	0%	44	2%
White	46	26%	773	40%
Average Age (Years)	176	28	1932	35
Marital Status				
Married	24	13%	522[68]	27%
Not Married[69]	154	87%	1399	73%
Veteran Status	3	2%	25	1%
Disability Status	3	2%	55	3%
Pre-enrollment Employment				
Incumbent Worker	97	54%	1015[70]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	89	$11.02	923	$11.81
Financial Aid				
TAA	0	0%	52	3%
Pell	28	15%	224	11%
TANF	12	7%	88	4%
SNAP	17	9%	240	12%
Dislocated Worker	0	0%	115	6%
UI(Current)	11	6%	145	7%
UI(Future)	4	2%	62	3%
UI(Exhaust)	27	15%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[66] Data included 23 missing observations on gender.

[67] Data included 66 missing observations on ethnicity.

[68] Data included 85 missing observations on marital status.

[69] This category included the following responses: single, divorced, and widowed.

[70] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Raritan Valley Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Raritan Valley Community College conducted by Rutgers evaluators in March 2016 and September 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Raritan sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Certified Nursing Assistant	Currently on hold. Course is being reevaluated, and they are having trouble finding an instructor.
Occupational Therapy	Program in development, spring 2018 target start date

Equipment

Using TAACCCT funds, Raritan initially purchased laptops, then later purchased adult- and infant-sized CPR dummies for Smart Start. They also created a binder for Smart Start students that includes all the information taught in the course along with course evaluation surveys for students to fill out. (The binders are mailed to online students.) The binders include supplies, such as four sets of gloves (small, medium, large, and extra-large), a gown, a stethoscope, and alcohol pads. The costs of the binder and its contents are covered through the grant.

Smart Start

Originally, the Smart Start program at Raritan was conceived as a traditional face-to-face course. However, the Smart Start developer/instructor found that this was a lot of time to ask of students who may have conflicting responsibilities or difficulty getting transportation and felt some innovation might help the program reach a broader audience. The course was then reconfigured so that it could be taught online in addition to being offered in person. By September 2016, Raritan had run six Smart Start Sessions: two classes were online, with third and fourth online sessions scheduled in October and November. Class sizes ranged from two to six students. The course was also shortened from its original length of four to five weeks to a

one-week, 20-hour in-person course or a two-week hybrid course. Some traditional sessions run for a week, Monday through Friday, from 4 p.m. to 8 p.m., and others run on four consecutive Saturdays, from 9 a.m. to 2 p.m. The online course runs at the students' own pace over two weeks, after which the students can go to campus on certain evenings, or for one very long day, to learn the hands-on skills and get their CPR certificate.

The school recruits for Smart Start through flyers and marketing at community events. The free CPR certification attached to Smart Start is the major draw for students, especially those in Allied Health. Some students still go through Smart Start despite already having CPR certification just to learn about healthcare careers and pathways.

EdReady

Raritan incorporated the EdReady program into its Smart Start course. Because the online course is designed for students who are not technologically savvy, the instructor sends students a comprehensive letter before the course begins with information on how to get started in the course online. She created a screencast that shows students how to get into the web studies.

Noncredit Context for Credit Review and PLA Standards

All Raritan health programs are in the Department of Allied Health, which facilitates communication between credit-bearing and noncredit programs. Also, there are monthly staff meetings during which the two departments update each other on their status and future plans.

There are two examples of Raritan programs bridging noncredit to credit on their own. First, in the billing and coding program, students are required to get the noncredit coding certificate before moving on to the credit-bearing billing and coding course. Additionally, the 36-credit CMA program is a credit-bearing certificate program. At the end of the program, they receive a certificate, but the credits are potentially transferable if another program or college will accept them. Students are encouraged to move from noncredit to credit, but it is not pushed. Individual students do approach the department for help navigating the pathway from school to employment, and the majority of instructors are willing to provide that assistance.

Networking Sessions

The networking sessions held to date at Raritan were optional and were advertised by bulletin board postings and flyers around college campus as well as by faculty. Topics were chosen based on need, as determined through talking with students, taking their questions, and doing mock interviews with them. Prior to adding the job coordinator, the site coordinator developed three networking session curriculums (cover letter writing, resume writing, and the importance of and how to say 'thank you'). She also developed a network session on the topic of 'grit.' In the latter, she explained the concept of grit and then screened a Ted Talk on the topic. In another networking session, people from the community came in and spoke about

what they are looking for from the people they interview. The new job placement coordinator will continue to develop new networking sessions; she has already created a session to go with the introduction of TAACCCT when she first meets incoming students as well as a session about the job search process. She also developed a networking session about social media and the job search and a "dressing for success" session. In total, seven to eight sessions will be presented this fall. These sessions are open to the entire college, not just TAACCCT students, in the hopes of attracting more students to TAACCCT programs.

Job Development

The job developer position had only recently been filled at the time of our September site visit; at the beginning, Raritan attempted to use the site coordinator to fulfill the job developer role as well as site coordinator duties. They eventually decided to hire a separate job developer, and since then there has been two hires: one that did not persist and a second that had been in place for one month at the time of our second site visit. Raritan asked the new job developer to focus on the students as a career counselor rather than on developing employer relations. This is a part-time position that is intended to be focused on TAACCCT and other Allied Health students rather than one that works with students across the whole college.

The current job placement specialist at Raritan recently moved from the west coast, so she is not starting with any existing networks in the area. However, she plans on speaking to the professors about their contacts and to gather information on what those employers are looking for in their candidates. She also plans to push for job fairs at Raritan and hopes to connect with the career office from the broader school. She hopes to help students prepare for those job fairs, perhaps by developing a networking session around that topic. The site coordinator and workforce development department help to counsel students and place them in jobs, and the site coordinator also offers students assistance with resume writing and cover letters.

An additional practicum specialist regularly conducts online research about available jobs, puts together a copy of search results, and sends the compiled lists on the 15th and 30th of each month. Once the current job placement coordinator is finished developing networking sessions, she will then shift her focus to creating a quarterly newsletter that discusses TAACCCT and Allied Health, highlights success stories, and alerts students to employers that contacted Raritan in search of employees. Raritan also has a focused open house that is targeted exclusively at healthcare careers.

Employer Connections

Raritan is mainly connecting with employers through advisory boards and practicum placements. The employer collaborators who participate on the advisory boards are reported to be very active. The advisory boards consist of outside employers, current instructors, and current and former students. Employers share what is new in the industry and what should be

included in the curriculum. They also give feedback on what they're looking for in job candidates, how to put tools in place to measure employability, and how to embed that training in the classes.

The Allied Health and job services departments both reach out to employers. Raritan's major employers are Hunterdon, Robert Wood Johnson, and Overlook Summit Medical Group. The CNA program serves several nursing homes in the area. In the summer, CMA students do 160 hours of clinical and administrative practicums onsite in a doctor's office. Raritan has access to about 25 clinical sites, and staff report no difficulty placing students. These clinical sites often hire students for permanent positions upon completion of their practicums.

Most of the practicum sites already have signed agreements with Raritan, some of which never expire, so the practicum specialist simply sends the necessary forms to the practicum sites when students ask her to do so. She works with the professors to place students, but she does not match students to practicum sites.

Workforce System Connections

Raritan works directly with the local One-Stop, which sends the college its displaced workers for training. The college has some issues engaging One-Stop staff, however, because they seem to be overwhelmed and lacking the resources necessary to expand their efforts. A Raritan staff member visits the One-Stop once a month to run a Raritan workforce day and promote some of the TAACCCT programs. Raritan hopes to improve its communication with the One-Stop but reports that the response has been lacking.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Raritan's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: RARITAN VALLEY COMMUNITY COLLEGE

Program	College		Consortium	
	N	Percent College Enrollments	N	Percent Consortium Enrollments
Administrative Medical Assistant	29	30%	172	8%
Billing and Coding	1	1%	63	3%
Certified Nursing Assistant	26	27%	249	12%
EKG	3	3%	24	1%
Pharmacy Technician	8	8%	95	5%
Phlebotomy Technician	30	31%	247	12%
Total Program Enrollments	97	100%	850	41%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

STUDENT DEMOGRAPHIC CHARACTERISTICS: RARITAN VALLEY COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	130		1995	
Gender				
Female	115	88%	1698[71]	86%
Male	15	23%	274	14%
Ethnicity				
American Indian	0	0%	7[72]	1%
Asian	12	10%	159	8%
Black/African American	18	15%	525	27%
Hawaiian/Pacific Islander	3	2%	10	1%
Hispanic/Latino	26	21%	411	21%
More than One Race/Other	3	2%	44	2%
White	60	49%	773	40%
Average Age (Years)	121	32	1932	35
Marital Status				
Married	45	37%	522[73]	27%
Not Married[74]	77	63%	1399	73%
Veteran Status	2	2%	25	1%
Disability Status	4	3%	55	3%
Pre-enrollment Employment				
Incumbent Worker	81	68%	1015[75]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	89	$11.02	923	$11.81
Financial Aid				
TAA	1	1%	52	3%
Pell	11	8%	224	11%
TANF	1	1%	88	4%
SNAP	0	0%	240	12%
Dislocated Worker	3	2%	115	6%
UI(Current)	2	2%	145	7%
UI(Future)	3	2%	62	3%
UI(Exhaust)	3	2%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[71] Data included 23 missing observations on gender.

[72] Data included 66 missing observations on ethnicity.

[73] Data included 85 missing observations on marital status.

[74] This category included the following responses: single, divorced, and widowed.

[75] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Interim Report
Summary of Implementation Activities Through Summer 2016
Sussex County Community College

This summary describes progress with grant implementation activities through summer 2016 based on site visits to Sussex County Community College conducted by Rutgers evaluators in February 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Sussex sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. Due to structural and staffing transitions at the college, all but two TAACCCT programs (Certified Medical Assistant and EMT) had been discontinued as of Fall 2016, with the intent of revising and rolling out improved programs at a later date. All programs had added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Certified EKG	New program
Certified Medical Assistant	New program, later revised to change the location of pharmacology within the program
Certified Nurse Aide	Intended to start Fall 2016
EMT	New program, developing pathway from EMT to paramedic to nurse
Home Health Aide	Intended to start Fall 2016
Medical Billing and Coding	Developed as an online course
Medical Office Admin.	New program
Pharmacy Technician	New program
Phlebotomy	Redesigned program, redesigns required 100 sticks instead of 20, currently looking to expand practicum from 20 hours to 80 hours.
Surgical Technology	New program

Equipment

As of February, Sussex purchased a "TraumaMan" and an intramuscular injector simulator. The college also purchased standard-, baby-, and child-sized CPR manikins along with two blood pressure arms—one for the EMT program and one for phlebotomy. Sussex also purchased software for the surgical technician program that explains how to do a perfect interview.

Smart Start

As of February 2016, Sussex planned to run six Smart Start sessions. By March, they had run one session with six students, four of whom completed the course. The course ran for three weeks. Sussex subsequently revamped its Smart Start curriculum so it could be delivered by any instructor. The college then planned on running three sessions of the redesigned course in the spring semester, but there was not enough interest in the evening program. Due to financial issues with the college, all spending was halted. They were also planning to run a Smart Start course in the summer for high school graduates interested in health sciences. As of August 2016, however, Sussex was not moving ahead with Smart Start. Instead, they were planning on using Bergen's New Beginnings program. This program includes the employment and CPR certification components of Smart Start but is also accelerated, modular, and embedded into program curriculum. Sussex plans to include New Beginnings in its curriculum in grant years 3 and 4.

EdReady

Sussex has not yet implemented EdReady. Initially, Sussex planned on using the software to help incoming high school students. EdReady may also be used by the Learning Center for students who need remedial help.

Noncredit Context for Credit Review and PLA Standards

There is no official noncredit-to-credit articulation pathway at Sussex. One support that does exist is in the CMA program, where an advisor was hired for 10 hours weekly in Health Sciences Advising. This person will work directly with students who have petitioned for noncredit-to-credit.

Networking Sessions

All students in TAACCCT classes, regardless of whether they count as TAACCCT students, are eligible to attend the networking sessions at Sussex. The college held two networking sessions in total. Its first networking session, which was held in December 2015 and included food and a presentation, attracted 19 students. The topic of that session was interview skills. The second networking session, which focused on study skills, was held in March 2016 and attracted 31 attendees.

Job Development

By August 2016, Sussex no longer had a job developer. Students were still finding jobs, but staff were not able to follow up with them. The site coordinator now works with students to help them learn about their options in the healthcare field and guide program graduates into academic pathways tying credit and certifications toward employment goals. Most of the

students are referred by social service organizations or the local One-Stop. The site coordinator visits TAACCCT classes often to help with professional development.

Previously the job developer worked with the site coordinator. Together, they worked with students on their resumes and helped them search for jobs. The job developer also brought employers on campus to interview students. All students enrolled in a TAACCCT course could benefit from the TAACCCT networking sessions and employment services the college was able to offer when both staff members worked in tandem.

Employer Connections

Sussex has been working to expand and deepen employer relationships. The college ran a pilot program in which a local employer came to campus to interview students. The employer hired three students from the phlebotomy program for part-time positions. Sussex TAACCCT staff met with many employers during the last reporting period, mostly through contract renewals and in the process of building an advisory board. They signed contracts with 40 employers that they now work with. They find it a challenge that because the medical field is so busy, Sussex has to show employers that it is worth the time to train its students.

Sussex ran an Allied Health job fair in September 2016 with 50 students and 19 employers in attendance. The students were able to speak to hiring managers, collect business cards, and hand out their resumes. The college has an advisory committee for its CMA program that includes three area physicians, and it hopes to expand the committee's mission to cover the EMT program as well. Staff invited the local One-Stop to participate, but they do not attend evening meetings. The college hopes the advisory board will make sure that its curriculum correlates with employer needs.

Sussex has externships with LabCorp, who has interviewed some of its students. It is difficult for Sussex students to get jobs there, however, because they require two years of experience. Because of their conversations with LabCorp, Sussex increased the number of sticks that phlebotomy students complete in their course from 20 sticks to 100 sticks. LabCorp is also looking for students who do an 80-hour practicum, but Sussex only offers a 20-hour practicum. Sussex hopes that LabCorp will support the other 60 hours because Sussex cannot afford it.

Workforce System Connections

At Sussex, students who want to continue their education—such as phlebotomy students who wish to transition to medical assisting, for example—are referred to the One-Stop to try to get WIOA funding. Most TAACCCT students at Sussex are referred to the program from social service organizations or the local One-Stop. Despite these reciprocal referrals, however, the relationship with the workforce system is described as still in development.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Sussex's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: SUSSEX COUNTY COMMUNITY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Administrative Medical Assistant	16	7%	172	8%
Billing and Coding	7	3%	63	3%
Certified Home Health Aide	24	10%	100	5%
Certified Nursing Assistant	20	9%	249	12%
Clinical Medical Assistant	43	19%	254	12%
EKG	21	9%	24	1%
EMT	15	7%	109	5%
Pharmacy Technician	14	6%	95	5%
Phlebotomy Technician	58	25%	247	12%
Surgical Technician	12	5%	30	1%
Total Program Enrollments	230	100%	1343	64%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

STUDENT DEMOGRAPHIC CHARACTERISTICS: SUSSEX COUNTY COMMUNITY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	232		1995	
Gender				
Female	207	90%	1698[76]	86%
Male	24	10%	274	14%
Ethnicity				
American Indian	1	0%	7[77]	1%
Asian	2	1%	159	8%
Black/African American	7	3%	525	27%
Hawaiian/Pacific Islander	1	0%	10	1%
Hispanic/Latino	25	11%	411	21%
More than One Race/Other	5	2%	44	2%
White	188	82%	773	40%
Average Age (Years)	217	36	1932	35
Marital Status				
Married	62	28%	522[78]	27%
Not Married[79]	162	72%	1399	73%
Veteran Status			25	1%
Disability Status	14	6%	55	3%
Pre-enrollment Employment				
Incumbent Worker	128	55%	1015[80]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	119	$12.98	923	$11.81
Financial Aid				
TAA	2	1%	52	3%
Pell	58	25%	224	11%
TANF	16	7%	88	4%
SNAP	23	10%	240	12%
Dislocated Worker	28	12%	115	6%
UI(Current)	18	8%	145	7%
UI(Future)	12	5%	62	3%
UI(Exhaust)	21	9%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[76] Data included 23 missing observations on gender.

[77] Data included 66 missing observations on ethnicity.

[78] Data included 85 missing observations on marital status.

[79] This category included the following responses: single, divorced, and widowed.

[80] Data included 619 missing observations on pre-enrollment employment status.

NJ-PREP TAACCCT Evaluation
Summary of Implementation Activities Through Summer 2016
Union County College

This summary describes progress with grant implementation activities through summer 2016 based on site visits conducted to Union County College by Rutgers evaluators in February 2016 and August 2016. It also includes data on student characteristics and enrollments pulled from the NJ-PREP Consortium Salesforce Student Tracking System in November 2016.

Program Development

Union sought to develop new programs and reform existing programs in several ways. The table below summarizes the new programs added as well as the curricular reforms made to existing programs. All programs have added career development and job placement services through the job developer's role. A full list of programs included in the grant and their student enrollments is provided at the end of the summary.

Program	Curriculum Reform
Patient Care Technician (students take Anatomy and Physiology I and II Medical Office Procedures, EKG, and Phlebotomy as part of PCT—certificates are separable)	Returning program, labor market alignment, added externships, accelerated
Bridge to Practical Nursing	Articulates credits from PCT to practical nursing program
Pharmacy Technician	Returning program, accelerated

Equipment

Union purchased some program-specific equipment and plans to spend approximately $2,000 more to purchase two lab computers. It also hopes to purchase ALEKS (Assessment and Learning in Knowledge Spaces) adaptive learning software to assist students in preparing for college-level programs in practical nursing and allied health sciences. The software would be used by students in both credit-bearing and noncredit programs.

Smart Start

Through November 16, 2016, Union had run five Smart Start courses that served a total of 34 students. The school modified the original four-week course to run in two weeks. TAACCCT staff removed the basic skills component from the course because students receive that instruction as part of their program courses. Staff also incorporated a full week of professional development into the course. At Union, Smart Start is meant to be tailored to each group of students. The Smart Start instructor gives students pre-course assessments that determine their learning styles and then adjusts the program accordingly, giving students learning strategies that are tailored to suit their individual needs. Assessments are also used to

determine students' strengths and weaknesses relative to the course material. Students are reassessed after completing the course to gauge their progress. Students who discussed the assessments with us spoke positively about them, reporting that the tools helped them to focus on those elements they most needed to work on. Students were also overwhelmingly positive about Smart Start, noting that the course gave them confidence to pursue college-level work, clear conceptualizations about career pathways in healthcare, and the benefit of getting their CPR certification.

TAACCCT staff at the college also reported that the CPR certification helps them promote the course. One barrier to increasing enrollment, however, was the timing of the courses—many students were unable to take the additional course during traditional class times. Staff were planning to offer evening Smart Start courses beginning in Fall 2016 in an effort to reach those students with work and/or care responsibilities who may need to take courses during alternate times. Staff were also in conversations about offering weekend Smart Start courses for the same reasons.

EdReady

At the time this report was written, Union had not yet implemented EdReady but was hoping to do so soon. Staffing turnover during the fall semester of 2016 had delayed implementation. TAACCCT staff plan to use the software as a bridge to better prepare students for college-level work, and they plan to roll out EdReady to the entire college, not just to those in TAACCCT programs. Staff report feeling excited about the possibilities the software will bring.

Noncredit Context for Credit Review and PLA Standards

Union's TAACCCT programs are housed under the college's Department of Practical Nursing, a credit-bearing department, rather than the Continuing Education (noncredit) department. However, the TAACCCT program still operates separately from the practical nursing program. Removing barriers to credit-bearing programs is a priority for the college. TAACCCT staff and the practical nursing department are working to build a "Bridge to Practical Nursing" program that will allow students from the patient care technician program to obtain credits for their coursework if they enroll in the practical nursing program. Union has provided stipends to the practical nursing staff to develop this bridge. The bridge program had just started at the time of our most recent site visit in October of 2016.

Networking Sessions

As of November 16, 2016, Union TAACCCT staff had run 7 networking sessions serving a total of 106 students (102 of whom were from TAACCCT programs). Sessions are run monthly and are open to students across the college, not just those in TAACCCT programs. Session topics to date have included critical thinking, stress management, resume building, pathways to

practical nursing, and active learning methods in pharmacy. Networking sessions at Union are led by volunteers from the healthcare sector and are designed to be informal settings where students can meet their fellow students and alumni and ask questions of the healthcare representatives who are presenting.

Job Development

Union's job developer meets with students throughout their entire time in their TAACCCT program. During registration, she pairs with the recruiter and interviews students to determine their level of understanding of the programs and associated career pathways. She also regularly runs workshops on career-readiness topics such as how to search for jobs and how to write resumes and cover letters. She organizes job fairs for students who are near completion of their program and helps set up externships. She also makes sure she is available for one-on-one meetings with students. Several students reported that they appreciated the time Union's job developer spent with them one-on-one and would like to have more one-on-one meetings with her.

The job developer's role at Union also includes sending out job postings and helping students search for jobs. Students in most of Union's TAACCCT programs do not have a difficult time finding entry-level work, but finding jobs for PCT students is more difficult because employers are looking for applicants with on-the-job experience. The program's externship does count as experience, but some employers are looking for more experience than the externship provides. Because volunteer service counts as experience and can help students' resumes stand out, the job developer maintains lists of hospitals that are open to working with volunteers and sends them to students, encouraging them to take advantage of these opportunities. Staff report that students who volunteer are often hired before those who do not. Once PCT students finish their courses, the job developer also meets with the college's director of volunteers to prepare her student's paperwork—which includes a background check and medical records—so they will be ready for their externships.

Union has several job developers across its campus, each specializing in working with students in different employment sectors (e.g., welding, those working from home, or those working in call centers). The job developers participate in team meetings and collaborate to host a career fair at the school. The most recent fair was attended by eleven employers.

Employer Connections

Union has built connections with employers for two primary purposes: to secure externship sites for patient care technician students and to secure employment for students across all TAACCCT programs. Trinitas Regional Hospital is an externship site for PCT students who finish the program. The hospital considers hiring qualified candidates upon successful completion of their externship based on position availability. The hospital also took an active role in helping Union design and validate its PCT curriculum.

TAACCCT staff have had better luck securing externship sites for their PCT students than they have had securing employment opportunities for their students in general, especially when it comes to finding placements at hospitals. This is largely due to employers' desire for potential employees that have one- to two-years' experience. Most of Union's students do not have that level of experience when they complete their TAACCCT programs.

Union does not have an official advisory board; however, as previously mentioned, the school does actively involve employers in course and curriculum creation and solicits their input on equipment purchases. The job developer reaches out to employers via visits, phone calls, and e-mails, and she regularly seeks input regarding what skills and qualities they seek in potential employees. She has found this to be beneficial to the TAACCCT programs.

Workforce System Connections

Union's TAACCCT staff report having an excellent relationship with local workforce centers. They receive many referrals from the centers, and, reciprocally, they refer students to the centers. The workforce centers have helped students secure support in other ways as well, such as by subsidizing items they need for their programs—books, supplies, etc.—that TAACCCT does not cover. Four patient care technician students' certifications were recently funded by a local workforce center because the students met a certain low-income requirement that qualified them for that extra assistance. Since certifications cost about $100.00, and there are four certifications required for the PCT program, the savings was significant for these students. Staff has found that since many TAACCCT students are economically disadvantaged, these relationships with local workforce centers have benefitted students tremendously.

Student Demographics and Enrollments

The following tables present information on program enrollments and demographic characteristics for all students enrolled in Union's TAACCCT programs as reported through the NJ-PREP Consortium Salesforce Student Tracking System as of November 2016. Information on the Consortium as a whole is also included in each table to provide context for this information.

STUDENT ENROLLMENT BY PROGRAM: UNION COUNTY COLLEGE

	College		Consortium	
Program	N	Percent College Enrollments	N	Percent Consortium Enrollments
Patient Care Technician	35	60%	96	5%
Pharmacy Technician	21	36%	95	5%
Smart Start	2	3%	87	4%
Total Program Enrollments	58	99%[81]	278	14%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[81] Does not add to 100% due to rounding

STUDENT DEMOGRAPHIC CHARACTERISTICS: UNION COUNTY COLLEGE

Demographic Characteristics	College		Consortium	
	N	Percent of Students	N	Percent of Students
Total Enrolled	63		1995	
Gender				
Female	48	76%	1698[82]	86%
Male	15	24%	274	14%
Ethnicity				
American Indian	0	0%	7[83]	1%
Asian	4	7%	159	8%
Black/African American	35	57%	525	27%
Hawaiian/Pacific Islander	0	0%	10	1%
Hispanic/Latino	17	28%	411	21%
More than One Race/Other	1	2%	44	2%
White	4	7%	773	40%
Average Age (Years)	63	32	1932	35
Marital Status				
Married	10	16%	522[84]	27%
Not Married[85]	53	84%	1399	73%
Veteran Status	2	3%	25	1%
Disability Status	0	0%	55	3%
Pre-enrollment Employment				
Incumbent Worker	15	24%	1015[86]	51%
Mean Hourly Wage for Incumbent Worker (Dollars)	19	$12.59	923	$11.81
Financial Aid				
TAA	2	3%	52	3%
Pell	7	11%	224	11%
TANF	5	8%	88	4%
SNAP	16	25%	240	12%
Dislocated Worker	9	14%	115	6%
UI(Current)	5	8%	145	7%
UI(Future)	0	0%	62	3%
UI(Exhaust)	9	14%	154	8%

Source: NJ-PREP Consortium Salesforce Student Tracking System, November 2016

[82] Data included 23 missing observations on gender.

[83] Data included 66 missing observations on ethnicity.

[84] Data included 85 missing observations on marital status.

[85] This category included the following responses: single, divorced, and widowed.

[86] Data included 619 missing observations on pre-enrollment employment status.

APPENDIX B: LOGIC MODEL

NJ PREP TAACCCT EVALUATION LOGIC MODEL

Healthcare Pathways in New Jersey

Inputs	Activities	Outputs	Outcomes	Impacts
TAACCCT Funds Program Staff Faculty Existing college facilities and services at 13 NJ colleges *Partners:* Dept. WF Development WIBs Healthcare Employers Other TAACCCT Grantees	Develop and reform programs to include: stackable credentials modularized curriculum, skill alignment, work-based learning, apprenticeship, articulation agreements, competency based learning; Common core competencies, curriculum frameworks, credentialing requirements Purchase equipment for hands-on training in Healthcare courses, including simulation equipment Implement Smart Start classes to promote career awareness and development Implement contextualized and adaptive learning systems, including EdReady, Smart Sparrow, MOOCs. Develop regional PLA standards through Thomas Edison State University review process Implement networking sessions, career support network Job developers provide comprehensive counseling and advising to students, share best practices in job development Engage with employers through local collaborations, the Consortium Leadership Council, Workplace Committee, and North Jersey Partners. Collaborate with the workforce system to promote referrals Develop and implement system to track student data and maintain statewide scorecard Contribute materials to OER, and incorporate OER from, SkillsCommons repository Promote faculty and staff professional development	Clearly articulated pathways that transition noncredit to credit, use competency based learning, prior learning assessments Equipment available for student use Courses available for students to explore and prepare for health professions Software implemented across all colleges and available to all students Regional PLA standards Partner colleges hosting career advising sessions with students Participants learn about careers and career-building skills Opportunities for hands-on learning and employer involvement; Increase in # of employers involved with healthcare program and number of activities Increase in number of workforce boards involved with Healthcare programs; Increase in number of students from workforce system entering to programs Program has comprehensive database of students touched by TAACCCT funding All instructors trained with relevant trainings, and changes to instructional approaches	Participants understand and seek out pathways Participants complete program of study or retained Participants earn credits for noncredit credentials Participants are prepared for the job search process Participants without jobs placed in employment after completion Participants employed at enrollment or exit retained in employment Participants employed at enrollment or exit obtain wage increases	Participants are on career pathway in health professions Participants enroll in further education Widespread adoption of PLA standards Long-term relationships with local employers Long-term relationships with local workforce system Students pass credential testing at higher rates and perform better in new jobs

APPENDIX C: LIST OF TAACCCT PROGRAMS, BY COLLEGE

2016 TRAINING PROGRAMS	Bergen	Brookdale	Essex	Hudson	Mercer	Middlesex	Morris	Ocean	Passaic	Raritan Val.	Sussex	Union
Administrative Medical Assistant	X		X	X				X	X	X	X	
Certified Assisted Living Admin							X					
Billing & Coding (CERS)		X		X			X			X	X	
Certified Clinical Medical Assistant	X	X	X	X		X	X	X			X	
Certified Dental Assistant		X										
Community Health Worker Apprentice												
Registered Dental Hygienist	X											
Certified Drug & Alcohol Counsel				X			X					
Certified EKG/Telemetry Technician	X	X	X		X	X				X	X	X
Certified Electronic Health Record Technician	X	X		X			X					
Certified EMT							X		X		X	X
Holistic Health & Wellness								X				
Certified Home Health Aide	X	X	X	X			X				X	
Certified Nursing Assistant/Aide	X	X	X	X	X	X	X			X	X	
Diagnostic Radiography	X								X			
Diagnostic Sonography (DMS)	X	X										
Hemodialysis Technician		X										
Nursing, Registered	X	X		X								
Nursing, Licensed Practical				X								X
Occupational Therapy Aide										X		
Occupational Therapy Assistant										X		
Ophthalmic Medical Technician												
Patient Care Technician	X	X	X		X	X		X			X	X
Pharmacy Technician	X	X		X	X	X	X		X	X	X	X
Phlebotomy Technician	X	X	X	X	X	X	X			X	X	X
Physical Therapy Aide		X										
Physical Therapy Assistant												
Paramedic (AAS)	X			X								X
Respiratory Therapist	X	X										
Certified Sterile Processing Technician	X	X										
Certified Surgical Technician	X										X	
Therapeutic Massage Therapist		X										