

NORTH SHORE WORKFORCE INVESTMENT BOARD

# Evaluation of The Health Care Learning Network - North Shore

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The Health Care Learning Network™ (HCLN™) is a computer-based on-line and face-to-face foundation and college preparation course program specific to the health care industry.

## Evaluation of the Health Care Learning Network™ (HCLN™)

This assessment is a continuous evaluation of Health Care Learning Network™ North Shore. It expands and builds upon the work and followed the framework for continuous evaluation as recommended by Dr. David Rosen who completed an earlier evaluation on HCLN™ back in January 2009.

The evaluation seeks to answer the following questions:

- What are the general characteristics of HCLN™ participants?
- What factors were most important to participants in supporting their persistence in HCLN™?
- What characteristics are common to HCLN™ participants who are successful?
- What are the overall rates of HCLN™ participation and completion? (How many participants are accepted in LPN and other allied health postsecondary programs?)
- How has the flexibility and adaptability of HCLN™ (on-line; anytime/anywhere; drop-in/drop-out, etc.) affected the student experience? Has it helped participants stay in the program? Does it better meet their learning needs?

New students and new employer partners were included as part of this project. Additionally, the evaluation was modified to include a continuous quality improvement design component allowing key stakeholders and the leadership of HCLN™ to assess progress towards milestones, assess barriers and make adjustments in implementation and resources to improve outcomes and program quality.

Data was collected on new participants of HCLN™ in this grant so that the curriculum and programmatic adjustments may be made. We continue to build a virtual and face-to-face learning model for working adults to gain admissions to college and succeed as learners.

**Participants** – All participants were working in healthcare positions (or had previously worked in healthcare positions) and were seeking to further their careers in the industry. Most of the students were CNA's working in long term health care facilities throughout the North Shore.

(Full responses can be found in Attachment 1 in this document.)

**World Education** (Cynthia Zafft, Director Health Care Learning Network™ & Course Instructors)

(Full responses can be found in Attachment 2 in this document.)

**Career Coach** (Carrie Stack) – This program included services of a Career Coach. We found for many participants this support beneficial due to various circumstances, i.e. here from other countries and without family support in the area, single parent, etc. The Career Coach provided the support and encouragement and for some was the only additional support.

(Full responses can be found in Attachment 3 in this document.)

**Henry Bryson**, Director Health Care Learning Network™ from Partnerships for a Skilled Workforce, Inc. (formerly known as Metro Southwest Regional Employment Board) provided continued support to the

program managing the Learning Management System.  
(Full responses can be found in Attachment 4 in this document.)

**Partners** – We continued established relationships with Kindred facilities on the North Shore (from the earlier WCTF grant) and with additional Kindred facilities in the region. Our expanded outreach this time around included new partnerships with Radius, Aviv, Brooksby Village, Abbott House, Twin Oaks, Brightview, and Comfort Keepers.  
(Full responses can be found in attachment 5 in this document.)

**General characteristics of HLCN™ participants**

The target population for this project was front-line workers within the health care industry and primarily certified nursing assistants from long term health care facilities. We also had home health assistants and a couple of kitchen workers from participating facilities.

Participants were predominantly, female and the average age was 37.

Many students were of single parent households and worked overtime hours whenever possible or held more than one job.

There was a high percentage of English as Second Language participants and often with a lack of family supports.

Most students held high school diplomas with a very few having some college experience.

**Factors important to participants in supporting their persistence in HCLN™**

Influences in supporting persistence included self-motivation, good organization and time management skills and with a quick timetable to obtain goal. And in some cases, having HCLN team supports made the difference in obtaining goals.

Characteristics common to HCLN™ participants who are successful  
Participants that were goal orientated, had good computer skills, a tangible plan thought out with a quick horizon to one part of the goal (i.e. brush up on math to pass the TEAS in 3 months, etc.) were more likely to have success with the program.

**Overall rates of HCLN™ participation and completion. (Number of participants accepted in LPN and other allied health postsecondary programs?)**

Completed at least 1 course	39	60.0%
Completed at least 2 courses	12	18.5%
Completed more than 2 courses	5	7.7%
	Total Enrollment	65
Retention (Complete + Active)	56	86.2%
Completers	17	26.2%

**How the flexibility and adaptability of HCLN™ (on-line; anytime/anywhere; drop-in/drop-out, etc.) affected the student experience. (Has it helped participants stay in the program? Does it better meet their learning needs?)**

**Challenges with on-line learning:**

Providing the right balance of kinds and amounts of face-to-face academic and personal support, advising, coaching and technology support to students that often had challenging lives that would interfere with their good intentions to do HCLN™

Technology - although we found most participants had access to technology and a computer in the home (typically for use of school aged-children) some participants were slow to adapt or just not comfortable with technology and on-line learning.

Some student learning styles are more conducive to a classroom environment.

Transportation was sometimes an issue however not often.

Employer support and engagement during the economic downturn was passive and not as strong or involved as the pre-recession timeframe (during the WCTF round).

**Key Findings:**

(Detailed responses from Students, Instructors, Career Coach, LMS Manger and Partners can be found in this document in Attachments 1-5.) Here are the key findings from the responses below as well as ongoing discussions with partner.

Health Care Learning Network is free, convenient and flexible. It provides opportunity to build and refresh skills and to learn new skills. Passing the college entrance exam and getting into college is a primary goal for a number of students. However, there were participants who wanted to take advantage of the opportunity to learn and improve computer skills recognizing it's expected in today's workplace.

The flexibility of the program allows participants to study around their work and family schedules. Being in the program along with co-workers provides a sense of belonging. Having the support and encouragement of team staff often made a difference for some students (that person to encourage them) and seeing small successes in course work provided momentum to keep going for others. Students that were goal oriented with good time management skills and comfortable with computers and technology moved quickly through the program while others made steady progress at a slower pace. The blend of on-line learning and face-to-face time worked well for those students comfortable with technology and with discipline for self-paced learning while some students found they needed more face-to-face support, or that their learning style is better suited for the classroom.

The changes to include mandatory attendance to a two-part orientation that included basics with computers (emailing, creating, saving and attaching a document) had positive outcomes. Requiring appointments with the Career Coach within the first 30 days worked well as many participants did not understand the role of Career Coach and the benefits and this kind of support until their meeting.

Employers recognized the opportunity for employees, encouraged participation and posted flyers to get the word out however they were not as engaged as those in the previous round. Ideally, we would have liked employers to have provided mentors for their student participants. We recognize the economic downturn in the past few years impacted the employer time and resources.

Life issues (children, work, culture, lack of or little support) were challenges however, the overwhelming factor to success with the program is “motivation”. Language level, computer skills, time management skills and goal setting along with structure within courses are important factors but true motivation is what stood out as being the key to success.

The HCLN™ model can be the bridge and opportunity needed for working adults seeking advancement in the health care field. In addition to partnering with incumbent health care workers as a way for them to “grow their own”, there is a place for Health Care Learning Network™ as an effective developmental tool at Community College or in ABE.

#### **Next Steps:**

We have found that HCLN™ is an excellent tool for adult learners who are working in the health care industry and are interested in pursuing career ladder opportunities. As learned from this evaluation and continuous discussion with the educators and students a few “Next Steps” need to be instated to ensure that HCLN programming is adjusted to meet the needs of the participants and employer partners moving forward. These include the following:

- Continue to refine orientations and learning lab model – a student’s first interaction with HCLN™ is the most important. If the student makes significant progress and is able to accomplish goals and benchmarks established they are more than likely to continue on their own in a self-paced environment with limited guidance from the instructor.
- Build in program and participant outcomes that students can obtain in shorter timeframes – a student’s success outcomes are in large part due to well defined goals that take place within a short time period (e.g. I would like to take the TEAS test in 12 weeks and pass the Math exam, versus I would like to go to College.)

Benchmarks to accomplish these next steps – (1) Continue to enhance orientations to ensure students successful entrance and start into the program. (2) Design a short goals and timeframe worksheet for the students to complete during the orientation and review with the career coach. This will be used throughout the student’s time in HCLN™ to gage progress and speed progressing through the curriculum.

**Sustainability:**

HCLN™ has an established design, curriculum, and support systems to help aide students be successful as adult learners. The sustainability of the core elements of HCLN™ is and will always be contingent on funding (either in the forms of grants or paid for by the employers) to ensure that the Learning Management Systems is on-line and that instructors and a career coach are in place to support the students. In an effort to diversify and ensure that HCLN™ can continue efforts to broaden the funding base are in place. These include:

- Begin to explore Adult basic Education providers as HCLN™ outlets
- Continue to work with local community colleges as potential host of HCLN™

In addition to funding, the program needs to be aware that the technology and learning platforms by which students can learn from are constantly changing. What is the next wave of technology? How can on-line learning be more interactive? Will social media play a part in this? What Learning Management Systems are the most effective both in terms of costs and in terms of absorbing and understanding the materials. These questions need to be at the forefront of conversation as HCLN™ continues to develop and establish itself as an effective learning tool for students.

**ATTACHMENT 1 - HCLN™ Evaluation – Students (via Constant Contact Survey)**

**HCLN Earmark Student Survey Responses**

<b>1. Which of the following activities or courses did you participate in? (Check all that apply)</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Orientation Part I (Day One)	20	86.9%
Orientation Part II (Day Two)	19	82.6%
Any of the Open Learning Lab Sessions	12	52.1%
Computers for College Course	21	91.3%
Health Math Course	12	52.1%
Health Science Course	6	26.0%
Preparation for Health Care Careers Course (Reading and Writing for College)	7	30.4%
<b>Total</b>	<b>23</b>	<b>100%</b>

<b>2. Please rate the quality of the HCLN™ Orientations.</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Excellent (very helpful or useful)	20	86.9%
Good	2	8.6%
Okay	1	4.3%
Poor (not helpful or useful)	0	0.0%
No Responses	0	0.0%
<b>Total</b>	<b>23</b>	<b>100%</b>

<b>10 Comment(s)</b>
<b>Answer</b>
My only comment would be that all students were at a different level of experience with computers which left long periods of time waiting for the next lesson if you had computer experience.
This programe is very helpful to me because before I didn't know much about computer stuff, after I been throught with HCLN I was feeling more comfortable, much better since I started with this program. Thank you so much to HCLN was created such a nice career for me. I will keep practice however I'm too busy with my job but I promise I never forget to learn this program.
I will first of all like to extend my thanks and appreciation to my instructors who devoted their time to give us the knowledge and skills that were lacking. I did not have any knowledge on how to send email to a friend, but with the computer skills that Julie gave me , I am now able to send and open emails. The only thing that I will suggest for this learning network is, the courses taught should be consider for prerequisite incase someone wants to enter college. Cause the teaching is good.
HCLN is the best program,good staff,teacher ,this program helping me a lot.
teachers are very helpful and very patient.
I am very happy to HCLN that have been help me alots, the instructor was very helpful, they answered all the question that I asked, and they were so compassion, spoke nicely that make me feel commfortatable.Thank you so much for all your did to me.
HCLN orientation make me to know people, people like the coach, she always advice and encourage me.
I have never had so much confidence in my math skills as i do now. Pat (the math teacher) was one of the best teachers i have ever had.
It's was a very good program that make go back to school which I had finish it but I run in to lot of family problem but yet I didnt give. I personally love it .
i have learned a lot on each of these lessons.

<b>3. Did HCLN™ (learning on-line) help you learn?</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Very Much, I like working at my own pace and schedule.	13	56.5%
Somewhat, it's hard to find time to do the work.	6	26.0%
I prefer more face to face time in addition to on-line time.	4	17.3%
No, I've learned that I need to be in a classroom.	0	0.0%
No Responses	0	0.0%
<b>Total</b>	<b>23</b>	<b>100%</b>
<b>9 Comment(s)</b>		
<b>Answer</b>		
If I was having a difficult time learning any particular lesson I would print it out and I found that helpful.		
I am a very busy girl, I have two job plus I'm going to learn prepare for GED at adult education school and I love HCLN career too, that's why I took very slow with HCLN program, but I still keep doing it because this very good for me. Thank you for all instructor.		
Most of the time, I like to take my computer to work to finish up some work that I need more time on but, the job is so busy so my work is always incomplete. I find it difficult working overnight coming home to sleep and waking up to do assignment. Sometimes I am too tired to even touch the computer.		
I like it i am working the way i want create my schedule and always find help when i need it ,its very helpful		
I like working online as I can log on anytime and work on my own pace, the only problem I had is that i was having problem with the computer at home.		
The reason that I picked that question because I am very busy and it is very hard for me to find the time to study, however I loved this program so much, I still keep doing this even I have just alittle bit time, one more thing English is my second language I really enjoy to practice it until I get beter.		
yes but sometime it's hard to find time to do the work because when i come back for work, i will be so tried to do my online learning.		
I loved the convience of working at my own pace on my own time. We all have different times available for us to study, I like having that flexibility.		
i really learned and enjoy doing on line class.		

<b>4. Were the HCLN™ instructor's helpful?</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Very helpful	21	91.3%
Good	1	4.3%
Okay	1	4.3%
Not Helpful	0	0.0%
No Responses	0	0.0%
<b>Total</b>	<b>23</b>	<b>100%</b>
<b>10 Comment(s)</b>		
<b>Answer</b>		
Yes, always supportive and encouraging.		
Always available		
All the instructors were very helpful. As for me when we meet in class, I feel that I have mastered every thing that was taught on that day because they really gifted being patience in explaining/teaching. What a wonderful intructors they all are.		
All the instructor 's always available and responding for all question.		
I was procrastinating applying for a program, because I didn't understand the process and what was expected of me. They helped		



Explain it.
they are very helpful and very accomodating and they make you very comfortable to talk to.
They were very helpful, answered all the question when I got stuck, also they recomended me if I have any question that I don't understand feel free to call them. That is very helpful to me to have this program. Thank you so much.
yes, they are very helpful to me because sometime if i don't understand some area in that courses, i will call them and they will explain it to me and how to do my homework.
Some of the best teachers i have ever had. Espescially Pat, the math teacher.
i have enjoy working with each instructor.

5. Was the Career Coach helpful?		
	Number of Response(s)	Response Ratio
Very helpful	18	78.2%
Good	2	8.6%
Okay	2	8.6%
Not Helpful	0	0.0%
No Responses	1	4.3%
<b>Total</b>	<b>23</b>	<b>100%</b>
<b>Answer</b>		
<b>8 Comment(s)</b>		
Didn't really use the career coach's services.		
The career coach was very helpful at all times.		
very very helpful and always connect with people		
very helpful and very willing to listen to what you have to say.		
She was wonderfull.		
It is very good, I hope when I be able going to college,it will be easy for me to coach up with it.		
yes, she is very helpful to me because sometime she will call and send me a text message to know how am doing and also to know if am having any challenge, there was time i was having apartment problem and i call her,and she help me out.		
I love her positive attitude. The we can handle anything that life throughs at us kind of attitude.		

6. What did you like about the HCLN™ courses?
<b>20 Response(s)</b>
<b>Answer</b>
The people there are very friendly and they help you out whenever you need it wether it's emails or in person. This course helps you refresh your academics that you may have forgotten through the years. I found every part of it to be very helpful. They help you set up goals and show you the path towards completing your goals. It is a great course.
how helpful everyone was each step of the way
They were very comprehensive, the text books were very through and high quality. The materials were excellent.
nothing.
That the Instructors were always available. They never gave on on anyone. They were willing to take any steps to help us learn.
I like all the help they gave you whe you need it.
I like HCLN courses because they prepare a prospective student for the TEAS examination.
The HCLN couses explain the same thing on the TEAS exams. This is an excellent type of preparatory learning that is free of charge.

I like all the program i participate
I got to improve on my computer skills, the teacher where very encouraging and helpful in helping me fulfill this.
I liked it very much as I was given the materials to use and it is easy to follow and understand, it was written so that you can follow the direction easily.
I loved having the career coach and the staff that helped me out was so intelligent! It helps that they are very accomidating and thoughtful people!
Everything is a really helpful program
I was able to take what I needed and go at my own paste, the instructors were right there via email of I needed anything and their responses where very prompt!
I learned about the computer set up , show me how to used and how to attach the email. I also leran about diabetes course
I liked that the course was something I could fit to my own needs.
HCLN courses help me a lot, both the computer science and science course, no matter i have not finish my science course but am learning a lot things for it.
How easy they made everything. the course material was very understandable.
I love everything about it ,because it a good start to go back to school
I like that you it allowed us work at our own pase. The instructor I had was very helpful
i have learned a lot from English, math, and science.

<b>7. What did you not like about the HCLN™ courses?</b>
<b>19 Response(s)</b>
<b>Answer</b>
I really feel that there was nothing not to like, although more classroom type settings would've been better for me to help keep me on track. But that is just my personal preference.
travel
No negative comments at all.
they dicked out peacemeal.
Completing the courses. I loved the program and didn't want it to end.
what i dont like is,when im stack i sonthing that i realy need somebody to help me face to face,i feel frustraire.
There is not a thing that I hated about the HCLN courses.
I can t find anything to say
I had some difficulties opening up some files for some new activities.
there is nothing I did not like.
Having to find parking in Salem Ma is worse than Boston sometimes!
Not so much face to face time
The only thing that I didn't like was how far away I had to drive to go to lab. Everything was excellent!
Nothing that I don't like, it is very good. Everythings is myself because i worked very slow.
There wasn't anything I didn't like about the course itself, my only downfall was that I had too much going on to finish the science course (College classes, working full time, my daughter, etc.)
what i do like about HCLN course is the time they are having the meeting,it does not suite my own time.
the long distance i had to travel to go to the learning labs.
Nothing really
there was not much i did not like.

<b>8. When you are doing your HCLN™ coursework, how do you figure out what your course assignments are at any particular point? (Choose any that apply to you.)</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
I use the checklists.	14	63.6%

I call or email my teacher.	6	27.2%
I review the emails from my teacher.	9	40.9%
I use the course study guide.	11	50.0%
I check the last screen of each lesson, the reminder/stop sign.	7	31.8%
Other	1	4.5%
<b>Total</b>	22	100%
<b>Answer</b>		
write notes		

<b>9. Is the HCLN™ on-line way of learning meeting your needs better than face-to-face learning in a classroom? (Please explain)</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes	16	69.5%
No	6	26.0%
No Responses	1	4.3%
<b>Total</b>	23	100%
<b>16 Comment(s)</b>		
<b>Answer</b>		
I personally do better when I have to be in a classroom but that is just me. Online is good if there would be more face to face also.		
Yes, given the fact I work third shift and am cross-eyed tired, I need to study at an unusual schedule.		
I lose interest in a class room		
on-line course is for people tha know computers alrady i relise that now,that is my opinion.		
I chose yes because, the face to face learning in the classroom is good in that you can see your instructor and interact with her, ask questions.But questions cannot be asked online.		
On the other hand, the materials are too many to cover in class on a face to face basis.The instructor online explain in details. I kept clicking to get the clear understanding of the lesson.		
It is very good to learning face-to-face in a classroom but with HCLN i feel like i m in a classroom		
It's difficult to fit things into my schedule that aren't 100% mandatory. It's easier to make room for them if I don't actually have to be at any specific place at any specific time.		
actually I liked both,working online is best as I can work on my own pace and at the same time it is also nice to be on face to face sometime as you can get the answer right there as you ask.		
I always like face to face contact better, I am a visual learner so seeing the person explain things is better than just reading through the explanations.		
Yes and no yes: cause is at your own time and no cause you need that face to face talk with your teachers		
Yes, I fell independen to do worked.		
Yes because I don't have the time to commit to certain times for classes. It was nice to meet everyone in person though.		
yes, online learning is good for me because i can study anytime i want to.		
only because of the distance i had to travel to get to the learning labs. the teachers were so wonderful that i loved it when i was able to make it for face-to-face classroom time.		
It is a more convenient way to learn but its not better than face to fase.		
i can do work when i have time.		

<b>10. Has participating in HCLN™ resulted in any changes in how you do your work at your facility now? (For example, dealing with patients or documentation of a patient, etc.?) Please explain.</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes	14	60.8%

No	7	30.4%
No Responses	2	8.6%
<b>Total</b>	<b>23</b>	<b>100%</b>
<b>12 Comment(s)</b>		
<b>Answer</b>		
I feel as though any steps toward more knowledge can only help in all daily activities.		
It does not apply for the current job situation.		
I'm working in Medical Records and the medical terminology has help in understanding patient records.		
helpfull		
But, I haven't reached that part of the course yet.		
I get more experience to deal with patient, and have more oportunity to have good grade at school,and very succesful.4		
I haven't been working for a while, but I am going back to work this Monday.		
Having a little more knowledge as to certain procedures is very helpful and a sense of pride from knowing about what they might be going through.		
Sending information via email with attachments.		
I felt very commfortable.		
yes, there is change in documentation, before i used to made a lot of mistake but now i don't make mistake like before.		
I now have the confidence i need to do math related to my job, and i can now even help the nurses with some of their technical (computer) problems.		

<b>11. Approximately how many hours per week did you spend on HCLN™? (Please use whole numbers, for example if you spent 5 hours per week on HCLN™ you would enter 5)</b>
<b>21 Response(s)</b>
<b>Answer</b>
Well I started strong, then fell off track
5
8
10
8)
i never spent more than 1 hour .
6 hours in both reading the book and logging in
4
2
7
when I have access to the computer I did approx. 8
4-6
6 cause once you start is addictive
3 hrs per week
I'm sorry,I had very less number
2
10 hours before, but now i don't normally login.
10
5
2
5

<b>12. Did you have to purchase a computer to participate in HCLN™ or did you already have one?</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes, (had to purchase)	3	13.0%
No, (already had one)	14	60.8%
No, (used HCLN loaner laptop)	4	17.3%
No Responses	2	8.6%
<b>Total</b>	<b>23</b>	<b>100%</b>

<b>13. Did you have to purchase an internet connection in your home or were you already connected?</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes, (had to purchase)	8	34.7%
No, (already connected)	14	60.8%
No Responses	1	4.3%
<b>Total</b>	<b>23</b>	<b>100%</b>

<b>14. Have you taken any college entrance tests?</b>		
	<b>Number of Response(s)</b>	<b>Response Ratio</b>
Yes, TEAS	6	27.2%
Yes, Accuplacer (also known as CPT)	5	22.7%
Yes, SAT	2	9.0%
No, I have not taken any college entrance tests	12	54.5%
Other	0	0.0%
<b>Total</b>	<b>22</b>	<b>100%</b>

6 Comment(s)

Answer

at Northshore Community College... I passed

I really want to be familiar with the HCLN courses before attempting to take any entrance test.

I am hopping to take one at the completion of this course.

Because I still work on GED.

yes, i have take those tests but i did not pass it, i only pass maths and i fail reading and sentence. please i need help on reading and sentence.

I am going to take the entry exaimes for MassBay and Assabet Valley very soon.

<b>15. What about HCLN™ worked best for you? (please explain)</b>	
<b>19 Response(s)</b>	
<b>Answer</b>	
Refreshing my math skills, also the computer course was a huge help because I didn't know how to do much on the computer before... Still working on the science and math though I seem to have gotten stuck along the way. By fault of my own.	
being infront of the instructors	
I am intimidated with a classroom setting, at home I could work at my own pace, and find comfort in knowing I could contact an instructor.	
the lesson is there 24-7.	
Classes online anytime. I worked 11-7 when I started HCLN and was able to work on my courses on my break at 3am. This was the best part for me being able to work on your courses whenever you had free time.	

All the teachers,they are very nice help alot
HCLN worked very good for me. It was nice having HCLN courses in my life it awaken my mind very much I must admit.
computer,English and Math
The convenience of working from home; and the avaiability of teachers, their willingness to help me acomplish my goal.
yes, very much indeed so i do not have to travel
Getting a refresher in the schedule and academics of college classes. It's been over 10 years since I went back to school.
Computer for college.
The online classes
Yes it is, very helpful to me.
The flexibility. I also really benefited from the Career Coach!
computer science work best for me because it is research course and i don't need somebody to help me at home for it.
the on-line, because you could work at your own pace on your own time.
Yes, I work on my own time
i can work on when i can because i work full time.

<b>16. What didn't work well for you in HCLN™? (please explain)</b>
<b>19 Response(s)</b>
<b>Answer</b>
Just pushing myself to log in and complete things once I would not understand something I think I may have shut down which is why I personally like the face to face. So much time have gone by since I was in school that I kind of need that teaching experience to push myself.
just the traveling
Nothing was a disadvantage, I think the program is excellent.I am glad the management team sought out new CNA graduates from the American Red Cross and North shore Community College. I would have never known about the HCLN programs. Thank you.
going back to rview the lesson.
The travel time to your facility. I thought HCLN coming out to the workplace created a better turnout and was more convenient for the students busy lives.
well for me dint work because i need a lots of help.
Every thing worked well for me.
English courses but it was my fault by the end I didn't concentrate good,and science
I wish I could be more disciplined to do my works when I had to do them.
when I was having trouble accessing with the computer
I really didn't have any problems with the class! Everything worked out great!
Just my own time didnt work
The commute to lab
The amount of free time I had to dedicate to the science program.
science course because it is too much practical and nobody is there to help me at home.that is why am find it difficult to finish my science course.
the long distance i had to travel for the learning labs.
Nothing
There is no problem at this time
nothing

Survey feedback obtained from the Instructors, Career Coach, Learning Management Manager and Employer Partners (Attachments 2 – 4) begins below. Following each question is a summary of the comments they recorded.

## **ATTACHMENT 2 - HCLN™ Evaluation – Instructors (see below)**

### 1. Student's prime motivation for enrolling

*Student motivation to enroll varied with some wanting to refresh on a course or two before taking the college entrance exam while others recognized the opportunity to improve skills through a program that was offered free of charge.*

- Chance to review before taking the Accuplacer or TEAS for college
- It's free and offered by workplace
- Chance to review online and continue to work since they could not attend traditional ABE/college transition classes
- Supervisor influence
- Wanting to apply to college and needing help
- Realizing they needed to learn computer to function for job and to move ahead
- To make a better life for themselves and family
- To receive help with application process to get into a nursing or other allied health program
- To review math and or English skills prior to applying to college based on a concern student had identified (i.e. "never did well in math" or "I tried the TEAS and didn't pass", or "English is my second language").
- Co-worker was participating and encouraged others
- Personality that is interested in any enrichment opportunity

### 2. Prime motivation for staying with HCLN™

*Achieving small successes at the beginning provided confidence and desire to continue as did receiving support from staff and fellow students.*

- Once they saw they saw what they were learning they could see the benefit
- It met a need perceived by the student
- Student saw success and kept going
- Student was comfortable with on-line learning
- Student benefited from the one on one and personal
- Personal contact and support of staff
- Sticking with their goals

### 3. Primary, most difficult or problematic changes

*Some students struggled with trying to balance HCLN™ studies along with work and family and many did not have support at home. Frustration when encountering any type of technical issue or academic problem could also result in a setback.*

- Student finding the time in their busy lives (childcare, 2<sup>nd</sup> jobs, extra shifts, exhaustion from work, crises, financial, health, etc.)
- Identifying and maintaining a feasible communication system with each student
- On-line learning is the least effective way for many students to learn. They do not read carefully, they do not follow directions, they leave weeks or months between logins and so do not remember what they'd been doing the previous login, they make no attempt to take notes, memorize or otherwise internalize the subject matter.
- They need a teacher nearby to encourage them or to stop them when they make mistakes, or hit a technical or academic problem
- Unreliable access to the internet
- Unreliable, chunky LMS

#### 4. How can these challenges be addressed

*More student self-assessment on commitment and communication, minor changes to course structure (chunk out shorter lessons to allow for more successes) and including more habit building activities for the busy adult are considerations to addressing the challenges.*

- Structure the course so there are shorter modules and more definitive deadlines
- Blending regular learning labs
- Stronger habit-building activities with students around scheduling online and communication time for very busy adults
- More up front student self-assessment about whether they have the time/energy to the weekly commitment
- Moving to more of a blended model
- Maybe a hand-held device with very short tutorials

#### 5. Factor impacting learner persistence (positive or negative)

*Motivation is a key factor to participant steadfastness along with having support (from homer or a team member) whereas life issues were factors for getting in the way.*

- Motivation
- Language level
- Computer skills
- Learning Labs
- Students with a clear timeline of applying to and enter college
- Being a recent immigrant with expectations of furthering their education
- Team effort at thinking through persistence efforts each month
- Computer problems/issues or lack of internet access at home
- Personal support from instructors and career coach
- Small successes are sometimes the motivator to persistence
- Support from work supervisors and from the instructors and career coach
- 2-part orientation and continued face to face meetings on regular basis
- Contextualized format
- Lower scores in reading, English and math



## 6. Factors impacting learner progress (positive or negative)

*Students with time management skills motivated to reach their goals and comfortable with on-line learning progressed well in the program.*

- When they cannot dedicate enough time and are discouraged by the length or amount of work
- Similar factors to previous learner persistence question (above)
- Motivation
- Computer access
- Learning disabilities
- Life circumstances (work and family)
- Developing strong connections HCLN™ staff members

## 7. What aspects of HCLN™ works best for which learners

*The HCLN™ flexible design incorporates many learning styles. Students that are strong readers with attention to detail tend to do well in the math course and those with technology experience adapt more easily to on-line learning. The contextualized format includes a case study to reflect work experience and the built in face-to-face time provides opportunity for any student to get extra help.*

- When a student is motivated, he/she will overcome obstacles (English or otherwise)
- Math involves heavy reading so it favors students who read for pleasure and favors students who read with excellent attention to detail
- The flexibility to self-pace and the extra resources work well for those with high internal motivation
- The built-in face-to-face time works well for everyone
- The visual aspect of the interface and the videos & Camtasia work well for visual learners
- The fact that courses use many learning styles works well for everyone because each learner can find a way to use their most effective style.
- The technical aspects of online courses work well for those who have experience technology or with it or simply like it.
- Orientation I and II and the first learning lab work well for all students
- One on one instruction for some students with specific learning gaps
- Contextualized format and Case Study for native English speakers who have many years of work experience but have concerns about their academic skills
- Online learning for those who benefited from being able to re-read passages, do multimedia activities, etc.

## 8. What aspect of HCLN works least for which learners?

*Although a variety of learning aspects are included in HCLN™ some may not work for particular learner styles. On-line learning requires being able to follow directions, be organized and have the self-discipline and time management skills. Learners not comfortable or confident with technology may get frustrated and others need the structure of a classroom.*

- The self-pace does not work well for those who are not motivated, have learning disabilities, are very new to computers and are not very confident about their abilities.

- Technology can be intimidating for those who are not confident with it but I think this aspect is easier to work through the self-paced aspect
- Math course requires ability to follow long procedures step-by-step and follow long trains of thought as they are developed over several screens, which makes it difficult for students who want quick, painless, easy answers or who lose interest quickly. To some extent, this is the fault of how I wrote the course, but I think math at the developmental and college level does require the ability to follow long procedure and trains of logical thought
- Pure online learning is not meant for everyone, particularly the struggling non-academically prepared learner
- Don't group together non-native speakers automatically in this group, some come very much prepared and able

9. What learner characteristics support success in HCLN™?

*Goal orientated, confident, strong readers, self-disciplined and motivation are proven characteristics to success along with having a support person(s).*

- Simply put "motivation trumps all" these students tend to find the time and generally are willing to reach out to get what they need
- Independent learners
- Mature, self-disciplined learners
- Learners with good support structures (can afford internet and basic school supplies etc.)
- Confidence in their ability to learn new things and ease I
- Interest in trying new things
- Goal oriented
- Strong readers
- Support person
- Time and energy to invest
- Those with few financial and or family responsibilities

10. Did the changes in the program prove to be worthwhile?

*We found requiring mandatory attendance to the 2-part orientation provided a stronger start and comfort level to on-line learning. The addition of regularly scheduled learning labs was also beneficial to attendees in need of extra help and face-to-face time.*

- Learning Labs were helpful (for those that came) – it seems clear that people need more face-to-face support to help them get through sticky parts of the course and to help keep the momentum as well as peer support going
- It seems that during the two orientations, people seemed engaged but after the 2<sup>nd</sup> orientation almost everyone slowed way down in their progress.
- Learning labs being optional lessened their use
- The addition of the Khan Academy links to the math course was good albeit late addition to help visual and aural learners
- Although I find we still make some changes based on programmatic needs and without always consulting students and assessing student needs, the changes that were made did address on student needs better and created a sense of a cohort

11. Have you observed any difference in the progression of students in this session compared to the WCTF groups?

*Participants this round (overall) came in having some type of computer skill level compared to many WCTF students having little to no experience with computers. Almost all students had internet access and a computer at home. We did provide loaner laptops to those requesting but in most cases it was because the home computer was utilized by children in the house. In contrast, many WCTF participants were not familiar with computer and the loaner laptop program was heavily utilized and more than a few did not have internet access.*

*We also found students were considering other allied health care options rather than just LPN (a primary focus with WCTF).*

- Students made it further with learning labs in place, especially able to complete Computers for College course. This is a very useful course for all workers (I think).
- If WCTF means the groups of North Shore students before the DOL grant I really did not notice a major difference.
- Not sure I can say, although it seemed to me the first groups in both were quite motivated and tended to have higher level of academic preparation and wherewithal.
- More students were interested in exploring additional careers beyond nursing - I get many more advising calls.

12. If money were not an issue, what would you envision for the next iteration of HCLN™?

*Considerations for improvement include (but are not limited to) having students apply on-line, and require more mandatory attendance to learning labs. Ideally, we would like to see increased employer support in the way of providing space and a computer(s) for student employees to use before and after their shift. Also, have an employer point person/mentor for each participant. The math course would include shorter modules and we would have more structure and deadlines within each of the courses. We would also like to see (an HCLN™) program connection with area colleges.*

- Have students apply like they would at college and/or fill out a web-based application and send an email
- Pay SDC to have weekly check-in with students regarding coursework.
- Have a dedicated computer at each site for course work during breaks and before and after work
- Give course more set structure with weekly deadlines and moving as a group. (When a student is behind within a week (not monthly) a contact person/SDC finds out why and follows-up and checks on that student regularly.
- Start with a schedule of 2 or 3 orientations and bi-weekly learning labs a mandatory sessions ideally at the workplace.
- Every workplace should also have access to computers for students to use in their off hours.
- Built in and scheduled release time for each participant
- An open lab time (paid) at the workplace scheduled for times before and after main shifts with a tutor or teacher available.
- Incentives for progress

- More visibility for the program at the workplace (Big kick off event – every employee should know about the event and the program and participating employees/students should be known and recognized by other employees and staff – participants can feel support of the workplace – feeling pride and maybe a sense of pride in what they are doing in the context of the workplace may be motivation to keep at it
- A bank of shorter, more focused modules on academic and study skills topics
- A formal connection with several colleges
- Change the LMS! – to some system that does not mess up math symbols every time the server goes down
- Redo the math course from scratch making it much more visual and less word-oriented
- Do blended learning, not self-paced distance learning

13. Additional comments about HCLN™?

- We have heard from many students regarding HCLN™ being valuable and useful – but it's hard to keep people engaged when the program is not paired with a regular class. When the Health Science course was offered as part of a Transition to College course at adult learning programs it seemed that students were able to stay engaged and get more out of it because they were already meeting weekly (or more) in a face-to-face class. If we want it to work at the workplace I feel we need to build it in as a blended course and have a bigger more regular on-site component.
- It's nice working with such fine people
- Excellent team of administrators and teachers and coach – very enjoyable to work with

### ATTACHMENT 3 - HCLN™ Evaluation - Career Coach

1. What do you feel were the prime motivations for students joining HCLN?

*Students interested in participating had a dream of getting back in school and took advantage of the opportunity offered.*

- Get ready to go back to school
- Gain confidence
- Taking advantage of an opportunity
- Wanting to succeed, reach goals, achieve dreams

2. What do you feel were the prime motivations for staying with HCLN?

*Making a connection (with a team member and/or fellow students) and also seeing their own progress (within the program) provided stimulus to continue. And also students that were self-motivated with clear goals (i.e., refreshing Math or Reading skills so they could take and pass the college entrance exam).*

- They could see the dots connecting
- The future (with goals) was clear/getting/closer/attainable
- Increased confidence
- Connection

3. What do you see as the primary, most difficult, or problematic challenges?

*Some students did not have the organization skills or they lacked academically or found they were not suited for on-line learning. Balancing studies with work and family was also difficult for students that simply did not have any one in their lives to encourage and support their efforts.*

- Keeping them moving forward
- Lack of structure for students (can't self-manage academic component on their own)
- Capacity to manage education goals with life events
- Without a demonstrated history of success around academic goals, it felt like it was hard to have students hold on to the motivation to keep moving forward in the midst of challenges/obstacles
- Access (computer, internet, transportation)
- Lack of overall support in life (many students talked about being alone in life, feeling alone, having nobody to rely on, etc.)
- Keeping the excitement/connection alive after they leave the room (orientation/learning lab)

4. How can these challenges be addressed?

*Providing more structure and accountability and more frequent check-ins with the instructor may help with keeping more students engaged.*

- Need to have more structure for students, such as minimum weekly requirements around logging in and/or class progress. Students can have the flexibility to do work on their time, but

there is an expectation around what needs to be happening to stay in the program, which will increase their level of progress, involvement, and investment.

- Have increased support around computer access (computer and/or internet)
- Increase the dynamic around online connection (forums, social media, etc.) to build class connection and expand the level of support among students

5. What factors impact (positively or negatively) HCLN learner persistence?

*Connecting and experiencing success are incentives to persistence whereas the lack of confidence, support at home, organizational skills and sometimes language can have negative impacts.*

**Positive**

- Experiencing success
- Connection to larger group
- Being part of something
- Seeing progress
- Having concrete, tangible plan

**Negative**

- Life events
- Lack of skills, structure, confidence, time, knowledge
- Access to computer/online
- Language
- Negative experience and/or history with school

6. What factors impact (positively or negatively) HCLN learner progress?

(Same as answered above)

7. What aspects of the HCLN work best for which learners?

*Students coming in with basic computer skills, focused on a goal and having some type of support system tend to do best with on-line learning. (There were some participants who came in specifically to focus on the computer course recognizing that computers are utilized everywhere.)*

- Students who are computer literate
- Students who have some history of school/class beyond high school or recently graduated
- Students who are already focused/clear on a concrete and tangible plan and timeline

8. What aspect of the HCLN work least for which learners?

*Participants lacking organizational skills, home support, with a history of academic difficulties and those with limited knowledge and access with computers struggled. Some learning styles are more suited to classroom based learning.*

- Students with a challenging/difficult history in school
- Students struggling with computer access and/or knowledge

- Students with goals that are too far away for HCLN to have any level of urgency to it (goal is too far away so it feels futile or pointless to stay involved)
- Students with learning issues which would benefit from classroom based learning

9. What learner characteristics support success in the HCLN?

*Successful students were motivated, focused and had a history of taking classes beyond high school*

- Focused, driven, clear, dedicated
- Computer comfort
- Experience or history of taking classes (beyond HS)

10. Did the changes in the program, such as learning labs, prove to be worthwhile changes? Why/why not?

*The two-part orientation with mandatory attendance and the addition of regularly scheduled learning labs were beneficial to students.*

- Yes! Great connection, energy, and focus while they were there!
- Gaps in face to face contact showed many students lost momentum.

11. Have you observed any differences in the progression of students this session in compared to the WCTF groups?

Not enough to delineate what the difference is.

12. If money were not an issue - what would you envision for the next iteration of HCLN?

*Include the coaching piece as an on-going expectation (along with course work) and creating an on-line community to include video conferencing, chats, social media and Skype to strengthen connections.*

- Have ongoing coaching built in as part of the expectation of the program. There is an element of privilege around focusing on building the skills/tools that come with coaching and many students never “opted” for it, because they didn’t necessarily understand what it was, or what it could do for them. It would be amazing to have students have ongoing coaching as part of the program because they would be able to apply skills/tools to their lives as things happened, and would be in direct contact with the coach/coaching tools in the same way they are in direct contact with the instructor/materials.
- Build an extensive on-line community for students, with the support to engage through on-line video conferencing, forums, chats, social media, Skype, etc. It would be incredible to provide students with the support to access an online connection with peers, in lieu of classroom contact.

13. Any other comments about HCLN?

It’s an incredible program, with the most dedicated team I have ever experienced! It was a privilege to be part of this process! Thank you!

## **ATTACHMENT 4 - HCLN™ Evaluation - Learning Management System (LMS) Manager**

1. What do you feel were the prime motivations for students joining HCLN?

*Participants recognized the opportunity and viewed it as a convenient way to prepare for college and at no cost.*

- Opportunity to prep for college nursing programs
- Some viewed it as an “easy” way to prep but I think found out it was not that easy

2. What do you feel were the prime motivations for staying with HCLN?

*Convenience, supportive staff and the gained self-confidence from seeing successes in course work.*

- Convenience
- Knowledge & skill gains
- Support from teachers, coach and staff
- Many re-discovered the ability to learn & be successful
- Many gained self-confidence as they worked through the courses and realized that they could do this

3. What do you see as the primary, most difficult, or problematic challenges?

*The lack of time management skills needed to balance studies with work and family, no support system at home, and finding progress (in some cases) was taking longer than expected resulting in some students becoming less responsive or engaged.*

- Work/life influence had a significant effect on some students which affected their persistence and progress; some who were very motivated were forced to choose between work/life demands and learning, choosing the former
- Time management on part of students
- Ability to keep students engaged and responsive to communications
- Finding a true advocate within a facility who would actively support HCLN™ and the students
- Courses and duration of the program are fairly long. I think that some students had difficulty seeing the end or feeling like they were making progress and became discouraged

4. How can these challenges be addressed?

*Recommendations would include tightening the recruiting and screening process, shortening the courses, setting required weekly goals, more employer involvement and an improved LMS that allows better tracking and reporting.*

- Better recruitment and information dissemination
- More actively engaged site coordinators such as the SDC
- Improved screening of students resulting in those that were better suited to online learning
- Increase the hybrid or face-to-face component for those students who need it (not everyone)
- Accelerate the learning process; shorten courses or break them up in to 2 courses
- Set hard goals & dates with “required” weekly seat time



- Have a more capable LMS that allows better tracking of student logins and work completed; provide better and more meaningful reporting

5. What factors impact (positively or negatively) HCLN learner persistence?

*Motivation, family support, computer access, utilization of supports provided may impact positively or negatively to learner persistence.*

- “Real” motivation
- Language skills
- Personal/family situation
- Access to technology in some cases
- Taking advantage of supports (eg – career coach, labs, etc)
- Course length
- Ability and/or desire to become an online learner

6. What factors impact (positively or negatively) HCLN learner progress?

*Again, motivation is key contributor along with time management and a student’s ability to learn and may impact progress positively or negatively.*

- Motivation
- Ability to learn
- Time management skills

7. What aspects of the HCLN work best for which learners?

*The flexibility and self-paced aspects of the program worked best for students who were capable online learners or online learner “friendly”.*

- Flexible
- Adaptable to learning needs
- Self-paced (able to progress quickly)
- Support available if needed
- Facilitated (teacher available for help)
- Facilitated (teacher maintains regular contact & provides motivation)

8. What aspect of the HCLN work least for which learners?

*The self-paced, unstructured flexibility aspects of the program may not work for language learners, students who struggle academically, and those needing more face-to-face time.*

- “Unstructured”
- Not a rigid class schedule
- Self-paced
- Written at the 8<sup>th</sup> grade level

- Not face-to-face

9. What learner characteristics support success in the HCLN?

*Motivation, time management skills, goal focus and supportive family aided in success with the program.*

- Motivated
- Time management skills
- Able & willing to learn
- Goal oriented
- Stable work/family situation

10. Did the changes in the program, such as learning labs, prove to be worthwhile changes? Why/why not?

*Recommendations outlined below came out of the earlier evaluation (under the WCTF grant) and were incorporated this round and proved beneficial.*

**Program driven changes (all positive)**

- Required 2-part orientation
- Learning labs
- Setting goals and expectations for course performance/completion
- Coach contact – 20 in 20
- Student focused orientation & labs that are more tightly delivered

**Instructor/coach driven changes (all positive)**

- Communication processes and student engagement
- Instructor's use of email and how/what he communicated
- Instructors e-newsletters
- Establishment of informal learning communities via email engagement
- Use of Facebook to communicate

11. Have you observed any differences in the progression of students this session in compared to the WCTF groups?

*Outreach and screening with higher quality students, better engagement and retention were observations of this round.*

- Better persistence & retention
- Fewer self-withdrawals
- Better outreach & screening of students => higher quality student
- Better engagement by students

12. If money were not an issue - what would you envision for the next iteration of HCLN?

*Developing a multi-platform capable model that can be utilized in community college developmentally with refined courses, and include an on-line application and assessment tool – all at a cost that would be more accessible.*

- Develop a model that can be utilized as developmental course in community college
- Develop a low cost model that can used in an ABE setting
- Refine and possibly expand the courses (add more and/or split current courses)
- Develop an online application, assessment and screening tool
- Transfer to a more capable LMS
- Develop and accelerated learning model/version of HCLN™
- As appropriate, find more timely & available support services (tutoring, etc.)
- Develop versions that are multi-platform capable (Mac Safari, smartphones, tablets)
- Implement at sites which have an onsite computer lab
- Develop more of a “grocery store” model – learn what you need to learn
- Lower cost, more accessible
- Ability to support open enrollment plus cohorts
- More efficient orientation process that requires less resources (people)
- Orientation process that supports self-orientation for those able to do so

13. Any other comments about HCLN?

No

## ATTACHMENT 5 - Employer Feedback

1. What do you feel were the prime motivations for employees joining HCLN?

*Employees saw this as an opportunity to improve computer skills and/or get help with a goal to advance their education and careers.*

- Knowing they could get assistance with computer skills and other courses
- Opportunity to get help with jump starting their education and career goals

2. What do you feel were the prime motivations for staying with HCLN?

*Support from the instructors and career coach along with the convenience of the program were motivators for staying in the program.*

- Instructor and Career Coach Support
- The convenience
- Having successes within courses

3. What do you see as the primary, most difficult, or problematic challenges?

*Taking on more than they can handle in addition to not having support or encouragement at home was challenging for some employee participants.*

- Some bite off more than they can chew – once home too many distractions
- They think they can do it but then family, kids, work, illness, etc., get in the way
- No one at home to support them or encourage to keep going

4. How can these challenges be addressed?

*Include 2<sup>nd</sup> interview in screening process and ask for commitment, setting goals with dates attached along with regular follow-up and consequences may be helpful and maybe offering an evening schedule.*

- Set more goals with dates attached
- Regular follow-up w/consequences
- Offer evening options
- Better screening and 2<sup>nd</sup> interview – ask the question “Are you going to be able to do this?”

5. What factors impact (positively or negatively) HCLN learner persistence?

*Time management skills (having them or the lack of) impact persistence.*

- Time management skills
- Ability to set a time and goals and to get it done

6. What factors impact (positively or negatively) HCLN learner progress

*Many factors including family, language, culture and ability to connect may impact a participant's progress with the program.*

- Family issues, cultural
- Ability
- Connection w/instructor

7. What learner characteristics support success in the HCLN?

*Motivation, determination to reach a goal along with good time management skills supports success.*

- Determination
- Goal oriented
- Time management skills

8. Any other comments about HCLN?

Thought the program was great and would like to see it continue

Would help facilitate w/employees and use of training room

Would want to encourage more front line workers to get involved (i.e. from the kitchen)

Word spread (among employees) when program came to Brooksby – they recognized opportunity

## **Recommendations**

Based on the recommendations of Dr. Rosen in January 09, (and from the data collected for this grant) we would like to stress the following themes and recommendations for Health Care Learning Network™ be continued and enhanced.

Tighter screening of applicants and include questions around commitment.

Place the application on-line and/or fill out a web-based application that requires an email be sent as a first step to on-line learning and to help streamline orientation.

Consider adding attendance to learning labs (1-2) to be mandatory to help establish the student with a stronger start and maintain momentum.

Give each course more set structure with weekly deadlines.

Re-structuring of some of the longer lessons to shorter modules (especially with the math course) to allow more frequent markers of completion/success.

Include on-going coaching as part of the expectation of the program so students would be able to apply skills/tools to their lives as things happen and would be in direct contact with the coach/coaching tools in the same way they are in direct contact with the instructor/materials.

Build an on-line community for students with the support to access an on-line connection with peers; engage through on-line video conferencing, forums, chats and social media

Develop a multi-platform capable model that can be utilized as a developmental course in community college and also one that may be used in an ABE setting.

## **Conclusion**

We believe HCLN™'s flexibility offer employees in the health care field (or interested in entering healthcare) who are not ready for college and may not have basic skills or English language skills the opportunity to prepare. The program allows participants to study around their work and family schedules. The HCLN™ model, while in need of some further development and testing shows great promise and may be a consideration for inclusion as a developmental tool at community colleges and also within the Adult Basic Education community. In terms of workforce development, we need to continue to find innovative ways to use technology to enhance the potential for career pathways for entry level occupations—paving the way for the economic and social benefit of the participant as well as the employer.