



# Transformative Change Initiative

## Going Big! How to Scale Innovation for Transformative Change

Office of Community College Research and Leadership (OCCRL)  
University of Illinois at Urbana-Champaign

May 7, 2015



# Transformative Change Initiative (TCI)

TCI is dedicated to assisting community colleges to scale up innovations that improve student outcomes and program, organization, and system performance





# Transformative Change Initiative Network

- Founding partners (2012-13) = 19 Round 1 and 2 TAACCCT consortia, reaching over 230 community colleges in U.S.
- 2014 = TCI extended to all TAACCCT consortia (Round 1, 2 and 3)
- 2015 = welcomed Round 4 TAACCCT consortia (over 60% of all community colleges in U.S. funded by TAACCCT)



# Learning Labs

Over 250 TAACCCT consortium leaders and practitioners participate to:

- Share experiences with peers
- Learn from experts
- Work together
- Network





# Transformative Change Knowledge Center



- *Guiding Principles*
- Scaling Toolkit
- Webinars
- Strategy Briefs
- Bibliographies
- Podcasts





# Strategy Briefs

- Accelerated training & block scheduling
- Bridges
- Business industry leadership teams
- Career pathways
- Competency-based education
- Core curriculum
- Contextualized developmental education
- Developmental education redesign
- Education, workforce & industry partnerships
- Storytelling
- Student engagement through technology
- Transformative Leadership



## Strategies for Transformative Change

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP

### Transformative Change Initiative Overview

The Transformative Change Initiative (TCI) is dedicated to assisting community colleges to scale-up innovations that improve student outcomes and program, organizational, and system performance.

### Transformative Change Definition

TCI defines transformative change as follows: Raising the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity.

### Major Themes:

### BUILDING STUDENT ENGAGEMENT THROUGH TECHNOLOGY

The Consortium for Healthcare Education Online (CHEO) is an interstate consortium consisting of eight colleges across Colorado, Wyoming, South Dakota, Montana, and Alaska that received Department of Labor Round 2 TAACCT funds. Pueblo Community College in Pueblo, CO, leads the consortium with Ft. Collins Community College, MT, Great Falls College KSU, MT, Redick College UAA, AK, Laramie County Community College, WY, Lake Area Technical Institute, SD, Otis Junior College, CO, and Red Rocks Community College, CO. The grant strategies include creating or redesigning quality online and hybrid courses for healthcare programming and developing leading edge technology to deliver remote, web-based science labs offering students greater learning options and employment opportunities.

**Hybrid and Online Allied Healthcare Education**  
CHEO's focus of collaboration and technology development is designed to better connect students with their own learning. CHEO is introducing technology in introductory level science courses and allied health in programs of study including Nursing, Emergency Medical Services, Medical Laboratory Technician, Health Information Technology, and Medical Office Coding. North American Network of Science Labs Online (NANLSO) developed 27 lab activities accessible directly by students in real time, providing authentic approaches to online learning. Instructors are using interactive Lightboards, simulation hospitals, labs, and mobile ambulances to help students achieve a deeper understanding of complicated tasks. CHEO project colleges understand the importance of hands-on, real world learning and are developing programming to build stronger, credible skills required of today's healthcare worker.

project organizational design provides cohesive management and oversight, communication methodology, common agendas, and shared practices for successful partnership implementation. Guided by a talented administrative team, project collaboration has increased expertise and talent sharing across five noncontiguous states. A strong example is the recent launch of the Southern Colorado Healthcare Sector Partnership, bringing together administrators from the area's hospitals and other major healthcare facilities in the Southern Colorado region. Providing technology that was previously unavailable by remote colleges, web-based NANGLO labs add important collective impact allowing access where there was none prior to this initiative. Case studies will illustrate even further commitment from partner colleges and provide a foundation for sustainable connectors across CHEO partner colleges.



Kawli, L., & Kraemer, M. (2015). Collective Impact. Stanford Social Innovation Review, Winter, 36-41. Retrieved from [http://www.stanford.edu/sites/ssi/collecive\\_impact.pdf](http://www.stanford.edu/sites/ssi/collecive_impact.pdf)

TRANSFORMATIVE CHANGE |



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### Major Themes

**Accelerated Training through Blocked Scheduling.** The DeMaND Project has utilized blocked scheduling to accelerate short term and certificate training toward the goals of engaging retention and achievement rates and/or reducing time to completion. Short term training programs (e.g., CNA, Phlebotomy, Hazmat/Hazwops, Commercial Truck Driving, Forestry, and Child Training) are offered in blocked scheduled formats, often with employers' input and sometimes held at employer sites. The CNA courses are typically offered at medical facilities where students can experience the culture of the profession and the rigor of a typical workday. Courses are held from morning to late afternoon, and students complete the program in two weeks, including the clinical portion. Students benefit from reduced costs associated with commuting.

Some one-year certificate programs are also accelerated to 16 weeks through blocked scheduling. Welding, Carpentry, Electrical Technology, CDL, Heavy Equipment Operator, and Electrical Line Worker certificate programs are scheduled five days a week from early morning to late afternoon. In addition to the time advantage, blocked scheduling has contributed to students forming close relationships with each other. Project staff report this has contributed to increased student persistence.

**Innovative and Flexible Faculty.** Blocking the schedule required the willingness of faculty to work long days. In addition, they have had to redesign their instruction to accommodate the accelerated format so that concepts are taught using multiple modes of delivery and including ample time for hands-on practice. Their approach to teaching is to immerse students toward skill proficiency while holding them accountable as an employer would. Blocked scheduling also required the

### SHORT TERM AND ACCELERATED TRAINING THROUGH BLOCKED SCHEDULING

The Tribal College Consortium for Developing Montana and North Dakota Workforce

The Tribal College Consortium for Developing Montana and North Dakota Workforce (DTCW) includes four Tribal Colleges and is led by Lakota Indian Technical College (LITC) of Rosebud, ND. Partner colleges include Crowder College Community College (CCC) in Fort Totten, ND, and the South Lake Harbin First Peak Community College (FLPC) in Poplar, MT on the Fort Peck Reservation, and Assiniboia Nakota College (ANC) in Heston, MT on the Fort Belknap Reservation.

The larger Belton District in northwest North Dakota and northeast Montana as well as an Enbridge has spawned the need for skilled workers to not only work diversity in the oil fields, but also to build up the infrastructure necessary to support the growing number of oil-related workers and their families moving to the region. There are 20 programs of study among the four colleges that have been selected or enhanced by TAACCT funds and are enrolling students to enter in-demand careers in the geographic region.



cooperation of general education faculty who departed their typical schedule to teach courses in the evening or accelerate them, similar to the technical courses. "What we are doing is meeting the demands of what students want to get trained and get to work. It isn't the traditional way of teaching but it is working for our students and it is what employers in the area want...entry level training for entry level employees." Steve Stroud, Welding Director, LITC.

**Support for Faculty and Students.** Blocked scheduling at least doubles contact time for instructors. Therefore, administrators have supported offering salaries commensurate with work-life salary demands as an incentive. College leaders have addressed accreditation and Department of Education (DOE) Title IV challenges related to contact hours and the federal definition of full-time enrollment posed by the accelerated format. Primary sources of funding for DeMaND students include FLL, WIA, or other tribally sponsored funding.

Students enrolled in the DeMaND accelerated certificate programs often have unique needs as compared to other degree-seeking students. To accommodate the need for affordable housing near the college, often far from their homes, LITC allows students the option to stay in campus housing for up to two months after they complete training. Without this support, many students would not be able to maintain their employment due to lack of affordable housing. Also, LITC shortened the curriculum for certificates so students could become employed more quickly. Because the completion rates for students in blocked programs are much higher than for those in traditionally scheduled programs, LITC leaders are considering blocked schedules for other programs of study they offer.

# Meet the Panelists





# Leah Woodke, Evaluator, DeMaND

- Tribal College Consortium for Developing Montana and North Dakota (DeMaND) Workforce
- 4 Colleges (United Tribes Technical College)
- Occupations related to Oil Boom
- Accelerated and Short Term Training
- Primary Target: Unemployed Men





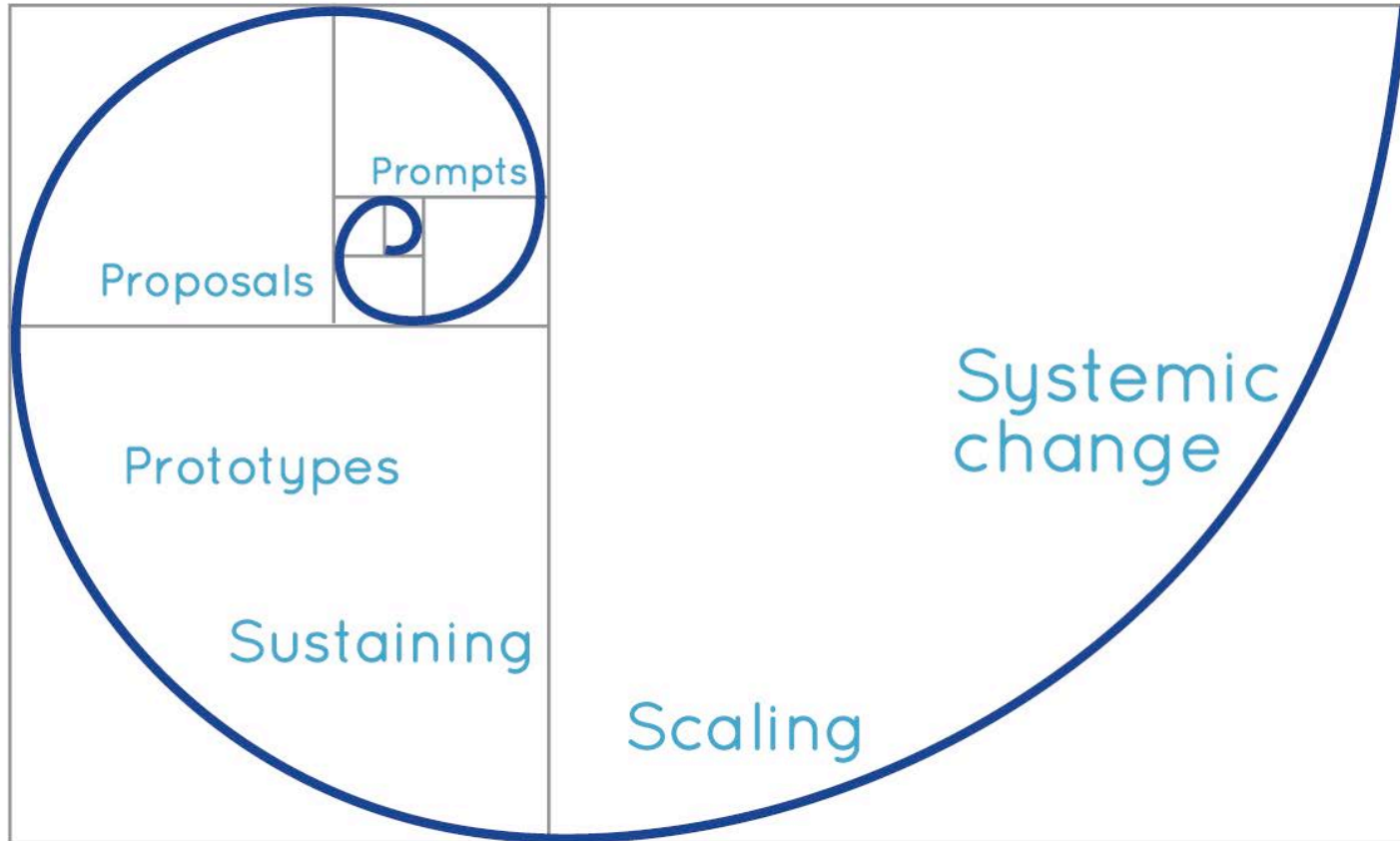
# Maria Fieth, CHEO

- Consortium for Healthcare Education Online (CHEO)
- Pueblo Community College, 7 Partner Colleges across 5 States (FVCC, GFC MSU, Kodiak, LATI, LCCC, OJC, RRCC)
- Online/Hybrid Courseware, Health Career Hub, Technology Development → Jobs
- Connecting Students to Their Own Learning

# How Does Scaling Happen? What are the Guiding Principles?



# Cycle of Innovation



# Scaling Transformative Change

Raising individual, organizational and system performance to unprecedented levels without sacrificing the historic commitment to access and equity.

Scaling

Spread

Leadership | Adoption & Adaptation | Evidence | Storytelling | Networks | Dissemination | Technology

Endure

How to Scale Transformative Change





# Guiding Principles

- Leadership
- Adoption and adaptation
- Evidence
- Storytelling
- Networks
- Technology
- Dissemination
- Spread and endurance



# Leadership

Scaling of transformative change will occur when leaders envision, encourage, and support innovation that supports all learners.

## **Design Elements:**

- Advocate for access, equity and opportunity for all students
- Create evidence- & performance-based organizations and systems
- Use democratic strategies to support people and performance
- Communicate how actions and attitudes support change



# Adoption and Adaptation

Scaling of transformative change will occur when adoption and adaptation honor and influence the cultures of the settings involved.

## Design Elements:

- Create clear understanding of core elements of innovation
- Nurture shared understanding of intended effects
- Adapt to student needs, organizational cultures, and local contexts
- Evaluate adaptations to determine efficacy



# Evidence

Scaling of transformative change will occur when evidence collected through ongoing and responsive evaluation is used strategically.

## Design Elements:

- Commit resources to collect, analyze, and share evaluation results
- Use a variety of evidence to measure processes, performance, perspectives, and impact
- Use evaluation to demonstrate the value of innovations and their influence on policy and practice
- Use evidence to inform decision making on all levels



# Storytelling

Scaling of transformative change will occur if storytelling is used to facilitate learning about innovation and transformative change.

## Design Elements:

- Invite storytellers from a variety of backgrounds and ability to communicate with diverse audiences
- Encourage storytelling that features a variety of stakeholder groups, especially students and faculty
- Tell compelling stories that include rich description, local context, and critical facts (who, what, when, where, and why)



How are you sharing information? Who are the storytellers and who are the audiences?





# Storytelling

- Social Media
  - YouTube: DeMaND Workforce Training
  - Facebook: DeMaND Workforce
  - Twitter: @DemandWorkforce
- Newsletters
- Radio
- Movie Theater





# Poll Question

What principle is most important to scaling an innovation?

- Leadership
- Adoption and adaptation
- Evidence
- Storytelling



# Guiding Principles

- Leadership
- Adoption and adaptation
- Evidence
- Storytelling
- Networks
- Technology
- Dissemination
- Spread and endurance



# Networks

Scaling of transformative change will occur when individuals engage in networks to gain access to expertise, professional development, and other vital resources.

## Design Elements:

- Connect people with diverse perspectives and areas of expertise
- Improve communications and awareness of relationships
- Expand leadership, increase inclusion, and encourage collaboration
- Create a sense of shared identity and trust
- Operate with a high level of transparency





# Technology

Scaling of transformative change will occur when effective and appropriate technology is used to strengthen resources and expertise.

## Design Elements:

- Connect people, resources, ideas, and data in new ways
- Create collaborative environments and provide access to a variety of perspectives
- Accelerate information-sharing to reduce costs
- Enable, energize, and support professional development and technical assistance



# Dissemination

Scaling of transformative change will occur when dissemination is led by individuals with deep knowledge of their settings.

## Design Elements:

- Target and engage users at multiple levels and multiple times
- Help users rethink existing understandings of innovation
- Support the translation of innovation across different settings
- Disseminate evidence to show how innovation changes over time



# Spread and Endure

Scaling of transformative change will occur when innovations are chosen for scaling that show the potential to spread and endure.

## Design Elements:

- Make strategic decisions about what to scale and how to engage in scaling
- Understand how reflective (double loop) learning plays a critical role in scaling
- Transfer lessons from scaling one innovation to other innovations so that the scaling process becomes systemic and endemic

What role has technology played in scaling your innovation and how has that contributed to student learning?





# Poll Question

What principle is most important to scaling an innovation?

- Networks
- Technology
- Dissemination
- Spread and endurance



# Audience Questions

- Submit using the “Chat to All” function
- We’ve been tracking questions throughout and will present as many as possible to our speakers





# Contact Information

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**OCCRL**

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Research and Leadership



[http://occrillinois.edu/projects/transformative\\_change/](http://occrillinois.edu/projects/transformative_change/)

