Breaking Barriers for Student Success: Pathways to Healthcare Program

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Objectives

• Increase health care educational opportunities by 156 new courses
• Increase enrollment of TANF recipients and low-income individuals in PCC health care programs by 50%
• Increase the number of PCC program participants entering the health care workforce by 1,742
• 85% of program participants will indicate satisfaction with health career programs and support services
Goals

- Increase opportunities for education, training and support services that will prepare TANF recipients and low-income individuals to enter and advance in the healthcare sector
- Increase the number of participants entering healthcare careers
Partners

Funded by the U.S. Department of Health and Human Services
Health Profession Opportunity Grant (HPOG)

Partnering Agencies

- **Pima Community College**
  - Develop our community through learning

- **Pima County OneStop (PCOS)**
  - Identify and evaluate clients for eligibility and participation

- **Career development**
  - Outreach to low-income population

- **Local governments & nonprofits**
  - Pascua Yaqui Tribe
  - CareGiver Training Institute
Services

Scholarship Assistance

• Tuition
• Fees
• Books
• Uniforms
• Support needs
Services

Support services
• Personalized assessment, academic advising and case management
• Pre-college basic skills development
• Developmental education (if needed)
• Financial aid (when eligible)
• Tutoring (if needed)
• GED assistance
• Internships or clinical placements
• Assistance with various support services (if needed)
• Career services and job placement support
Eligibility

• Be at or below 70% of the Lower Living Income Standards set by the U.S. Department of Labor
• Income calculations are based on past six months
• Be a resident of Pima County
• Be a U.S. Citizen or have a legal status for residency (legal right to work)
• High School diploma or GED certificate
Training

• HPOG offers 15 healthcare training programs
• Programs are separated into three levels
• Progress to the highest level training (Ladder option) or move to a different training at the same level (Lattice option), depending upon the training program
• Credit or Clock-Hour
• Certificate or Degree
• Different lengths of time for the training programs
• Waiting lists, staggered or delayed start
Barriers Affecting Student Success

- Cost/Funding
- Discrimination due to socio-economic status
- Age
- Language
- First-generation student

Image taken from Hispanic Nursing Students’ Journey to Success: A Metasynthesis by Jessica Alicea-Planas, RN, MPH, CHES
Cost/Funding for College

- One of the top issues students face; if students’ cannot pay for school they will not go. Financial Aid may not cover everything or students do not understand how to correctly fill out the forms.
- New Hope Project: If participants are given an additional cash supplement when they work 30-plus hours a week they “reported that the extra money helped make ends meet or provided some additional breathing room” (Miller et al., New Hope for the Working Poor).
- “For those students who were provided with monetary aid, it allowed them to work less at outside jobs. This in turn availed more time for studying and family obligations.” (Alicea-Planas, Nursing Students’ Journey to Success: A Metasynthesis)
Socio-economic Discrimination

• Students attending college see a lack of people within their own social class
• As a result they are not always able to relate to others within their program of study
• Additionally, students would see negative views of faculty and other students concerning their abilities, racism in nursing curricula and textbooks, and bias in evaluation of student performance – which can combine to create lack of welcome in educational settings” (Evans, Student Perceptions: The Influence of a Nursing Workforce Diversity Grant on Retention)
Age and Language

- Major age differences between some students and others
- Language Barrier – Not being understood or being able to understand
First-generation College Student

• First person to attend college in their family
• Lack of family understanding about the commitment needed in order to be successful in college
• Lack of family encouragement to succeed
• “The working poor were less likely to attain college degrees than other workers or the general population; however, the working poor generally matched the educational experience of the general population through high school but then dropped behind other workers and the general population in terms of college degrees.” (Bruno, Jin and Norris, Building Career Ladders for the Working Poor Through Literacy Training)
Student Self-efficacy @ PCC

Theoretical Framework

Practical Application
Services provided are designed to empower students to gain the necessary skills to complete tasks on their own, fostering a sense of competence and confidence.
Other Theories of Self-efficacy

Northeastern Illinois University Study

- Students who were high in “self-efficacy” – that is, students who believed that they had the ability to meet challenges – were, as a group, the highest-performing students on exams in an introductory psychology class at Northeastern Illinois University.

High self-efficacy = High academic productivity

- Researchers found that confident individuals typically took control of their learning experience, were more likely to participate in class and preferred hands-on learning experiences.
Pathways to Healthcare: Breaking Barriers!

Programs that address TANF recipients and other low-income individuals require new approaches to obtaining basic skills, job training and post-secondary education, with provision of supportive services. Programs should be tailored to focus on individualized education and training to address each participant’s needs, rather than a one-strategy-fits-all approach.

Ample literature describes what support services are most helpful in enabling low-income students to achieve academic success and the important role of career ladders in assisting low-income participants to gaining employment.
Demonstrating Self-efficacy

The Innovative Strategies for Increasing Self-Sufficiency (ISIS) project is a next-generation evaluation of promising programs and policies for improving employment and self-sufficiency outcomes for low-income families. The project’s sponsor is the Office of Planning, Research and Evaluation in the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services.

– Innovative Strategies for Increasing Self-Sufficiency (ISIS) Project, Stakeholder Views from Early Outreach, April 2009
Pima Community College Student Services Centers Models and Protocols, March 31, 2011.


“Health Profession Opportunity Grants to Serve TANF Recipients and Other Low-Income Individuals,” full announcement.