

Implementation Evaluation of the MI-RAISE Design Lab

The Center for Adult College Success at TalentFirst

August 2024



Prepared by:

Margot Plotz, MPA
Kari Colley, PhD

Table of Contents

Introduction.....	3
The MI-RAISE Design Lab.....	4
Evaluation Objectives	4
Data & Methods	4
Key Findings	5
MI-RAISE Design Lab Application Process	5
MI-RAISE Design Lab Programming	7
Overall Experience of the MI-RAISE Design Lab.....	13
Conclusion & Recommendations.....	15
Appendices	17

Introduction

The Michigan Center for Adult College Success at TalentFirst (the Center) developed the Michigan Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab in collaboration with several organizations to support postsecondary institutions to design solutions that address systems level change and challenges faced by the adult learner population. Institutions applied through an application process provided by the Center. Fourteen institutions were awarded and engaged in a series of workshops to assess their local economies, the markets for adult learners in their regions, and their capacity to educate adult learners. Consequently, the institutions designed new evidence-based approaches to serve adult learners.

Basis Policy Research (Basis) contracted with the Center to evaluate the implementation of the MI-RAISE Design Lab. The evaluation sought to identify promising strategies as well as challenges encountered during the implementation and identify how the Center might improve its efforts in future iterations. Below is a summary of the key findings:

Successes

- Overall, the MI-RAISE Design Lab was successful in supporting postsecondary institutions to design innovative solutions for adult learners.
- The application process was simple and straightforward with clear instructions.
- Coaching and the IIA grant proposal development support were rated the most useful for participants.
- Institutions will implement best practices for adult learners such as proactive advising, guided pathways, and eliminating barriers for transfer students.
- The MI-RAISE Design Lab helped institutions both broaden their understanding of barriers for adult learners and consider what their role is in mitigating these barriers.
- The MI-RAISE Design Lab provided the structure and inspiration to institutions to generate comprehensive solutions to address barriers for adult learners.

Areas for Improvement

- The length of time between the application being announced and the due date for submission was a small window for institutions to secure the required commitments from leadership.
- Providing additional context about the MI-RAISE Design Lab project scope, commitment, timeline, and goals within the application would have allowed for institutions to select and better align their design team members for participation.
- Many communication structures were in place for the MI-RAISE Design Lab, yet participants shared that the communication could have been more timely, better organized, and more streamlined.
- Institutions identified a desire for increased time to collaborate and engage more in a workshop model during scheduled lab sessions.

The MI-RAISE Design Lab

The mission of the Center is to be the state of Michigan’s primary resource for supporting solutions for adult learners. The Center, in partnership with Sova Solutions (Sova), Education Strategy Group (ESG), and CollegeAPP developed the MI-RAISE Design Lab to prepare post-secondary institutions to strategically utilize state grants and other potential funding opportunities to design and implement solutions for adult learners. The lab was structured as a design sprint, a time bound series of workshops in which postsecondary institutions received support, coaching, and technical assistance to rapidly design solutions to barriers and challenges adult learners face when persisting and completing college.

The MI-RAISE Design Lab took place between November 2023 to June 2024. Institutions were required to have a design team that attended in-person or virtual, monthly meetings. Institutions received coaching, technical assistance, access to relevant key topic presentations, and overall support to help them identify and understand the adult learner population and develop strategies for systems change solutions with best practices to boost adult completion (See Appendices). The goal of the lab was to have design teams from each institution understand the adult learner population they are trying to serve and develop evidence-based solutions to apply for the Innovation Investment Award (IIA) Grants and other state grants such as Sixty by 30 for implementation.

To date, the postsecondary institutions have completed the MI-RAISE Design Lab, submitted proposals to the IIA grant program, and are awaiting award decisions. This report captures the program methodology for the evaluation, the data collection and analysis process, relevant key findings, and recommendations for the Center and its partners.

Evaluation Objectives

The objective of the evaluation was to understand the implementation of the MI-RAISE Design Lab and to identify what strategies were successful and challenges the Center and its partners encountered to ultimately shape future iterations of the MI-RAISE Design Lab.

Data & Methods

The findings are based on research collected data that occurred at the completion of the MI-RAISE Design Lab. Once the data was compiled, Basis conducted two analysis – a descriptive analysis of the quantitative data and a content analysis of the qualitative data.

Surveys

Basis administered a survey at the end of the MI-RAISE Design Lab in June of 2024. We surveyed 96 participants from the 14 participating institutions. We had 38 respondents, for a response rate of 41 percent. Of the 41 percent, 32 percent identified as the institutional lead for their organization and 63 percent identified as individual design team members. The survey asked questions about the application process for participation, the usefulness of the technical assistance they received,

the perceptions of the content of each design lab meeting, and the overall experience of the MI-RAISE Design Lab (See Appendices).

Interviews

In order to capture a deeper understanding of the implementation, Basis invited survey respondents to participate in an interview. Eight participants volunteered and five interviews were completed. Basis ensured at least two interviews per type of institution (2- or 4-year institution) were conducted to sample diverse perspectives and experiences. We also completed four interviews with the Center and its partners leading the MI-RAISE Design Lab. The interviews asked participants about their perceptions of the application process, the design lab content, and the overall experience of the MI-RAISE Design Lab. The interviews for the Center and its partners asked questions about their perceptions of the MI-RAISE Design Lab development and their experience in implementing a design lab (See Appendices). Table 1 presents the data sources, the audience, the date of the data collection, and the method.

Table 1. Data Sources

Data Source	Participants	Date of Data Collection	Data Collection Method
MI-RAISE Survey	Postsecondary institutions	June - July 2024	Online survey
Interviews	Postsecondary Institutions MI-RAISE Design Lab Partners	July 2024	Virtual interviews, recorded and transcribed
Document Review	MI-RAISE Partners	September 2023 – June 2024	Document collection MI-RAISE Google Folder MI-RAISE Slack channel

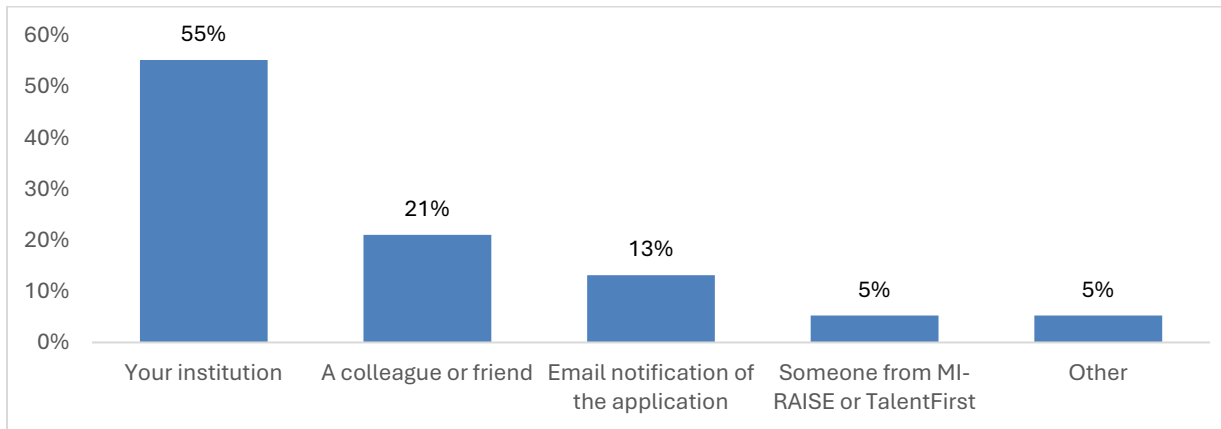
Key Findings

The following provides relevant key findings from the evaluation of the MI-RAISE Design Lab and is organized by the application process, content and programming, and the overall experience. All data sources captured in the table above have been integrated into the findings.

MI-RAISE Design Lab Application Process

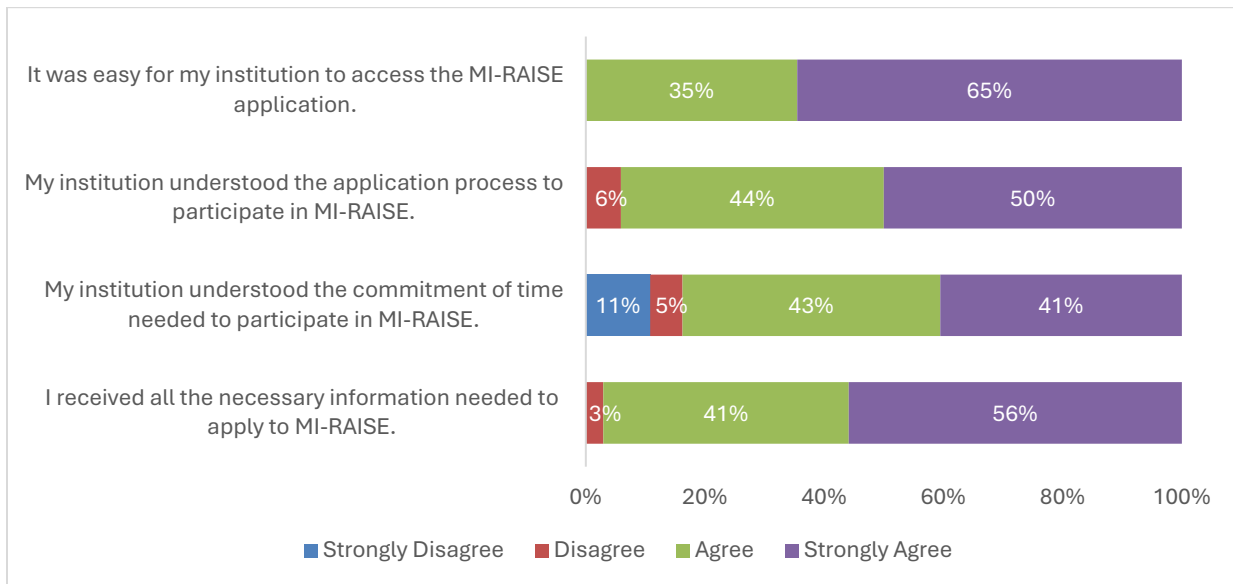
Participants from postsecondary institutions reported learning about the MI-RAISE Design Lab through a variety of formats, most frequently stating that they had either received an email notification that the application was available or that someone from the MI-RAISE team or TalentFirst had notified them directly. The majority of survey participants (55 percent) selected their institution as the primary communication regarding the opportunity to participate in the MI-RAISE Design Lab.

Figure 1. Participant Responses on How They Learned About the MI-RAISE Design Lab, n=38



Participants were required to apply to the MI-RAISE Design Lab through a formal Request for Proposal (RFP) process. This process was designed to be straightforward while also requiring the commitment of postsecondary institutions by requesting institutional information, an understanding of the expectations, and letters of commitment from institutional leaders. The majority of survey respondents agreed or strongly agreed that it was easy for their institution to access the application, the application was easy to understand, and they received all the necessary information to apply. The majority also agreed they understood the time commitment to participate.

Figure 2. Participant Responses about the Application Process, n=37



Open-ended survey and interview data surfaced two areas of potential improvement. First, institutions stated that securing letters of commitment within the determined timeframe was challenging given busy schedules amongst institutional leaders. Additionally, respondents shared that they wished they had more information about the MI-RAISE Design Lab scope and goals upfront so that they could have better identified team members at the onset. The institutions

(β)

sharing this feedback expressed confusion and discontinuity between the design team selection process at their institution and the evolution of the MI-RAISE Design Lab, stating that as the project developed, they became aware that additional colleagues should have been included. This could indicate that the application process did not provide enough detail on the front end for institutions to determine the appropriate participants. Below is a quote from an interview:

I think some of the context on the front end with how the organizations are vetted and allowed to participate and then making sure that the people who are actually going to do the work are just as informed as maybe the people that were initially reached out to...

MI-RAISE Design Lab Programming

The following section identifies the findings from the content and programming of the MI-RAISE Design Lab. The survey and interviews asked questions about the overall programming, and various session components including the self-assessment process conducted for each institution, data discussions that occurred during sessions, best practices for adult learners that each institution intends to implement, an asset mapping session for each institution to understand internal and external partners, the individualized coaching each institution received, and the IIA grant and Sixty by 30 proposal development support. The following section is organized by these topics.

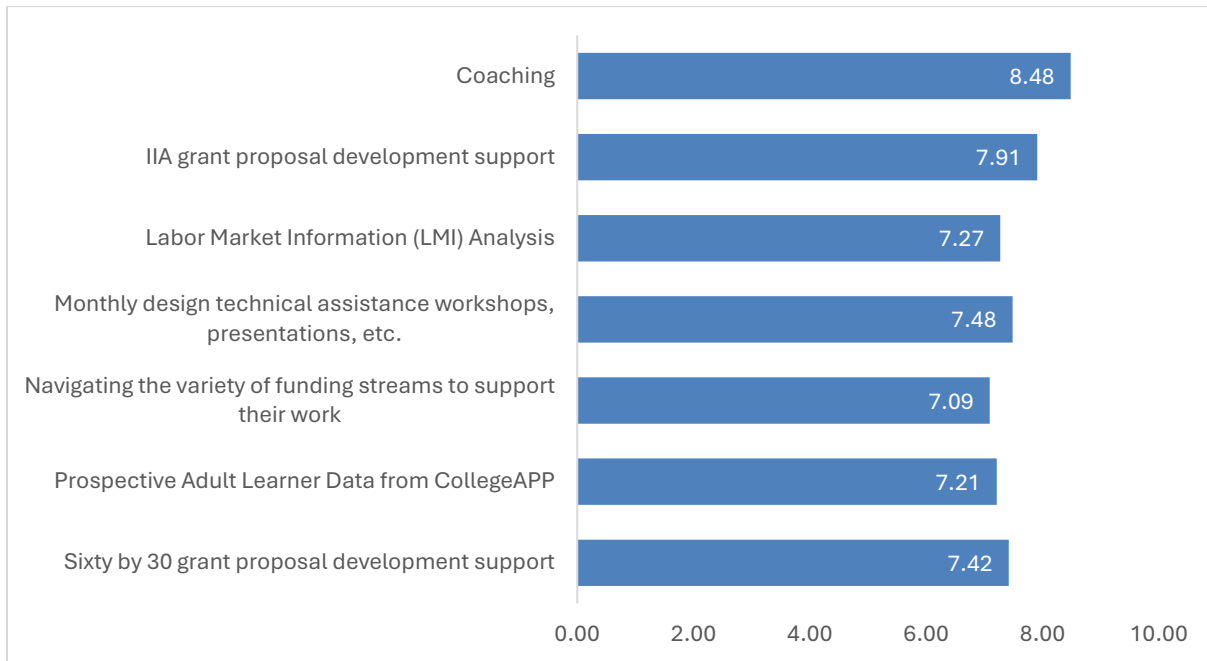
Overall Programming

The monthly cohort meetings for the MI-RAISE Design Lab, offered virtually and in person, consisted of sessions in which institutions learned about labor markets in their regions, data specific to the adult learners they are trying to serve, and other solutions being implemented by institutions serving adult learners. As a part of this programming, institutions also received coaching to design solutions for adult learners and navigate funding streams as well as proposal development support for completion of the IIA and Sixty by 30 grants. During interviews, respondents consistently shared that their institutions had strong attendance at most if not all sessions. However, when asked about the content of the sessions, respondents provided feedback that was mixed. A quarter of respondents noted that they would have preferred more strategically designed workshop sessions for their individual institutions, while another quarter stated a desire to have the efficiency and structure of the meetings improved.

The only thing I would say is in the in-person (meetings), and I had said this before in the in-person convening if we could have more strategically designed working time. I think those kinds of working meetings would've been very helpful to get to the end (goal).

The survey asked participants about the usefulness of session topics using a scale of 1-10, with one being the least useful and ten being the most useful. The highest average score selected by participants was for coaching at an 8.48. The second highest average score of usefulness selected was the IIA grant proposal development support. Overall, the majority of participants believed all content offered through the MI-RAISE Design Lab was useful, with 89 percent of respondents selecting a score of six or above. Participant selections are captured in the chart below.

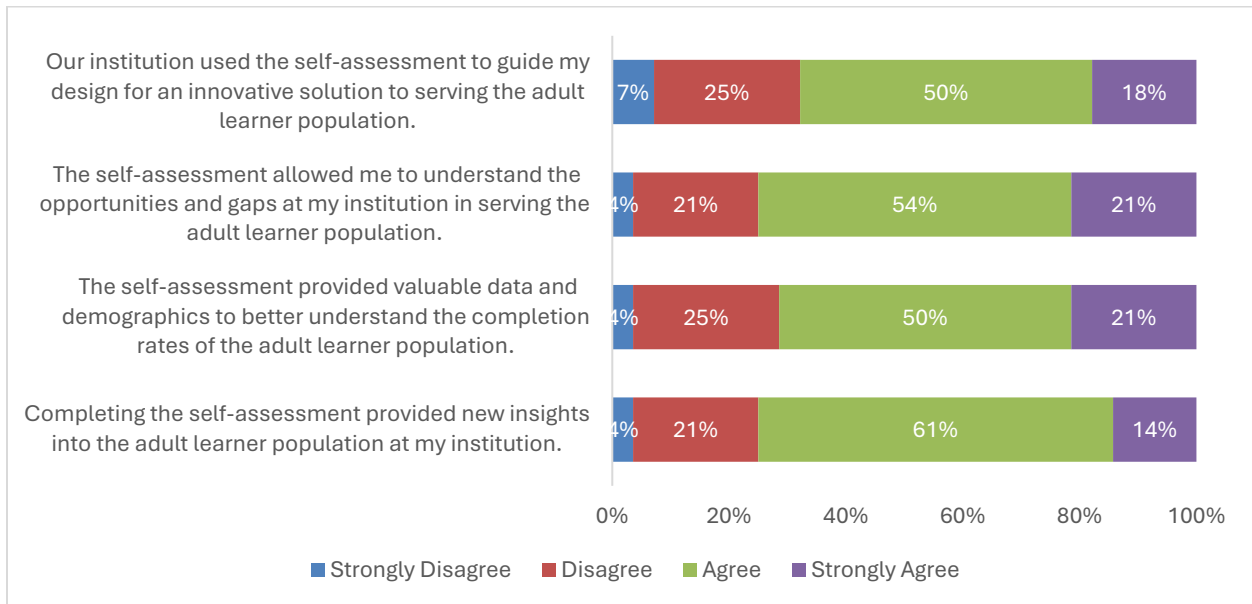
Figure 3. Average Score Selected for MI-RAISE Design Lab Component, n=33



Self-Assessment

Early in the MI-RAISE design lab process, institutions were asked to complete a self-assessment identifying institutional priorities impacting adult learners including accessibility, program change, operational change, data, and partnerships. The self-assessment data was aggregated and discussed at a MI-RAISE Design Lab session. Coaches from the Center and its partners facilitated reflective conversations during this session resulting in institutions identifying actionable priorities. To better understand their perceptions of the self-assessment and the accompanying workshop, Basis asked participants if engaging in this work provided new insights, valuable data, an opportunity to reflect on opportunities and gaps, and if it provided a guide for designing a solution for adult learners. The majority of participants agreed or strongly agreed with these statements. The highest percentage of disagreement about the self-assessment was that it provided a guide for designing a solution (32 percent disagreed or strongly disagreed).

Figure 4: Participant Responses to the Self-Assessment, n=28



The interviews mirrored the survey responses, with participants noting that the self-assessment supported team members in identifying a problem and honing ideas to generate solutions; however, staffing challenges would prevent them from seeing any of the solutions move forward.

Based on the technical assistance we've received; we would have zero capacity to help out. And it's not because of the technical support that we've had, it's because of the current staffing levels. We're a small institution. We all wear multiple hats... With our current staffing levels, there's only so much we can do. Now on the flip end to that, the technical support that we did have helped us kind of hone our idea a little bit more so that wasn't so broad or floundering in the wind.

Separately, a respondent shared that they already had a sense of the adult learner population at their institution, making the self-assessment an unnecessary step in the process.

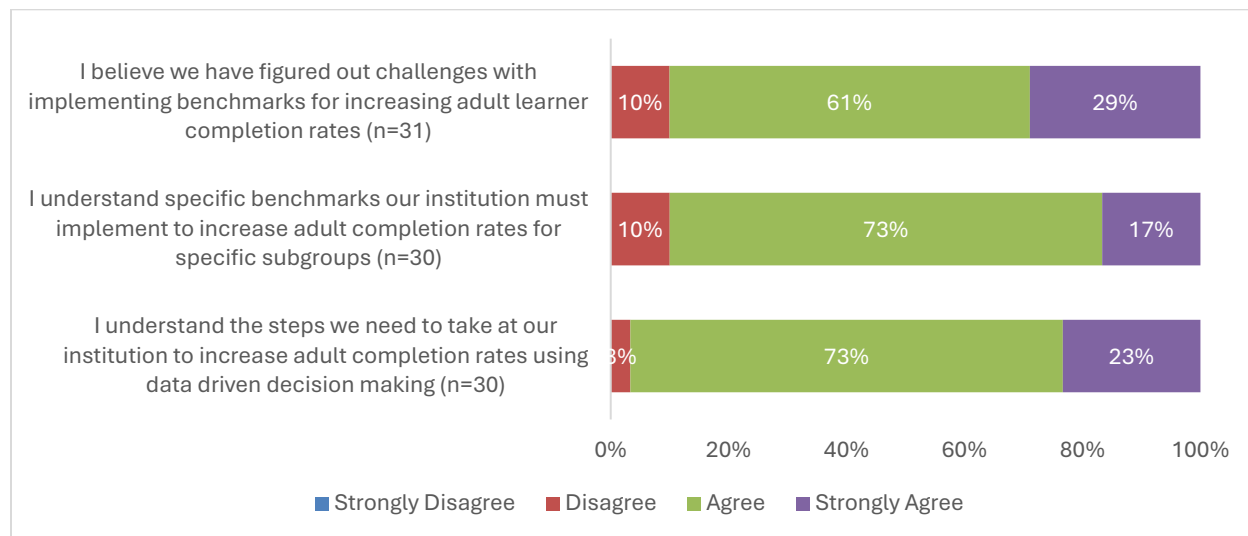
Data

A common theme during the MI-RAISE Design Lab work was the importance of having access to high-quality data; participants identified its importance for understanding the regional needs of the community being served, identifying the adult learner population, setting targets and benchmarks, and for understanding if the generated solutions are contributing to improved outcomes. During one session, ESG and the Center provided case studies prioritizing adult learners at the state and national level, which included a focus on the importance of data and data systems. During this session, institutions were also asked to share their respective experiences with data.

Participants were asked about their perceptions of the data discussions during the MI-RAISE Design Lab. At least 90 percent of participants agreed or strongly agreed that they understood the steps required to increase adult completion rates using data driven decisions. Ninety percent also

agreed or strongly agreed that they understood benchmarks that must be implemented to increase adult completion rates for specific subgroups and that they had identified challenges with implementing benchmarks for increasing adult learner completion rates. One participant shared that it would have been more beneficial if they had customized data to their institutional needs and linked to their goals.

Figure 5: Participant Responses of Data Discussions, n=31



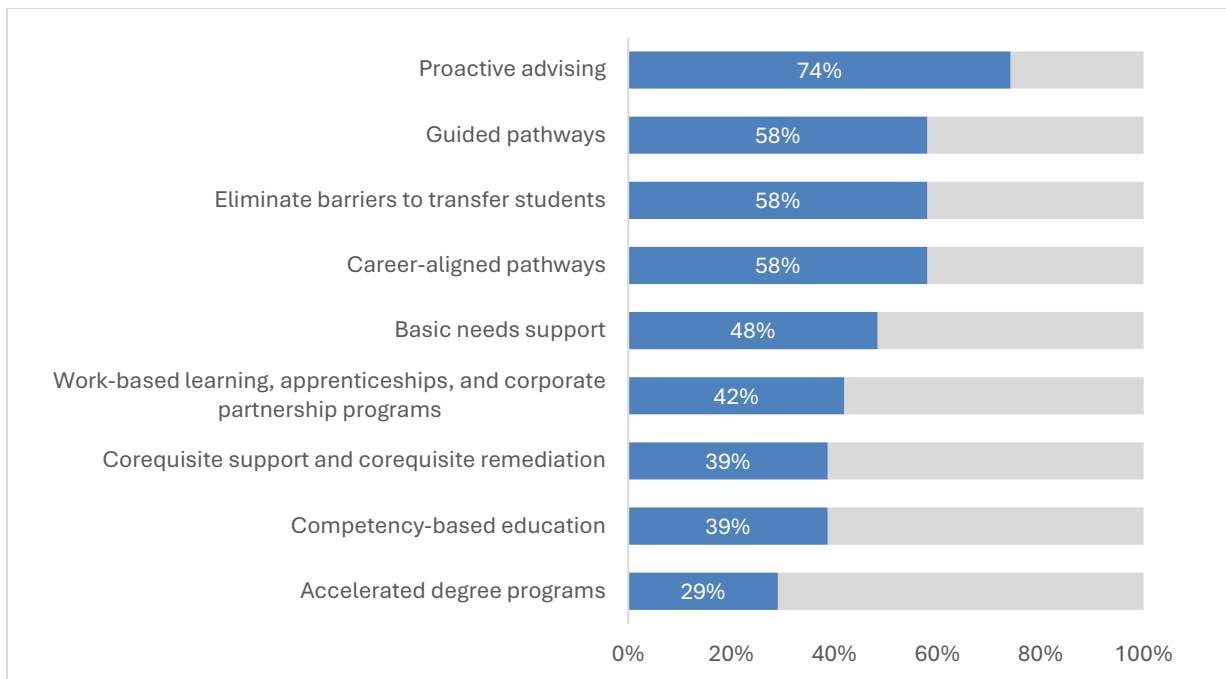
The discussions about data were insightful. Through this reflection, one institution recognized that one of their most significant barriers was internal access to high-quality data. This person stated:

I would say the big limitation, another limitation for us was the ability to access good data at our institution. So we needed to provide information as part of the grant and that we had some trouble getting reliable data right away. In the end we got workable data, but I would say one of our barriers was really getting reliable data.

Best Practices for Adult Learners

The MI-RAISE Design Lab fulfilled a requirement for the Center to provide technical assistance to consult with institutions on best practices for adult learners. Best practices for adult learners were foundational for coaching sessions and for the institutions to design solutions. Ultimately, these best practices would be woven into the institution’s application for the IIA grant, and upon being awarded, the institution would receive resources from the Center, aiding in implementation. Participants were provided with a list of best practices and asked to select all practices they intend to implement as part of their solution for adult learners. As illustrated in the chart below, the top four practices that the participating institutions selected are proactive advising, guided pathways, eliminating barriers for transfer students, and career aligned pathways. Fewer than half of respondents selected accelerated degree programs as a best practice they plan to implement.

Figure 6: Percentage of Respondents indicating Implementation of Best Practices, n=31



Interview participants shared that the MI-RAISE Design Lab helped them in identifying barriers faced by adult learners such as managing full-time jobs, caring for family members, transportation, housing, and the ability to navigate a complex system. This led them to determine internal efforts such as flexible scheduling, grant opportunities, and improved marketing as potential strategies they could implement to address barriers and create a better experience for adult learners. One participant stated that this process crystallized the barriers and solutions for adult learners:

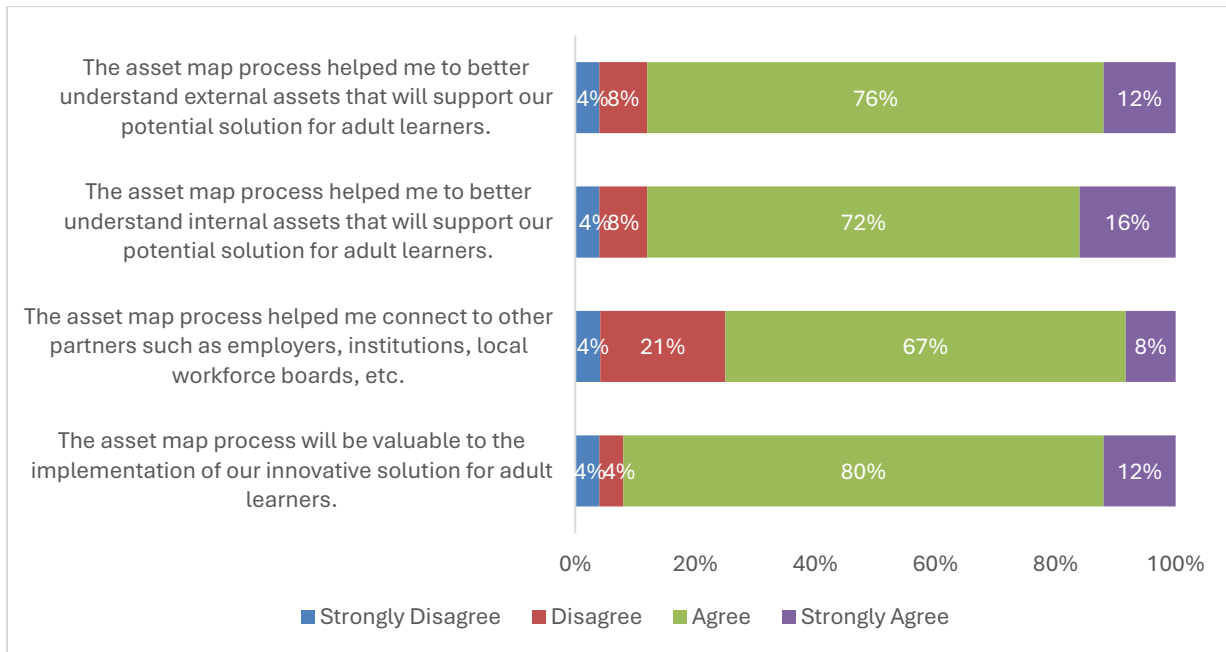
I think through this process, the barriers, the challenges are more crystallized and some strategies that we can take in order to tackle them were also more crystallized than we were before. I would say prior to the (MI-RAISE) process. And over this past year, there was a lot of sort of awareness that there was a problem, but not a lot of clarity around what specific challenges were or what we were going to do about it.

Asset Mapping

Institutions participated in an asset mapping process during the MI-RAISE Design Lab, which was a facilitated process in which institutions could identify internal and external assets, such as partners, and build connections to support their solutions. The chart below shows their perceptions, with the majority agreeing that the asset map process helped them to better understand internal and external assets to support their solution and helped them connect to other partners. The majority also stated that the asset mapping process was valuable for the implementation of their solution. The largest area of disagreement was that the asset map helped connect their institution to other partners such as employers, institutions, local workforce boards, etc.

(β)

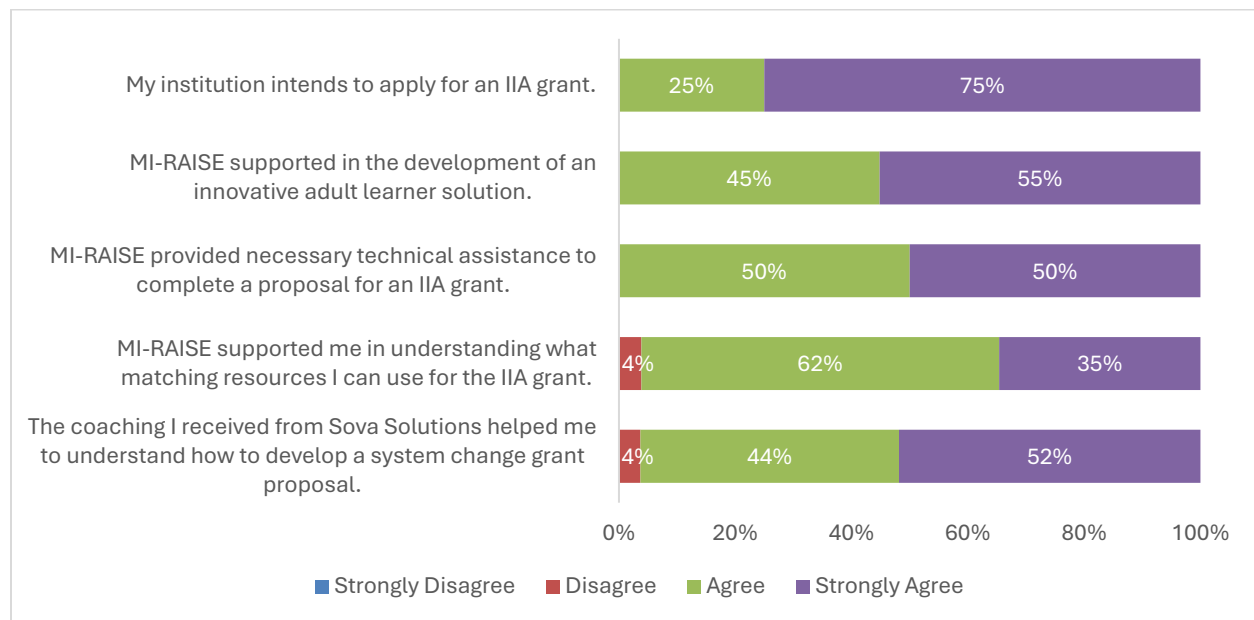
Figure 7: Participants Responses on the Asset Mapping Process, n=25



Coaching and IIA Grant Application

Throughout the MI-RAISE Design Lab, institutions were supported by a coach responsible for facilitating conversation and meeting with institutions outside of the larger cohort sessions to support their efforts in designing a solution for adult learners. They also supported their efforts in developing a proposal to be submitted to the IIA Grant Application. The last session of the MI-RAISE Design Lab was a two-day in person event, which included workshop time for the design teams to prepare proposals and feedback on the draft proposals. Participants were asked questions about the perceptions of the coaching they received and IIA grant development support. All respondents stated they were applying for an IIA grant. Further, almost all participants indicated that the MI-RAISE Design Lab supported the development of their solution and provided the necessary technical assistance needed to complete a proposal.

Figure 8: Participant Responses of the Coaching and IIA Grant Development, n=28



A small percent (4 percent) disagreed that the lab supported them in finding matching resources for the grant and that the coaching from Sova helped them create a systems change solution for adult learners. One participant shared that the crosswalk from the technical assistance to the IIA application wasn't aligned and that it would be supportive if the MI-RAISE Design lab aligned the IIA application and the grant proposal development technical assistance, making the transfer of their work on the IIA grant application more seamless.

Overall Experience of the MI-RAISE Design Lab

The following shares findings about the overall experience of participating in the MI-RAISE Design Lab. Questions were asked about the institutions' understanding of barriers for adult learners and if it met their expectations and if they were satisfied with the support received. Basis also asked if the MI-RAISE Design Lab was aligned to their institutions' needs and what they would change for a future iteration of a design lab.

Barriers for Adult Learners

Interview participants were asked if their participation in the MI-RAISE Design Lab helped broaden their understanding of the barriers adult learners often face, and if so, what barriers their institution plans to address first. All respondents stated that prior to the MI-RAISE Design Lab they had a strong understanding of many barriers faced by adult learners, but that this process helped to both broaden their understanding of these barriers and to consider the role their institution can play in mitigating these barriers. All participants agreed that their work in the MI-RAISE Design Lab provided the necessary structure and inspiration to generate comprehensive solutions to address

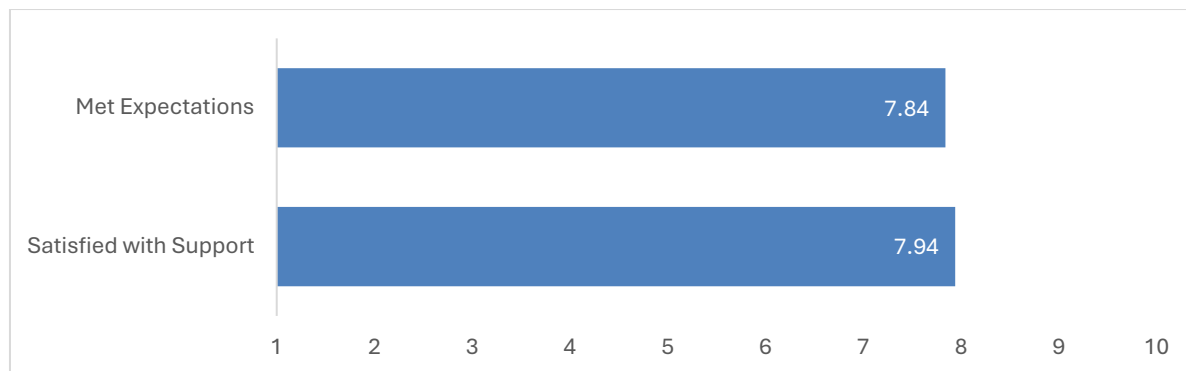
these barriers, something many stated that they did not have the opportunity to consider until this process.

That's what the MI-RAISE process helped us do is to think about it as a system versus as individual elements in the academy... It's about if we want to truly support an adult student, we've got to work on flexible scheduling with credit for prior learning with dual enrollment opportunities at not just our institution but another institution. And then we also got to make sure that they're on the pathway, staying on the pathway, and then obviously they get a job when they're all done. So that's a whole unit and a whole system that's supposed to work harmoniously together...

Expectations of Support

Survey participants were asked if they were satisfied with the support they received and if the MI-RAISE Design Lab met their expectations. Responses were on a scale of 1 to 10, with 10 being met expectations and satisfied with support. As demonstrated in Figure 9 below, trends were similar between the two prompts, with the average score of respondents being a 7.84 that the MI-RAISE Design Lab met their expectations and a 7.94 that they were satisfied with the support received. This is a high level of satisfaction for the overall experience of the MI-RAISE Design Lab.

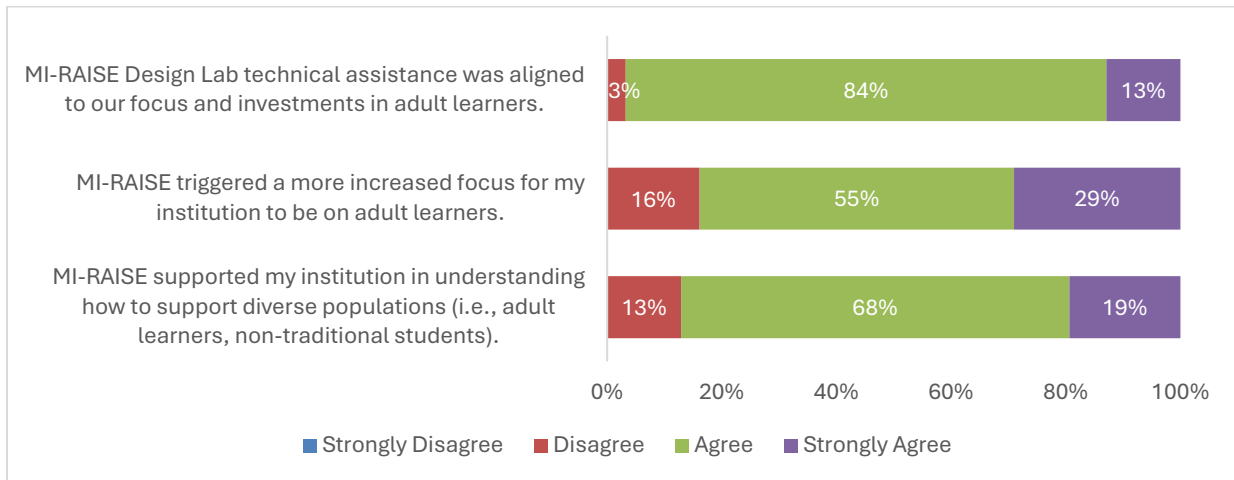
Figure 9: Average Score of Respondents – Met Expectations and Satisfied with Support, n=31



Alignment

Participants were also asked about the alignment of the MI-RAISE Design Lab to their institution. Most participants agreed that the MI-RAISE Design Lab technical assistance was aligned to their institution's focus and investments in adult learners, that the MI-RAISE Design Lab triggered a more increased focus for their institution on adult learners, and that it supported their institution in understanding the diversity of the populations they serve. The largest percentage of disagreement (16 percent) was in the area of the MI-RAISE Design Lab triggering their institution to have a more increased focus on adult learners.

Figure 10: Participant Responses about the Alignment, n=31



Participant Recommendations for Change

In an open-ended prompt, respondents were asked what they would have changed about the MI-RAISE Design Lab. Below are a handful of their responses regarding communication and their participation:

Better organization of email and meeting invitations - maybe a link to where we could go for meeting information rather than include it in emails that didn't always get to all our team members.

Get information to all participants. Seemed like information was filtered to the project lead.

I would have been involved earlier and pulled in more relevant colleagues.

With all the grant opportunities, adding the MI-RAISE Design Lab meetings, coaching, etc. created more work for an already short-staffed institution. I truly appreciated the coach as he was knowledgeable and helpful. I think our institution didn't have a grasp on what MI-RAISE was when we got into it, so we didn't have the right people involved at the start.

Conclusion & Recommendations

Overall, the sentiment was positive for institutions participating in the MI-RAISE Design Lab with the majority finding value in the process, the content and the technical assistance provided, and the overall experience. If the Center and its partners engage in future iterations of the MI-RAISE Design Lab, below are recommendations to consider:

- Consider providing full detailed agendas, with a timeline for meetings, and goals in advance or even in the application so that institutions can really determine if they have the capacity and organize the correct team to participate.

- Extend the application release to application due date window up to six weeks to allow for institutions to secure proper signatures, required sign offs, and organize the correct team to participate.
- Provide programming or a session that would intentionally connect design lab institutions with external assets such as employers and local workforce boards.
- Streamline communication structures through a hosted webpage with a calendar for all institutions to access documents, receive calendar invitations, and access what is needed for each session.

Appendices

(β)

Michigan - Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab Virtual Convening Thursday, April 18, 2024, 12:00 pm ET, [Zoom](#)

Objectives: MI-RAISE Design Lab institution teams will: (1) learn actionable strategies for expanding CPL, (2) gain clarity on the expectations of a quality grant proposal, and (3) learn about upcoming Design Lab activities and resources to support grant development.

Attendees: Institutions teams, MCACS, ESG, Sova, CollegeAPP, TalentFirst

Pre-work: Consider reserving additional time following the convening for continues work and MCACS engagement

AGENDA

- | | |
|-------------------------|---|
| 12:00 - 12:10 pm | Welcome and Updates
The MI-RAISE team will welcome institution teams, share a new resource, and provide logistical updates. |
| 12:10 - 12:35 pm | Credit for Prior Learning in Action
This session will include a panel of three Michigan colleges working hard on CPL efforts as part of Michigan's participation in a multi-state project with Jobs for the Future and Achieving the Dream. This session will build on the CPL breakout in the March convening with specific focus on the work happening at each college to expand the use of CPL to better meet the needs of adult learners. |
| 12:35 - 1:00 pm | Grant Expectations
MCACS will provide a walk through on the expectations of a high quality grant proposal for the Innovation Investment Awards. |
| 1:00 - 1:30 pm | College Team Time
The MI-RAISE team will facilitate breakouts for college teams to reflect on grant expectations, plan for how to meet grant expectations, and meet with the MCACS team, as needed. The team Zoom rooms will remain open for two hours following the meeting's end so that colleges can continue collaboration and/or engaging the MCACS team. |

Michigan Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab

Participant Survey

The goal of MI-RAISE is to support post-secondary institutions in designing innovative solutions to address systems change and challenges faced by the adult learner population. The MI-RAISE Design Lab engaged fourteen institutions in a design sprint to assess their local economies, markets for adult learners, and capacity to educate adult learners, in turn, using those data to design new evidence-based approaches to best serve adult learners. As a participating MI-RAISE Design Lab institution, we are seeking your feedback to understand your perceptions and experiences in the design lab.

This survey collects information that will help the MI-RAISE Design Lab to determine if the design lab process was successful and how it can be improved. Your responses are being collected by Basis Policy Research, the program's external evaluator. Your responses will be kept confidential, will never be shared with anyone from your institution, and will have NO IMPACT on your continuation in the design lab and future grant funding opportunities.

Please address any questions or concerns to Margot Plotz – margot@basispolicyresearch.com.

Application Process

1. How did you hear about MI-RAISE? Please select all that apply.

- Your institution
- A colleague or friend
- Email notification of the application
- Someone from MI-RAISE or TalentFirst
- Other: _____

2. What role did you serve on the design team?

- Institutional lead
- Design team member
- Other: _____

3. Please indicate the extent to which you agree or disagree with the following statements concerning the application process for MI-RAISE. Please select N/A if you did not participate in the application process.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. It was easy for my institution to access the MI-RAISE application.	1	2	3	4	5
b. My institution understood the application process to participate in MI-RAISE.	1	2	3	4	5
c. My institution understood the commitment of time needed to participate in MI-RAISE.	1	2	3	4	5
d. I received all the necessary information needed to apply to MI-RAISE.	1	2	3	4	5

4. Do you have additional feedback to share about the application process for MI-RAISE?

Technical Assistance

1. On a scale of 1-10, please share how useful the following items you received from the MI-RAISE Design Lab were -

Labor Market Information (LMI) Analysis

Not useful at all.....Very useful

Prospective Adult Learner Data from CollegeAPP

Not useful at all.....Very useful

Monthly design technical assistance workshops, presentations, etc.

Not useful at all.....Very useful

Coaching

Not useful at all.....Very useful

Navigating the variety of funding streams to support their work

Not useful at all.....Very useful

IIA grant proposal development support

Not useful at all.....Very useful

Sixty by 30 grant proposal development support

Not useful at all.....Very useful

2. Please indicate the extent to which you agree or disagree with the following statements concerning the self-assessment technical assistance you received from MI-RAISE. Please select N/A if you did not participate in the self-assessment technical assistance.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. Completing the self-assessment provided new insights into the adult learner population at my institution.	1	2	3	4	5
b. The self-assessment provided valuable data and demographics to better understand the completion	1	2	3	4	5

rates of the adult learner population.					
c. The self-assessment allowed me to understand the opportunities and gaps at my institution in serving the adult learner population.	1	2	3	4	5
d. Our institution used the self-assessment to guide my design for an innovative solution to serving the adult learner population.	1	2	3	4	5

3. Do you have additional feedback to share about the self-assessment technical assistance from MI-RAISE?

4. Please indicate the extent to which you agree or disagree with the following statements about how to utilize data you received as part of MI-RAISE. Please select N/A if you did not receive any data as a part of your participation in MI-RAISE.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. I understand the steps we need to take at our institution to increase adult completion rates using data driven decision making.	1	2	3	4	5
b. I understand specific benchmarks our institution must implement to increase adult completion rates for specific subgroups.	1	2	3	4	5
c. I believe we have figured out challenges with implementing benchmarks for increasing adult learner completion rates.	1	2	3	4	5

5. Do you have additional feedback you would like to share about the data you received during MI-RAISE?

6. Which best practices do you intend to implement in your innovative solution for adult learners at your institution? (Select all that apply)

- Flexible scheduling
- Prior learning assessments
- Credit for prior learning
- Competency-based education
- Proactive advising
- Corequisite support and corequisite remediation
- Career-aligned pathways
- Work-based learning, apprenticeships, and corporate partnership programs
- Basic needs support
- Accelerated degree programs
- Eliminate barriers to transfer students
- Guided pathways
- Other _____

7. On a scale of 1 to 10, please share the capacity you have at your institution to assess the effectiveness of the current programs, tools, or services – the overall support system - that serve the adult learner population?

No capacity at all.....A significant amount of capacity

8. Please indicate the extent to which you agree or disagree with the following statements about the asset map process with MI-RAISE. Please select N/A if you did not participate in the asset map process.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a. The asset map process helped me to better understand external assets that will support our potential solution for adult learners.	1	2	3	4	5
b. The asset map process helped me to better understand internal assets that will support our potential solution for adult learners.	1	2	3	4	5
c. The asset map process helped me connect to other partners such as employers, institutions, local workforce boards, etc.	1	2	3	4	5

d. The asset map process will be valuable to the implementation of our innovative solution for adult learners.	1	2	3	4	5
--	---	---	---	---	---

9. Do you have additional feedback to share about the self-assessment technical assistance from MI-RAISE?

10. Please indicate the extent to which you agree or disagree with the following statements about the preparation you received to apply for the Innovation Investment Awards (IIA) from The Center.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My institution intends to apply for an IIA grant	1	2	3	4
b. MI-RAISE supported in the development of an innovative adult learner solution.	1	2	3	4
c. MI-RAISE provided necessary technical assistance to complete a proposal for an IIA grant.	1	2	3	4
d. MI-RAISE supported me in understanding what matching resources I can use for the IIA grant	1	2	3	4
e. The coaching I received from Sova Solutions helped me to understand how to develop a system change grant proposal	1	2	3	4

11. Do you have additional feedback to share about the IIA technical assistance received from MI-RAISE?

Overall Experience

12. Recall your experience participating in the MI-RAISE Design Lab in its entirety. On a scale of 1 to 10, how satisfied were you with the support you received from the design lab?

1 - Not at all Satisfied.....10 - Extremely Satisfied

13. On a scale of 1-10, how well did the design lab meet your expectations?

1 – Did Not Meet Expectations.....10 – Met Expectations

14. Please share what you enjoyed about the MI-RAISE Design Lab.

15. Please indicate the extent to which you agree or disagree with the following statements about the alignment of the MI-RAISE Design Lab to your institution.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. MI-RAISE Design Lab technical assistance was aligned to our focus and investments in adult learners	1	2	3	4
b. MI-RAISE triggered a more increased focus for my institution to be on adult learners.	1	2	3	4
c. MI-RAISE supported my institution in understanding how to support diverse populations (i.e., adult learners, non-traditional students)	1	2	3	4

16. What additional support, if any, do you need from the MI-RAISE Design Lab?

17. If you had a magic wand and could change one thing about the MI-RAISE Design Lab, what would it be?

Institution Details

18. Please identify your type of institution. (Branch based on type)

- Two-year
- Four-year
- Other _____

19. What is the size of your institution? (Based on the selection to #18, the respondent will get one or the other below)

Two Year	Four Year
<ul style="list-style-type: none">• Very Small = Less than 500 students• Small = 500-1999 students• Medium = 2000-4999 students• Large = 5000-9999• Very Large = 10,000 or more students	<ul style="list-style-type: none">• Very Small = Less than 1000 students• Small = 1000-2999 students• Medium = 3000-9999 students• Large = 10,000 or more students

Michigan Regional Adult Initiative for Skills and Education (MI-RAISE) Design Lab

Interview Protocols

Introduction

The goal of MI-RAISE is to support post-secondary institutions in designing innovative solutions to address systems change and challenges faced by the adult learner population. The MI-RAISE Design Lab engaged fourteen institutions in a design sprint to assess their local economies, markets for adult learners, and capacity to educate adult learners, in turn, using those data to design new evidence-based approaches to best serve adult learners. As a participating [MI-RAISE Design Lab Institution or MI-RAISE Design Lab Organization], we are seeking your feedback to understand your perceptions and experiences in the design lab.

Protocol

First, thank you for sharing an hour of your valuable time. This interview is designed to inform the ongoing work and implementation of the MI-RAISE Design Lab. Your responses will help shape an evaluation report prepared by Basis Policy Research (Basis) for Talent First and the Michigan Center for Adult College Success (the Center).

Basis will be interviewing organizations that participated in and designed the MI-RAISE Design Lab. Participation in this interview is voluntary, and you may refuse to answer specific questions, or choose to end the interview at any time.

With your permission, this interview conversation will be recorded and later transcribed. These recordings and transcripts will be de-identified and securely stored in electronic password and virus-protected formats. At the conclusion of the contract between Basis and TalentFirst (the Center), all recordings and transcriptions will be destroyed. Additionally, all quotations and reports derived from these recordings will be masked to exclude personal identifying information.

Do I have your permission to record this conversation? Y N

Do you have any questions before we begin? Y N

Participant Post-Secondary Institution Interview

Background

1. Would you please share your name (s) and your role (s)?
2. How long have you served in this role?
3. How long have you worked for [organization or institution]?

MI-RAISE Application Process

4. How did you hear about the MI-RAISE Design Lab?
5. Was it a straightforward application process? Please explain your answer – why or why not.

MI-RAISE Design Lab Programmatic Components

6. Did you participate in the design lab monthly virtual/in-person convenings?
7. Do you feel like you can better identify and target the adult learner population to serve as a result of the MI-RAISE design lab?
 - a. If yes, what specific aspects of the design lab helped you to identify these learners?
8. Please describe the capacity your institution has to support these students, such as a program you are designing to implement or are already implementing, based on the technical assistance you received.
9. What are the major barriers you have in supporting adult learners at your institution? How do you know these barriers exist?
10. Did the design lab help you to identify barriers and think about solutions to supporting adult learners?
11. Did you find the coaching sessions with SOVA to be helpful or influential in your development of plans to support your adult learners? Why or why not?
12. As a result of your participation in the design lab, what do you feel are some best practices that you can implement to support adult learners?
 - a. How will you employ these best practices?
13. Which of the design lab sessions did you find most helpful?
14. Which of the design lab sessions did you find to be the least helpful?
15. Thinking back to your entire experience with the MI-RAISE design lab, do you feel like it was worth the investment of your time? Why or why not?
16. Do you have any additional information to share about the experience in the MI-RAISE design lab you would like to share?

Overall Experience

17. As a result of the design lab, do you have a better idea of how you might use the IIA to support adult learners?
18. Do you understand the evaluation process for the priorities of the IIA grants?
19. What was your preferred method of modality for the MI-RAISE convenings – in person or virtual? Please explain your answer.

---END OF INTERVIEW---

MI-RAISE Design Lab Organization Interview

Background

1. Would you please share your name (s) and your role (s)?
2. How long have you served in this role?
3. How long have you worked for [organization or institution]?
4. What role did your organization play in the MI-RAISE Design Lab?

MI-RAISE Design Lab Development

5. How did you participate in creating and developing the design lab?
6. Was the role of each organization in designing, developing, and executing the design lab clear?
7. Do you believe the communications methods used by the MI-RAISE team was effective?
8. How might this be improved for future iterations of the design lab?

MI-RAISE Design Lab Experience

9. Did the time commitment for awarded institutions (IHEs, etc.) make sense or did it seem overwhelming for institutions to participate and design their innovation?
 - a. Please explain the experience.
10. Were the participation expectations clear for MI-RAISE institutions?
11. Were there unexpected issues that arose during the execution of the design lab?
 - a. If so, how were they managed?
12. Is the MI-RAISE design lab model one that you would employ again?
 - a. If so, how would you recommend modifying the process?
13. Is there any additional information you would like to share about the MI-RAISE design lab?

---END OF INTERVIEW---