

Impact Report: Instructional Systems & Contribution to Healthcare Workforce Development

Home Health Aide Training Institute (HHATI)

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Subject of Report

This report highlights the contributions of **Dr. Saira Ali**, Director of Education and Research at Home Health Aide Training Institute (HHATI), in the development and implementation of structured instructional systems that have significantly improved student outcomes, program completion, and state exam readiness.

Overview

This report presents measurable outcomes and institutional impact resulting from the development and implementation of structured instructional systems led by **Dr. Saira Ali**. These systems were designed to improve student performance, strengthen curriculum delivery, increase graduation rates, and enhance readiness for state certification examinations.

The implemented systems represent a transition from traditional instructional methods to a **structured, data-driven, and scalable model** of vocational education.

These systems include:

- A structured Google Classroom exam preparation platform
- A state-approved student portal system
- Curriculum-aligned scheduling models across all training programs
- Observation tool for quality assurance of curriculum

The data presented reflects verified results primarily from the CNA program, while also demonstrating broader institutional impact across additional programs and continued expansion into 2026.

1. Google Classroom – Direct Impact on CNA Student Outcomes

A structured Google Classroom platform was developed and implemented under the leadership of **Dr. Saira Ali** to support Certified Nursing Assistant (CNA) students in preparing for the New York State certification examination.

This platform was designed to provide consistent, accessible, and structured academic support outside of traditional classroom hours.

Scope of Use

- **Total CNA Students Engaged (2025): 179**
(Includes current students and previously enrolled students continuing exam preparation)

System Components

The Google Classroom system includes:

- Module-based instructional content aligned with state exam requirements
- Practice quizzes and assessments
- Mock examinations simulating testing conditions
- Reinforcement materials covering core clinical competencies
- Ongoing review and support tools for students at different stages of preparation

Measured Academic Performance

- **Average Classroom Score: 87.33%**

Impact

The platform has:

- Increased student engagement beyond classroom hours
- Improved retention of key concepts
- Standardized exam preparation across all CNA students
- Provided structured support for both initial learning and remediation

The Google Classroom system serves both actively enrolled students and previously trained students preparing to complete the state exam, thereby extending its impact beyond a single cohort.

2. Program Completion (All Programs Combined)

Across all training programs, including:

- Certified Nursing Assistant (CNA)
- Home Health Aide (HHA)
- Personal Care Aide (PCA)
- PCA to HHA Bridge Program

the implementation of curriculum-aligned scheduling systems has resulted in:

97% Graduation Rate

Key Contributing Factors

- Structured scheduling aligned directly with curriculum requirements
- Ensuring all required topics are fully covered within program timelines
- Improved pacing and organization of instruction
- Increased accountability among instructors
- Consistent delivery of content across all programs

Impact

- High student retention
- Reduced instructional gaps
- Improved overall learning experience
- Strong program completion outcomes

3. State Exam Results (CNA Only – Verified Data)

The CNA state certification exam is separate from program completion and is taken after students complete their training.

Current Testing Data (2025 Cohort)

- **Total Students Tested:** 49
- **Passed on First Attempt:** 23
- **Passed on Retake:** 5
- **Total Passed:** 28
- **Failed:** 20
- **Pending / Not Yet Tested:** Majority of remaining students

4. Additional Outcomes (Prior Cohort – 2024 Students Tested in 2025)

In addition to the primary 2025 cohort:

- **30 students who were trained in 2024 successfully passed the CNA state exam in 2025**

These individuals utilized the same structured Google Classroom system for exam preparation prior to testing.

5. Core Finding – Direct Evidence of System Impact

100% of students who passed the CNA state certification exam—whether on the first attempt or after retake, including prior cohorts, utilized the Google Classroom system.

Breakdown of Impact

- All first-time passers participated in the system
- Students who initially failed were able to pass after engaging with the system
- Prior cohort students also successfully passed after utilizing the system

What This Demonstrates

- The system directly contributes to **first-time exam success**
- It serves as an effective **remediation tool for struggling students**
- It maintains consistent effectiveness across **multiple cohorts and timelines**

6. Performance Context and Data Interpretation

It is important to note that:

- The current pass rate reflects **only students who have completed testing**
- A significant number of students have **not yet taken the state exam**
- These students are actively using the structured tools for preparation

Key Interpretation

The available data represents an **active and ongoing pipeline**, rather than a final or closed performance outcome.

7. Instructional System Contribution

The systems developed under Dr. Ali's leadership represent a transition to a modern, structured, and data-driven training model through the integration of digital learning platforms, standardized academic support tools, performance tracking and monitoring systems, curriculum-to-schedule alignment, structured remediation pathways, and instructional quality assurance frameworks.

As part of this initiative, a structured classroom observation and instructional monitoring system was implemented to support consistency in curriculum delivery, student engagement, and instructional effectiveness across healthcare training programs. The observation framework evaluates areas including classroom management, instructional delivery, student engagement, theory integration, communication effectiveness, clinical skill instruction, and learning participation across multiple instructional settings. The system also supports monitoring of instructional pacing, content coverage, and student interaction to ensure alignment between curriculum objectives and classroom implementation.

Impact

- Improved consistency in instruction
- Increased predictability in student outcomes
- Enhanced support for diverse learning needs
- Improved accountability in curriculum delivery
- Standardization of classroom quality assurance procedures

8. State-Level Innovation: Student Portal System

As part of this initiative, a comprehensive student portal system was developed to enhance administrative efficiency, academic tracking, and compliance.

This system was reviewed and approved by the New York State Bureau of Proprietary School Supervision for use across Home Health Aide vocational schools in New York State.

System Capabilities

The student portal includes:

- Centralized student record management
- Real-time academic progress tracking
- Compliance and documentation monitoring
- Communication tools between administration, instructors, and students
- **Tracking of student job placement outcomes after program completion**

Impact and Significance

- Establishes a standardized digital infrastructure
- Improves regulatory compliance and reporting
- Enhances transparency of student outcomes
- Reduces administrative inefficiencies

Workforce & Economic Impact

The inclusion of job placement tracking allows for:

- Direct measurement of workforce entry
- Monitoring of employment outcomes
- Alignment between training programs and labor market needs

This system connects education directly to workforce participation, extending its impact beyond training into employment.

Statewide Relevance

The approval of this system positions it as a **scalable model** for use across vocational schools in New York State.

9. Sustainability & 2026 Expansion

The systems implemented have been:

- Fully replicated for the **2026 cohort**
- Enhanced with real-time tracking capabilities
- Integrated into institutional operations

Impact

- Establishes long-term sustainability
- Enables continuous improvement through data
- Confirms replicability across future cohorts

Institutional Context

Home Health Aide Training Institute (HHATI) is a healthcare vocational training institution focused on preparing individuals for careers in direct patient care and healthcare support services.

To date, HHATI has trained over **7,000 aides** from diverse backgrounds, cultures, and communities, equipping them with the skills necessary to provide quality care across hospitals, nursing homes, assisted living facilities, and private home care settings.

During her tenure as Director of Education and Research, Dr. Saira Ali contributed to the continued advancement of HHATI's instructional and academic support systems through the implementation of structured learning models, performance tracking systems, curriculum alignment strategies, and student support initiatives designed to strengthen educational outcomes and workforce readiness.

The institution maintains partnerships with healthcare facilities and organizations both locally and internationally, supporting its mission to expand access to quality senior care across communities and healthcare settings.

As part of its workforce development efforts, approximately **80% of HHATI graduates** have been supported with employment opportunities, allowing trained aides to actively contribute to healthcare and senior care services within the workforce.

HHATI remains committed to maintaining a safe, structured, and compliant learning environment where professionalism, accountability, and excellence are upheld across all levels of operation.

10. Contribution to Healthcare Workforce Development

The instructional systems and academic support structures implemented under Dr. Saira Ali's leadership have contributed to measurable workforce preparation outcomes within HHATI's healthcare training programs.

Documented outcomes include:

- 179 CNA students supported through structured learning systems
- 58 confirmed CNA state exam pass outcomes across current and prior cohorts
- 87.33% average academic performance within the Google Classroom preparation system
- 97% graduation rate across institutional training programs
- Structured remediation and performance tracking systems supporting ongoing exam preparation

Pipeline Insight

A significant number of students are currently preparing for the state certification examination, representing an active and continuing workforce development pipeline rather than a finalized outcome cycle.

11. National Interest & Public Benefit

CNA, HHA, and PCA roles are essential to the healthcare system in the United States.

This work contributes to:

- Increasing the number of trained healthcare professionals
- Improving patient care quality
- Supporting workforce demand in critical healthcare sectors

12. Replicability & Scalability

The systems developed are:

- Data-driven and outcome-based
- State-recognized
- Actively replicated

They can be expanded across institutions and programs nationwide.

13. Statement of Exceptional Contribution

Dr. Saira Ali, in her role as Director of Education and Research, has demonstrated measurable and scalable impact on healthcare workforce development through the implementation of structured training systems that improve program completion, support state exam success, and contribute to the preparation and workforce entry of qualified healthcare professionals.

14. Data Privacy & Confidentiality Statement

The data presented in this report is derived from internal academic and administrative records maintained by Home Health Aide Training Institute (HHATI).

In accordance with applicable privacy standards and institutional policies, **personally identifiable student information is not disclosed in this report.**

As a result:

- Individual student names, identification details, and personal records have been excluded
- Supporting documentation containing identifiable student information is not shared with third parties
- All data has been presented in **aggregated and anonymized form**
The data presented reflects verified internal records maintained by the institution and has been provided in aggregated form to ensure accuracy while protecting student confidentiality.

Conclusion

The implementation of structured instructional and academic support systems under the leadership of Dr. Saira Ali has contributed to measurable improvements in student support, instructional consistency, curriculum delivery, program completion, and state exam preparation within HHATI's healthcare training programs.

The integration of digital learning platforms, performance monitoring systems, curriculum alignment strategies, remediation pathways, and instructional quality assurance frameworks has established a more structured and scalable educational model designed to support long-term workforce development outcomes.

The documented outcomes presented throughout this report demonstrate the continued impact of these systems on healthcare workforce preparation, student advancement, and institutional growth, while supporting the ongoing expansion and sustainability of training operations into future cohorts.