HOPE Retreat

- Start-Up
- Capacity Building
- Sustainability
- Next Steps

March 17, 2011

Prepared by Debra D. Bragg
HOPE Grant Evaluator
The Retreat

Overview

On March 17, 2011, members of the HOPE (Healthcare Oregon Pathways to Employment) consortium met at the Oregon Garden in Silverton for a 1-day retreat. Participants represented each of the seven community colleges involved in the Community Based Job Training (CBJT), Department of Labor (DOL) grant, along with several workforce partners. A total of 18 individuals participated in the retreat, including the project director, manager and evaluator.

The meeting started at 9am and ended at 3:45pm, with a full agenda consisting of the following:

- Welcome, introductions, and goals for the day, Debra Bragg
- The big picture – performance goals and overall project and site-by-site status report, Pamela Murray and Kelly Williamson
- Site reports, the HOPE sites
- Sustainability planning for HOPE, Debra Bragg
- Capacity building, Kelly Williamson
- Early success in the start-up phase, the HOPE sites
- Adjourn – next steps, All

Retreat Goals

Three goals were articulated as the focus for the day’s activities:

- Share and learn from one another
- Plan for capacity building and success
- Engage early in evaluation and sustainability activities

Introduction to HOPE

HOPE Goals: Train, Place, and Retain participants in a variety of middle-skill healthcare jobs

- Opportunities for unemployed, dislocated, under-skilled individuals
- Projections indicate demand will remain robust in the Oregon economy
- Supporting families through living wages
- Gateways to other healthcare occupations allowing advancement and increasing income
Cumulative HOPE Project Goals

<table>
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<th>Goal</th>
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<tr>
<td>Served</td>
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<td>Beginning education/training</td>
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<td>Completing education/training</td>
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<tr>
<td>Receiving degree or certificate</td>
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<tr>
<td>Entering employment</td>
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<td>Retain employment</td>
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<tr>
<td>Training-related employment</td>
<td>164</td>
</tr>
</tbody>
</table>

*Results for these charts are based on data collected from July 2010 through February, 2011 only.*
The HOPE Project

Sites

“*Our workforce advisor is key to student success. She does 1-on-1 recruiting, selecting and working closely with the nursing staff. She does follow-up with students on a weekly and sometimes daily basis. A good part of her job is being available to the students, and it has made a difference.*”

Catherine Knopp
Clackamas Community College

Clackamas Community College and WICCO

Accomplishments:
- Successful completion of cohort 1; cohort 2 started March 7
- Partnerships developed with clinical sites for Nursing Assistant (NA) cohort placement
- Developed and piloted an innovative learning model combining two different instructional methods of delivery

Challenges:
- Student testing – college placement tests, WIN and NCRC tests
- Budget issues

Promising Practices:
- Workforce Advisor position
  - Marketing, outreach and recruiting – one-on-one consultation with potential program candidates, leads student orientation sessions
  - Second interview with the selected candidates and the nursing faculty
  - Daily/weekly communication and announcements via e-mail and telephone
  - Rapid response to student concerns and problems
- Grant Liaison position
  - Schedule classes, budget tracking
  - Report grant budget and activities

Lane Community College

Accomplishments:
- Completed training of 17 Certified Nursing Assistant (CNA) students using a cohort, career development model
- Developed Health Professions Orientation (HPO) course that is required for all applicants to make sure that healthcare is the right career choice for them.
- Revamped application process to require NCRC, HPO, and career development checklist as part of the application submission.

Challenges:
- Modified contract
- Down-sizing of Oregon State Hospital in Junction City

Promising Practices:
- Revamped application process to require NCRC, HPO
- Career development checklist as part of the application submission
"We are open to ideas because not finding a resolution is going to be a problem for recruitment to the [Medical Customer Service] program."

Steven Storla
Mt. Hood Community College

The Sites (Cont.)

Oregon Coast Community College

Accomplishments:
- Oregon State Board of Nursing (OSBN) approval for NA training
- First NA class completed (6 students); second NA class completed (9 students); students selected for third NA class (6 students)
- LPN to RN (5 students currently enrolled and doing well)
- Students selected for new LPN to RN class (9 students), will start the on-line work spring term

Challenges:
- Key personnel turnover – new NA program director hired, fill in instructors for spring, hiring for spring
- OSBN visit on February 5, 2011 – new policy manual, student handbook, and record keeping system

Promising practices:
- Relationship with healthcare facilities
  - Employers love the students
  - Assisting in recruiting instructors of NA class
- Relationship with WIB provider - very supportive

Mt. Hood Community College

Accomplishments:
- Students enrolled at the college and Worksource in Emergency Medical Technician (EMT) and CNA trainings

Challenges:
- Recruitment of Medical Customer Service students

Promising Practices:
- Marketing through employers

Worksystems

Accomplishments
- Built data management system in i-Trac
- Provide training on HOPE eligibility

Challenges:
- Contract processing timing – streamlining
- Data tracking – ongoing

Promising Practices:
- Career advising
- Training graduate placement
The out-of-school youth population we serve has challenges, and it is difficult to ‘hold’ them... Our staff is involved and part of the Circle of Courage... and Medford Rehab is at the table and saying they want to hire the young people.”

Shannon Sims
Job Council

**Portland Community College**

Accomplishments:
- 16 VESL CNA students moving on to clinicals
- All bridge completers moving on to short-term training
- 4 employed CNA 2 completers

Challenges:
- With ESOL & CLIMB, meeting learning needs of VESL CNA students
- Career specialists offer advice for Bridge students and improve student retention

Promising Practices:
- Building relationships with academic departments
- Partnering with WorkSource Oregon and academic departments for recruitment

**Klamath Community College**

Accomplishments:
- 60 applications; 24 students started the program (CAN and CNA2)
- Project liaison collecting data; partners keeping the files
- Meeting once per month

Challenges:
- Good pass rate but some challenges with senior faculty
- Struggles with board licensure – distance to drive, some students delay taking test. Plus that employers pay if students get jobs

Practices:
- Coordination with drive time and distance

**Rogue Community College**

Accomplishments:
- YouthCare completed fall and winter 2-week Challenges (20 participants), many done or close to completing GED
- All in CNA class held winter term have gotten jobs in their field

Challenges:
- Continue to find, nurture, and “hold” participants in career track
- Personal challenges to harness and move through

Promising Practices:
- “Circle of Courage” framework, with four core tenets: belonging, mastery, independence, and generosity
- A sense of family, educational-career focused cohort extends not only among the student-participants but to the staff as well
- Several local healthcare employers embracing YouthCare and offering our participants great opportunities to learn and work
Sustaining HOPE

The various HOPE projects operate independently, but also operate as part of a larger organizational structure – as a consortium – that has potential to disseminate models, inform others about promising practices, and improve education and training across the state. With careful planning, HOPE can become a national model...

Key Concepts

Many federal grants, including those of the DOL, expect that the innovations that are created during the grant will have a positive impact on students and other stakeholders and will be sustained beyond the life of the grant. To encourage wider use of the innovation, information about the programs and practices need to be disseminated and adopted by others. Through this cycle, public funds help to “seed” and grow innovations across localities, states and throughout the nation.

Sustainability can mean different things, so it is helpful to define terms. A useful definition of sustainability for HOPE is the following:

Sustainability is “policy and infrastructure systems that support continued improvement and impact over time” (Christina & Nicholson-Goodman, 2005).

This definition pertains especially well to HOPE because it focuses on policy and infrastructure changes that need to be scaled up and made systemic to bring about lasting change at the local and state levels. The HOPE project operates independently, but also as part of a larger organizational structure – as a consortium – that provides the opportunity for learning to cross project boundaries. It enhances opportunities to disseminate models, inform others about promising practices, and improve education and training on a larger scale.

With careful planning, HOPE can become a statewide and possibly also a national model.

Scaling Up

When scaling up an innovation, it is useful to helpful to understand (Christianson & Nicholson-Goodman, 2005):

- **Spreading an innovation**, which is about adding more sites and/or additional programs within sites
- **Deepening an innovation**, which refers to making major improvements to programs and practices to demonstrate impact
- **Transferring ownership to others**, which is about transferring knowledge and authority to new programs and practices, allowing continuous improvement and scale-up.

According to UNESCO (2005), scale-up can happen in three ways:

- **Replication**: Starting small and increasing gradually
- **Explosion**: Bypassing the pilot stage and starting full-scale
- **Association**: Linking distinct efforts together to create a large-scale change, including data systems to document change
“The FastStart model uses a cohort-based, learning-community approach that contextualizes classroom-based academic learning experiences, with particular attention paid to recruiting low-skilled learners.”

Debra Bragg
HOPE Evaluator

Lessons from FastStart

The FastStart program was developed at the Community College of Denver about five years ago, and since then has spread to six other Colorado community colleges that were part of a federal “Ready for College” grant awarded by the Office of Vocational and Adult Education, USDE. Some key elements of FastStart, particularly the accelerated developmental education idea, have been replicated in other community colleges in Colorado and community colleges in other parts of the country through an initiative called Breaking Through, administered by the National Council for Workforce Education (NCWE) and Jobs for the Future (JFF).

There are strong parallels between FastStart and the healthcare pathway programs associated with HOPE. Both initiatives target low-skilled adults, and both focus on foundational skills that are integrated with career exploration and in some cases, workforce development. Both initiatives involve a collaborative arrangement among community colleges where cross-site learning is used, innovation is encouraged, and data are collected to document lessons learned.

Evaluation results published by Bragg, Baker and Puryear (2010) reveal six factors that supported scaling-up FastStart that may also apply to HOPE. They are:

- Committed leadership
- Experimentation and integration
- Professional development
- Strategic use of data
- Sustained innovation
- Widespread dissemination
Contributors to Sustaining HOPE

Gardner (2009) studied factors that predict sustaining GEAR UP programs (for middle and high school students) that appear to have relevance to sustaining HOPE (some of which appeared in Colorado’s FastStart project). They are:

- Planning early for sustainability
- Having a program champion
- Having adequate, sustained funding
- Measuring tangible outcomes (evaluation)
- Creating a collaborative culture
- Involving the community/partners
- Creating supportive organizational structures
- Conducting effective professional development

To assess their relevance to HOPE, small groups of retreat participants were asked to reach consensus on the rank ordering of these eight factors with respect to sustaining HOPE. The results follow:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Factors</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
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<tr>
<td>1</td>
<td>Planning early for sustainability*</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>3</td>
<td>Collaborative culture</td>
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<td>6</td>
<td>2</td>
<td>6</td>
<td>4.0</td>
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<tr>
<td>4</td>
<td>Community/Partner Involvement</td>
<td>3</td>
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<td>4.5</td>
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<td>6</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>4.5</td>
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<tr>
<td>6</td>
<td>Tangible outcomes (evaluation)</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>5.0</td>
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<td>7</td>
<td>Supportive organizational structures</td>
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<td>1</td>
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<td>5.25</td>
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<tr>
<td>8</td>
<td>Effective professional development</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>6.0</td>
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</tbody>
</table>

*Factors in red font were selected for further analysis by the group. See next section on “Brainstorming Results”.

HOPE Retreat
Sustainability Planning: First Step

**A program champion** is a group of leaders that can speak to the strength and success of the program.

**Collaborative culture** happens when you can call up and make connections – when there is a high level of familiarity with each other.

Brainstorming Results

After ranking the eight items, retreat participants brainstormed ideas that align with the following four factors: planning early for success, program champion, collaborative culture, and community/partner involvement.

Planning early for sustainability:
- Written sustainability plan
- Clear goals that are understood and embraced
- Local planning meetings about sustainability with internal and external partners
- Technical assistance and support for each site
- Contingency planning
- Opportunities to highlight the program
- Know outcomes, establish sustainability goals and a means to achieve them
- Define outcomes and put data collection in place

Program champion:
- A group of leaders that can speak to the strength and success of the program
- Advocate for the program with partners
- The “go to” person who gets updates, future needs, etc.
- Someone passionate about the grant who tracks it on multiple levels
- Respected and known leader to project staff
- Explains what is different about HOPE
- Educates constituents about benefits and features of HOPE in big and small ways
- Gains support and resources for the program
- Engages in support, outreach, and communications

Collaborative culture:
- WIB and colleges work together to understand roles
- Updates on formal project meetings
- Ability to call up and make connections; a high level of familiarity with each other
- Shared program, admissions and outreach
- Shared support, trust, risks, commitment
- Adoption of practices from another HOPE region or community college
- Shared curriculum
- People outside the project want to be involved and help nurture the project.
- Shared understanding among different staff
Community/partner involvement happens when many employers are involved using training dollars for incumbent workers, and providing a career ladder.

Capacity Building

“Capacity building is really complicated, and it’s not my fault.”

Kelly Williamson
HOPE Project Manager

Collaborative culture (cont.)

- College departments working closely together to continually evaluate and improve program process, training and placement for participant success.
- Shared technology, websites, videos, social media
- Shared resources – “win-win”
- Established procedures for communication with community colleges and WIBs within the state

Community/Partner involvement:

- High visibility of training with Worksource customers
- Employers, CBOs, community colleges, and WIBs all share common goals and knowledge
- Employers invest funds back into training programs
- Many employers are involved using training dollars for incumbent workers, providing a career ladder.
- Basic (foundation) skills are acquired by students from many schools (career ladder)
- CBO – referencing future students
- Shared accomplishments
- Partners are engaged and share interests
- Shared resources state to local – partners, business, WIB, CC
- Awareness in the community about the value of the program
- Partners and employees discuss at WIB meetings, share success stories via “live” and written testimonials (web, etc.)
- Line staff at community agencies know how to screen and refer clients

Narrative Reporting

The CBTJ grant requires that each project submit information quarterly on the following capacity-building strategies:

1. Career awareness information
2. Develop qualified instructors – new instructors, new addition to program, adapting the curriculum – growing the knowledge the programs and the system
3. Identify occupational competencies and develop competency-based curricula
4. Develop applied learning and clinical experiences
5. Develop innovative learning models
Exercise Results

To encourage higher quality reporting, retreat participants were asked to work in one of five small groups to brainstorm examples that the HOPE project management staff will use to create a template for quarterly reporting.

Career awareness:

1. Examples: no. of employers, no. of info interviews, no. of marketing pieces and products, panel discussions, etc. – quantifying and connecting to specific training (20 informational interviews with 20 CNAs)
2. Document numbers from #1
3. Document no. applications, attendees at orientation sessions, no. of phone calls, no. of people who register at the WIBs (rosters, sign-in charts)
4. Document how well the program is meeting local industry demand, no. of hires, no. for meetings, working with WIBs to generate workforce data, students who are already working
5. Issues – flooding market, changes within the job market
6. Use examples when referring back to previous issues

Qualified instructors:

1. Develop adequate nos. of qualified instructors, such as train-the-trainer and professional development activities
2. Pull instructors in from other parts of the college – important to have cultural competencies to work with the student populations (workforce advisor educates faculty)
3. Increase capacity of the colleges to adopt to a changing student profile
4. Successful ESL students enter workforce to meet the needs of industry specific trained bilingual/multilingual employees
5. Reinforce relationships with faculty regarding resources for students in financial distress
6. Determine needed improvements and program success (e.g., Better, Stronger, Faster meeting)

Occupational competencies -- Identify competencies based on adv. boards, etc.

1. What classes have you developed and modified? How many students enrolled?
2. How do these classes support CNA (or training)
3. Have you added or modified classes based on feedback?
4. Is your program meeting the needs of industry? Report feedback
5. Gather feedback – adapt curriculum accordingly. Explain how you plan to address needs
6. Read your report from last quarter – how did you fix your previous #5?
“We need to gather evidence of employer satisfaction. Did students have the skills they needed? Are job placements and job seekers qualified but haven’t secured employment.”

Next Steps

Applied learning and clinical experience:
1. #1 sites developed – clinical or intern - No. students, place at sites - Calculate %
2. How does it fit in training sequence, what were the learning outcomes?
3. New clinical/internship sites, strengthened relations with employers as evidence
4. Evidence of employer satisfaction (with survey) did students have the skills they needed? Job placement and job seekers who seem qualified but haven’t secured employment. Use what’s in place or develop a new instrument and we need to be careful to not duplicate what is already going on. (Is this something the evaluation CNA do?)
5. Challenges developing sites – difficulty getting enough sites, transportation for students, staff time
6. Explain who to address issue

Innovative learning models:
1. Marketing, hiring, development of curriculum
2. Bridge, career awareness and exploration
3. Head count
4. Advancing computer skills – tours, mentors, speakers, student career fair
5. Staff, funding, resources, time
6. Address previous quarter issue (#5)

The template that is developed by the HOPE management team will be used to report progress on the grant on a quarterly basis and eventually the grant as a whole. Besides official reporting, the narrative reporting can be used to identify successful implementation strategies, promising practices, and activities that have been useful to overcoming barriers and challenges. The goal is to create a reporting template that meets Department of Labor (DOL) requirements and also goes beyond these requirements to produce meaningful information on the local level and for the state as a whole.

Success in Initial Start-Up

When planning for the future, it is beneficial to assess the successes that have already occurred. Retreat participants brainstormed the following successes for HOPE:

- Liaison (started with WIRED)
- Recruitment efforts
- Build culture of collaboration into the project
- Meetings bring commitment
- Relief that things have gone well so far
- Networking
- Knowing lives are changing and students are empowered
“The grant is aptly named HOPE.”

Success in Initial Start-Up (cont.):
- Student successes and accomplishments
- Still have growth to be effective
- Great leadership in the college
- Daily dedication – slogging through issues and institutional structure
- Partners’ willingness to pick up the pieces
- Dedication of employers, and the care they show for their employees
- Diversity of the project, including the bridges
- The grant is aptly named: “HOPE”
- Kelly is very helpful and expedient
- The retreat is valuable and useful to do again

Action Items
Retreat participants identified a number of action items of importance to the HOPE initiative. These items, along with individuals and groups having primary responsibility for their execution are identified below:

- Develop a summary report of the retreat (Debra Bragg) and disseminate (Kelly Williamson)
- Develop and disseminate a narrative template for HOPE sites to report on capacity building (Kelly Williamson)
- Conduct site visits to each of the HOPE community colleges and partners in spring 2011 (Pamela Murray and Kelly Williamson, with support of local HOPE project leaders and partners)
- Identify professional conferences where information about HOPE can be disseminated (Kelly Williamson and Pamela Murray, with support of local HOPE leaders and partners)
- Design and develop a product review process, including planning an initial meeting in August 2011 with HOPE project leaders and subject matter experts (Debra Bragg)
- Develop a template for evaluator reports on HOPE sites that captures initial start-up and carries through the life of the grant
- Plan visits to each site in Fall 2011 to assess and track program implementation (Debra Bragg)
References


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