



Jobs to Careers

*Promoting Work-Based Learning
for Quality Care.*

**From Jobs to Careers: Lessons From a National
Health Workforce Initiative**
National Association of Workforce Boards Forum

February 6, 2011

Session Overview

- Work-based Learning 101: An Overview of *Jobs to Careers* – Dr. Randall Wilson, Jobs for the Future
- Work-based Learning in Behavioral Health – Cheryl Feldman, District 1199C Training and Upgrading Fund, Philadelphia, PA
- Work-based Learning in Long-term Care – Alex Johnson, Capital Workforce Partners, Hartford, CT
- The Impact of Jobs to Careers on Workers, Employers and Educational Institutions – Dr. Jennifer Craft Morgan, University of North Carolina, Chapel Hill, NC
- Audience Discussion / Questions & Answers

Defining “Jobs to Careers”

- A national initiative to promote skill and career development in incumbent frontline health care workers
- \$15.8m investment over 4 years, supporting program implementation and research grants
- 17 sites nationwide
- Funded by Robert Wood Johnson and Hitachi Foundations, and U.S. Department of Labor

Why Jobs to Careers?

- Critical role of frontline workers in health care (nursing aides, medical assistants, behavioral health techs, others)
- Upgrade employer investment in formal learning of frontline workers
- Create opportunities to improve skills, promote from within, reduce turnover
- Promote better care by improving job quality

Elements of Jobs to Careers

- Employer-driven: acute care, long-term care, community health, behavioral health
- National scope: all regions of US including Alaska, Hawaii
- Evidence-based: National & local evaluations
- Learning-focused: peer-to-peer learning and hands-on technical assistance

Jobs to Careers: Key Strategies

Promote quality of care by:

- Testing models of work-based learning
- Designing systems to support learning and career growth of frontline workers
- Developing partnerships of employers, educational institutions, and others, including workforce boards and unions

Work-based Learning

- Uses job responsibilities to achieve learning objectives
- Measures achievement of specific competencies
- Engages supervisors and peers in the learning process
- Rewards mastery with academic or industry-recognized credential
- Complements other modes of learning
- Promotes reflection, critical thinking

Work-based Learning: Going Deeper

- Adapting learning to specific sectors of health care
- Addressing barriers to learning
 - Making the workplace “learning friendly” and the college “worker friendly”
- Tools and methods – competencies, curriculum, assessments, and rewards
- Promoting systems change – at work, in education, and in the sector
- Outcomes and impacts from work-based learning

For More Information

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JOBS FOR THE FUTURE

Behavioral Health Initiative of Southeastern Pennsylvania

BRIDGING JOBS TO CAREERS:

Work-based Learning In Behavioral Health

District 1199C Training and
Upgrading Fund
Philadelphia, PA

The Problem

- In general, behavioral health frontline workers receive low wages and lack educational and promotional opportunities, which are factors that contribute to high turnover and affect quality of care.

Scope of the Problem

- More than 1 million frontline behavioral health workers in U.S.
 - 33,000 in Pennsylvania
- Average wage: \$8-9/hr
 - Flat-wage structure; lack of training opportunities
- 93% lack a Bachelor's degree
- 40-90% turnover rate

Partnership Model

Diverse employer partners

- *Temple Episcopal Hospital:*
Large, centralized location; unionized workforce
- *Public Health Management Corporation:*
Mid-sized, residential agency; multi sites;
non-union

Sustainable labor-management partnership as intermediary

- *District 1199C Training & Upgrading Fund*

Role of Education Partners

UMDNJ:

Linking competencies to WBL

- Competency identification based on partner input and research
- WBL curricula development
- Train the Trainer for faculty and supervisors on WBL content

Role of Education Partners

Temple Learning Development Center:

Engaging Supervisors

- Train the Trainer on coaching supervision model
- Booster session to support coaching model implementation

Role of Education Partners

Philadelphia University:

Collegiate articulation

- Technical training articulates with 30-credit certificate, Associate's and Bachelor's degree programs
- Vetting credits for WBL curricula

Piloting Replicable Systems Changes

- **Replicable model:** standard competencies and curricula
- **Sustainable model:** integration of WBL into in-services to meet regulations
- **Engaging supervisors:** training supervisors as learning coaches

Piloting Replicable Systems Changes (cont.)

- **Portable credential:** college credits for WBL curricula with articulation to degree programs
- **Upgrading workers:** career ladder built on standard competencies
- **Enhancing quality of care:** integrating recovery model and seeking advocate-feedback

Components of Work-Based Learning Model

- Competencies based on evidence based research
- Competencies uniformly linked to workplace skills
- Competencies standardized across diverse work settings
- Instructional methodology is standardized
- Employer and supervisors are engaged in course delivery
- Competency attainment is linked to college credits and career ladder advancement

WBL Assignment Examples

- Chart/incident report review of a crisis or incident
- Analysis of a team meeting discussing a crisis
- Description and analysis of how a crisis was actually handled:
 - What was done right?
 - Did anything aggravate it?

Assignment Examples (cont.)

- Integration of these assignments in weekly seminars (2-3 hours)
- Didactic content related to on the job assignments
- Involves supervisor input, self-assessment
- Reflective writing and follow-up discussions the next week

Curriculum

- To teach knowledge and skills, we identified numerous learning objectives
- We devised 3 courses (equivalent to about 6 credits each)
- Each 12-16 wks (2-3 hr. meetings)
- Weekly WBL implementation

Traditional Classroom vs. WBL Model

Original Technical Training Program	WBL Program (3 Modules)
Class Hours: 303	Seminar Hours: 72-108
Clinical Hours: 72	Action Learning: 144-216
Total Hours: 375	Total Hours: 216-324
<i>21 College Credits</i>	<i>College Credits TBD</i>

Behavioral Health Education Ladder

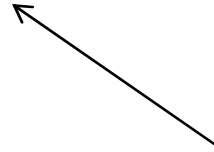
Bachelor's Degree in Behavioral Health



Associate's Degree in Health & Human Services



Behavioral Health Collegiate Certificate (30 credits)



Work Based

Learning:

Technician Certificate

plus 21 credits

Benefits to Frontline Workers

- Access to seamless educational pathway
- Access to college credits and credential
- Increased confidence and job performance
- Access to career development
- Access to career advancement and higher wages

Participant Impact

Self confidence

“We feel better about ourselves, so that’s what’s important to me.” “I expect a lot more from me.”

Mutual support

“One day I came very angry and upset because of something that happened on the floor and I...threw it to my fellow students and I got their feedback...it helped me look at it in a different perspective.”

Impact on other workers

“One of my co-workers ...said “You know, I had never thought to do that the way you’re doing it.”

Benefits to Employer

- Cost effective training delivery
- Flexible, modularized curriculum
- Engagement of employee in learning & improving competency-based skills
- Increased employee effectiveness & performance – increased quality of care
- Requirements for training & program improvement met in meaningful way
- Maximize \$'s invested in training
- Support career development

For More Information:

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Capital Workforce Partners (CWP)

- North Central Connecticut Workforce Investment Board -One of five statewide.
- Business driven organization
- Coordinates comprehensive system of programs through private and public partner organizations to help job seekers (youth and adults) and employers achieve their goals
- Committed to providing programs that develop a skilled, educated and vital workforce. Include One- Stop System Services, Future Workforce Services (In-school youth). Sector Career Ladder/Lattice Strategies for Unemployed and Incumbent Workers.



A partner in **CTWORKS**
Your Workforce Connection

Background

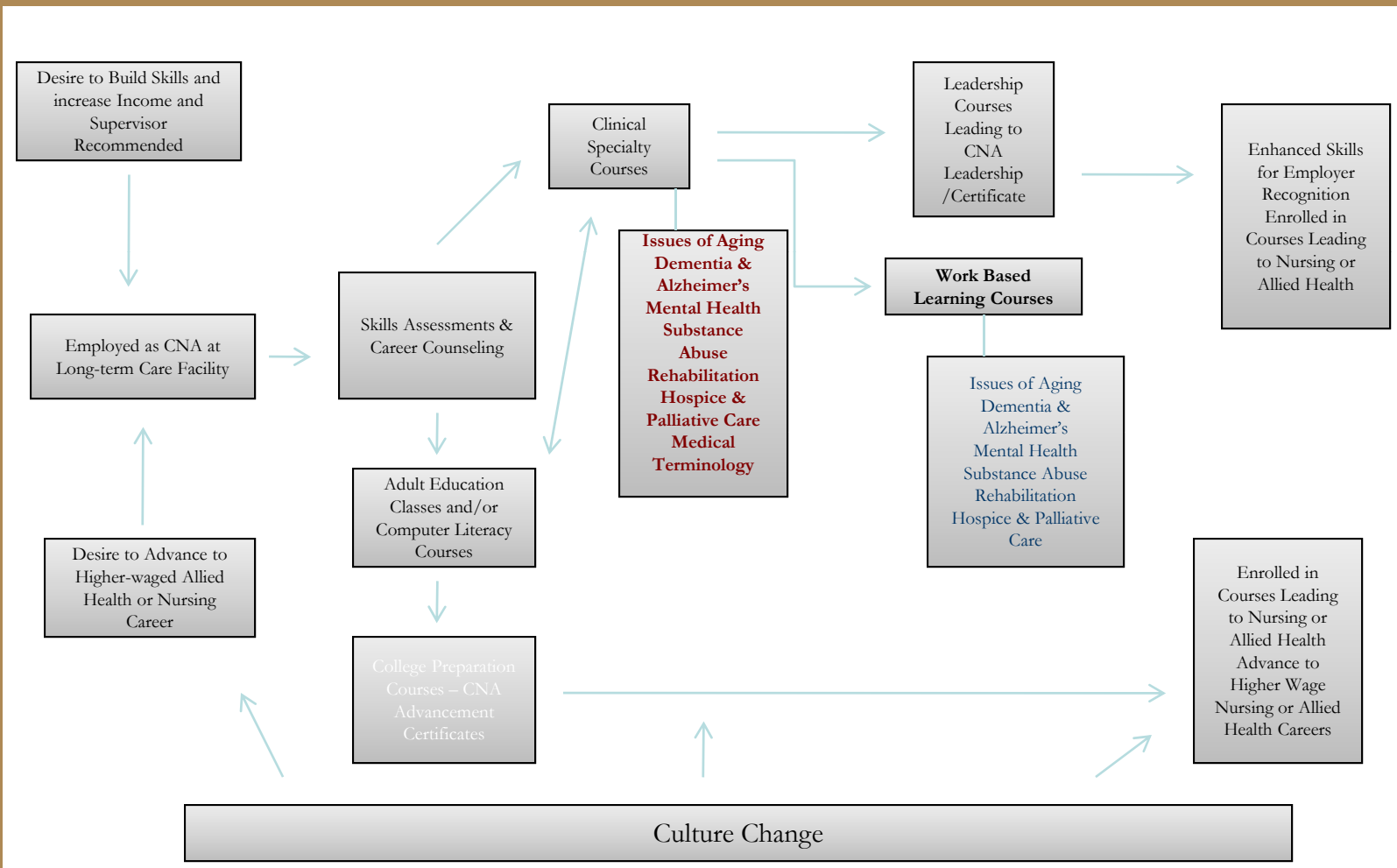
Core Components of CWP's Allied Health Sector Strategies

- Integrates Best Practices from Model Programs
 - Bridges to Health Care Careers
 - 1199 Culture Change, On-Site Pilots
 - ECCLI Model – Commonwealth of Massachusetts.
- Goal - Institutionalizes Educational Opportunities at the Worksite. Transitions Education from Workplace to Work-based Learning to Higher Education
- Services Contextualized:
 - Basic Skills and Computer Literacy
 - a. Clinical Specialty Courses – (Issues of Aging, Dementia, Alzheimer's, Mental health, Substance Abuse, Rehabilitation, Hospice, Palliative Care & Medical Terminology)
 - b. Hybrid Courses – Integrated Adult Education and Clinical Specialty
 - c. Leadership Training
 - d. Transition to College Course

CNA Advancement Initiative Training Outcomes

- 326 CNAs/Front-Line Workers Enrolled in Courses
- 312 Participants Taking Adult Education Courses
- 340 Community College Clinical Specialty Course Certificates Earned
- 34 Community College Leadership Certificates Earned

Career Advancement Model



Education Model at a Glance

Foundational Skills

- 60 hours of class time
- 15 week cycle
- Class twice a week for two hours

Clinical Courses

- 12 hours of class time
- 6 week cycle
- Class once a week for two hours
- Charter Oak State College has reviewed courses for college credit.
- Courses aligned to LTC/Gerontology Certificates & Associate Degree Programs

WORK-BASED LEARNING: Bringing workplace learning to another level

- Builds on concept of bringing the Education and Career Advancement
- Work-based learning brings *what you learn in your seat ~ to what you DO on your feet*
- Clinical Specialty Courses expanded from classroom to work based demonstration of specific competencies while working
- Concept brings relevance and practical application to workplace learning as a college credit bearing strategy
- Uses **“DO IT”** Model

DO IT MODEL

- **D**escribe – The resident, his/her history, diagnosis, how long they have been at the facility, a little about their life
- **O**bservations – What do you see? Is what you observe a physical, psychosocial, or quality of life aspect of aging? How is it impacting the resident, how are they coping/dealing with the issue?
- **I**nterventions – What are some possible ways to address the issue observed?
- **T**ried and True – What did you try to address the issue observed? How did it work? What might you try the next time? How did the resident react?

Delivery Components

- On Site Mentoring
- Culture Change Training
- Case Studies
- Journaling

Sustainability

- Long-term Sustainability
 - Creation of Learning Organizations
 - Established Multi-organizational Partnerships
 - Links to College Certificate and Associate Degree Programs
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- Creation of On-Line/Distance Learning Courses
 - **Long-Term Care Certificate**
 - » - On Site Mentoring
 - **Gerontology Certificate**
 - - Assessment and recognition of previous learning
 - - On-site mentoring

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The Impact of J2C: on Workers, Employers and Educational Institutions

Jennifer Craft Morgan

UNC Evaluation of the Jobs to Careers
Program

February, 2011

Overview

- Systems change at the employer
- Systems change at the educational partner
- Summative results from FLW participants
- Discussion and Take-aways

Mixed Method data collection

- Interviews with 467 key informants
- 39 focus groups with FLWs
- 33 focus groups with supervisors
- Pre-post surveys
- Jobs to Careers database

Participation across 17 grantee sites

- 825 Participants
- 34 Employers
- 24 Educational Institutions
- 8 Workforce Intermediaries

SYSTEM CHANGE – PARTNERSHIPS, EMPLOYERS AND EDUCATIONAL INSTITUTIONS

Understanding Systems Change

- Defining systems change : Formally or informally institutionalized changes within organizations or partnerships aimed at supporting **work-based learning** and **FLW career advancement**

Partnership Level

- Creating linkages between partners
- Fostering economic development across community partners

Systems Change at the Employer

- Changes in HR Policies
- Changes in organizational culture
- Changes in the organization and process of work

System Changes at the Educational Institution

- Changes in academic policies
- Shifts in Organizational/Faculty Culture
- Processes of Curriculum Development, Delivery, and Assessment

IMPACT FROM THE FLW PERSPECTIVE...

Rewards received

Rewards received as a result of the training program...	Percent YES
Promotion	18%
Greater responsibility in your current job	41%
I am better at my current job	68%
Wage increase	50%
College credit that could lead to a degree	61%
Continuing education credit	42%
Credential/certification	47%
I have completed the program and have not received any rewards	9%

Impact of training

To what extent do you agree with the following:	Percent Agree
The J2C training program has started me on the path to reaching my career goals.	84%
I know about career options that I did not know about before the J2C training program.	78%
The J2C training program has put me further along in reaching my education goals.	80%
I am considering career options that I was not considering before the J2C training program.	67%
The J2C training program has made me more satisfied with my job than I was before.	79%
I would recommend the J2C training program to my coworkers.	93%

Educational and career plans

Please tell us about your future education and career plans	Percent Probably/ Definitely will
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I will apply for entry into an education program that will lead to a college degree within the next year.	61%
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I will apply for a new job within the next year.	18%
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I will enroll in a certificate program within the next year.	51%
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Lessons Learned – Employer perspective

- Provide incremental career opportunities for FLWs
- Develop relationships between employers and educational partners
- Address FLWs financial limitations to obtaining additional education
- Address time barriers to obtaining additional education
- Address the basic skills needs of workers
- Encourage supportive supervision – organizational learning culture

Lessons Learned – Educator perspective

- Develop Credit for Prior Learning Policies
- Create Flexible Pathways to Certificate/Degree Completion
- Incorporate Non-Traditional Teaching Techniques
- Offer Courses At Convenient Times and Places
- Cultivate Buy-in from Top-Level Administrators
- Expand Student Services to Include Coaching

Questions/Comments?

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