U.S. Department of Health and Human Services
ADMINISTRATION FOR CHILDREN & FAMILIES
Office of Family Assistance

Stackable Credentials and Career Pathway Opportunities for TANF Participants

Tuesday, August 28, 2012 ❖ 1:00 – 2:30 p.m. Eastern Time

Welcome! The session will begin momentarily.

Please Dial **1-877-668-4493** and enter the Access Code: **663 980 335** to join the Audio portion of the Webinar.

Presenters:

Judy Mortrude, Nola Speiser, and Danielle Kressin, Minnesota FastTRAC Initiative
Jay Landau and Nancy Phillips, Heartland Alliance, Heartland Human Care Services
Elizabeth (Liza) Ehrlich, New York City Parks Opportunity Program (POP)
John House, Edmonds Community College HPOG Program

James Butler, Moderator and Federal Project Office, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

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Webinar Learning Objectives:

1. Provide background information on stackable credentials and career pathways.
2. Discuss methods for stackable credential/career pathways program design, as well as methods for integrating these components into transitional jobs and subsidized employment programs.
3. Encourage collaboration between TANF agencies, the business community, Department of Labor, and local organizations to better serve TANF participants by providing skill-building and credentialing opportunities.

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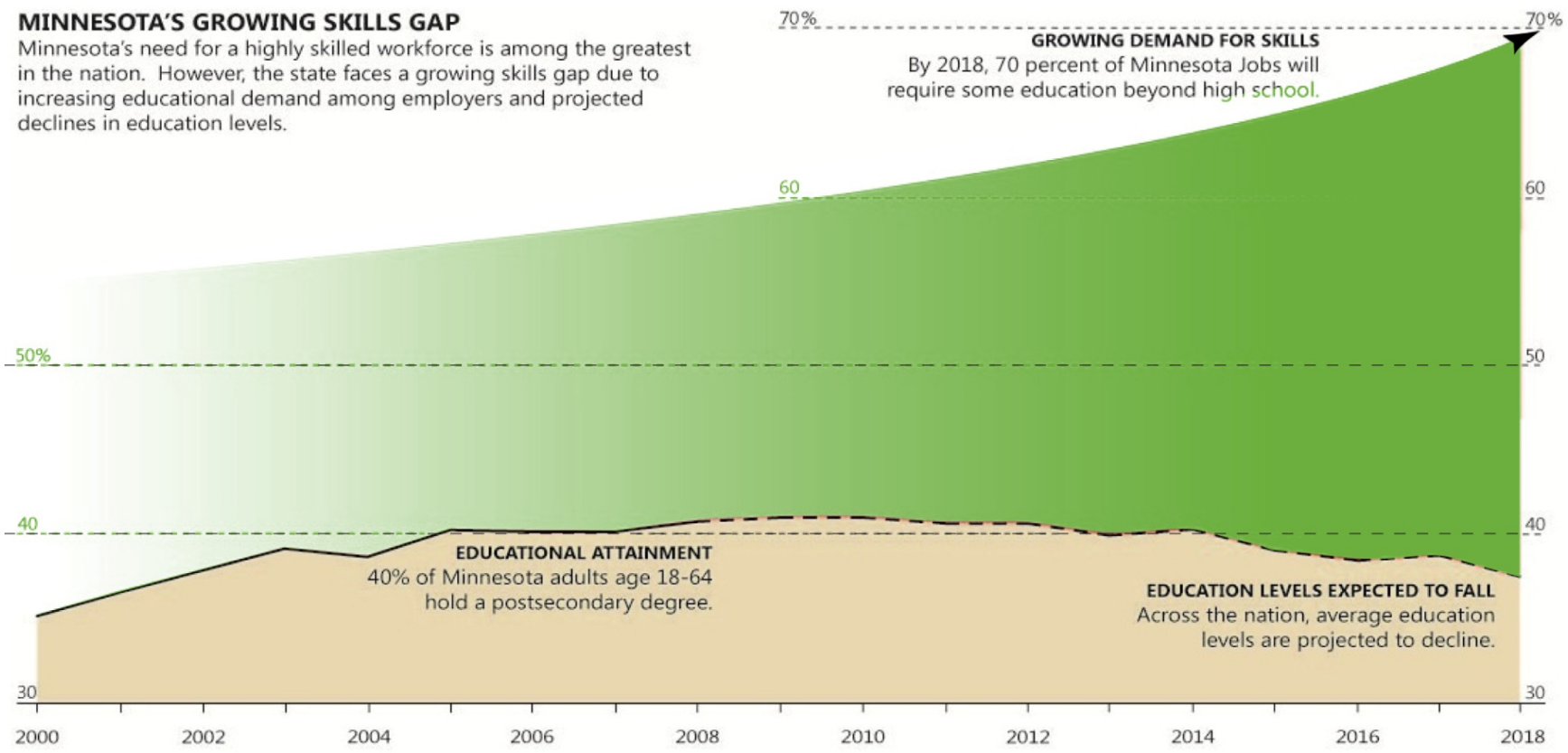
TRAINING, RESOURCES AND CREDENTIALING | ADULT CAREER PATHWAYS

Minnesota FastTRAC Adult Career Pathways

August 28, 2012

Setting the Context



Sources: U.S. Census Bureau, American Community Survey; Georgetown Center on Education and the Workforce; National Center for Higher Education Management Systems. Trendlines beyond 2008 are based on single-point-in-time estimates. Taken from the 2010 Governor's Workforce Development Council publication, "Strengthening the Skills of Our Current Workforce."

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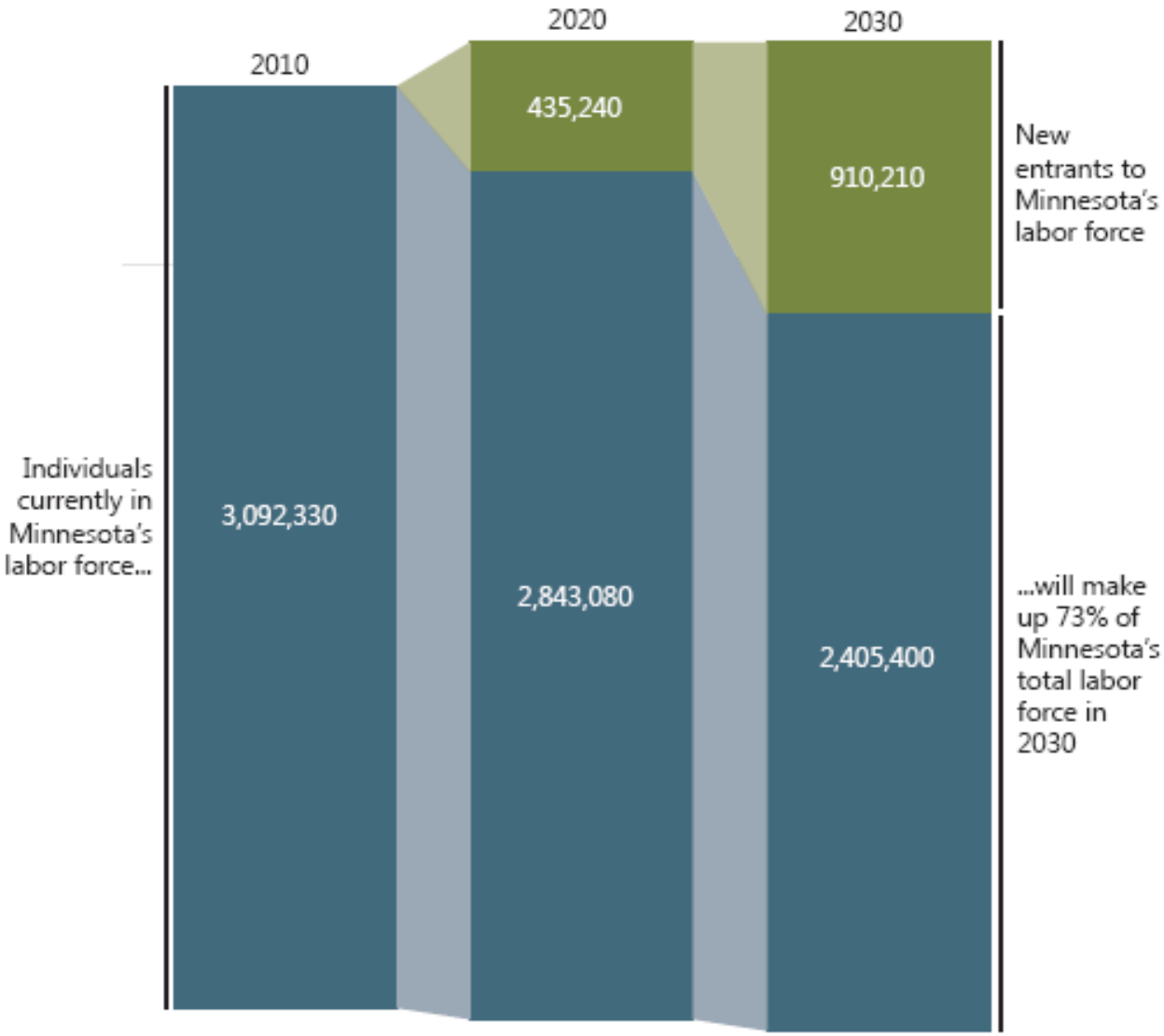
Minnesota's Labor Force: 2010-2030

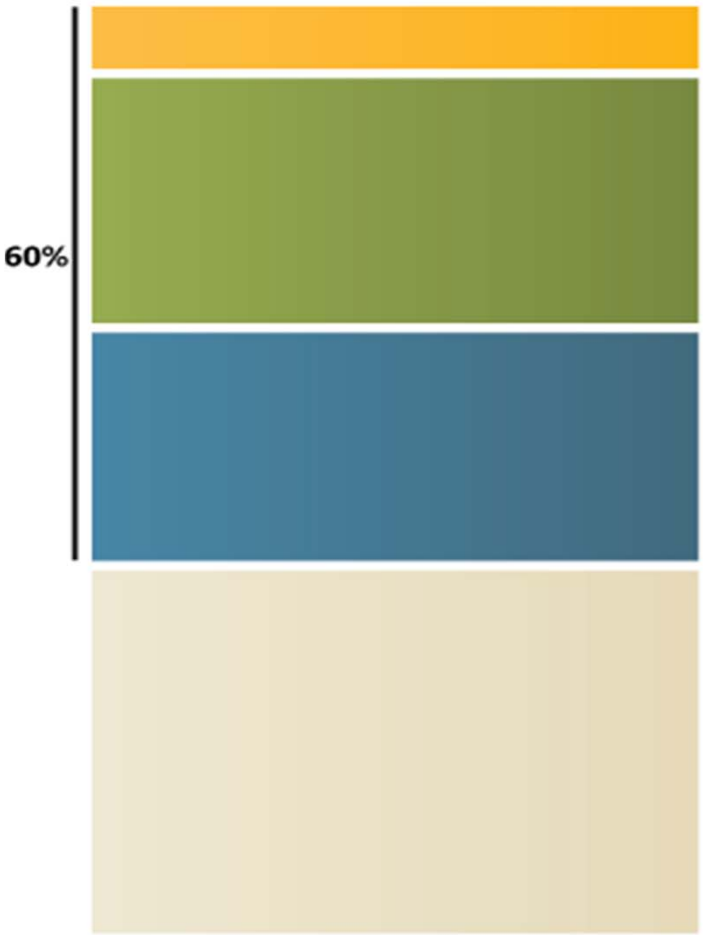
Nearly three quarters of the 2030 workforce are beyond the reach of the K-12 System



Skills Gap in Minnesota

WORKING LEARNERS IN MINNESOTA

Among individuals 18 to 64 years old, six in ten lack a postsecondary degree.



251,210
Have no high school diploma.

892,744
Have a high school diploma but have not entered college.

832,371
Have completed some college but no degree.

1,304,740
Have a postsecondary degree.

Source: American Community Survey 2008, U.S. Census Bureau

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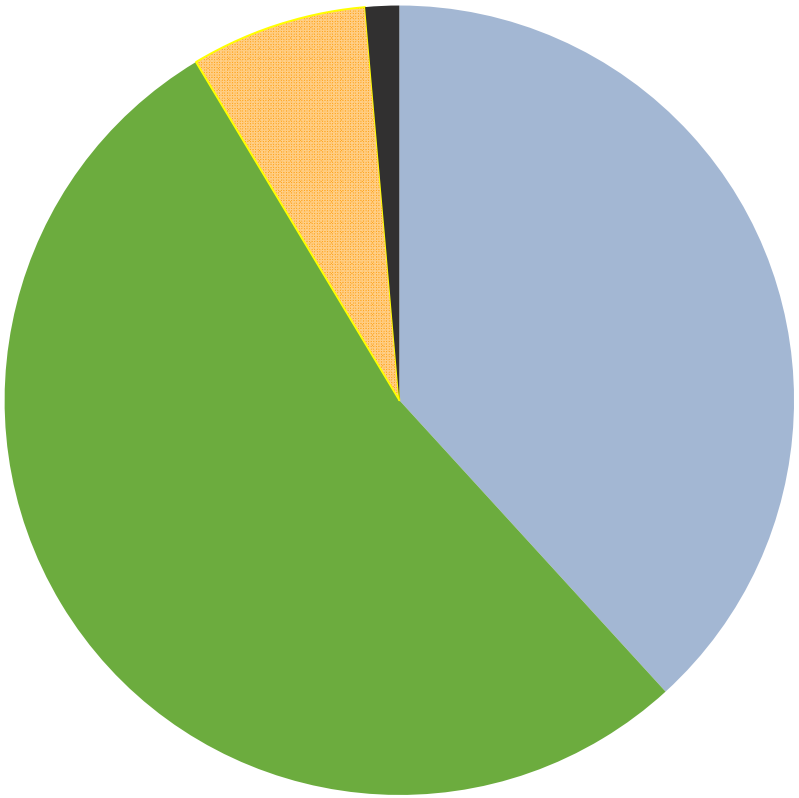
Skill Gap in MFIP Population

Working Learners on MFIP

Among individuals on Cash Assistance 98.6% lack postsecondary degree



- Have no high school diploma
- Have high school diploma
- Completed some college no degree
- Have a postsecondary degree

Source: Minnesota Family Investment Program and Diversion Work Program: Characteristics of December 2010

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Tipping Point Research Study

Out of Washington State Board of Community and Technical Colleges in 2005

- Showed significant wage increases for students who were able to complete **one year worth of college credit bearing curriculum and attain a credential**
  - $7,000 for students who started in English as a Second Language (ESL)
  - $8,500 for those who started in ABE or GED
  - $2,700 and $1,700 for those entering with a GED or high school diploma, respectively
- I-BEST students are **29 – 35% more** likely to **earn a postsecondary credential** than students in traditional model

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Joyce Foundation: Shifting Gears

Spurred by changing economies, the **five states in the Shifting Gears** initiative are **designing policy solutions** aimed at **expanding access** to and **completion** of **postsecondary credentials** that lead to family-supporting careers.

These solutions include:

- Breaking down the walls separating basic skills and English language services from postsecondary education and training and **offering these options together**;
- Supporting access to and success in postsecondary education with **more readily available financial aid and other supports**;
- **Connecting education and work** through career pathways programs that help adults gain employment and advance in specific industry sectors; and
- Using **data to guide policy change** at the state level.

www.shifting-gears.org

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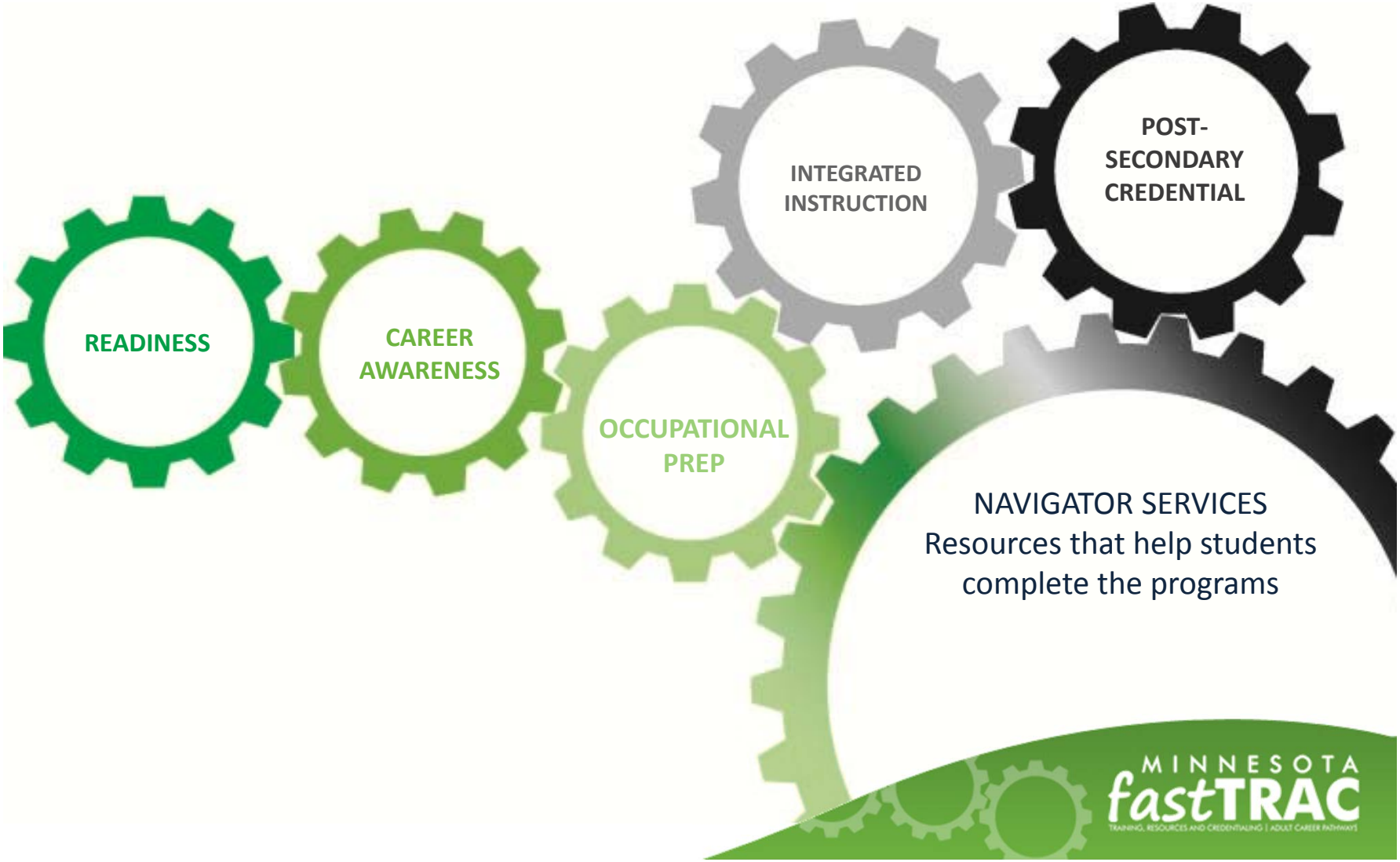
Minnesota FastTRAC

A wide-ranging collaboration between:

- Minnesota Department of Employment and Economic Development (DEED)
- Minnesota State Colleges and Universities system (MnSCU)
- Minnesota Department of Education (MDE)
- Minnesota Department of Human Services (DHS)
- Minnesota Department of Corrections
- The Greater Twin Cities United Way
- The Joyce Foundation

MN FastTRAC's Program Model



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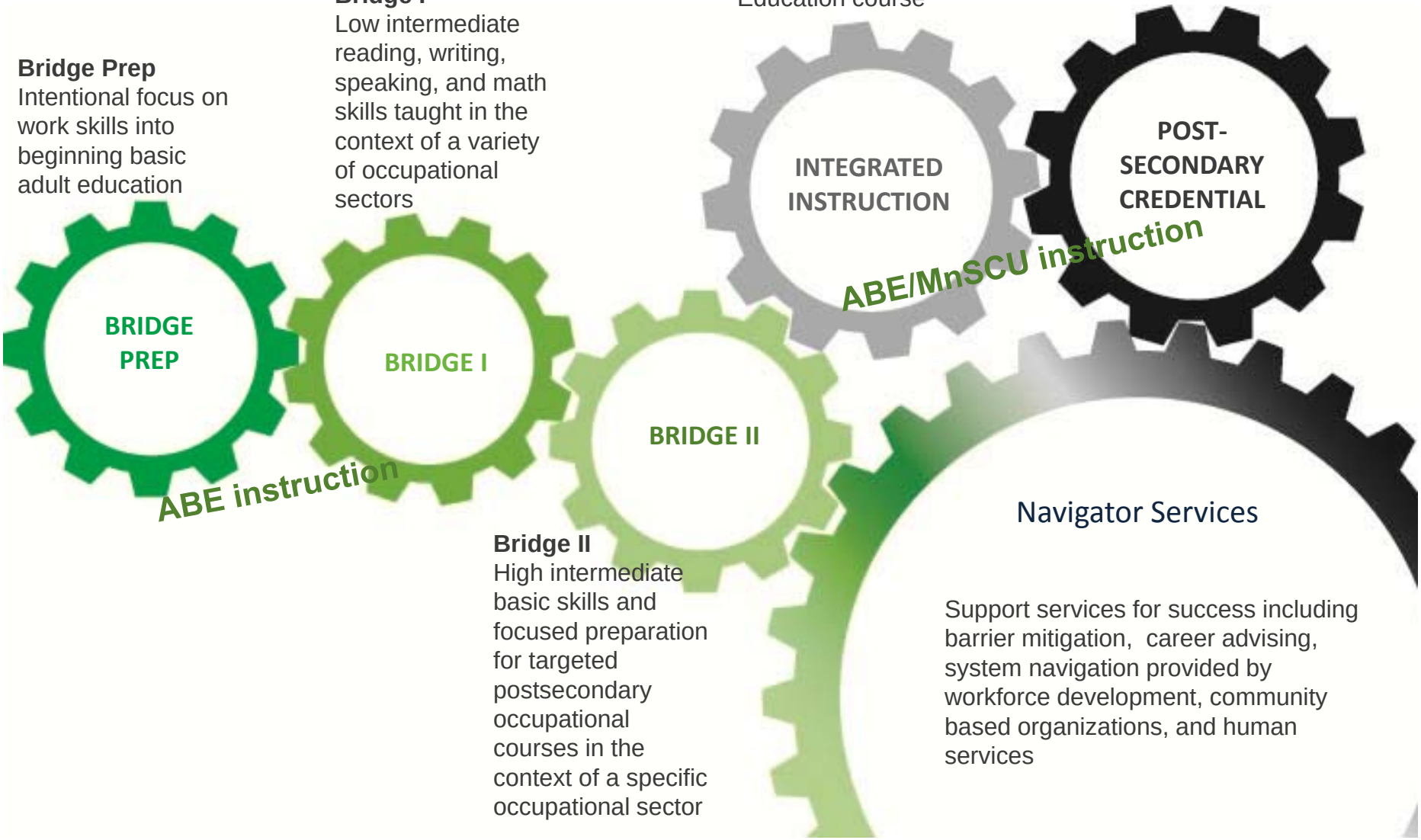
Bridge Prep
Intentional focus on work skills into beginning basic adult education

Bridge I
Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors

Integrated Instruction
Adult Basic Education skill building within a Career & Technical Education course

Industry recognized credential in regional high demand field



Bridge II
High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector

Navigator Services

- Liaison and stakeholder connector
- Recruitment and outreach
- Coordination of assessments and intake
- Case management and support services
- Career and academic counseling
- College admissions processes: enrollment, registration, financial aid.
- Employment resources and services
- Retention and completion plans

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Success Story

Diane Hutton, Metro North ABE

Valerie Lis, Anoka Ramsey Community College

Teresa Dill & Judy Jurek, Anoka Technical College

Anoka County Health Care Pathways

Health Care Pathways Program

This training allows low level and low income learners to earn 8 college credits and a **Nursing Assistant Credential.**

Bridge Class - 100 hours of ABE prep class

Integrated Classes – 160 hours:

- ATC - 5 college credits for Nursing Assistant/ Home Health Aide
- ARCC - 3 college credits Intro to Holistic Healing & On Cou

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Outcomes

18 students started the Bridge class -17 completed

- 94% of the students met college requirements to move into the College classes – Pre-Nursing Accuplacer or TABE scores.

16 students moved into the integrated class – 12 completed

- 75% of the students obtained 8 college credits and passed both the written and skills exam to obtain their CNA Credential.
- 100% that took the CNA exam passed both written and skills and are currently on the Nursing Assistant Registry.

58% of the graduates are currently working:

- 71% of those are working in a training related position
- $11.05 is the average wage for training related positions

3 of the 5 graduates currently not working are planning on returning to school in the summer or fall of 2012

91% of the graduates were interested in continuing their education in Health Care in the near future.

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Student Success Stories

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Background

Kim came into the program at a very tough time in her life. She was going through a divorce, fighting for custody, on the verge of being homeless and depressed.

She was on MFIP and working with a PFS counselor. She is a mother of 2 children.

Limited work history as she has been a stay-at-home mom since 2000.

She has her high school diploma

Chantwan was on DWP when referred to the program by her job counselor as she had a strong interest in working in health care.

She is the mother of 2 children and her 9 year old has Cerebral Palsy.

Her work history consisted of fast food for the last 5 years making $8.50 an hour and forklift driver for a few years prior.

She has her GED

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Education

Kim was very determined to improve her life. In a world that felt out of control education was one area she could control.

Kim's instructors said:

- "Kim was always kind and thoughtful in her approach to caring for others. She respected the residents and treated them as individuals."
- "I found Kim to be dependable, honest, friendly, determined, hardworking, helpful, on time, a good friend"

Kim had excellent attendance & successfully obtained 8 credits.

Chantwan has a passion for helping others and can be empathic as she has a disabled child.

Chantwan's instructors said:

- "Chantwan has great insight thereby making her a very skilled and confident health care provider. Her light hearted spirit makes people smile and brightens their day."
- "I found Chantwan Payton to be polite, strong-minded, dependable, on time, hard-working, self-motivated, open-minded, honest, & a quick learner."

Chantwan also had excellent attendance & successfully obtained 8 credits.

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Employment

Kim was offered several positions after completing training.

- Part time work at 2 different facilities
- Full time work at the site they had their clinicals

- Kim is working full time at Camila Rose as a Nursing Assistant. She is making $10.81 an hour. She is focused on working right now.

Chantwan is working part time for Benedictine Center making $11.30 an hour as a Nursing Assistant. She is constantly picking up extra hours and likes that it is very flexible.

She is registered to start North Hennepin Community College in the Fall to get her RN as she wants to be a Nurse Practitioner. She will continue to work while in school

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MN FastTRAC Partnerships are Working

34 FastTRAC **in demand pathways** created since January 2010 -

Healthcare	Business
Manufacturing	Energy
Education	Culinary

Preliminary **education** outcomes

- 67% completed occupational prep course and moved into MnSCU career and technical training
- 88% of those completed their first combined ABE/MnSCU career technical education course

www.mnfasttrac.org

Heartland Human Care Services

Adult Learning in the Context of Work: Transitional Jobs and Contextualized Adult Instruction

Jay Landau & Nancy Phillips

Stackable Credentials and Career Pathway Opportunities for TANF Participants

HHS Administration for Children and Families, Office of Family Assistance Webinar

August, 28, 2012

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HHCS Community Green Jobs Program through Chicago Department of Environment, an ARRA funded CDBG-R opportunity

- Population – adults transitioning from homelessness; overcoming multiple barriers to employment
- Participants' starting reading and math grade levels of 3-11 (most at grade levels 5-8 in these cohorts). All grade levels eligible to participate.
- Co-enrolled in HHCS Housing First programs which recruit directly from homeless shelters
- *Note: NTJN conference jump drive includes more slides

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Program Structure

- Participants complete an orientation and Job Readiness Training before starting their Transitional Job and the curriculum.
- Participants work 24 hours a week in their Transitional Job and spend 6 hours a week in job search, job group, career development and Green Jobs classes. The lessons are typically 1.5 – 2 hours/week for the 12 weeks.
- Transitional Jobs site was Greater Chicago Food Depository. Participants sorted over 1 million pounds of food and 862,704 pounds were reclaimed by TJ workers and distributed to low-income persons via a network of 650 partner agencies between late August and late March.
- Nancy and Jay wrote Green Jobs curriculum in August, 2011 – began first cohort at end of August. Third cohort completed in March, 2012. Prior to developing contextualized literacy curriculum, we were using non-contextualized Adult Basic Education lessons.

Why include Contextualized Literacy? (not a funder requirement for this program)

- To help participants achieve their goals for economic security, obtain and maintain employment -- the context or content of the lessons supports participant employment goals, both for the next job and for their long-term career
- Participants who are currently or formerly homeless are overcoming more barriers and typically have lower TJ completion and placement rates than other populations, so we wanted to provide more supports
- Skill-building in all life areas – parenting, wellness, civic engagement and advocacy, career advancement, etc. – supported by literacy skills
- Building skills, confidence, self-esteem and peer support to extend into the workplace
- New funder, opportunity to innovate
- Laying the groundwork for other curricula – new iteration is Urban Agriculture/Landscaping and Warehousing, started in February

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Community Green Jobs Program

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Curriculum Development

- Participant Centered – drawing on their expertise
- Employer Engagement
  - Safety manuals, sorting sheets (reading)
  - Ratios, weight, cost (math)
    - In Landscaping, leaf blowers require a mixture of 50:1 fuel. Other tools use 16:1 or 8:1 fuel ratios.
- Cultural Relevance - diverse biographies; local info; relating to their experiences

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Skills addressed and examples:

- Soft skills – teamwork, time management, communication skills (example: Make a business plan for a green business with your team; present your ideas to the group).
- Literacy and Numeracy Skills – Relevant Reading, Writing, and Math exercises
- Hard skills – Career Exploration, green sector vocabulary and knowledge
- Leadership – Critical thinking (read “Chicago Climate Action Plan” and critique)

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Reading Skills:

- Vocabulary in context
- Recalling information
- Summarizing
- Finding the main idea
- Interpreting graphic information
- Extending meaning

Math Skills:

- Decimals
- Weights and Measures
- Fractions
- Percentages
- Calculating Area
- Money math
- All applied Math: (Not isolated equations but situational)

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Sample Math activities:

1. The Greater Chicago Food Depository (TJ worksite) sells food - like the food donated by Goodness Greenness - to local nonprofits for 7 cents a pound. Let's see how much local nonprofits would pay for the following:

a. 1 Box of assorted water - 50 pounds.
b. 2 boxes of candy, cookies and snacks - 1 box is 25 pounds and 1 box is 28 pounds.
c. 1 box of crackers - 15 pounds
d. 1 box of juice boxes - 36 pounds
e. 3 boxes of fruit - each box is 40 pounds

Example and formula:
Example: 1 box of baking goods – 30 pounds
Formula: take number of pounds x 7. Move decimal point two spaces to the left.

$$\begin{array}{r} 30 \\ \times\ 7 \\ \hline 210 \end{array}$$

Move decimal point 2 spaces = 2.10
The food depository would sell this box of food for $2.10

Math and Reading Literacy Results

- Math gains:
  - All demonstrated a gain in math skills,
  - 2.5 + grade levels average
  - highest gain of nearly 5 grade levels - over the 12 weeks.
- Reading gains:
  - 1.8 grade levels average increase - highest increase of nearly 5 grade levels - over the 12 weeks.

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Employment Outcomes

- 29 Participants were enrolled between August, 2011 and January, 2012.
- 70% of participants completed their Transitional Jobs between end of August, 2011 and end of March, 2012
- 60% of TJ completers have already transitioned to unsubsidized employment
  - 90% of them gained full-time employment;
  - 70% of the positions are benefits eligible;
  - $11.50 is the average hourly wage.

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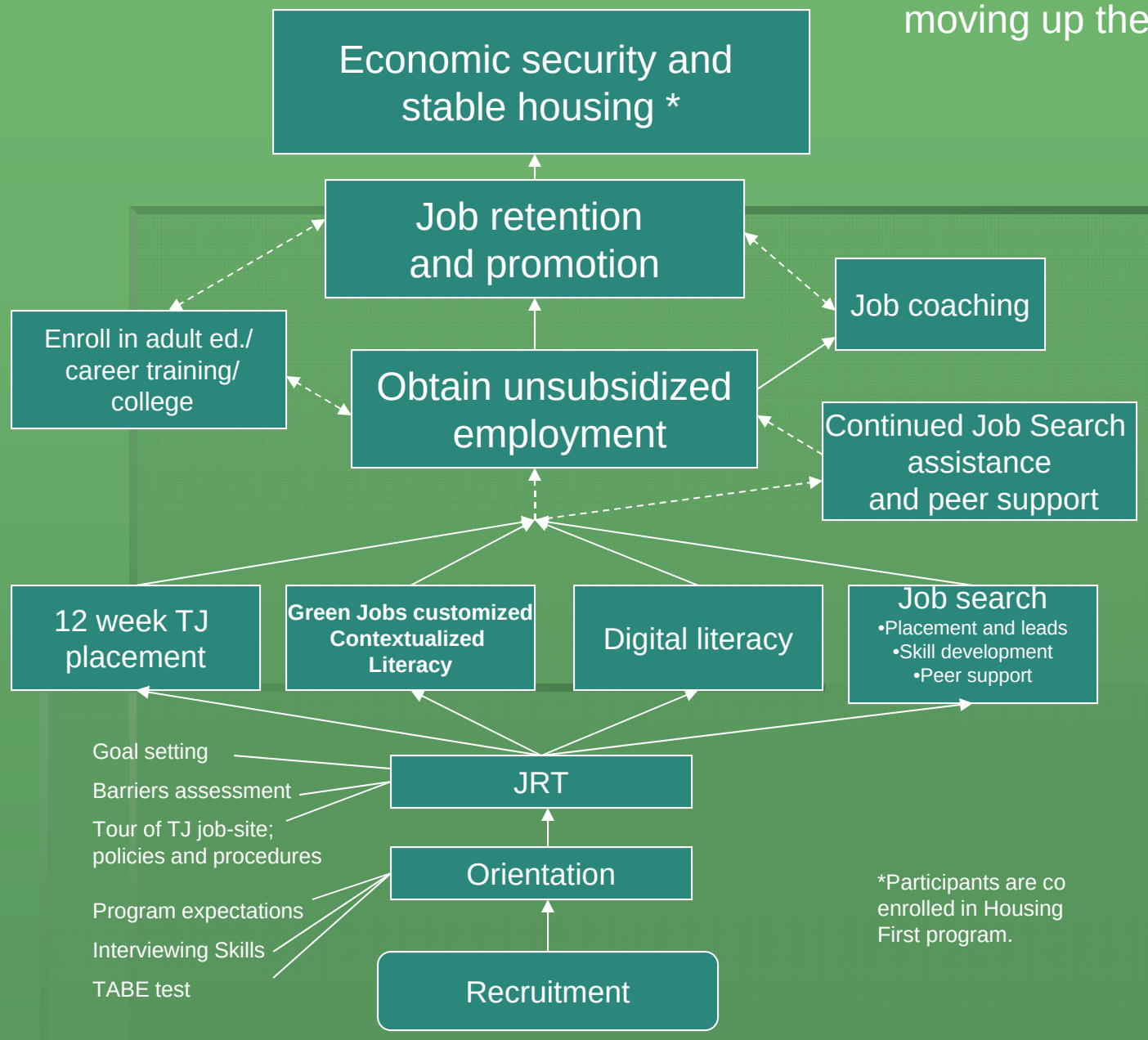
Community Green Jobs Program Model



*Participants are co enrolled in Housing First program.

Additional Supports (inputs) required to assist participants in moving up the ladder

- **Financial literacy workshops (Asset Building)**
- **Leveraged relationships with educational partners**
- **Leveraged relationships with employers**
- **Ongoing open communication with TJ sites**
- **Transportation subsidized through first paycheck**
- **Case Management for participant and household (Links to community resources) (Housing First)**
- **Support in securing Child Care (Housing First)**
- **Rent Support 12 months (Housing First)**
- **Mental Health Assessments and connections to Services (Housing First)**

Community Green Jobs Program Model*

Outcomes and Impact

Economic security and stable housing *

Job retention and promotion

Enroll in adult ed./ career training/ college

Obtain unsubsidized employment

Job coaching

Continued Job Search assistance and peer support

12 week TJ placement

Green Jobs Contextualized Literacy Curriculum

Digital literacy

Job search
- •Placement and leads
- •Skill development
- •Peer support

Goal setting

Barriers assessment

Tour of TJ job-site; policies and procedures

JRT

Orientation

Program expectations

Interviewing Skills

TABE test

Recruitment

Continuous improvement model:

- •Participant surveys
- •Lesson evaluations
- •Employer feedback
- •Indicator data

- •Stable housing achieved
- •Able to assume environmental stewardship and advocacy role in community
- •Better able to actively support family, such as children in school.

- •Capability to budget and save
- •Capability to set and work towards educational goals
- •Long-term career goals set

- •Building competence in TJ job-related Tasks.
- •Increased awareness Green Jobs sector opportunities.
- •Increased job search efficacy and soft skills competencies.
- •Increased self-esteem and outlook towards labor market.
- •Building a work history
- •Gain a current reference
- •Develop strategies to overcome barriers
- •Building literacy and numeracy skills

- •Job readiness soft skills building begins.
- • Participant has set employment, educational, family goals.
- • Begin to feel part of a group with peer support.

Indicators:

- **•TJ supervisor feedback and observation at job-site**
- **•Program component completion totals**
- **•Self evaluations with case managers**
- **•TABE test and literacy assessment gains**
- **•Employment Placement Rate**
- **•Employment retention rate**
- **•Environmental impact (training, engagement, # lbs. recycled)**

*Participants are co-enrolled in Housing First program.

Adapting and Evolving – New Program

- City of Chicago Transitional Jobs program for persons with convictions in their background – serve 30 this year; 1st cohort 6 weeks in.
- Urban Agriculture/Landscaping & Warehousing sectors
- Building on partnerships with Greater Chicago Food Depository and landscaping employer
- Partnering with Wright College for certificate
- 12 weeks of contextualized lessons, all lessons have reading and math

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Incorporating stackable credentials:

- **Stackable Credential: Part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.**

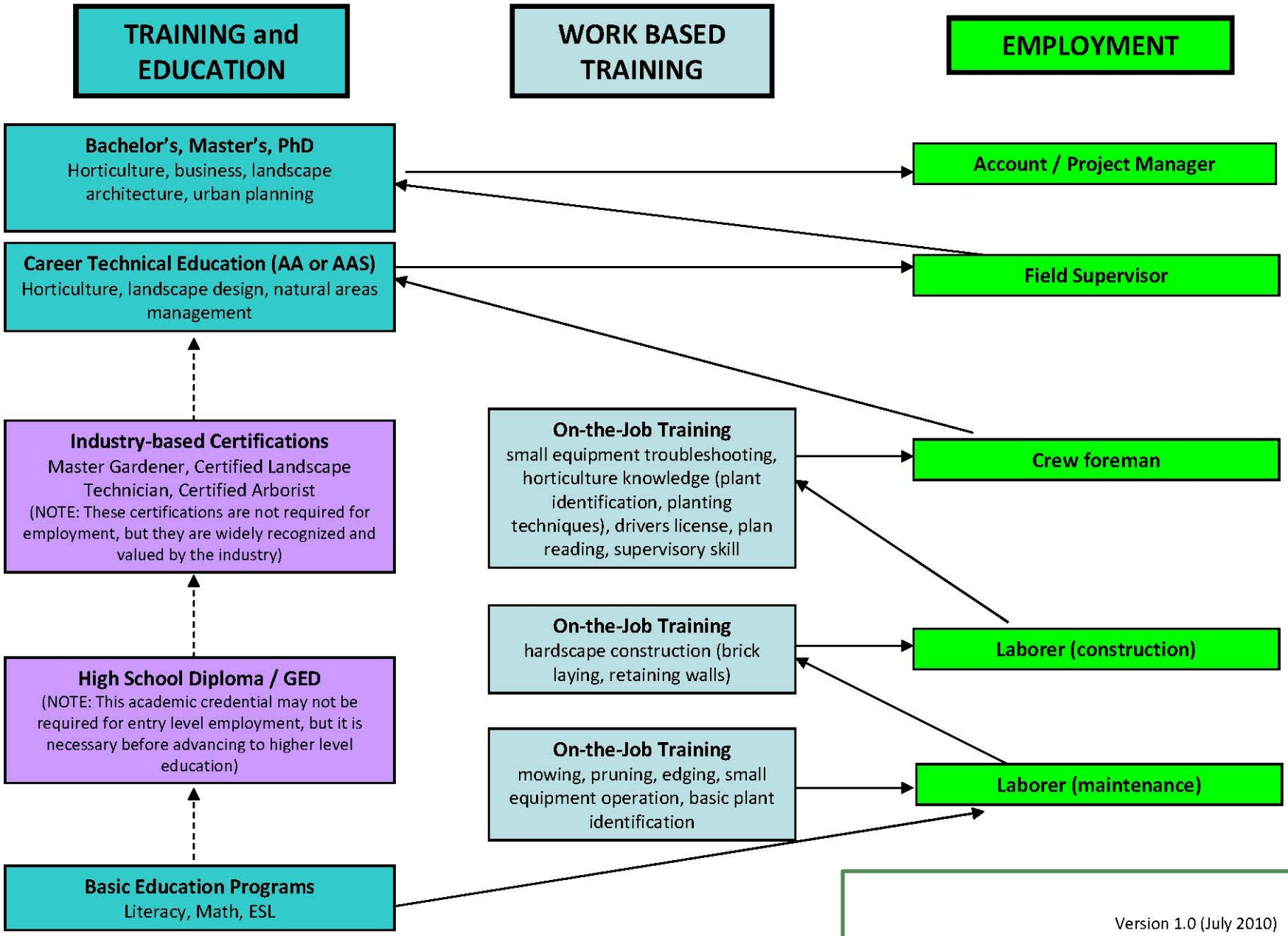
(Source: TEGL 15-10, www.doleta.gov)

Wright College Partnership: Stackable Credentials

Partnering with employers and community college to connect participants to education, training/GED opportunities and unsubsidized employment

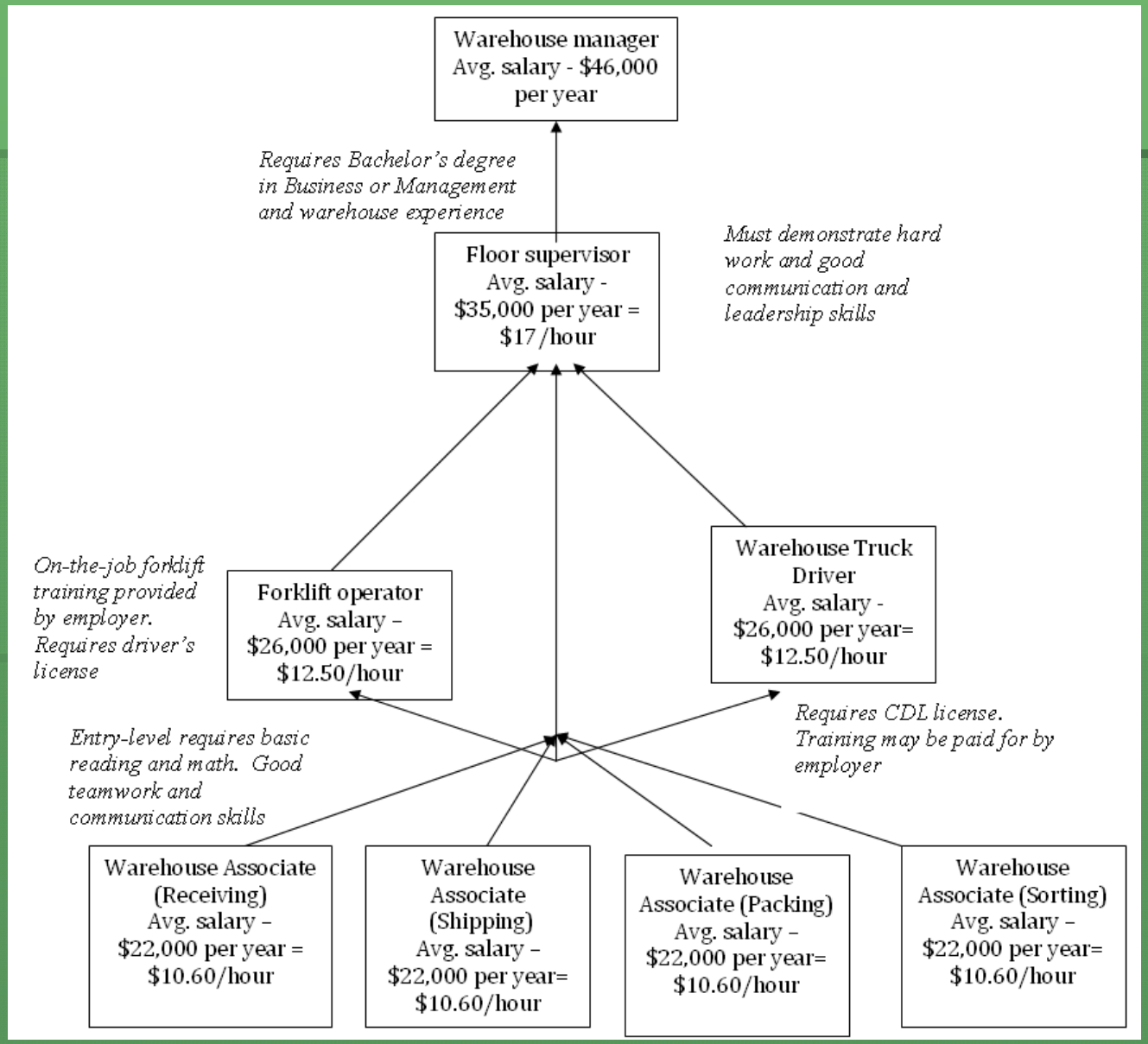
- Partnering with Wilbur Wright College, a City College of Chicago, to offer a certificate of Employment Readiness in Urban Agriculture/Landscaping and Warehousing. Employers contribute to curriculum and career pathways models to enhance placements into unsubsidized employment.
- Students learn about Wright College programs including Environmental Technology and take College Placement test upon completion of certificate
- Transitions into GED programs or further certificate programs in warehousing, environmental safety, etc. (i.e. forklift training) will be facilitated for qualified students

Landscape Construction and Maintenance Career Path



Version 1.0 (July 2010)

Warehousing Career Path



Adapting and Evolving – Changes in Curriculum

- Site visits to permanent employers
- Employer engagement in curricular content, workplace skills, advancement; increased hard skill content
- Successful former participant input on workplace skills
- Screening for affinity in industry sectors
- Incorporating Career Ladders (Chicagoland Green Collar Jobs Initiative – HHCS is partner)

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Considerations for starting an Integrated TJ Contextualized Literacy program

- Be mindful that participants may have had negative experiences in classrooms before; structure so that their input is drawn out and valued; make it relevant to their goals and experiences; no red marks and bad grades; more discussion and reading
- Work is an equalizer – helps people overcome stigma around literacy; “Green Jobs” class vs. “literacy” class.
- Pre and Post-Test to measure results to assist participants in seeking further training or education, to help determine effectiveness of the curriculum and to support grantwriting efforts

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TJ and Contextualized Literacy; A Natural Fit

- Integrating contextualized literacy and Transitional Jobs programs combines applied hands-on work experience with reading, math, presentation, critical thinking and soft skills in a classroom setting.
- Combining these creates a synergy that can lead to enhanced motivation on the job and in class, increased community and peer support, improved job performance through preparing for tasks ahead of time in the classroom, and greater confidence, self-esteem and self-efficacy on the job.
- Improved literacy supports participants in obtaining and maintaining long-term employment, advancing in their careers, pursuing academic and training opportunities and in other areas of their lives (for example, helping children with homework, reading prescription bottles).

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Contextualized Literacy programs offered now or in the past by HHCS:

- Hospitality Sector preparing Limited English Proficient refugee participants for entry level work in hotel industry in Chicago
- Culinary Arts in Benton Harbor, Michigan
- Landscaping in Benton Harbor, Michigan
- Customer Service in Benton Harbor, Michigan
- Green Jobs in Chicago
- Urban Agriculture/Landscaping and Warehousing in Chicago

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To contact us:

- Jay Landau, Director of Contextualized Literacy, Heartland Human Care Services: jlandau@heartlandalliance.org

- Nancy Phillips, Director of Green Initiatives, Heartland Human Care Services: nphillips@heartlandalliance.org

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PARKSOPPORTUNITYPROGRAM

NYC's Parks Opportunity Program: Utilizing /Developing Transferable Skills in a Transitional Employment Model

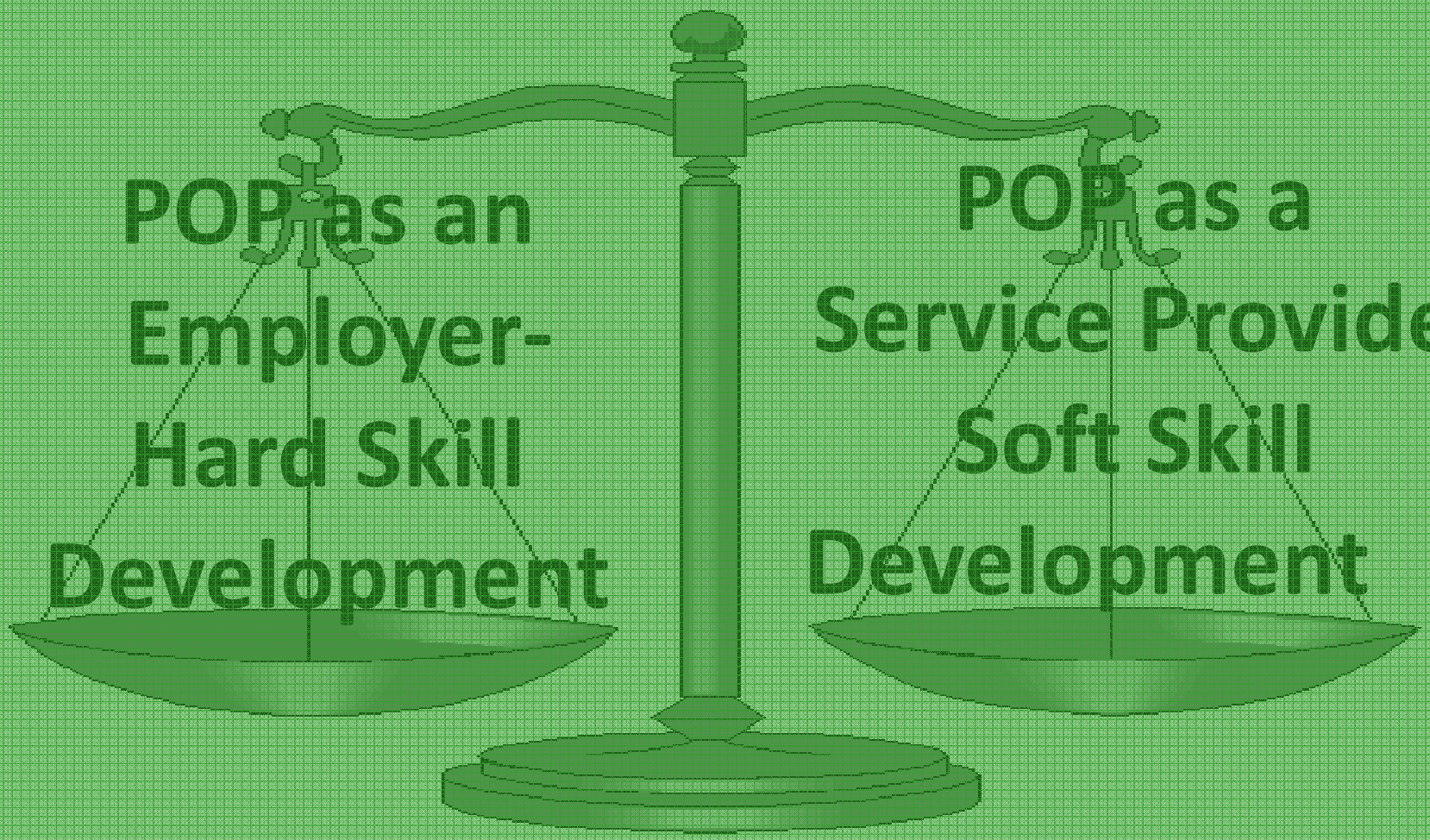
What is the Parks Opportunity Program (POP)?

ParksOpportunityProgram

POP is one of the United States' longest-running transitional employment programs, where trainees gain work experience in New York City's parks, playgrounds, and recreation centers.

Through a partnership with the NYC Human Resources Administration, POP trainees learn transferable skills in maintenance, security, horticulture, administration, and customer service while receiving employment services, career counseling, education and training at NYC Parks.

ParksOpportunityProgram



POP as an Employer- Hard Skill Development

POP as a Service Provider- Soft Skill Development

POP as an Employer

POP as a Service Provider

Training & Education

Employment Counseling

On-the-Job Training

Job Search

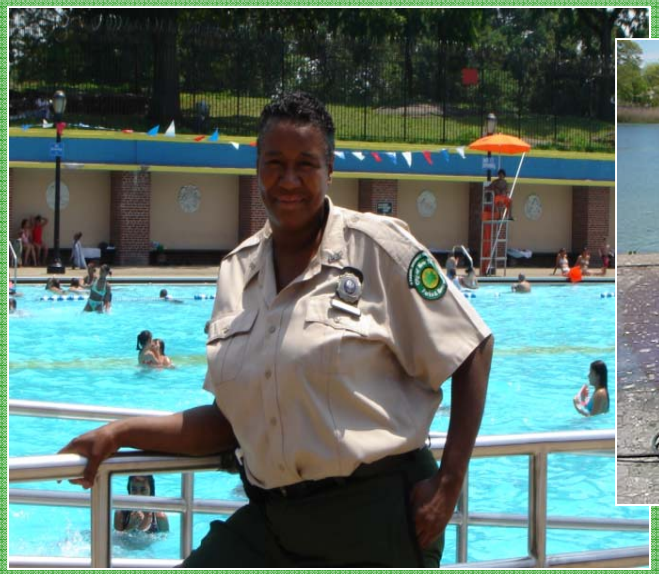
Client Services

POP the Employer

Trainees who participate in POP:

- Work 40 hours per week for 6 months
- Earn $9.21/hour
- Are represented by Labor Union District Council 37
- Are required to participate in POP employment activities as a part of their job
- Are physically able to perform the duties of the position

4 Days/Week of On-the-Job Training Builds Transferable Skills



<u>POP work assignments include:</u>

- Landscaping parks
- Maintaining comfort stations
- Repairing and restoring facilities
- Performing general maintenance in parks, beaches and pools
- Staffing recreation centers
- Office administration
- Providing security at facilities and events
- Weatherizing Parks' facilities

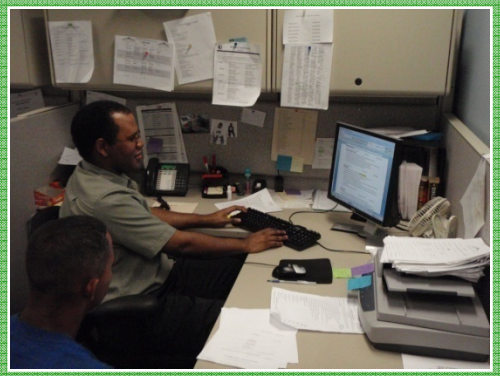
Examples of Transferable Skills in Transitional Employment

Trainees in subsidized employment learn skills each day which are directly applicable to unsubsidized employment, regardless of industry sector.

- Punctuality
- Professional Communication
- Working as Part of a Team/ Cooperation
- Taking Direction from Supervision
- Task Completion
- Goal Setting
- Accepting Responsibility
- Taking Criticism
- Customer Service
- Workplace Organization and Maintenance
- Handling Change

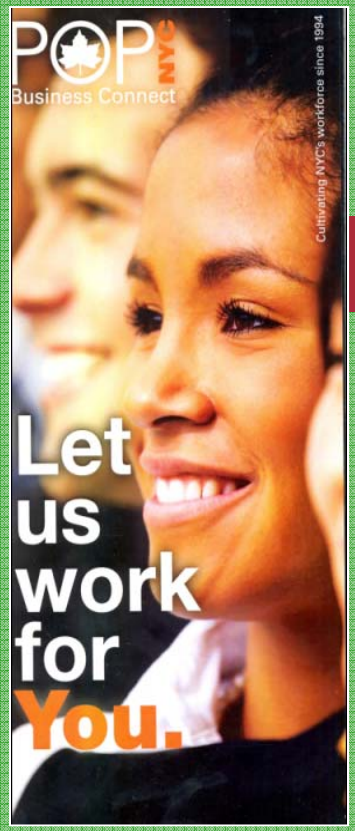
1 Day/Week of Soft Skill Development Builds Upon Transferable Skills

Using the worksite as a laboratory, Employment Skills Counselors conduct sessions with trainees which offer:



- Employment planning
- Interviewing skills
- Writing résumés
- Applications
- Cold Calling
- Job Maintenance Skills
- Creating a job search plan
- Phone etiquette
- Networking
- Employment retention
- Training and skill completion
- Exit counseling

The Importance of Partnership in Transitional Employment



Cultivating New York City's Workforce since 1994

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Chief

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CATCH

Creating **A**ccess **T**o **C**areers in **H**ealthcare

A project of Edmonds Community College

www.edcc.edu/catch

'Stackable Credentials and Career Pathway Opportunities for TANF Participants'

August 28, 2012

John House, HPOG-CATCH Director

HPOG
Health Profession Opportunity Grants

EDMONDS COMMUNITY COLLEGE

EVERETT COMMUNITY COLLEGE

Be The Difference — Choose a Healthcare Career

CATCH PARTNERS:

Washington State
Snohomish County
Community Colleges

Regional Healthcare Employers
Technology and In-home Learning Experts

The overarching CATCH goal – to close the gap between underlying poverty in Snohomish County, WA and regional job shortages in healthcare.

Program Characteristics:

- Affordable Care Act → Health Profession Opportunity Grants (HPOG) Program → Administration for Children and Families → U.S. Department of Health and Human Services
- Year two of a 5-year project : $1.4 million awarded for the first year of a 5-year project, and $1.6 million for each remaining year
- 100 new participants enrolled per year (120-150 active participants served per year)
- Promising Practices – e .g., IBEST, e-learning, student learning communities, learning labs, wraparound services –integrate and expand to improve training and employment outcomes.
- Navigators and dedicated advising staff help participants *understand* the various systems necessary for success and how to navigate these systems.
- Dynamic partnership grounded in tailored MOUs
- A demonstration project: demonstrating the feasibility of new methods and practices

Under One Umbrella

Health Profession Opportunity Grants (HPOG)

Colleges

Edmonds Community College
Everett Community College

Business Access –
In-Home Learning Experts

Washington Workforce Training
and Education Coordinating Board

Employers and WIBs

Employment Security –
WorkSource

Workforce
Development Council
(Navigators)

Washington State Apprenticeship
and Training Council

TANF

WorkFirst
(Welfare-to-Work)
& Basic Food
Employment and Training

TRAC Associates –
Career Services

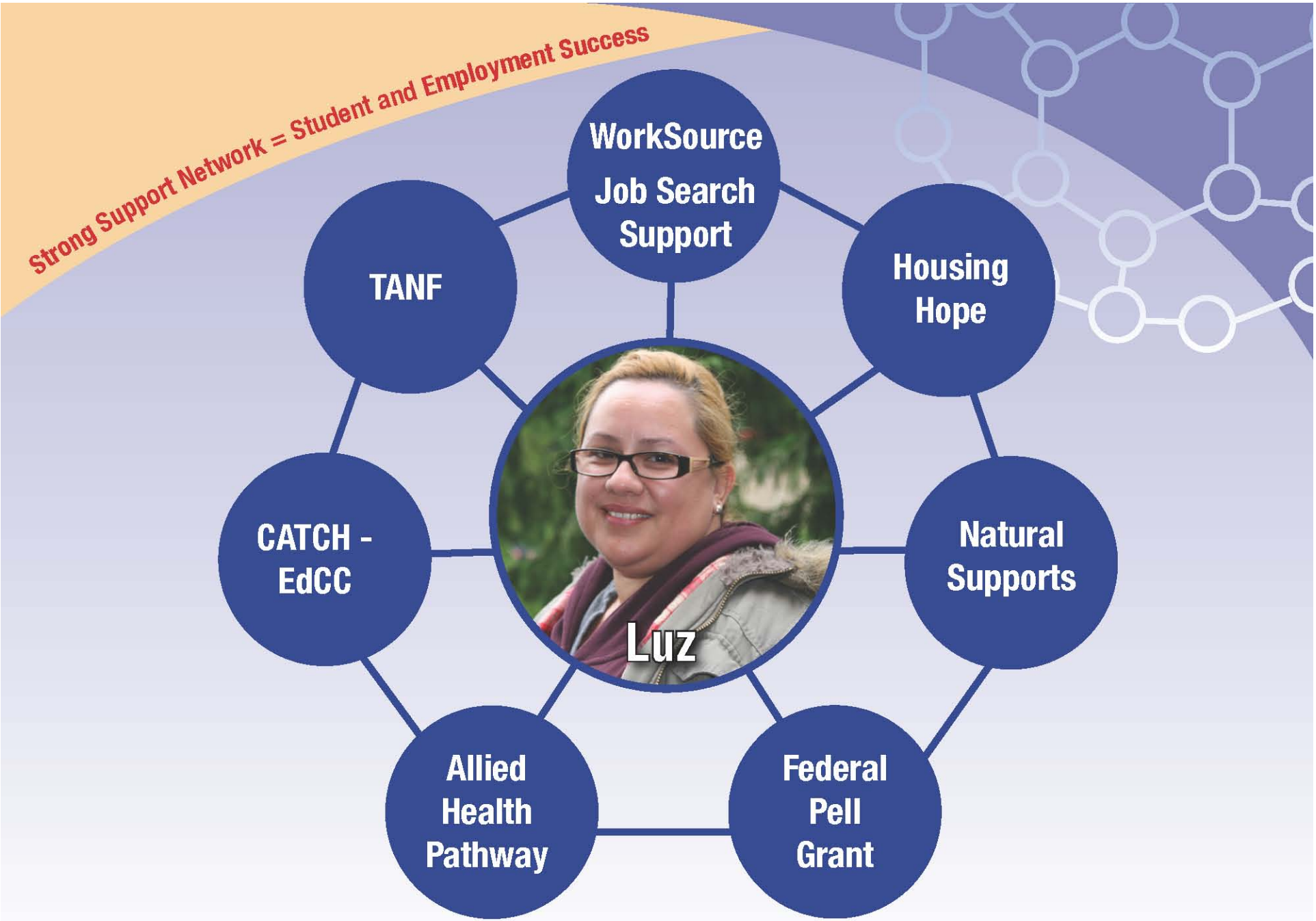
Building Changes
Foundation

Community Agencies

Refugee and
Immigrant Services

Housing Hope –
Homelessness
Services

Health Careers for All:
King County HPOG Grant
(WA State)



"I became homeless," said Luz, 40, who spent the last year living in her car to staying in transitional housing. "I received TANF (Temporary Assistance for Needy Families), which helps you get by. But then a counselor at a shelter offered me a new program."

Inching the Door Open –

Low-Income Students and College Success:

- Eliminate costs
- Accelerate training without comprising rigor, content, and competencies
- Provide technology, technology training, and dedicated technology support
- Increase support through I-BEST model
- Minimize barriers using hybrid instruction
- Frontload college success skills, backload employment transition skills
- Foster learning communities (promotes help-seeking)
- Wrap-Around social supports

Skill Progression / Pathway Progression

CATCH Pathway

↗ Explore Other Options/Enhance Skills

Readiness-to-Benefit Assessment → College Success Course → Digital Literacy Course → Hybrid and IBEST-Supported Prerequisite Courses → Labs with Integral Online Content and Skills → Clinical Externships →

- Employment
- Advanced Certificates/Degrees
- Employment and Advanced Certificates/Degrees

Sample Health Care Career Pathways

Phlebotomy → clinical lab assistant → medical technologist
Nurse assistant → patient care tech → LPN → registered nurse
Nursing Assistant → Patient Care Technician
Nursing Assistant → Health Unit Coordinator
Nursing Assistant → Monitor Technician

CATCH Stackable Credentials Career Path

Creating Access To Careers in Health Care

Needed Health Care skills that are steps to a better position or to be more competitive for the one you want

Incremental Steps to a career and a living wage

Laboratory Assistant
NAC, PHB

Patient Care Tech
NAC, PHB, EKG

Emergency Room Tech
NAC, EMT, EKG, PHB

Geriatric Care Tech
NAC

Transition to employment and/or traditional college funding- financial aid

Phlebotomy
ASCP certified

EKG Tech
CCI Certified

EMT
NREMT Certified

Restorative Aid
EdCC Certificate

Nursing Assistant Certified- WA State License

Core Health Care Foundation- Intro to HC, Med Term, Applied A&P, CPR for HC

College Success Skills- Computer Literacy

Preparation-GED, ESL, English, Math, Science

Additional Education Options

Medical Assistant
Med Laboratory Tech
Surgical Tech
Medical Billing/Coding
Nursing
Medical Spanish Interpreting

Additional Employment Options

Home Health Aide
Ambulance Drivers
Activities Assistant

Everett Community College

Edmonds Community College

EVERETT COMMUNITY COLLEGE
Health Sciences Department

CATCH
Creating Access to Careers in Healthcare

CAREER PATHWAYS

Healthcare– Medical Assistant
Administrative Management

Bachelor of Applied Science
Information Technology and Administrative management
Central Washington University
Articulation agreement with EvCC

Medical Manager
$20-$30/hour

CATCH Entry Point 2

Transition: Returning from Employment—Continuing Education

Medical Assistant
Associate of Applied Science Degree
Earns AAST degree, and industry certificate from the American Association of Medical Assistants (AAMA)

Medical Assistant
$16-$24/hour

Transition: Job Success Skills and Career Development

Phlebotomy Technician
EKG Technician
Earns advanced industry certificate
5-7 additional college credits

Technician
$12-$14/hour

Nurse Assistant Certified
Earns NAC certificate and state license—10 additional college credits

Nurse Assistant
$10-$12/hour

CATCH Entry Point 1

Heathcare Core
Academic Foundation for many health professions—13 college credits

Semi Skilled

Transition: College Success Skills

Supported by a Health Profession Opportunity Grant, Department of Health & Human Services

EVERETT COMMUNITY COLLEGE
EDMONDS COMMUNITY COLLEGE
Administration for Children & Families

CATCH Navigation / Social Supports

Philosophy of CATCH Navigation:

- Gain knowledge of community and local systems
- Form partnerships with students to address the information-and-support-seeking requirements of today's social and educational systems
- Anticipate and overcome barriers to success
- Leverage, facilitate and broker college and community service systems
- Assess and promote use of natural supports
- Foster self-determination

Practical Strategies / Lessons Learned

Non-instructional Supports:

- Define non-instructional support infrastructure
- Create strategies to notify and engage partners across the systems
- Foster early bonding to campus and vision as a college student
- Encourage social relationships through learning communities
- Scaffold curriculum components to increase student success
- Offer intensive tutoring interventions early
- Build multiple course tracks with multiple start points

Student Spotlight

Nina, EvCC CATCH Student
Completed Work-Ready Certificates in Nursing Assistant and Phlebotomy

- Referral Partner: Immigrant and Refugee Services NW
- Strength: Persistence, Passed WA State Nursing Assistant Written Exam on 2nd Attempt
- Outcome: Landed a job in less than three months. Working as a CNA at Prestige Care and Rehab in Edmonds, WA
- Next Step: Phlebotomy Tech Position

"I am very thankful for the CATCH Program and all of its staff. Because of this program, I finally found a job that I like and I have many new opportunities because of this experience. Now I feel much more happier about my life."

- What do you notice about Nina?

Thank You!

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CATCH Information: http://www.edcc.edu/CATCH/

HPOG Funding Information:
http://www.hhs.gov/news/press/2010pres/09d/state_charts.html

IBEST Model:
http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

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