

MOVING FORWARD:**Case Studies**

Oregon Healthcare Workforce Partnerships Project Chemeketa Community College

The Oregon Healthcare Workforce Partnerships (OHWP) Project was created as a collaboration of interlinked, locally driven projects designed to build community college capacity to meet healthcare workforce training needs across urban, rural, and frontier areas of the state. To date, this statewide initiative has increased capacity for community colleges to provide workforce training in healthcare careers with severe documented shortages: Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), Registered Nurse (RN), Emergency Medical Technician (EMT), Radiologic Technician/Diagnostic Imaging (RT/DI), Medical Assistant (MA), Medical Laboratory Technician (MLT), and Dental Assistant (DA). The project has also expanded statewide healthcare career pathways, increased professional education for incumbent workers, and offered educational opportunities for residents living throughout the state. New models for distributed/distance delivery, incumbent worker training, use of mobile/off-site teaching facilities, and resource sharing between colleges, employers, workforce system, and community partners have been developed or enhanced as an integral part of the project.

Brief History

The OHWP Project emerged as a result of an ongoing statewide effort to address the healthcare workforce crisis in Oregon. From research that was conducted by legislatively coordinated steering committees and the Oregon Workforce Investment Board (OWIB), it was determined that the state's community colleges and the Oregon Department of Community Colleges and Workforce Development (CCWD) would play a role in providing healthcare training to the state's workforce.

CCWD realized the need to unite community colleges with Workforce Investment Boards and other partners in private industry. Additionally, the state realized the importance of simulation training in the healthcare industry, so together the community colleges and the Oregon Simulation Alliance collaborated to further the state's healthcare initiative.

CHEMEKETA COMMUNITY COLLEGE HIGHLIGHTS

Type of Grant: Community Based Job Training Grant

Industry focus: Healthcare

Period of Performance:
11/1/05–10/31/08

Grant amount awarded: \$2,900,000

Location of Grant Activities:
State of Oregon

Leveraged Resources: \$6,017,568

Key Partners: 78 partnerships representing education, workforce, and education partners.

Special Note: Overall, partners grew from the original 78 to a final total of 129 (a 65% increase)

Partnership Structure

The purpose of OHWP Project is to increase Oregon community colleges' individual and collective ability to offer long-term solutions to Oregon's healthcare workforce shortage. Managing such a large statewide effort among community colleges required strong organizational skills, as well as an understanding and practice of collaboration, not competition, between partners.

Chemeketa Community College was designated as the lead college and fiscal agent of the OHWP Project. Due to the size and level of involvement necessary for the project, a Statewide Project Management Team consisting of a project administrator and project manager from Chemeketa Community College, in addition to the Oregon Community College Presidents Council and the Oregon Department of Community Colleges and Workforce Development (CCWD) provided statewide project oversight and leadership. The Management Team outlined above was supported by a project advisory committee for the Community College Healthcare Action Plan (CCHAP) consisting of 16 leaders in state government; instructional and infrastructure technology; community college leadership; K-12 education; employer groups; nursing and allied health education (AHECs); public health; long-term care; healthcare professional groups; the Oregon university system; the workforce system; and a career pathways advisor to assist in addressing program implementation barriers and provide linkages critical for project success.

As a method of promoting collaboration between the state's community colleges, all 17 community colleges in Oregon were invited to participate in the OHWP Project. Of the 17 community colleges, 10 were selected to become partners in the Community-Based Job Training (CBJT) Grant. Community colleges were chosen on the basis of many factors, the most significant being: (1) alignment with the state priorities for workforce development; (2) partnerships in place at the site-level; and (3) sustainability plans from each community college. The sustainability plans included information such as:

1. How core partners will be part of the plan;
2. Infrastructure in place to continue programs; and
3. Potential models for other new program development.

One of the "requirements" for participating in the project was submitting a Memorandum of Understanding (MOU) signed by all community college partners, the CCWD, and Chemeketa Community College, the OHWP lead college, stating their commitment to a shared vision in support of the project, in addition to explaining the roles and responsibilities of each of the partners involved.

Partnership Collaboration and Management

In addition to the Statewide Project Management Team, an OHWP Implementation Team, consisting of project leads for the 10 local projects in collaboration with the Project Manager/Operations Team from Chemeketa Community College, convened quarterly

to take part in implementation training, sharing successes, providing updates related to program performance, addressing common barriers, and discussing progress and sustainability efforts. The Project Manager /Operations Team provided technical assistance to the Implementation Team sub-grantee sites throughout the life of the grant, as well, further enhancing the success of their project.

One way the Chemeketa Project Manager /Operations Team was able to document the progress of the local sites was through the development of standard forms that were given to local sites at different stages of the grant period. To assist sites with programmatic monitoring throughout the life of the grant, sites were provided with a “Deliverables Update” template that included space for sites to fill in information including: number of eligible participants served, percent complete as of the current quarter, actual and projected completion date, and curriculum goals. In addition, a Program Site Monitoring Guide was also utilized by the Project Manager/Operations Team to assess progress made towards a number of the key elements of the Community-Based Job Training Grant:

- Capacity Building activities
- Outreach activities
- Partner level of engagement
- Leveraged Resource contributions
- Progress of deliverables
- Training outcomes
- Budget and expenditure levels
- Project documentation (e.g. personnel policies, Social Security Number (SSN)/Equal Employment Opportunity (EEO) signature forms, and partnership forms)

Members of the Project Manager/Operations Team provided feedback in each of the categories listed above, summarized promising practices, and identified areas of concern as part of the Program Site Monitoring Guide. This ongoing technical assistance by the Project Manager/Operations Team was a key factor in the success of the OHWP project.

Furthermore, a checklist was developed to assist each sub-grantee with the grant close-out process. Part of the checklist included completion of a sustainability plan. To help sub-grantees with the sustainability planning process, as well as determining the best way to resolve programmatic issues, the Project Manager/Operations Team developed a list of “Reflection Questions” for sub-grantees to answer. It may be helpful for High Growth and Community-Based grant recipients and their sub-grantees to consider these questions on a quarterly basis:

1. **Program Successes:** What have you accomplished related to meeting project goals, completing capacity building/outreach/partnership activities, completing work on deliverables, and achieving training outcomes?

2. **Unanticipated Benefits:** Has your program or institution benefited from this project in ways that you didn't originally anticipate? What other major successes has your project achieved?
3. **Major Challenges:** What were the major challenges/roadblocks you encountered during the grant period? How were these resolved? If not resolved, what impact did they have on achieving results?
4. **Critical elements:** What has been most essential to your project success (e.g. staff, administrative support, partners, etc.)?
5. **Lessons learned:** If you were starting over with this project, what would you do differently?

Sustainability Successes

One of the many decisions that Chemeketa Community College made early on that helped to ensure their success was designing a CBJT proposal that aligned with established statewide goals, strategies, and criteria for addressing healthcare careers and shortages. As a result, this avoided challenges that often occur when a grant writer prepares a proposal that is not connected to strategic planning activities in the state or local area. In addition, Chemeketa Community College included a sustainability component in their proposal and because they planned for sustainability from the beginning of their project, they were able to build this into their entire organizational and program design.

When developing sustainability strategies and plans, other factors to consider include potential leadership and political changes. Does a shift in the political climate affect the organizational or management structure, on-going activities, or funding? Grantees should also consider how project activities and organizational structures will be able to address shifts to the economic climate as they may relate

TOP 5 WAYS TO ENSURE SUSTAINABILITY

1. **Plan** for sustainability from the beginning of your project.
2. **Involve** partners and sub-grantees in sustainability planning. Their planning will help ensure overall sustainability of the project.
3. **Integrate** adaptability into your planning efforts.
4. **Find** a committed leadership team (it is worth the time and resources!).
5. **Facilitate, collaborate, and communicate** with your partners and sub-grantees rather than "commanding and controlling" these relationships. Remember, partnerships are based on a mutual benefit.

to the industry focus of the project, as well as the skill needs of the workforce. In other words, how might grantees plan for sustainability given national economic challenges and organizational changes at the state and local level? For example, throughout the life of the OHWP grant, the Presidential Council membership on the Statewide Project Management Team changed leadership. However, because of established goals and strategies and a shared interest and agreement among partners, no changes occurred within the operations teams.

Also, many grantees often encounter sustainability challenges related to keeping task forces and committees active and in place after the life of the grant. Grantees may want to keep in mind that some committees or actual positions within the grant are created to operate the day-to-day management activities of the grant and therefore may not be necessary once the period of performance concludes. For example, from the time OHWP's proposal was developed, their Project Manager/Operations Team was designed to operate throughout the life of the grant. As a result of this strategic decision, the core project management strategies and procedures were embedded into each of the partner sites to enable them to function successfully. Another successful practice of the Project Manager/Operations Team was to engage and support the local sites in identifying project challenges and developing resolutions to these challenges. These challenges and their resolutions were included in quarterly narrative reports helping to create a framework for the local sites to address future challenges on their own when the task force dissolved.

Additional Successes

CBJT funds provided Chemeketa Community College and its nine subrecipient partner colleges with \$2.9 million in upfront resources to cover the costs of developing new programs and expanding/enhancing existing programs. The 10 OHWP sites used funds to purchase equipment, develop new delivery models, adapt curriculum/restructure programs, establish career pathways, and partner with others. Leveraged resources included faculty time for instruction and curriculum development, hospital space for labs, enhancements to facilities, donated equipment, clinical sites, and partner college administration to support project capacity building and training activities.

More than six million dollars in leveraged resources were secured by end of grant. Combined with CBJT grant funds these overall resources served as the tipping point to enable OHWP partner colleges to move forward with program developments and improvements, create new capacity, and develop plans to use increased capacity for long-term results.

The high level of leveraged resources contributed by multiple stakeholders laid the groundwork from the beginning of this project for sustainability of the currently identified work that needs to continue into the future. Each of our 10 sites has had a post-grant sustainability plan in place since July, 2008. Chemeketa Community College projects that between 2009 and 2013 an estimated 10,000 participants will continue to benefit from the capacity-building and outreach efforts that began with CBJT funding.

Performance Outcomes

Projected outcomes for Chemeketa Community College included:

- Two new delivery models will be developed to address capacity constraints;
- 4,681 participants will receive training in one of twelve specialty areas: high school career exploration/pathways, prerequisite courses, Certified Nursing Assistant programs, Home Health Aide programs, Medical Assistant programs, Licensed Practical Nurse programs, Emergency Medical Technician programs, Registered Nurse programs, Radiologic Technician programs, Respiratory Care programs, Medical Laboratory Technician programs and professional continuing education;
- 3,190 industry-recognized credentials will be awarded; and
- 80% of the adult participants will enter employment with an average six months earnings increase of \$2,400.

ACHIEVEMENT OF PERFORMANCE OUTCOMES

Based on performance data reported from all sites, OHWP achieved the following training outcomes:

Combined total for all participants in career exploration classes, enrollment in program pre-requisites, students engaged in entry-level training, and workers taking professional continuing education courses achieved **99% of the OHWP target**.

Participation in training categories only (entry-level and Professional Continuing Education /PCE) achieved **112% of target** by the end of the grant period on October 31, 2008.

Completions and credentials earned by OHWP participants **exceeded the proposal target (109%)**.

The grantee also **developed and disseminated 12 comprehensive workforce solutions**.

1Workforce Solutions

Workforce Solutions can be described as Curriculum, Instructional, and Course Materials, Competency Models, Skill Assessments, Career Ladders, and Apprenticeship Resources, Outreach Materials, and Reports and Databases. The following solutions were developed by Chemeketa Community College and are available for replication. In addition, these solutions will be uploaded to Workforce3One.org, the Employment and Training Administration's dynamic Web space designed for sharing innovative resources, tools, and learning events with workforce and education professionals.

1. Allied Health Pathways Model
2. Program Management Product Tools
3. Diagnostic Imaging - Statewide Delivery Model
4. Health Occupations Simulation and Training (HOST) Labs
5. Rural LPN/RN Ladder
6. Nursing - Regional Delivery Models
7. The Art of Partnering Resources and Project Management Tools
8. Sustainability Plans
9. Success Stories
10. Medical Laboratory Technology Statewide Partnership
11. New Registered Nurse Program
12. Nursing - Hybrid Delivery Model

¹ These workforce solutions were funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. These solutions are copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

