

Jobs to Careers

*Promoting Work-Based Learning
for Quality Care.*

Practice Brief

Part of a series of reports and practice briefs on advancing and rewarding the skill and career development of incumbent workers providing care and services on the frontlines of our health and health care systems.



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Learning and Working: *Year One of the Jobs to Careers Initiative*

By O. Steven Quimby and Rebecca Starr



Robert Wood Johnson Foundation

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JOBS FOR THE FUTURE

Jobs to Careers

*Promoting Work-Based Learning
for Quality Care.*

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Jobs to Careers supports partnerships to advance and reward the skill and career development of incumbent workers providing care and services on the front lines of our health and health care systems. The initiative is a national program of the Robert Wood Johnson Foundation, in collaboration with the Hitachi Foundation and with additional support from the U.S. Department of Labor, Employment and Training Administration.

Jobs to Careers supports partnerships of employers, educational institutions, and other organizations to expand and redesign systems to:

- Create lasting improvements in the way institutions train and advance their front-line workers; and
- Test new models of education and training that incorporate work-based learning.

The core concept of *Jobs to Careers* is “work-based learning,” which represents a novel approach to meeting labor force needs in health care as well as in other fields.

Key Components of *Jobs to Careers*

- Work-based learning is a key component of an overall skill building strategy that may also include an array of other learning approaches, such as more traditional off-site, on-site, technology-enabled, or experience-based learning.
- Career paths are developed and are readily available to frontline workers.
- Both the employer and education partners develop and implement changes that recognize the needs of working adults and that improve access to and success in skill building efforts by frontline workers.
- Frontline workers are recognized and rewarded as they build skills and expand knowledge necessary for their current job responsibilities or for advancing to new positions.

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Learning and Working:

Year One of the Jobs to Careers Initiative

EXECUTIVE SUMMARY

Jobs to Careers: Promoting Work-Based Learning for Quality Care seeks to advance and reward the skill and career development of low-wage incumbent workers providing care and services on the front lines of our health and health care systems. The project, a \$15.8 million national initiative of the Robert Wood Johnson Foundation, in collaboration with the Hitachi Foundation and the U.S. Department of Labor, focuses on three key elements: implementing work-based learning; creating system change; and promoting career advancement for frontline health and health care workers.

Jobs to Careers supports partnerships of employers, educational institutions, and other organizations working to expand and redesign systems to create lasting improvements in the way that institutions train and advance their frontline workers and to test new models of education and training that incorporate work-based learning. During the first year of the initiative, work-based learning received the greatest emphasis. The work-based learning methods used in *Jobs to Careers* focus on pairing education with clear career pathways that offer further career development opportunities for workers.

The *Jobs to Careers* initiative has four key components:

- Work-based learning is a key component of an overall skill building strategy that may also include an array of other learning approaches, such as more traditional off-site, on-site, technology-enabled, or experience-based learning.

- Career paths are developed and are readily available to frontline workers.
- Both the employer and education partners develop and implement changes that recognize the needs of working adults and that improve access to and success in skill building efforts by frontline workers.
- Frontline workers are recognized and rewarded as they build skills and expand knowledge necessary for their current job responsibilities or for advancing to new positions.

Work-based learning in the *Jobs to Careers* model focuses on building the essential skills and knowledge to effectively conduct current job responsibilities of the frontline worker and/or to advance in job responsibilities and career steps. The model aspires to fully engage four essential elements:

- The program is learner-centered. Learning is co-created by the individual learner and the person responsible for facilitating that learning.
- Development of the curriculum is shared between the educational institution and the employer.
- The facilitation of the learning is shared between the educational institution and the employer.
- The learning process is embedded in the work process.

Jobs to Careers focuses on three key elements: implementing work-based learning; creating systems change; and promoting career advancement for frontline health care workers.

Over the next three years, *Jobs to Careers* will increasingly explore system change and career advancement, as well as gain deeper experience with the implementation and practice of work-based learning for frontline health care workers.

A variety of active learning strategies—such as journal writing, learning portfolios, coaching/mentoring, and learning teams built around critical incidents or work projects—further supports the aims of work-based learning. Educational institutions work with employers to award credits for prior learning or to bundle competencies that, when mastered, articulate for college credit or an industry-recognized credential.

In the initiative's first year, the *Jobs to Careers* grantee partnerships learned a great deal about the factors that facilitate work-based learning. First of all, a collaborative effort between education providers and employers has facilitated the development of competencies used in work-based learning. Moreover, job coaches at employer sites have been found to be critical to the successful implementation of work-based learning at most *Jobs to Careers* sites. For hybrid courses—those taught both online and through in-person instruction—it has been important to provide appropriate infrastructure for the portion of the training that takes place at the work site.

System change, among both employers and educational institutions, is another critical element of *Jobs to Careers*. Important system change elements identified in the first year of the initiative include the need for employers to establish policies for employee release time, the importance of dual appointments of supervisors at job sites to adjunct faculty positions, and the benefits of developing and supporting the job coach role at employer sites. Experience from sites has also demonstrated that employers who

pre-pay tuition and other course costs can improve the ability of frontline health and health care workers to access training. The involvement of supervisors in the process of revising human resources policies enhances the ability of frontline health care workers to participate in the program. Overall, awarding credit for education achieved through work-based learning is critical and has required significant changes at community colleges at most *Jobs to Careers* sites.

Jobs to Careers made substantial progress in its first year; the sites focused efforts on designing and implementing work-based learning. Yet this strategy was the greatest challenge for the grantee sites. The integration of employer and education provider systems to support true work-based learning took longer and was more challenging than anticipated by most sites or the initiative designers.

Over the next three years, grantee partnerships will increasingly explore other key elements—system change and career advancement—and gain deeper experience with the implementation and practice of work-based learning for frontline health and health care workers.

This report presents a “snapshot in time,” highlighting both the challenges *Jobs to Careers* grantee sites have faced and their accomplishments over the first year. The lessons learned are being applied to improve the effectiveness of the initiative as it moves forward, with the broader goal of affecting change across the health care workforce development field.

Learning and Working:

Year One of the Jobs to Careers Initiative

Jobs to Careers: Promoting Work-Based Learning for Quality Care seeks to advance and reward the skill and career development of low-wage incumbent workers providing care and services on the front lines of our health and health care systems. The project is a \$15.8 million national initiative of the Robert Wood Johnson Foundation, in collaboration with the Hitachi Foundation and the U.S. Department of Labor. *Jobs to Careers* supports partnerships of employers, educational institutions, and other organizations to expand and redesign systems to create lasting improvements in the way that institutions train and advance their frontline workers and test new models of education and training that incorporate work-based learning. Jobs for the Future, a nonprofit research, consulting, and policy development organization based in Boston, Massachusetts, serves as initiative's National Program Office (NPO). The University of North Carolina Institute on Aging is conducting the national evaluation of *Jobs to Careers*.

Jobs to Careers was established to meet the education needs of the workers delivering direct health care and services—a diverse group in positions such as medical assistants, health educators, laboratory technicians, substance abuse counselors, and home health aides—and the needs of their employers, who require a skilled and stable frontline workforce. Frontline workers practice in such settings as acute care hospitals, long-term care institutions, behavioral and community health clinics, and public and community health organizations. They provide their patients and clients with preventive and early intervention services, chronic

illness management strategies, and long-term and post-hospitalization rehabilitative care.

Across the country, there are over 4.7 million frontline health and health care workers today. They generally receive low wages, work more than one job to meet their basic needs, and have few opportunities for career advancement. Frontline workers often receive limited formal training and learn from peers through trial and error, which may compromise service and care delivery. Jobs also lack clear standards and competencies, with supervisors paying little attention to employee skill development and advancement. These factors, combined with worker perceptions that their contributions to the workplace are undervalued, are associated with high turnover, increased costs, and, potentially, compromised quality.

The development of *Jobs to Careers* breaks new ground in the field of educating frontline workers. Work-based learning is believed to be a key innovation for meeting the dual goals of preparing frontline health and health care workers for career advancement and helping to ensure quality care. However, little work was done in this area prior to *Jobs to Careers*, and the initiative has the potential to provide significant lessons to the field of practice.

Work-based learning offers an opportunity to put frontline workers on a path to lifelong learning and to solve many of the challenges that more traditional forms of education face when addressing the needs of businesses and frontline workers. Frontline workers are extremely limited in terms of the time they can devote to learning. Many have more than one

Key Components of the *Jobs to Careers Initiative*

- Work-based learning is a key component of an overall skill building strategy that may also include an array of other learning approaches, such as more traditional off-site, on-site, technology-enabled, or experience-based learning.
 - Career paths are developed and are readily available to frontline workers.
 - Both the employer and education partners develop and implement changes that recognize the needs of working adults and that improve access to and success in skill building efforts by frontline workers.
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-

Essential Elements of Work-Based Learning in Jobs to Careers

Work-based learning is focused on building the essential skills and knowledge to effectively conduct current job responsibilities of the frontline worker and/or to advance in job responsibilities and career steps.

- The program is learner-centered. Learning is co-created by the individual learner and the person responsible for facilitating that learning.
 - Development of the curriculum is shared between the educational institution and the employer.
 - The facilitation of the learning is shared between the educational institution and the employer.
 - The learning process is embedded in the work process.
-

job, which, along with family responsibilities, can make it difficult to carve out time to take formal courses. Work-based learning is education in the context of the workplace, which can ease the transition to school for workers who have been out of the education system for a number of years and can alleviate the need for workers to take classes only during non-work hours.

In October 2006, nine sites (*see box*) were selected to put into practice and test the effectiveness of the *Jobs to Careers* strategies. These “demonstration sites” vary widely in terms of geography, health and health care industry sector targeted, frontline occupations addressed, and composition of the partnerships formed.

This report presents a “snapshot in time,” highlighting both the challenges the *Jobs to Careers* grantee sites have faced and their accomplishments over the first year.¹ The lessons learned are applied to improve the effectiveness of the initiative as it moves forward with the broader goal to produce change across the health care workforce development field.

The focus of this report is the *Jobs to Careers* experience in the two areas that the project has learned the most about in the first year: work-based learning and system change. Experiences from the sites have yielded important lessons, with an emphasis on lessons that can be replicated in the field. Over the lifetime of the initiative, additional lessons will be reported in a series of annual reports.

Work-Based Learning: Facilitating Training and Advancement for Frontline Health and Health Care Workers

Over the first year of the *Jobs to Careers* initiative, the sites lacked a common understanding about work-based learning. Some sites considered work-*place* learning, where the traditional education curriculum is delivered at the

employer site, to be the same as work-*based* learning. While work-place learning provides traditional education at the workplace, work-based learning goes much deeper by embedding the learning in the processes of the workers’ jobs.

In July 2008, *Jobs to Careers* funders, the National Advisory Committee, the National Program Office, and selected site staff met to develop a collective understanding of work-based learning in the *Jobs to Careers* initiative. Out of this meeting, a list of core components of work-based learning were derived (*see box on page 1*).

The work-based learning process is based on essential elements (*see box on this page*) that come in the context of partnerships. In *Jobs to Careers*, programs strive for learner-centered education, where the learning plan is developed by the individual learner and her or his supervisor or job coach. The educational institution and the employer jointly develop the curriculum to be used for training, and the facilitation of that learning is likewise shared between the educational institution and the employer. Finally, the learning process of work-based learning is embedded in the work process.

Nine core components (*see box on page 3*) support the *Jobs to Careers* work-based learning model. Work-based learning involves methods of education and training that capture, document, formalize, and reward learning that is embedded in the work process. The curriculum, learning, and assessment of the learning must all be embedded in the work process. Supervisors and co-workers are integrally involved in the learning process. In *Jobs to Careers*, the learning is also focused on career advancement and rewards accruing to the worker for participating in the program and achieving educational competencies. For work-based learning to

continued on page 4 ▶

Jobs to Careers Sites Selected in October 2006

Asante Health System in Medford, Oregon, a nonprofit organization providing comprehensive medical care, has partnered with Rogue Community College to train frontline staff for a new role essential to 21st century health care—medical informatics. Asante enrolled 20 individuals in the first cohort of this one-year certificate training program. The workers come from Asante's imaging, pharmacy, patient care, and medical lab departments. Asante has worked with Rogue Community College to redesign credit-bearing college courses so that they incorporate work-based learning.

Baltimore Alliance for Careers in Healthcare (BACH) in Baltimore, Maryland, a nonprofit partnership of hospitals, the Community College of Baltimore County, area foundations, and the public workforce system, provides two levels of training and internships for frontline workers in dietary, transportation, clerical, and other frontline positions. BACH's program enables these workers to move into patient care positions. In October 2007, the first cohort of 17 students completed training; 16 were certified and placed in frontline jobs at Good Samaritan Hospital. A second cohort with 12 students began the program in November 2007.

District 1199C Training & Upgrading Fund in Philadelphia, Pennsylvania, is a union-based workforce intermediary and has served frontline health care workers in the Philadelphia area for over 30 years. For *Jobs to Careers*, District 1199C has partnered with two behavioral health employers (one union and one non-union) to implement a career ladder for frontline behavioral health technicians. In the initiative's first year, the partnership undertook an extensive review of the competencies required for these positions and used them to redesign curriculum. A total of 20 technicians have begun work-based and classroom-based training at the two employer organizations.

Northern Arizona University in Flagstaff, Arizona, has partnered with the Navajo Area Office of the Indian Health Service to provide learning and career development opportunities for American Indians serving as public health technicians in health facilities on the Navajo reservation. A key element of their approach is using weekly "learning circles" to discuss and reinforce the learning that occurs on the job. One cohort with fifteen participants is in place.

Owensboro Community & Technical College in Owensboro, Kentucky, has partnered with the Owensboro Medical Health System to provide online and work-based

training for frontline workers (certified nursing assistants, pharmacy technicians, monitor technicians, unit clerks, patient care technicians, and environmental technicians). The program leads toward becoming registered nurses and Associate's degrees. In the first year of *Jobs to Careers*, 24 students entered the nursing program.

Portland Community College in Portland, Oregon, is enhancing skill and career development for non-licensed, direct care workers in assisted living facilities. The goal: to improve both worker and resident satisfaction. The college has begun to create a portable, industry-recognized credential, along with a career ladder/lattice that includes steps for two entry-level resident assistant positions and a progression from activities assistant to higher, degree-level credentials.

SSTAR in Fall River, Massachusetts, is a nonprofit health care organization specializing in substance abuse treatment. Its *Jobs to Careers* project aims to increase the availability of qualified and credentialed addictions treatment professionals through two career paths—one leading to a degree in counseling, the other to a degree in nursing. Two cohorts of nine individuals each have participated in the learning initiative and become certified addictions counselors and certified alcohol and drug counselors.

Wai'anae Coast Comprehensive Health Center in Wai'anae, Hawaii, is establishing a credit-preceptor model to help bridge the physical and cultural barriers to higher education for native Hawaiians and to move its employees into the center's paperless records and billing system. The initial cohort of 11 medical receptionists completed the first phase of the 18-month training program in December 2007. A second cohort of 15 team office managers has begun a supervisory course that will train them to be work-based preceptors. A third cohort of 20 medical receptionists has also begun training.

Workforce Solutions—Capital Area Workforce Board in Austin, Texas, is part of a broad partnership called the Austin Healthcare Collaborative. It provides work-based and traditional training and career coaching for workers in four key frontline occupations: clinical assistant, patient care technician, unit secretary, and patient access representative. In 2008, the collaborative began implementing work-based learning and training at two hospitals, with a total of 23 clinical technicians and clinical assistants.

Core Components of the Jobs to Careers Work-Based Learning Model

- The curriculum is embedded in the work process.
- Learning is embedded in the work process.
- Co-workers and supervisors are active participants in the process.
- Assessment is embedded in the work process.
- There is a strong potential for recognition and rewards as frontline workers build skills and expand knowledge necessary for their current job responsibilities or for advancing to new positions.
- Rewards (raises, promotions, credentials) are given for engaging in the program.
- Educational partners make organizational changes to support work-based learning.
- Employers make organizational changes to support work-based learning.
- Organizational leaders are engaged in the project and motivated to sustain the effort.

Developing Education Competencies on the Job

Step 1: Identify competencies the employees must learn.

Step 2: Select a work-related activity with learning potential.

Step 3: Determine a mechanism to promote skill acquisition and reflection.

Step 4: Create an assessment strategy.

Step 5: Conduct the assessment.

succeed in the *Jobs to Careers* model, organizational and system changes are necessary on the part of both employers and supervisors. Support for these changes must come from key organizational leaders at each institution.

Over the first year of *Jobs to Careers*, most grantees have made significant progress toward integrating work-based learning into their activities in a meaningful way. As they have done so, the sites and the initiative's National Program Office have begun putting into action lessons learned about factors that facilitate work-based learning. The following factors have been identified as critical to the implementation of work-based learning:

Develop competencies for work-based learning collaboratively with employers and education providers.

While challenging, this effort lays the foundation for work-based learning that results in academic credit for the participants. Northern Arizona University developed a four-step process for developing education competencies in the workplace (see box, "*Developing Education Competencies on the Job*"). As part of that process, Chinle Hospital, a partner in Northern Arizona University's project, worked with the Indian Health Service to develop new job codes to provide a path for career advancement within the Indian Health Service. This process was subsequently replicated by Asante Health System in Oregon and by other sites.

District 1199C, a union-based workforce intermediary in Philadelphia, brought in an education consultant who devoted nearly a year to developing a comprehensive description of the competencies required for advancement, utilizing many elements of the competency development process used by Northern Arizona University and its partners.² Their process began by identifying the tasks of the job, then defining the knowledge and skills that

employees must have to complete the critical tasks of the job successfully. Staff members and supervisors from the work site identified the critical tasks. A different group of staff, supervisors, and experienced instructors from the field then validated the findings to ensure that no critical elements were omitted.

Once the tasks were identified and validated, they were then rated according to importance, criticality, and frequency of use. Based on these ratings, the tasks to be taught were placed in order of priority (see box on page 5, "*Prioritization: An Example.*") In the end, the District 1199C site identified forty-nine tasks, grouped into eight domains, that are being taught through work-based learning and three courses, equivalent to about six credits each.

Job coaches are critical as facilitators of work-based learning.

Job coaches can be the regular supervisors of the individual frontline health care worker, or they can be health care professionals hired specifically to fill the role of job coach. Regardless, job coaches need training and ongoing support to ensure that they are comfortable in this role and have the skills to perform it well. This is critical to their engagement with work-based learning and their success at implementing it.

The Austin Healthcare Collaborative provides all job coaches with a full day of training before they enter that role. At assisted living residences in the Portland Community College program, college staff train supervisors in career coaching techniques.

Supportive educational partners play a key role in facilitating the provision of academic credit leading toward a degree or credential through work-based learning.

For education partners to succeed in revamping the delivery of courses, they must be flexible in

various ways, including finding methods for awarding credit for work-based learning. Education partners also can play other key roles—for example, working with state boards controlling the licensing of health care professions to ensure that certificate programs and courses are fully articulated with educational pathways to higher-level health care jobs.

For hybrid courses—taught both online and through in-person instruction—it is important to ensure that there is appropriate infrastructure for the portion of the training that takes place at the work site.

Infrastructure includes equipment—for example, dedicated computer labs and people to provide support in using the technology. This approach facilitates the participants’ ability to progress by making learning more accessible and better aligned with individual schedules, while providing support in navigating what can initially be a very complex set of interactive technologies.

Many *Jobs to Careers* employer partners, particularly hospitals, dedicate computer labs for workers to use whenever they like and this appears to be valuable in keeping workers engaged. In Austin, Seton Hospital’s Brackenridge facility makes a computer lab available to program participants 24 hours per day.

System Change

In addition to the lessons learned about designing and implementing work-based learning approaches, progress has been made on the initiative’s two areas of system change: the policies and practices of employers relating to the education and training of frontline health and health care workers; and the policies and systems of education partners, particularly to support the development of frontline health care workers through work-based learning.

System Change in Employer Policies and Practices

Having established policies for employee release time and promoting this benefit increases employee participation and retention in the program.

Most *Jobs to Careers* employers release workers from their job duties in order to participate in educational activities. Workers continue to be paid their regular salaries during release time. Wai’anae Coast Comprehensive Health Center employees have access to 40 hours per year of release time to engage in educational activities, and *Jobs to Careers* participants use this benefit for self-study time that supplements on-the-job, work-based learning. At Owensboro Medical Health Center, each participant receives eight hours of paid release time every two weeks.

An employer who pays for tuition and other course costs in advance can improve the ability of frontline workers to access training.

Few frontline workers can afford to pay tuition costs in advance and then wait until the course has been completed to receive reimbursement from the employer. Cedar Sinai Park, a comprehensive retirement community in Portland, Oregon, has instituted a tuition-advancement policy.

Developing the job coach role at the employer site is a consistent theme across *Jobs to Careers* sites.

Job coaches are critical to ensuring the delivery of work-based learning and to documenting the achievement of critical competencies. At several program sites, supervisors serve as job coaches and have adjunct faculty status at the local community college. Many job coaches participate in the delivery and assessment of both in-person instruction and work-based learning. The employers have developed policies that support their taking on these critical roles.

Prioritization: An Example

A worker reports in an interview: “An important part of my job is to keep things calm on the unit.” Further inquiry leads to details of how this task is performed:

- Observation of symptom and behavior changes.
- Consulting with co-workers.
- Calming people down during a crisis.

Supervisors agreed that this task should be prioritized in the curriculum because:

- It happens on the job frequently.
- It is an important component of success on the job.
- The skill needs to be acquired early in a worker’s career.

In workplaces where supervisors are supportive of education and career advancement for frontline health care workers, training and advancement are well-publicized within the organization, and supervisors actively seek out and recommend workers for these opportunities.

It is crucial to involve supervisors in the process of examining human resources policies. This facilitates scheduling and planning release time, and it enhances the ability of frontline workers to participate in the program.

Supervisors are the gatekeepers of knowledge about training and advancement opportunities. In workplaces where supervisors are supportive of education and career advancement for frontline health care workers, training and advancement are well-publicized within the institution, and supervisors actively seek out and recommend workers for these opportunities. In Austin, unit supervisors at Brackenridge Hospital actively recruit frontline workers for training opportunities, and they schedule both work and education opportunities cooperatively.

System Change in Education Policies and Practices

The “dual appointment” of supervisors—at job sites and to adjunct positions at the educational partner—is a significant facilitator for crediting work-based learning competencies.

In Texas, nurses from the hospital partners have adjunct positions at Austin Community College. Similarly, in Massachusetts, SSTAR supervisory personnel have obtained dual appointments at Bristol Community College. Regardless of the specific occupation of the person with the dual appointment, this type of close relationship with the education partner facilitates the college’s willingness to grant academic credit for work-based learning.

Awarding credit for education achieved through work-based learning has required significant changes at community colleges at most Jobs to Careers sites.

Some education partners have worked with state regulatory boards to gain approval for new instructional methods, such as work-based learning. An example is the Community College of Baltimore County’s collaboration with the

Maryland Board of Nursing. Similarly, some community colleges are developing formal policies or methods for certifying the competencies developed through work-based learning. These systems can be integrated within the college structure to ensure that their effect extends beyond the *Jobs to Careers* initiative.

Partnering with supervisors and frontline workers in the development of development of competencies.

Many of the *Jobs to Careers* educational partners have worked with frontline health and health care workers and their supervisors in the development of competency checklists and other tools to support work-based learning.

The successful development of a Jobs to Careers curriculum infused with work-based learning has inspired some community colleges to extend this innovation to other areas of instruction.

Bristol Community College, based on the success of its work-based learning approach developed with SSTAR, has begun to use it in its early childhood education program.

Conclusion

The *Jobs to Careers* initiative has made substantial progress in its first year. In large part, success has been driven by frontline workers’ enthusiasm about health care and the jobs they do meeting the needs of patients every day. At many sites, workers have been eager to engage with opportunities to learn and advance. For example, many of the workers recruited by the Austin Healthcare Collaborative in Texas had been trying to earn RN degrees for a number of years. They could not complete the degree requirements because of work/life issues, the need for consistent wages, and scheduling conflicts. They are enthusiastic about the possibilities presented by *Jobs to Careers*: work-based learning and flexible scheduling make it

more likely they can achieve their educational and career goals.

As *Jobs to Careers* projects found diverse ways to address challenges identified in the first year, promising practices began to emerge for workforce development in health and health care. This experience is being tested further at the nine initial sites, as well as at eight additional sites selected in 2008 (see appendix). This work has great potential to inform practice not only in the initiative but also for national efforts to prepare a high-quality frontline health care workforce for the nation.

Across the 17 program sites, the initiative will continue its ambitious goals of demonstrating the efficacy of work-based learning, promoting career advancement for frontline health care workers, and creating large-scale system change. At the same time, the documentation efforts of the National Program Office and a comprehensive third-party program evaluation,

being conducted by University of North Carolina researchers, will continue to examine the activities and achievements of the sites and disseminate the initiative's lessons broadly.

For the most part, efforts by and with the initiative's education partners to change their systems are in their infancy. *Jobs to Careers* expects to learn much more about how to affect practice and policies of the education partners over the next two years. The ultimate aim is system change that can affect not only the 17 *Jobs to Careers* sites but inform workforce development broadly in the health care sector. But system change is a slow and challenging task, and *Jobs to Careers* is no exception. Over the next three years, the *Jobs to Careers* initiative will increasingly explore the issues of system change and career advancement, as well as seek to learn more about the implementation and practice of work-based learning for frontline health and health care workers.

In large part, the success of the *Jobs to Careers* initiative has been driven by enthusiasm on the part of frontline health care workers for health care and the job they do meeting the needs of patients every day.

Endnotes

¹ Many of the lessons in this report are drawn from *Jobs to Careers Yearly Synthesis Report, November 15, 2007*, the annual report of the third-party evaluators of the *Jobs to Careers* initiative, prepared by Jennifer Craft Morgan and Thomas R. Konrad, University of North Carolina Institute on Aging.

² For more details, see *Competency Identification: Laying the Groundwork for Work-based Learning*, by Kenneth J. Gill and Cheryl Feldman, available online at: www.jobs2careers.org/pdf/Gill%20powerpoint%20WBL.pdf.

Appendix. Jobs to Careers Sites Selected in January 2008

Capital Workforce Partners in Hartford, Connecticut, will train certified nursing assistants in nine long-term care facilities and the local volunteer nurse association for career ladder advancement in seven clinical specialty areas.

Charles B. Wang Community Health Center in New York City, will train medical assistants and patient reception staff, people in their first health care jobs, for advancement in several health care technical skills areas.

East Boston Neighborhood Health Center in East Boston, Massachusetts, will train medical assistants, clerical associates, and geriatric aides to become either certified nursing assistants or certified auxiliary interpreters.

Humility of Mary Health Partners in Youngstown, Ohio, will train health care associates, unit clerks, and monitor technicians to receive industry-recognized credentials for a variety of jobs, including phlebotomists, certi-

fied coders, nurse aides, patient care technicians, medical assistants, and certified health care associates.

Mississippi Hospital Association Foundation in Madison, Mississippi, will train entry-level employees in housekeeping and dietary aide positions for unit clerk positions, which currently have high levels of both vacancies and turnover.

Tenderloin Health in San Francisco, California, will train frontline health care workers in a variety of occupations to become certified community health workers.

University of Alaska in Fairbanks, Alaska, will train entry-level rural health workers to become certified behavioral health aides.

Virginia Mason Medical Center in Seattle, Washington, will train medical assistants for advancement along a medical assistant career track.

About the Authors

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