

Site Specific Summative Report: Capital Workforce Partners

The UNC Evaluation of the Jobs to Careers initiative was tasked by the Robert Wood Johnson Foundation to evaluate the 17 grantee demonstration projects participating in the Jobs to Careers: Transforming the Front Lines of Health Care program. This national initiative is funded by The Robert Wood Johnson Foundation (RWJF) in collaboration with the Hitachi Foundation and the U.S. Department of Labor. The foundations support partnerships of employers and educational institutions to advance and reward the skill and career development of frontline workers. The Jobs to Careers program seeks to establish systems that train, develop, reward, and advance current frontline health and health care workers to improve the quality of care and ensure the quality of services provided to patients and communities. These frontline health and healthcare workers (FLWs)—at least half of the healthcare workforce—provide their patients and clients with preventive and early intervention services, chronic illness management strategies, and long-term and post-hospitalization rehabilitative care. For a detailed examination of the occupations included in the frontline health and healthcare workforce see *Workers Who Care: A Graphical Profile of the Frontline Health and Health Care Workforce* (2006).

Despite their critical and growing responsibilities, few FLWs earn enough to support a family, and their lack of access to training and credentials compounds the limits on their opportunities to advance. These jobs are characterized by heavy workloads, low pay, and few benefits. Job turnover tends to be high, and efforts to improve this work by creating more stable and better-prepared workforce are crucial as our health care system faces rising demand from an aging population.

The seventeen Jobs to Careers demonstration sites are broad-based local partnerships comprised of health or health care employers, educational institutions, and other community organizations. The partnerships are part of an overall effort to develop and redesign systems that support and institutionalize learning and career advancement for frontline workers. Additionally, the demonstration will test new models of work-based learning.

This report is the culmination of the work of the UNC Evaluation of the Jobs to Careers Initiative at the level of the Capital Workforce Partners grantee partnership. To date, the memos provided to sites focused on process evaluation. The purpose of this final report on Capital Workforce Partners is to summarize the project and its context, identify and describe the systems changes that have been achieved, assess the project impact at the individual FLW level and enumerate the lessons learned through the grant period. Future synthesis products will build upon these summative case study reports to identify the lessons learned across the Jobs to Careers: Transforming the Front Lines of Health Care initiative.

1. Description of Partners

1.1. Capital Workforce Partners (CWP) (Lead Partner)

Capital Workforce Partners (CWP) is a regional workforce investment board that coordinates programs and initiatives to develop a skilled, educated, and vital workforce. Through collaborations with private and public organizations, CWP promotes and invests in youth and future workforce solutions; identifies and supports development of sustainable career paths for adult workers; and assists employers in targeted industries, helping them grow and remain competitive. The organization is guided by a consortium of the region's chief and elected officials and by representatives from business, education, and labor serving on its Board of Directors. CWP is also a significant partner in, and financial contributor toward the CTWorks One-Stop Career Center system and is one of five Workforce Boards in the state that comprise the Connecticut Workforce Development Council. Capital Workforce Partners serves a total population of over 950,000, and a labor force of over 486,000, making it the largest workforce investment area in Connecticut.

1.2. Long-term Care Employers

CWP is collaborating with five long-term care facilities to implement the Jobs to Careers training program: Southington Care Center, Jerome Home, Hebrew Home, Woodlake at Tolland and Riverside Health and Rehabilitation. Southington Care Center is a 130-bed facility specializing in short-term inpatient rehabilitation and rehab nursing care, long-term care and outpatient rehab services. The facility employs over 300 individuals, about one-third of which are frontline workers. Jerome Home has over 75 years of experience providing residential care, assisted living, skilled nursing care, and short-term rehabilitation to older adults in central Connecticut. These services are provided through a holistic approach to care encompassing the unity of body, mind and spirit. Founded more than 100 years ago, the Gene and Anja Rosenberg Hebrew Home and Rehabilitation Center is a 287-bed facility located on the main Hebrew Health Care campus in West Hartford, Connecticut. Hebrew Home provides geriatric skilled nursing services and rehabilitation services to adults of all ages. Woodlake at Tolland, an affiliate of Eastern Connecticut Health Network provides both short-term rehabilitation and long-term care to residents in a comfortable home-like environment. Lastly, Riverside Health and Rehabilitation is one of the largest, most comprehensive skilled care facilities in Connecticut. Riverside boasts superb clinical and rehabilitation suites, extensive use of interdisciplinary teams, and commitment to personalized programs of care to encourage health and independence.

1.3. Capital Region Education Council

Since 1966, the Capitol Region Education Council (CREC), working with and for its member districts, has developed a wide array of cost-effective and high-quality programs and services to meet the educational needs of children and adults in the Capitol Region. CREC began as a grassroots organization of local school districts working together to solve common problems. It is one of six Regional Educational Service Centers (RESCs) established under Connecticut General Statute 10-66 a-n, which permits local boards of education to establish a RESC as a "public educational authority" for the purpose of "cooperative action to furnish programs and services." The mission of CREC is to work with boards of education of the Capitol Region to improve the quality of public education for all learners. Supported by local, state, federal, and private funds, CREC provides education services such as adult basic education, job training, career counseling, and professional development for adult educators to people living in the greater Hartford area.

1.4. Community Colleges

There are three community colleges within the partnership: Capital Community College, Manchester Community College, and Tunxis Community College. Capital Community College is a comprehensive, open door, two-year urban institution located in the city of Hartford, Connecticut. Capital is one of the most ethnically diverse campuses in New England; the student body consists of 39% African American, 30% Hispanic, and 22% Caucasian. It employs over 200 instructional faculty and offers 34 associate degree programs and 27 certificate programs on site and on line.

Manchester Community College (MCC) is the largest of the state's community colleges, with nearly 6,000 undergraduates in credit programs each year, and it has the largest percentage of traditional-aged college students among its sister schools. MCC offers more than 90 degrees and certificates, with programs designed to fit the varying needs of students. Classes are held days, evenings, weekends, and online, and they prepare students for entry into a growing career field or transfer to a baccalaureate institution for further study.

Tunxis Community College was chartered by the State of Connecticut in 1969 to serve the Bristol-New Britain and Farmington Valley areas. It currently serves approximately 7,000 full- and part-time students enrolled in both credit and continuing education classes. Tunxis bases its operations on the belief that learning is best accomplished through the evaluation of current skills and knowledge, the identification of educational objectives, the determination of a proper balance between study and other responsibilities, and involvement in the educational process that meets one's objectives.

1.5 Charter Oak State College

Charter Oak State College is a distance learning college that aims to assist adults in completing their college degrees. It is accredited by the New England Association of Schools and Colleges and the Connecticut State Board for Higher Education. Charter offers Associate and Bachelor's degree completion programs in a variety of high-demand fields including Business, Health Care, Public Safety, and Information Systems. Students complete degrees by combining existing college credit with credit earned through taking online courses through Charter Oak. In addition to Associate's and Bachelor's degree completion, Charter Oak also offers professional certificate programs and workforce related credential programs. Part of the College's mission is to provide assistance to business and industry in advancing the educational credentials of their employees.

1.6 B&F Consulting

B&F is a private consulting firm that works with individual nursing homes, small companies, and statewide coalitions to stabilize staffing, initiate culture change, and improve performance. The firm's approach to these changes is comprehensive and includes working with management to create budget allocations for culture change, creating an organizational culture where all levels of workers are included into the decision-making process, strengthening relationships between supervisors and FLWs, and including FLWs meaningfully into the care team. Since B&F's inception in 2004, the firm has been successful in facilitating structural and cultural changes in numerous long-term care facilities.

2. Project Description

The Jobs to Careers project led by CWP is called the CNA Advancement Initiative. Through this initiative, frontline workers in the partnering long-term care facilities complete a series of seven clinical courses designed to increase the skills and knowledge necessary to be successful as a CNA in the long-term care sector. Four of the courses, Issues in Aging, Dementia and Alzheimer's, Rehabilitation, and Hospice and Palliative Care were existing courses that project team members

enhanced to be delivered in the work-based learning format. Two additional courses, Mental Health and Substance Abuse, were new courses community college team members worked together to develop. The final course offered by the initiative is Medical Terminology. Classes are held onsite at the facilities and workers receive one hour of educational release time per week to attend class. Faculty/instructors from the community colleges teach the courses – which run for about six weeks each. Workers receive half of a credit for each course they complete. Credit is awarded through Charter Oak State College. At Southington Care, course completion also makes workers eligible for promotion. The facility has developed a three-step career ladder for CNAs. Progression up the ladder is tied to course completion as well as leadership classes, committee work, and seniority. As workers move through the levels, they receive a small increase in pay. In addition to clinical coursework, workers also have an opportunity to complete adult basic education and ESL coursework if necessary. These classes are also hosted onsite and are delivered by CREC staff.

3. Work-based Learning

3.1 Curriculum Embedded in the Work Process

The clinical courses developed and delivered by the community colleges directly relate to the skills and knowledge necessary to be an effective CNA in the long-term care sector. Workers learn information that they can immediately apply to their residents and integrate into care delivery. The staff at CREC also integrated workers' job tasks and responsibilities into the adult basic education coursework. Before beginning the classes, CREC staff solicited FLWs' job descriptions so that they could be incorporated into classroom examples.

3.2 Learning is Embedded in the Work Process

To integrate FLWs' learning into their day-to-day work activities, the project created the "DO IT" assignment strategy. After classroom sessions, workers were instructed to "Describe" their resident in relation to the topic discussed in class, "Observe" the resident and how what they were seeing is related to what is being discussed in class, "Identify" Interventions that may address some of what they are seeing (within scope of practice) and, "Try" an intervention and evaluate the effectiveness. The "DO IT" framework provided workers with a structured way of reinforcing classroom learning with real world examples from their daily work experiences.

3.3 Assessment Embedded in the Work Process

Mentors worked with participants to complete their DO IT assignments for the week. They evaluated workers on whether they completed the assignment as well as their level of understanding of the topic addressed through the assignment. Involving mentors in the assessment process allowed instructors to get a thorough assessment of workers' skills and understanding and provided an opportunity to follow up on weak areas if necessary.

3.4 Co-worker, Instructor, and Supervisor Involvement

Supervisors served as mentors for participating workers. They participated in one day of mentor training (for 8 hours). The training session included the following topics: the mentors' responsibilities in the training program; cultural and linguistic sensitivity, the importance of positive feedback, and identifying and seizing teachable moments during the workday. Workers reported strong support and high engagement from supervisors during the training program. For

"It just makes it better for the student if it's relevant material because then they can see why they're learning it and it makes more sense to them." - Maryanne Pascone, CREC

example, supervisors did their best to make sure workers were able to attend classes and helped guide workers through their DO IT assignments. Key informants noted that supervisors at Jerome Home were particularly active in supporting workers' educational release time; they would call instructors to notify them if a worker was going to be late and provided any other helpful information in support of participating workers.

Where supervisor support ended, co-worker support began. Key informants talked about how participants would work together to support each other as they participated in the Initiative. For example, if someone had to be absent from class, one person would be designated responsible for making sure that people who were absent got the notes and knew what the homework assignments were. Similarly, when staffing shortages made class attendance difficult, workers would alternate who attended class. One worker would go for the first hour and then a second worker would go for the second hour. This co-worker support helped workers be successful despite some of the challenges associated with participating.

3.5 Active/Experiential Learning

In addition to the "DO IT" assignments that put participants in control of their learning, instructors also integrated active and experiential learning into the classroom. For example, workers were encouraged to talk about their own cultures when studying diversity issues related to aging. Another example is that one classroom session was devoted to using the fitness machines intended for residents so that workers could speak from knowledge and experience when encouraging residents to use them. Workers enjoyed these types of learning experiences and became more engaged and involved in the program as the courses progressed. One worker, for example, downloaded information about medications and brought it into class to supplement the material they were learning at the time.

3.6 Education Coaching

Many of the workers targeted by the CNA Advancement Initiative had school anxiety. In some cases, this anxiety stemmed from previous educational experiences that resulted in failure. In other cases, workers who were educated outside of the U.S. felt intimidated about attending college in the States. The education coaching that workers received as part of the program involved relieving some of this anxiety and encouraging workers to take the classes despite their reluctance. Education coaches motivated workers to give education a try and stick with it even when things were difficult.

Individualized plans to meet foundational skill requirements were also a part of participants' education coaching. CREC staff and the Allied Health project director worked with participants to identify their skill levels and created a plan based on this evaluation. In some instances, workers only needed tutoring that could be handled with brief one-on-one instruction. In other instances, workers needed formal adult basic education coursework.

4 Systems Change

4.1 Partnership

Several of the partnering organizations have worked together before. CWP, CREC, and Capital Community College collaborated on the "Bridges to HealthCare Program" (funded by the Connecticut Career Ladder

"So I think a lot of what we've learned is a different strategy to engage and facilitate adult learning starting with connecting it in the workplace and connecting it with employer needs." – Marie Spivey, CWP

Initiative; the Annie E. Casey Foundation and the 1199 Training and Upgrading Fund), a grant project that provided case management, career coaching, and basic skills education to CNAs. The current *Jobs to Careers* partnership represents the extension of this and other pre-existing relationships and involves new partners as well. For example, CWP solicited involvement from additional employers to implement the training program. In addition, project team members leveraged resources from the Department of Labor and Robert Wood Johnson Foundation to implement and support the CNA Advancement Initiative.

Pushing partners to do more than what they thought was possible or realistic was a theme running throughout key informant interviews. Meeting the needs of a diverse group of stakeholders can be challenging. Educational institutions, in particular, have difficulty accommodating employer needs because they tend to be highly structured organizations. Successful collaboration required flexibility from all partnering organizations.

4.2 Workforce Intermediary

Capital Workforce Partners has a longstanding involvement in meeting the labor market needs of employers and workers. The *Jobs to Careers* project has expanded the menu of strategies CWP can use to continue these endeavors. Project team members have gained a greater understanding of how to accommodate adult learners, meet employer needs, and achieve flexibility from education institutions. This insight is valuable for CWP as they move forward on workforce development.

“And unsolicited we’re sitting around a table and the students they asked them what change has it made for you? One after another [they] started saying things that were like, ‘Who is this?’ This is just what we wanted. And it was things like, ‘Wow. You know, I look at my residents differently now’.” – Joan Jakiela, Instructor

4.3 Employer

4.3.1 HR Policies

All participating facilities have HR policies and practices supportive of career and education advancement of frontline workers. CNAs are eligible to apply for tuition reimbursement for credit and non-credit coursework. Reimbursement is contingent upon completing a semester in good standing (achieving a B or higher in the course). The long-term care facilities also provide 2 hours of paid release time each week; the other two hours of class time are undertaken by workers on their own time.

4.3.2 Organizational Culture

Three shifts in organizational culture occurred during the implementation of the CNA Advancement Initiative. First, the clinical knowledge and work-related skills participants were learning through the coursework complemented the implementation of the Plaintiff model of care in Jerome Home and

Southington Care. Workers began to humanize residents more and participate more fully in person-centered care than before.

Second, strengthening and redefining relationships between workers and supervisors represents a significant cultural shift within the facilities. Traditionally, in long-term care facilities, relationships between supervisors and CNAs/FLWs can be extremely antagonistic and frustrating for both parties. Because nursing is so heavily regulated, nurses tend to be very task-oriented to the neglect of relationship building. Part of B&F’s work related to culture change within the facilities focused

on redefining the supervisor/worker relationship to include mentoring, support, and development of CNAs. Conceptualizing the relationship in this way helped create a positive, trustful, and productive dynamic between supervisors and CNAs.

The last shift in organizational culture that is evident is the diffusion of a learning culture in the facilities. Buy-in from workers all the way up to administrators resulted in a comprehensive and holistic focus on creating an environment where learning is a part of day-to-day work activities. Supervisors, onsite educators, and even administrators would sit in on classes on occasion. Workers who were participating in the training programs would teach non-participating workers what they were learning. This culture of learning helped facilitate the success of the program.

4.3.3 *Work Process*

The most significant change to work process has been allowing FLWs access to resident's medical charts. Part of the culture change with respect to residents' care involves allowing residents and their families access to their medical charts. It makes sense that FLWs should have access to these charts as well. CWP, B&F Consulting and the employer organizations have worked together to allow CNAs access to charts, arguing that CNAs need to be a fully involved member of a patient's care team. Supervisors/mentors provided guidance to CNAs as they reviewed their residents' charts, instructing them on the important things to look for, deciphering handwriting, and explaining medical terminology.

Another change to work process is integrating writing into CNAs' work tasks. In the process of attempting to make the ABE coursework as relevant to CNAs' jobs as possible, staff at CREC discovered that CNAs do very little writing at work. However, one area where they could write is with incident reports. Previously, CNAs would tell an RN what to write in the report, rather than documenting an incident themselves. For the purposes of integrating ABE and job specific tasks, participants were instructed to write their own incident reports. This small change helped workers hone their writing skills and gave them greater responsibility in their jobs.

4.4 Educational Partner

4.4.1 *Academic Policies and Practices*

Allowing workers to receive credit for the clinical courses taken as part of the CNA Advancement Initiative represents a significant accomplishment for the project team. Recognizing workplace learning, particularly coursework that is tailored to meet employer needs, as credit worthy is challenging given the strict guidelines and policies educational institutions have regarding course development. However, the project team was able to work together to make this happen.

"First and foremost, was that every single person who started finished. It was one hundred percent. That, for an adult learning class, is incredible." – Maryanne Pascone, CREC

4.4.2 *Processes of Curriculum Development, Delivery, and Assessment*

Traditional educational methods are quite structured and preclude customization to meet individual learning needs. For the CNA Advancement Initiative, there was flexibility in course delivery. For example, Joan Jakiela (an instructor) worked hard to accommodate the language skills of workers who did not speak English well. She reduced the required writing for those who struggled with writing in English. She stresses that she would not have been able to be this flexible if the courses were structured in a traditional format.

Integrating the adult basic education with the clinical specialty coursework is an educational systems change. The hybrid model involved the clinical and basic education instructors working together to develop and refine CNAs' knowledge and skills. The two instructors would meet before the class began to coordinate and plan the learning so that the substantive and clinical curriculum were intertwined. Two days a week were dedicated to the ABE instructor and one day a week was dedicated to the clinical instructor. The first few weeks of class focused on ABE skills and then the substantive course work started several weeks after that. One example of how the curriculum was intertwined involved the ABE instructor teaching participants how to take good notes by taking notes on the specialty instructors' lecture. The ABE instructor would then go over those notes with the students in the next class period, reinforcing the substantive curriculum as well as instructing on how to take thorough and useful notes. This hybrid model was quite successful; it resulted in much higher completion rates than CREC normally achieves with ABE coursework.

5. Outcomes

5.1 Increased self-confidence

By honing workers' skills and knowledge, the CNA Advancement Initiative gave workers more confidence in their ability to successfully care for residents. Workers reported that knowing client diagnoses provided valuable insight into residents' health status and alerted workers to when they needed to notify nurses when they noticed something amiss. This improved communication between frontline staff, nurses, and the psych team. Several workers also noted that improvement in their English skills helped to increase their confidence when working with residents and communicating with supervisors and co-workers.

“The dementia class in particular has really helped our CNAs to be able to better understand our residents and just realize that there’s different approaches that they should be using with someone who’s cognitively impaired. So I’ve seen a difference in the way that our patients are responding to the type of care being provided by these people and I think it would be a great thing if these classes could be offered to even more people.” –
Kate Gilman, Staff Development,
Southington Care Center

5.2 More engaged workers

The stress associated with caring for residents with dementia is a common challenge for workers in the long-term care sector. Through the CNA Advancement Initiative, workers learned many techniques to help them manage interactions with and effectively care for residents with dementia. For example, one worker put a black paper on the door to prevent her resident from wandering the halls. Another worker put picture frames on one of her resident's door so that the resident would know which room was her/his. Both workers learned these strategies in class and reported that this knowledge was extremely valuable in

helping them care for their residents.

6. Lessons Learned/Key Elements to Which Success is Attributed

6.1 Culture change

The culture change work that B&F did with Jerome Home and Southington Care was essential to setting the stage for a successful training program. By encouraging an environment where the support and professional development of frontline workers is a priority, B&F laid the necessary foundation for program implementation. Buy-in from the executive/administrative level all the way down to the frontline staff facilitated implementation. Administrators were willing to make the changes necessary to support the program and supervisors were willing to accommodate the day-to-day classroom and WBL activities of participants.

6.2 Flexibility

Meeting the needs of a diverse set of organizations can be a challenging component of collaborations. Key informants across the organizations participating in the CWP partnership reported that flexibility and compromise were critical to creating and implementing the program in a way that satisfied all parties. By communicating often, speaking candidly, and being flexible, the CWP partnership was able to build trust and goodwill that facilitated the achievement of targeted goals.

6.3 Engaged team members

Joan Jakiela, one of the instructors for the clinical curriculum, was integral to coordinating the multiple instructors teaching the courses. She would meet with them before the class began, training them on how to use the class materials and answering any questions they had. In many instances, she attended the first class to ensure the course got off to a good start and then followed up afterward in case they needed further assistance. The informal coordination provided by Joan was important to ensuring that the curriculum was delivered appropriately and to providing support to instructors teaching the course for the first time.

7. Recalcitrant Challenges

7.1 Infrastructure for learning

Instructors and participants noted that many of the participating facilities lacked the infrastructure to accommodate learning. For example, educational equipment such as computers, document cameras, and screens to project PowerPoint presentations were not always readily available. At times, showing a video was even difficult to do due to space constraints. Lack of infrastructure made curricula delivery challenging. However, administrators did their best to accommodate onsite learning. Dedicating space and technology to be used in onsite learning is an avenue for further exploration.

7.2 Worker's ability to balance work, family, and school

Balancing the competing demands of work, education, and family has been challenging for participating workers. Staffing shortages or resident care demands sometimes made it difficult for workers to leave the floor to attend class. Workers who cared for young children also reported struggling to find the time to study at home. These challenges are not unique to the CWP partnership, but still make it difficult to accomplish program goals. Continued support from supervisors with respect to scheduling and HR policies such as educational release time will help workers navigate the multiple demands on their time.

8. Business Case and Sustainability

8.1 Employer

8.1.1 Increased job performance

The skills and knowledge that workers have learned through the training program has translated into improvements in the participants' work performance. Workers report using this newly acquired knowledge to devise strategies to meet residents' needs. Key informants note that residents have noticed the changes in their caregivers and are more satisfied with their care.

"For such a long period of time I would see such frustrations in our CNAs. 'What else can I do? I don't understand the process. I don't understand the process of dementia. I don't understand the end of life care process.' But after having the education and having the clinical experience piece of that, their confidence level grew and their frustration level was less. And the biggest benefit of all was the resident. The person-to-person contact was different. I could see a difference." - Ann Minor, Southington Care Center

8.1.2 Improved recruitment

The education offered through the training program is appealing to individuals interested in furthering their education or learning more about working in long-term care. It has served as a recruitment tool for many of the facilities. Several of the workers participating in the *Jobs to Careers* training program applied for jobs at the participating facilities because they were offering education onsite. The workers saw this education as a benefit of employment and an opportunity to receive the systematic and standardized training they needed to be successful caregivers.

8.1.3 Sustainability

The culture change effected by B&F consulting and through the implementation of the *Jobs to Careers* training program has been institutionalized into some of the facilities. As a culture of learning is needed to support a "grow your own" model of training, education, and career advancement, this culture change represents sustainability of some of the key components of the training program. The project team is working on a culture change toolkit for CWP to disseminate to other employers interested in developing frontline workers. The toolkit will represent further sustainability by facilitating replication.

"I've noticed the difference you know and especially our new hires love to take advantage of these classes because they um, they were saying it's not something that's offered in other facilities so that's what sets us apart from other facilities in the state." - Kate Gilman, Staff Development, Southington Care Center

8.2 Education

8.2.1 Higher completion rates

The most significant source of attrition for community college students is adult basic education. Finding ways to retain students through this foundational coursework has proven challenging for many community colleges. The hybrid course implemented through the Jobs to Careers program resulted in completion rates of 100%. This rate is double what the college usually sees for ABE. Getting students through ABE and into substantive coursework successfully and quickly are the key benefits of the hybrid model.

8.2.2 Sustainability

Charter Oak State College will be offering a long-term care certificate that is an extension of the Jobs to Careers training curriculum. The certificate consists of 6 of the clinical specialty courses offered through the CNA Advancement Initiative. The project team is developing an additional four online courses focused on employer driven needs (e.g., working with clients with disabilities) that will also be a part of the long-term care certificate (likely as elective courses). The long-term care certificate can be used in other degree programs at Charter Oak State College and transfers as college credit to Capital Community College. The certificate program will be a part of Charter Oak's regular course offerings and thus represents institutionalization and sustainability of the Jobs to Careers curriculum.

Another indicator of sustainability is the adaptation of the gerontology program at Capital Community College to work-based learning. Four of the nine existing courses in the certificate program will be modified for delivery in the work-based learning format. Individuals who receive the gerontology certificate can apply the credits they earn towards other associate degrees in various allied health tracks at Capital Community College and other local community colleges, thereby providing further education advancement opportunities for interested individuals.

8.3 Workforce intermediary

8.3.1 Replication

Participating in the *Jobs to Careers* program has given CWP the tools and the experience to customize workforce development to a wide range of employer types. Riverside Health and Rehabilitation is the most recent employer to work with CWP to enroll a cohort of workers in the long-term care certificate program at Charter Oak. CWP will continue to reach out to new partners interested in developing their workers and intends to replicate the work-based learning model with other employers. CWP is also interested in sharing what they have learned in terms of partnering with employers and community colleges with other workforce investment boards. Their goal is to provide strategies and tools that WIBs can use to successfully engage their partners and be the most productive and effective in their workforce efforts.

8.3.2 Sustainability

In addition to the institutionalization of the two certificate programs (long-term care and gerontology), CWP also plans to use incumbent work training funds that they receive from the state to sustain the CNA Advancement Initiative. Specifically, they hope to offer the clinical and ABE courses onsite at employers that meet the criteria for use of incumbent worker training funds.

CWP has also received funding from Workforce Solutions of Greater Hartford to develop and pilot the four additional courses that will be a part of the long-term care certificate. Connecticut Women's Education and Legal Fund (CWEALF) and the United Way will be partners with CWP in

this effort. CWP will continue to seek out partnerships and training dollars to advance their goals of creating educational and career opportunities for frontline workers.