

# Hospital Employee Education and Training Report to the Legislature December 2010



Washington State Board for Community and  
Technical Colleges



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# Hospital Employee Education and Training

## Background

A chronic and growing shortage of health care personnel is impacting health care delivery in Washington State. Shortages are forecasted for a broad array of health care professionals, including a shortage of 20,000 registered nurses by 2025. Retirements and difficulty in retaining newly trained personnel will stress the health care system even as the demand for services increases.

Washington's entry level hospital work force represents an untapped pool of experienced workers who want to advance their health care careers. They are a particularly valuable human resource since they understand the work environment, requiring comparatively less orientation time; have excellent retention rates after training; and can expand diversity in the industry. Advancing these workers provides an economic benefit to their communities and offers opportunities for new workers to enter the health care field. Unfortunately, these workers face multiple barriers to career advancement, including hard to reach college programs, inadequate college readiness, lack of part-time training options, and few financial resources.

Over the next several years, employers' demand for graduates of community and technical college programs will increase. Colleges must seek new ways to reach traditionally understood populations in high demand fields such as health care. A partnership of employers, unions, and educators can make a significant impact on this crisis. Labor-management partnerships in Washington and other states have built programs that support workers through a pre-college pipeline, support entry to college, and ensure success in health care training programs. These partnerships also have leveraged employer contributions that support success.

## Purpose

The 2008 Legislature allocated \$1,500,000 from the general fund to the State Board for Community and Technical Colleges (SBCTC) for competitive grants to labor, management, and college partnerships to develop or expand and evaluate innovative training programs for incumbent hospital workers that lead to careers in nursing and other high-demand health care fields. We renamed the project **Hospital Employee Education and Training (HEET)**.

The 2009 Legislature allocated \$2,250,000 of the general fund for fiscal year 2010 and \$2,250,000 for fiscal year 2011 to continue the program. This report summarizes activities funded with this appropriation.

## Process

Working together, SBCTC, Service Employees International Union (SEIU) Healthcare 1199NW, and the Washington State Hospital Association's Health Work Force Institute developed funding criteria and application guidelines. For 2008-09, it was determined that up to five proposals would be funded, for a maximum of \$300,000 per proposal. Proposals that included more than one community or technical college, more than one employer partner (in addition to one labor-management partnership), and were multi-regional could apply for projects in excess of \$300,000. In all cases, a single community or technical college was to be designated as the fiscal agent for the grant.

Funds could be spent on:

- Curriculum development/modification (e.g., a statewide core curriculum for health care education, work-based learning, modular programs, online programs)
- Equipment needed to train incumbent workers
- Creating a system to grant credit for prior learning
- Sustaining the labor, management, college partnership to help aid these efforts
- Supporting students (e.g., childcare, transportation, stipends for time out of work) – a maximum of 20 percent of the grant
- Program recruitment and retention (e.g., orientation, enrollment, case management)
- Evaluation

Applications were reviewed by a committee of stakeholders. (The criteria used to review the applications are included as Appendix A.)

Projects funded in 2008-09:

- **Lake Washington Technical College** / Health Care Partnership for Nursing  
Total Funding (3 years) – \$785,666  
Partners – SEIU Healthcare 1199NW, Stevens Hospital, Valley General Hospital, Edmonds Community College, and Everett Community College  
To increase nursing student capacity by using non-traditional scheduling of clinical rotations at participating hospitals. This will allow healthcare workers to schedule nursing courses around their current work schedule.
- **Lower Columbia College** / Rural Online Nursing Education (RONE)  
Total Funding (2 years) – \$618,750  
Partners – Lumber and Sawmill Workers Union Local 2767, Morton General Hospital, Ferry County Memorial Hospital, Jefferson Health Care, and Klickitat Valley Health  
To provide experience with high-fidelity patient simulation (lifelike medical mannequins) to incumbent hospital workers living and working in rural communities throughout the state who are enrolled in the college's RONE program.
- **North Seattle Community College** / Health Care Career Ladders and Advanced Human Simulation  
Total Funding (3 years) – \$854,800  
Partners – SEIU Healthcare 1199NW and Northwest Hospital  
To help certified nursing assistants become licensed practical nurses and, ultimately, registered nurses, with a built-in exit point for those wishing to get a promotion as a clinical lab assistant.
- **Renton Technical College** / Integrated Contextual Cohort-based Healthcare Education  
Total Funding (3 years) – \$1,077,738  
Partners – SEIU Healthcare 1199NW, Highline Medical Center, Swedish Medical Center, Valley Medical Center, Highline Community College, and Seattle Central Community College  
To prepare incumbent hospital workers for college-level work, develop math competency related to algebra, and certified nursing assistant training designed to prepare for an emergency department technician position as an interim step to a nursing career.

- **Spokane Community College**

Total Funding (2 years) – \$251,906

Partners – UFCW Local 21 and Sacred Heart Medical Center

To respond to the local healthcare shortage by increasing the overall ability for incumbent workers to gain needed classes and career development on-site at Sacred Heart Medical Center. Courses will be taught on-line and/or in the evening.

In 2009-10, the original five projects received second year funding. In addition, three new projects were approved:

- **Bellevue Community College / Stepping Stones to Allied Health Careers**

Total Funding (1 year) – \$249,507

Partners – SEIU Healthcare 1199NW and Evergreen Hospital Medical Center

To create cohorts of incumbent workers who will participate in certificate programs for either clinical lab assistant or medical office reception training. In addition, program participants will take course work during the certificate programs that prepares them for the more advanced radiologic technician program.

- **Bellingham Technical College / Moving Forward: Creating Career Pathways for Northwest Hospital Workers**

Total Funding (2 years) – \$851,529

Partners – SEIU Healthcare 1199NW, Island Hospital, St. Joseph Hospital, Whidbey General Hospital, United General Hospital, Northwest Workforce Council, Northwest Alliance for Health Care Skills, Skagit Valley College, and Whatcom Community College

To provide hospital employees an opportunity to complete pre-requisites for allied health or nursing programs, as well as to participate in a nursing assistant (NAC) course.

- **Columbia Basin College / Pathways into Nursing**

Total Funding (1 year) – \$220,780

Partners – United Staff Nurses Union and Lourdes Medical Center

To provide hospital employees direct access to nursing education and to enable students to complete the requirements for a one-year certificate in practical nursing, including integrated academics.

Funding for 2010-11 allowed three of the original projects – Lake Washington Technical College, North Seattle Community College, and Renton Technical College – a final year of funding for an existing cohort of students. In addition, Columbia Basin College received \$8,420 in student support to allow enrolled students to complete during summer quarter. The Bellingham Technical College project received a second year of funding. In addition, three new projects were approved:

- **Clover Park Technical College / Partnership for Pathway Development**

Total Funding (first year) – \$145,000

Partners – UFCW Local 21, MultiCare Health Systems, and Tacoma Community College

To address career progression barriers through flexible scheduling, updated curricula and training, integrated skills and language support, and leveraged resources for nursing assistant–certified for ESL (I-BEST), LPN to RN bridge, and medical lab technician prerequisites.

- **Everett Community College** / Nursing Education for Hospital Employees  
Total Funding (first year) – \$250,000  
Partners – UFCW Local 141, Providence Regional Medical Center  
To compress the LPN to RN curriculum to create a three-quarter evening program for a cohort of 16 LPNs, providing not only employer and union support, but also peer support.
- **Seattle Community College District** / Access to Advancement for Incumbent Workers: Reaching Out/Moving Up.  
Total Funding (first year) – \$470,931  
Partners – SEIU Healthcare 1199NW, Stevens Hospital, Swedish Medical Center  
To serve a projected 103 students through multiple training opportunities that will lead to patient care (nursing assistant–certified or ED technician) or clerical (medical office clerk) jobs.

## 2009-10 Progress

	Amount Funded	Unduplicated Headcount	FTE	Completions*
Bellevue	\$249,507	28	31	25 <sup>1</sup>
Bellingham	\$359,575	113	26	55 <sup>2</sup>
Columbia Basin	\$212,360	11	9	3 <sup>3</sup>
Lake Washington	\$281,633	15	11	0 <sup>4</sup>
Lower Columbia	\$300,000	23	11	23 <sup>5</sup>
North Seattle	\$297,400	27	13	12 <sup>6</sup>
Renton	\$400,000	22	3	1
Spokane	\$117,828	14	7	0 <sup>7</sup>

Although they did not request funding for 2010-11, the RONE project at Lower Columbia College will begin a new cohort of students in the fall of 2011 with expected enrollments of 35-40 students at ten rural sites.

The following successes and challenges do not necessarily apply to all projects. Different projects experienced different situations.

<sup>1</sup> 15 clinical lab assistants, 10 medical office reception

<sup>2</sup> 45 nursing assistants, 6 registered nurses, 1 practical nurse, 3 medical assistants; 21 completed pre-requisites and are ready to apply for nursing program

<sup>3</sup> One additional student will be eligible to take the NCLEX-PN exam at the end of fall quarter 2010, and four more at the end of summer quarter 2011.

<sup>4</sup> 13 will complete the nursing program after two additional quarters

<sup>5</sup> 13 will complete RN program in December 2010; 10 will complete practical nursing in December 2010 and RN program in December 2011

<sup>6</sup> 12 completed pre-requisites and enrolled in nursing; 11 still completing pre-requisites

<sup>7</sup> Program ended prior to students entering nursing program (3 continue to take pre-requisite courses)

## *Successes*

- Students indicated that support and wrap-around services provided by the instructors, coordinators, career specialists, and case managers helped them excel.
- Working with project partners allowed mid-course correction. For example, one project moved classes to the college, decreasing commute time for the students.
- Projects recruited practicing nurses as clinical instructors.
- Use of human simulators provided students an opportunity to practice required critical thinking skills.
- One college worked with the hospital to waive some courses whose content could be provided by the hospital using professional development courses and hospital-based training.
- Students reported that the opportunity to complete the program on-site supported their success.
- Grades of the HEET students consistently exceeded those of regular college students taking the same courses.
- Students reported that applied learning activities (such as participating in a flu shot clinic, touring the Seattle Blood Bank, and hosting a bone marrow registration drive) were an important element of the program.
- Students from a multi-hospital project indicated that the regional integrated recruitment and support system developed as part of the project provided them with a seamless system.
- The partnership created through the project at North Seattle Community College has continued forward into two ARRA grants that engage all the partners in career ladder education in nursing, as well as green healthcare jobs.

## *Challenges*

- In some cases, initial student assessment was not adequate.
- A project that did not use I-BEST as an instructional model indicated it would have been a great assistance to students with lower academic skills.
- Partners of a project agreed that more needed to be done to orient students to the college environment and prepare them for the rigors of academic study.
- One project team felt that new instructors need an orientation to the HEET program, the student population, and the component parts of the partnership.
- Some of the projects reported that roles and responsibilities between the college coordinator, labor/management coordinator, and case manager were not always clear.
- Classroom facilities at some of the hospitals were not equipped with the technology, internet access, computer software, and other instructional resources needed by instructors.
- Some of the students found that training held at the hospitals with multiple locations (requiring travel between those facilities) proved to be a challenge.
- Most of the projects reported that a longer funding period would have been helpful.

Further explanation is needed for the Renton Technical College (RTC) project. The original request by the partners was to train emergency department technicians. Once the project started, the partners determined there was not an ongoing need for emergency department technicians. The focus became central service technicians (CST).

As of 2008-09, the hospitals were struggling with placing students who had graduated from the first year of the project. During the planning, there also was a request to provide college courses to assist hospital workers to prepare for high demand fields such as nursing, surgical technicians, and medical assistants. To meet this request, developmental math and English were added based on projected COMPASS scores and past recruitment efforts. This also attracted first year HEET graduates to return to the program.

Through the changes in need and reductions in workforce at the hospitals with the economy shift in 2009, the majority of participants moved into the developmental education program and not into the CST program. By the time the program moved into CST, the hospitals no longer had the clinical spaces and were not able to accommodate number of students for which they had planned. In order to assist participants in moving up the career ladder, the college adapted programming to ensure participants were successful and had college preparation, developmental education, and courses that would enhance their future educational goals.

The five projects that include SEIU Healthcare 1199NW as a partner contracted with the Healthcare Career Advancement Program (HCAP) to conduct a full evaluation of those projects. Copies of those evaluation reports are available upon request.

## Appendix A

### 2010-11 Hospital Employee Education and Training Program – Criteria

Criteria	Meets Criteria	Exceeds Criteria
<p><b>1. College’s program(s) meets SBCTC approval processes prior to submission of the grant.</b></p>	<p>College program that is the focus of this proposal is on the college’s inventory or the college has submitted <u>and received endorsement from the SBCTC to progress with development of a new primary program</u> for the program prior to submission of this proposal.</p>	<p>N/A</p>
<p><b>2. Proposal addresses skill gap shortage in the hospital industry.</b></p>	<p>The proposal provides evidence of <b>local and regional labor</b> market demand in the hospital industry through a variety of resources including traditional labor market data, industry data, trade association data, and other transactional data. Proposal provides evidence of the gap between the number of program graduates/completers versus the number of job openings locally and regionally. Proposal provides evidence that labor market demand fills a statewide workforce need.</p>	
<p><b>3. Proposal addresses the needs of working adults.</b></p>	<p>Proposal engages the participating labor-management partnership in identifying barriers and developing remedies. The proposal describes the specific barriers facing working adults that prevents them from attending traditional training programs. The proposal describes specific remedies that address at least two significant barriers. Remedies may include flexible scheduling, adult-learner methodologies, credit for prior learning, work-based learning opportunities, work-site program delivery, and online education.</p>	<p>Proposal meets criteria, AND provides a model that can be offered to incumbent workers across the industry.</p>

Criteria	Meets Criteria	Exceeds Criteria
<p><b>4. Proposal addresses efforts to advance student achievement and success throughout the duration of the program.</b></p>	<p>Proposal engages the participating labor-management partnership in developing innovative and unique (a) recruitment strategies, (b) retention strategies, (c) assessment strategies, and (d) selection strategies used to ensure successful graduation or completion of working adults. The proposal must specifically address strategies to assist students of color, students with disabilities, and non-traditional students.</p>	
<p><b>5. Proposal addresses instructional efforts to prepare program completers to be competent in their new jobs including skills agreed upon as necessary by the program partnership.</b></p>	<p>Proposal shows evidence of curriculum/program components that meet the specific needs of the students coming from the employer partner and the requirements of the job site and may include such skills as:</p> <ol style="list-style-type: none"> <li>1. Multicultural competency</li> <li>2. Critical thinking/problem posing and solving</li> <li>3. Health care ethics</li> <li>4. Computer and technological literacy</li> </ol> <p>Program includes a plan to validate the existing skills of the incumbent workforce.</p>	<p>Proposal meets criteria, AND the proposal demonstrates clear evidence that job related competency development is addressed throughout the program.</p>
<p><b>6. Proposal demonstrates that training is part of a career ladder leading to careers in nursing and/or other health care occupations.</b></p>	<p>Proposal describes one or more career pathways for the employee that lead to nursing and/or other high demand health care fields and that program completers will earn higher wages. Proposal provides evidence that partners are planning new or enhanced training programs that target the needs of the incumbent workforce.</p> <p>Proposal describes how the college works with the labor-management partnership to develop curriculum, programs, and assessments that recognize the nature of hospitals as learning institutions and integrates workers' knowledge with career ladder education.</p>	<p>Proposal meets criteria, AND provides evidence that partners are planning new or enhanced training programs for other steps in the career path targeted to hospital workers.</p> <p>Proposal includes a graphic representation of the ladder or pathway.</p>

Criteria	Meets Criteria	Exceeds Criteria
<p><b>7. Proposal demonstrates collaboration between at least one community or technical college and one labor-management partnership.</b></p>	<p>Proposal provides evidence that the program is collaboration between at least one community or technical college and one labor-management partnership. A labor-management partnership is a labor-management committee or a Taft-Hartley trust whose governing structure is comprised of 50 percent labor and 50 percent management representatives. Partners in the labor-management partnership should have experience working together on issues related to training and/or workforce development for hospital workers.</p>	<p>Program meets criteria, AND demonstrates a collaboration including multiple employers and community and technical colleges.</p>
<p><b>8. Proposal leverages funding and/or other support or resources.</b></p>	<p>Proposal demonstrates resource commitments from at least one labor-management partnership. This commitment may be in-kind or cash match.</p>	<p>Proposal meets criteria, AND includes commitment from other funding sources.</p>
<p><b>9. Proposal demonstrates a sustainability plan for the proposed project.</b></p>	<p>Proposal demonstrates a plan for sustaining programs developed under this proposal.</p>	
<p><b>10. Proposal identifies a project coordination committee.</b></p>	<p>Proposal describes a project coordination committee and plan for decision making related to project administration. The project coordination committee should include, but not be limited to, a representative from each participating college and at least two representatives from each participating labor-management partnership. The two representatives from the labor-management partnership should include one representative from labor and one representative from management.</p>	
<p><b>11. Proposal demonstrates potential for statewide replication.</b></p>	<p>Proposal describes why the proposed project is important for hospital workforce development statewide and how it could be a replicated statewide.</p>	

Criteria	Meets Criteria	Exceeds Criteria
<p><b>12. Proposal demonstrates how the project will be evaluated.</b></p>	<p>Proposal describes a data-driven evaluation system with clear outcome metrics. Evaluation should include how many of the target population participate in the program (for example, how many ABE, ESL, disabled). It also should include a description of the target population (for example housekeeping, dietary, CNA). Proposal should include information on assessment and student performance. It also should collect data on the value of the program to industry partners, including employers and unions as, well as to the worker-students.</p>	<p>Proposal describes an evaluation process that contributes to continuous improvement by including a mechanism for timely feedback to program partners.</p>

