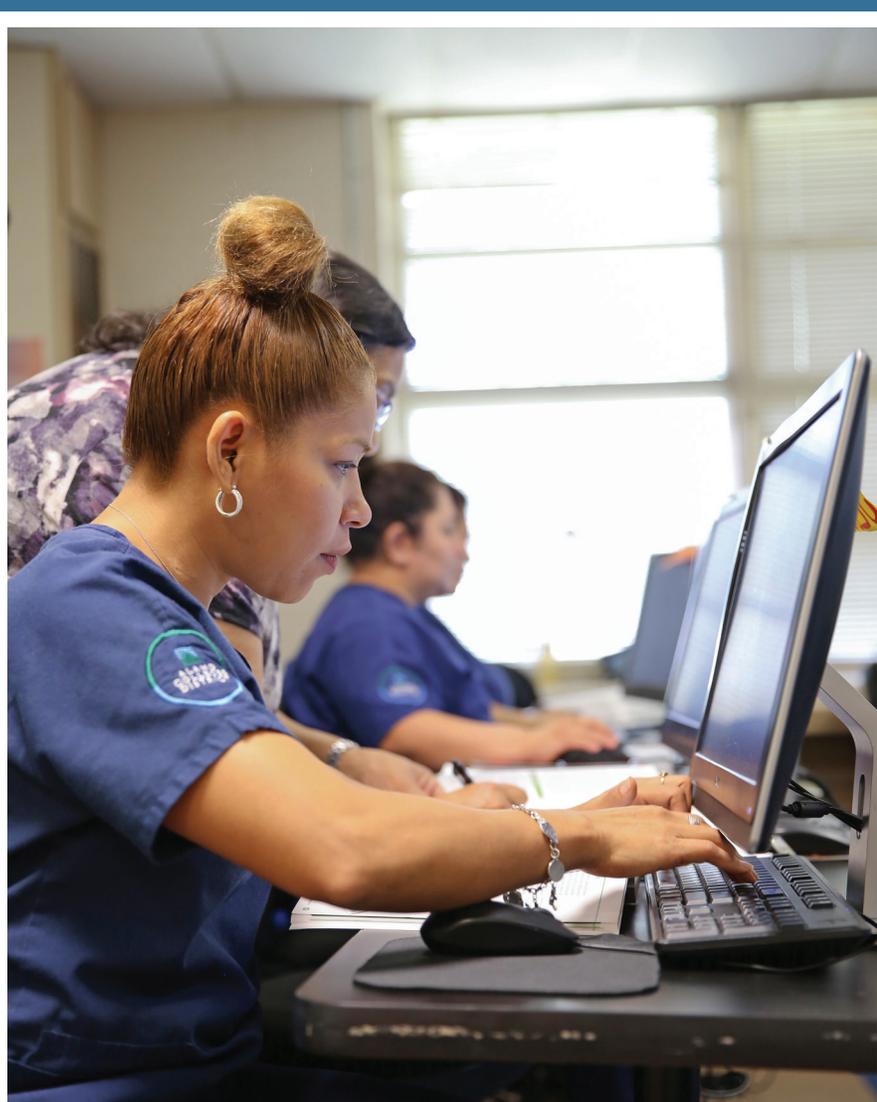


Health Profession Opportunity Grants 2.0:

Fostering HPOG and TANF Partnerships for Participant Success



ADMINISTRATION FOR
CHILDREN & FAMILIES



ACKNOWLEDGMENTS

Special thanks to the HPOG grantee program managers and directors and their Temporary Assistance for Needy Families agency partners who shared their experiences to inform the development of this paper:

- Nebraska: Becky Fausett, Central Community College; and Erin Heckerth-Brown, ResCare Workforce Services
- New York: Tiziana Rota, Schenectady County Community College; Chari Jones, Schenectady Community Action Program; and Jessica DeJesus, Albany Community Action Partnership
- Oregon (OR): Stacey Triplett, Worksystems, Inc.; Abir Hakim, OR Department of Human Services (DHS) in Multnomah County; Angela Day, OR DHS in Washington County; Lisa Parks, Rogue Community College; and Billie Arnold from OR DHS in Jackson County
- Texas: Esther Metcalf, Alamo Colleges Economic & Workforce Development Division; Sandra Cuevas, Goodwill Industries; Rick Zamarripa, Workforce Solutions Alamo; and Aaron Smith, C2 Global.

Thanks also to the organizations that helped research, write, and edit this paper:

- Rachel B. Nicolosi and Valerie Uccellani, Global Learning Partners
- LaDonna Pavetti, Center on Budget and Policy Priorities
- Mary Hayes, JBS International, Inc.

For more information about HPOG, visit <http://www.acf.hhs.gov/ofa/programs/hpog>.

This project is funded by the Office of Family Assistance, an office of the Administration for Children and Families, U.S. Department of Health and Human Services, under Contract Number HHSP233201500074I Task Order HHSP23337002T awarded to JBS International, Inc. The contents of this publication do not necessarily reflect the views or policies of the Office of Family Assistance, the Administration for Children and Families, or the U.S. Department of Health and Human Services.



INTRODUCTION

ABOUT THE HEALTH PROFESSION OPPORTUNITY GRANTS (HPOG)

In 2010, Congress authorized the HPOG Program to develop demonstration projects that provide Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals with the “opportunity to obtain education and training for occupations in the healthcare field that pay well and are expected to either experience labor shortages or be in high demand.”¹

The Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (HHS) oversees the HPOG Program. Within ACF, the Office of Family Assistance (OFA) administers the HPOG Program. In 2010, ACF awarded 32, 5-year HPOG grants to organizations across 23 states. This first round of grants is known as HPOG 1.0. In 2015, ACF made a new set of 32, 5-year grant awards to organizations across 21 states, with approximately \$72 million awarded annually. These awards were given to 10 higher education institutions, 5 tribal organizations, 7 workforce system agencies, 4 state government agencies, and 6 community-based organizations.

A little more than half of the grantees from this second round of grants (17 of 32) had previously received funding through HPOG 1.0; the rest were new HPOG grantees. This second round of grants is known as HPOG 2.0. As of December 2018, HPOG 2.0 nationally had enrolled 24,795 people and 4,968 TANF customers. HPOG provides education and training to TANF recipients and other low-income individuals to prepare them for healthcare occupations that pay well and are in demand. The program aims to be responsive to community workforce needs and improves job prospects for adults, matching careers in a growing field with people who are eager to fill them.

HPOG utilizes a career pathway strategy—a series of connected education and training programs, coupled with support services, that enable individuals to secure industry-relevant certification and to obtain employment within an occupational area. They can then advance to higher levels through stackable credentials and a clearly articulated career path. HPOG participants receive the opportunity to obtain higher education, training, and support services needed to secure positions that have the potential for sustainability and advancement, ultimately leading these individuals on a pathway to financial self-sufficiency.

¹ HPOG was authorized by the Patient Protection and Affordable Care Act, Public Law 111-148, 124 Stat. 119, March 23, 2010, sect. 5507(a), “Demonstration Projects to Provide Low-Income Individuals with Opportunities for Education, Training, and Career Advancement to Address Health Professions Workforce Needs,” adding sect. 2008(a) to the Social Security Act, 42 U.S.C. 1397g(a), and extended by the Bipartisan Budget Act of 2018, Pub. L. 115-123, through fiscal year 2019.



***Health Profession Opportunity Grants and TANF Partnerships:
Lessons Learned in Engaging TANF Participants***

During HPOG 1.0 a technical assistance paper, *Health Profession Opportunity Grants and TANF Partnerships: Lessons Learned in Engaging TANF Participants*, was written for HPOG grantees on implementing effective strategies to build strong partnerships with TANF agencies and guide TANF participants along a career pathway. The first report provides tips about collaborating with state and local TANF offices, creating formal agreements, tailoring services to TANF participant needs, and reconciling TANF work participation rate requirements. The checklist of effective strategies between HPOG and TANF explored in the paper follows.

Collaboration between programs:

- Include TANF partners early.
- Establish formal agreements.
- Align service approaches between HPOG and TANF.
- Co-locate services.
- Share success stories.

Engagement of participants:

- Create structured identification and referral processes.
- Provide intensive case management supports.
- Address TANF work participation requirements.

This paper is the second publication about these partnerships and it builds upon the first, found here https://www.acf.hhs.gov/sites/default/files/ofa/hpog_tanf_paper_final_508.pdf.

ABOUT THIS PAPER

The purpose of this paper is to offer technical assistance to current HPOG grantees and other workforce development projects that serve customers receiving TANF benefits. This paper provides tips on creating and maintaining successful partnerships with TANF agencies and other organizations that serve the same customers as the HPOG grants. (Please note that the term “partners” is used throughout the paper to indicate TANF agencies and associated partners.) Recommendations are included for deepening relationships with partners, communicating with partners, and developing innovative strategies for serving the diverse needs of customers. (Please note the term “customer” is used throughout the paper to indicate participants in the HPOG programs.) Guidance in the paper reflects information gathered from interviews with five HPOG 2.0 grantees, their TANF agency counterparts, and other partners.



Health Profession Opportunity Grants and TANF Partnerships

TANF recipients receive a monthly cash payment to help cover their basic needs. The majority of TANF recipients are required to work, look for work, or be engaged in education or training for 30 hours per week (20 hours for a parent with a child under 6). The amount of the cash payment is determined by the state and varies widely.

Some HPOG grantees have experienced challenges in partnering with their TANF agencies due to the following reasons:

- Work requirements/ “Work-First” state policies that cause local TANF offices to not refer participants to HPOG for education/ training because the participant needs to be connected to work.
- Total lifetime TANF limits can cause TANF programs to not refer participants or not give a participant enough time to finish training – the participant may only have a certain number of months left on TANF.
- There can be misalignment between what activities under HPOG can count/ be reported as “countable activities.”
- There can be high staff turnover in TANF offices. HPOG then needs to reengage new TANF staff to share HPOG information and start referrals again.
- Overall declining TANF case sizes in states.

This paper aims to provide some strategies for addressing these challenges.

HPOG GRANTEES

HPOG project directors were interviewed along with TANF agency counterparts and several community partners. The contact information for the interviewed HPOG grantees is available at <https://www.acf.hhs.gov/ofa/hpog/findhpogprograms>. The authors developed broad interview questions based on conversations with OFA program specialists, the previous HPOG publication, and content from a virtual learning series for HPOG programs struggling to enroll TANF customers in HPOG. The strategies suggested are the insights that emerged from the interviews.

HPOG programs interviewed were selected based on their successes in enrolling TANF customers into HPOG or in developing innovative solutions to challenges. The programs are intentionally diverse in size of the region they serve, state policy context, and challenges faced. All grantees interviewed stress that there is not one thing that will work for everyone; organizations will have to be creative in crafting



solutions that will work in their unique environments. The following HPOG programs were interviewed:

- **Central Community College (NE).** This HPOG grant is housed in a higher education institution and includes most of the counties in the state. Central Community College works with four campus locations across the state and partners with ResCare, the TANF contractor for the state.
- **Schenectady County Community College (NY).** The partnership between Schenectady County Community College and a consortium of programs, including Work Systems (the TANF contractor), has been in place for many years. They serve 10 counties in NY, including the NY county with the highest number of people in poverty, many of whom do not receive cash assistance.
- **Rogue Community College (OR).** The Rogue Community College District works in partnership with the Oregon Department of Human Services (OR DHS) for the HPOG grant. Their strong relationship started many years prior in workforce and community meetings. They serve low-income customers in two counties in southern Oregon.
- **Worksystems, Inc. (OR).** Worksystems, Inc. is the workforce development board and convenes a network of nine community-based providers to work with the OR DHS in a shared customer model. This grant covers two counties around the Portland metropolitan area.
- **Alamo Colleges (TX).** The Alamo Colleges grantee partnered with the TANF contractor agency, Workforce Solutions Alamo, and Goodwill Industries to develop an innovative training that meets the state's strict employment-first policies. This grant covers the San Antonio east and west areas.



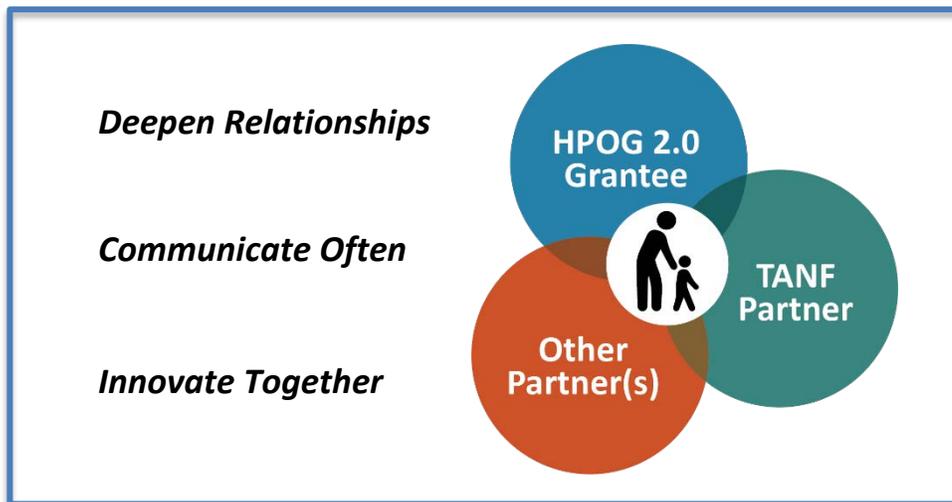
STRATEGIES

Despite differing agency priorities, funding amounts, and local policies, the HPOG grantees and their partners all agreed on what makes their partnerships successful: they recognized and worked on the premise that they were all serving the same shared customers. (Please note that the term “partners” is used throughout the paper to indicate TANF agencies and associated partners.)

The suggestions below come from the hard work of the HPOG grantees and their partner organizations to enact policies and practices to support the customers, whatever challenges came up.

Recommendations from the interviews fall into three overarching categories:

- A. It is worth spending time to **deepen partner relationships**.
- B. **Communicating often** and in a variety of ways makes for resilient relationships.
- C. **Innovating with partners** supports customer success.



A. IT IS WORTH SPENDING TIME TO DEEPEN PARTNER RELATIONSHIPS

HPOG grantee staff stress the importance of developing partner relationships early. Even though many already had worked with their TANF agencies on other projects, they emphasized that the HPOG grant required a deeper level of understanding among the partners. They note that new grantees should build flexibility into program operations, as each geographic location, even each TANF office, will have its own culture to integrate into policy and project norms. Several programs reported that it can take up to two years to develop into “a well-oiled machine” and to establish mutual respect and understanding among partners.



Suggested Strategies

Identify Strong Partners Who Serve Low-Income Individuals.

Most grantees rely on TANF agencies as the primary source for referrals of TANF participants. They also recommend considering nonprofits, workforce agencies, contractors, schools, and early childhood and faith-based organizations. Some grantees, such as Worksystems, Inc., have acted as a convener and brought

many community partners together in the early stages of the grant. The state TANF agency can help establish relationships in the local offices if they do not already exist.

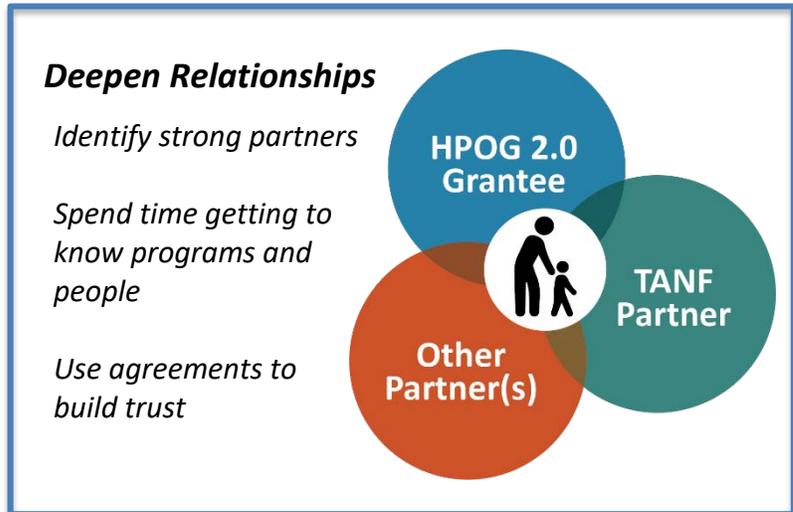
Successful partners know how to make the HPOG grant requirements work within their environment and have a good reputation for serving TANF customers in the community. Tiziana Rota from Schenectady County Community College says, “We try to adhere to the philosophy of departments of health, education, [and] social services and help the student at the same time. Nobody does the case management wraparound better than our Community Action Program partners.”

Spend Time Getting To Know Programs and People in Your Partnership. A key place to start with new partners is learning how each organization defines and measures success. HPOG grantees say this “cultural discovery” is a necessary element during the first year of partnership with the TANF agency so that the partners can help each other track and meet their goals. Developing a graphic of a program flow or referral protocol helps ensure everyone is on the same page and speeds up the onboarding of new staff. (See Appendixes A–C for samples of program and participant flowcharts.)

Monthly or even weekly coordination meetings among frontline staff and management at all participating organizations are opportunities to share the experiences of customers in your program, so that everyone understands how they fit into each other’s processes. Erin Heckerth-Brown from ResCare Workforce Services says that she makes sure to bring up Project HELP at their twice yearly team meetings when reviewing area resources as an excellent source for participants interested in getting into the healthcare field. (See Appendix D for a template for a partnership meeting.)

Use Agreements and Communication To Build Trust Among Partners. HPOG grantees and partners suggest two important processes for building trust among partners:

1. Accepting each other’s forms (such as a “vocational training packet,” a set of forms needed to request vocational training, including plans for childcare and transportation and labor market research), so customers do not have to replicate work.





2. Sharing data so frontline staff members do not have to continually get consent to view relevant parts of a customer's file. The TANF partner at OR DHS, Angela Day, says they have a data usage agreement allowing certain people in each organization access to parts of the data system, such as coaching notes.

In collaborative efforts, it benefits partners to be forthright about challenges, such as ongoing turnover in leadership. TANF partner Billie Arnold from OR DHS thinks that strong partners keep the customer progressing on their path. If everyone knows that one agency is struggling, they can rally around to pick up the slack and make sure a case manager from another partner is connecting with the participant. “Maybe the names have changed, but the mission is the same,” she says. It is not necessary to know all partners’ regulations, such as housing or childcare. It is enough to know whom to go to and where to go to ensure the customer gets the resources they need.

Creating a Referral Pipeline Within a Random Assignment Evaluation

Since the HPOG Program involves a random assignment evaluation, programs have had to work closely with their TANF partners to explain the process and how it affects their ability to serve potential HPOG customers. To determine the impact of HPOG, there is a lottery-like process called “random assignment” that chooses which eligible individuals get invited to participate in HPOG (the “treatment group”) and which do not (the “control group”). The treatment group can access all HPOG supports and services. The control group can access what is publicly available in the community outside of HPOG.

HPOG programs suggest the following strategies to ensure continued TANF referrals during a random assignment evaluation.

- Talk about the program as an opportunity for which customers might be able to win a spot through random assignment, like a lottery or a college scholarship.
- Acknowledge that it may be hard for staff to place participants in the control group.
- Show how the data being collected are helping improve the overall HPOG Program.
- Ensure that TANF agency leadership understands the long-term impacts of the study. Be specific with TANF agency staff about how the evaluation affects intake and referrals to the HPOG program.

B. COMMUNICATING OFTEN AND IN A VARIETY OF WAYS MAKES FOR RESILIENT RELATIONSHIPS

Frequent communication and open lines of communication among those who work on the HPOG grant help ensure the needs of each customer are met and any changes to policies or practices are incorporated. A “parallel” approach to communication (i.e., case managers talking with case managers and management talking with management) helps with inevitable staff turnover. If a case



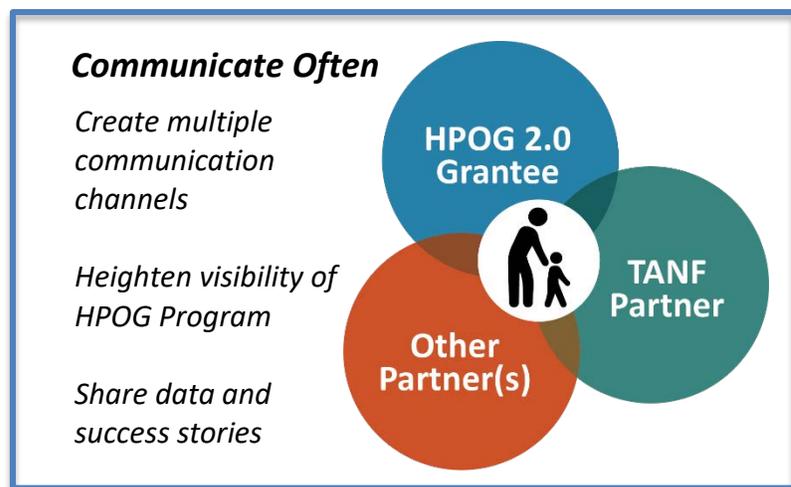
manager at one agency leaves, regular communication at the management level can ensure that frontline staff at partner agencies are still making regular contact. There may be a stalling of momentum, but the customer still has connections with other partners to maintain progress.

The most common communication strategy recommended by grantees is sharing success stories to show partners how their resources help customers succeed. Abir Hakim from OR DHS shared a story about a customer who had several protracted absences from her phlebotomy class due to health concerns, domestic violence issues, and childcare needs. Each time the team rallied around her to solve the urgent need. The customer was very excited to complete her phlebotomy certificate and felt she had to finish, saying “I didn’t want to let them down; they worked so hard for me.”

Suggested Strategies

Create Multiple Channels of Communication and

Collaboration. HPOG grantees shared several methods of communication that worked for their partnerships, including an online shared directory of who’s who, which is regularly updated, and a virtual space for shared communications to keep everyone abreast of customer progress and needs.



Stacey Triplett from Worksystems, Inc. and others suggest appointing a strong lead or point person in each office who keeps up with the details of the HPOG Program, understanding that it takes extra time to train that person’s replacement if s/he is promoted or leaves. Many partners share technical assistance opportunities that are mutually beneficial, such as trainings on poverty simulation and motivational interviewing, to increase connection and common language among program staff.

Heighten Visibility of the HPOG Program for New and Existing TANF Staff. HPOG grantees offered several options for keeping the HPOG Program top of mind for staff for referrals. A training boot camp at the grantee offices walks new staff through the process customers will go through when they enter the HPOG Program. (See Appendix E for a sample referral form.) Some grantees make the rounds at local TANF agency offices and partner locations with a “road show” presentation of the benefits and requirements of the HPOG Program. (See Appendix item F for a sample fact sheet.)

Central Community College made a fun holiday video, which it sent to all the individual TANF offices and staff to remind them in a memorable way what the HPOG Program offers. View the video at https://www.youtube.com/watch?v=AmkcxP_xGN0.



Collect and Share Select Data To Keep Everyone Informed on Progress. Sharing success stories is key. TANF partner Billie Arnold from OR DHS says that not everyone is data driven. People want to know their referrals are making a difference. Hearing how partners contribute to customers, through sharing success stories in newsletters, case conferences, and community meetings, helps keep the partners motivated to continue working and innovating together. Check out the HPOG website for great success stories at <https://www.acf.hhs.gov/ofa/success-story?tid=6066>.

Programs advise collecting only meaningful data and using customized forms to prevent data collection from becoming overwhelming and burdensome. It can take a while to develop a dashboard that works for all partners, because partners may define program completion in different ways.

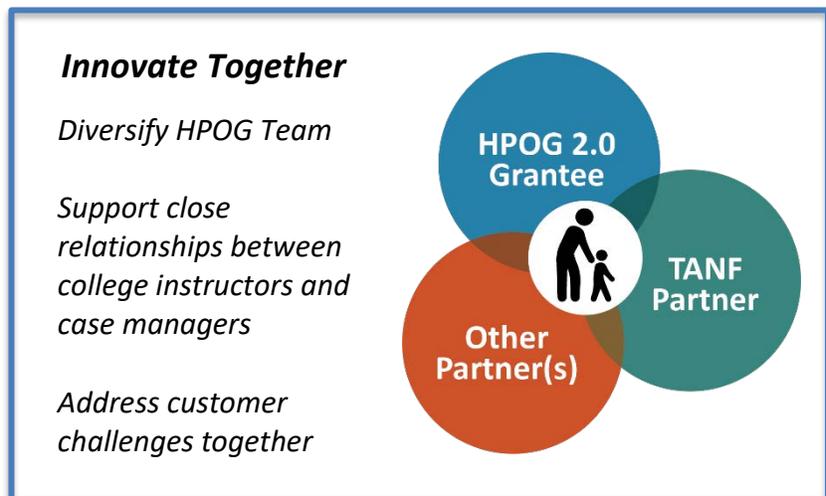
C. INNOVATING WITH TANF PARTNERS SUPPORTS CUSTOMER SUCCESS

All program partners have different strengths in providing wraparound services and intensive case management. Grantees suggest brainstorming with partners to identify innovative ways to address challenges and stress that it is important not to be afraid to pick up the phone and ask questions. Working this way with partner organizations models good relationships and helps customers learn how to navigate systems. As Chari Jones from Schenectady Community Action Program says, “This is strengths-based co-creation; it lets the customer know they have someone in their corner. Case management and relationships built between staff and customers are the glue that holds it all together.”

Suggested Strategies

Diversify Your HPOG Team To Respond to Customers’ Needs.

Some customers take a while to get through educational prerequisites. HPOG grantees recommend hiring additional staff to help customers make informed educational choices and remain motivated. Having a staff member who is familiar with the requirements of academic institutions and career pathway choices can help participants prepare for college enrollment, scholarship application, and course requirements.



Several grantees found they needed to add a workforce/career staff person to help unemployed participants get trained in or upgrade their life skills or soft skills. This person can plan study or job seeker groups and develop other groups, as needed, based on customer needs. A staff person who can provide transition assistance will keep customers going on their plans when their TANF benefits expire



and when they move into employment. Jessica DeJesus from Albany Community Action Partnership says they start discussing employment with participants on day 1 and include a tour of employer facilities, beginning the process of building important networking skills.

Support Close Relationships Between HPOG and TANF Case Managers and College Instructors.

Agencies have seen great success when HPOG and TANF case managers are in the classroom regularly, and they know the instructor and details about the customers' experiences and schedules, such as dates of upcoming clinicals and exams.

Successful HPOG case managers treat class time as a countable work activity for participants, keeping up with attendance and following up immediately on issues that may be interfering with customers' ability to attend class. Some programs invite the college instructors to come to TANF offices during HPOG orientation to address customer fears and to participate in case conferences at the end of each course.

Provide Training and Support To Address Customer Challenges. Some HPOG grantees found that career success workshops were necessary, because many customers have not worked in a long time. Lisa Parks from Rogue Community College District says they are working on skills needed beyond the basic requirements to be employed. Customers not only have to show up and be on time, they also need skills in self-regulation and organization.

HPOG grantees suggest talking early in the program with customers about the transition off of TANF assistance. Money is a very personal concept, and financial literacy workshops can help customers plan to pay for childcare and other life situations when TANF and other benefits are discontinued.

Regarding training, Workforce Solutions Alamo recommends using a mobile learning platform for basic skills training. This helps increase the rate at which customers progress through training, because they can use the platform at any time and do not have to come in for a class. Healthcare training is, by nature, ongoing and stackable. Make sure customers know what training opportunities are available beyond the grant, so they can continue to increase their income.



An Innovation for States with Work-First Policies

Alamo Colleges in San Antonio, TX, collaborated with Goodwill Industries and the TANF agency contractor, Workforce Solutions Alamo, to design a healthcare training program that meets the state's work-first policy.

Esther Metcalf from Alamo Colleges says the collaboration decided on offering medical front office training because it was the easiest occupation with which to work for recruiting, training time needed, and employment opportunities. Goodwill Industries runs a 9-week training program, where customers work Monday to Thursday (32 hours) at any job and spend Friday attending classes at Alamo Colleges. During the nine weeks, the goal is for the customer to be interviewed and transition from any employment to medical front office employment.

Rick Zamarripa of Workforce Solutions Alamo notes an important innovation is “carousel” enrollment (i.e., keeping enrollment open for the first 3 weeks/modules of the training before closing it in the fourth week). This allows time for a sufficient number of people to enroll for a cohort. Customers can make up any modules missed after the 9-week training is over.

The medical front office training is presented to customers as the first step on a career ladder in health care. There is a consistent message in the overall program that a 40-hour work week is expected, so when the 8-hour training day is introduced with the 32-hour work week, it is viewed by participants as a normal part of the work requirement. The next steps for the collaboration are to figure out how to make this work for a more complex healthcare occupation training.

BENEFITS AND SUMMARY OF STRONG PARTNERSHIP STRATEGIES

A striking takeaway from the conversations with HPOG grantees and partners is that the collaborative program structure shifted the focus in working with customers from a limited view on work participation rate to a larger picture of customer engagement for success. The processes behind a shared-customer approach, combined with regular communication between different agencies, provides staff with easier access to resources for customers as well as incentives to meet the needs of the whole person through collaboration.

Customers' time and energy can be drained by being shuttled around from partner to partner and from program to program, leaving them with less time and attention to devote to their own learning and employment pursuits. Agencies in strong partnerships become models for customers in how they can navigate systems more effectively and efficiently. Chari Jones from Schenectady Community Action



Program advises “teaching the customers that they don’t have to give their life story to every person they meet just because they have a desk. We really try to assist customers in navigating very complex and frustrating government systems.”

Effective strategies used by HPOG programs and their partners include the following:

- Spend time to deepen partner relationships by:
 - Working with respected partners who serve low-income individuals, especially establishing a close relationship with the local TANF agency.
 - Spending time getting to know the programs and people in the partnership (e.g., how each defines success and how the HPOG Program fits into their program flow).
 - Building trust among partners through sharing agreements and ongoing communication.
- Communicate often and in a variety of ways by:
 - Establishing multiple channels of communication and collaboration, including online and in-person opportunities.
 - Heightening the visibility of HPOG programs for new and existing TANF staff through training workshops, presentations, and materials.
 - Collecting and sharing data to keep everyone informed on progress and keep enthusiasm high as partners see how their contributions lead to customer success.
- Innovate with TANF partners to solve problems by:
 - Diversifying your HPOG team to respond to customers’ needs in educational planning, development of workforce skills, and transition to employment.
 - Supporting close relationships between HPOG and TANF case managers and college instructors to keep everyone on the same page during training time.
 - Providing training and support to address customer challenges, as they arise, with flexibility in offering career, finance, and basic skills training as needed.

Many of the TANF agency partners expressed that the success of their HPOG partnerships encouraged them to use the program model with other career pathway efforts. Spending time deepening partner relationships is a strategy they will use repeatedly to better serve their low-income customers.



APPENDIXES

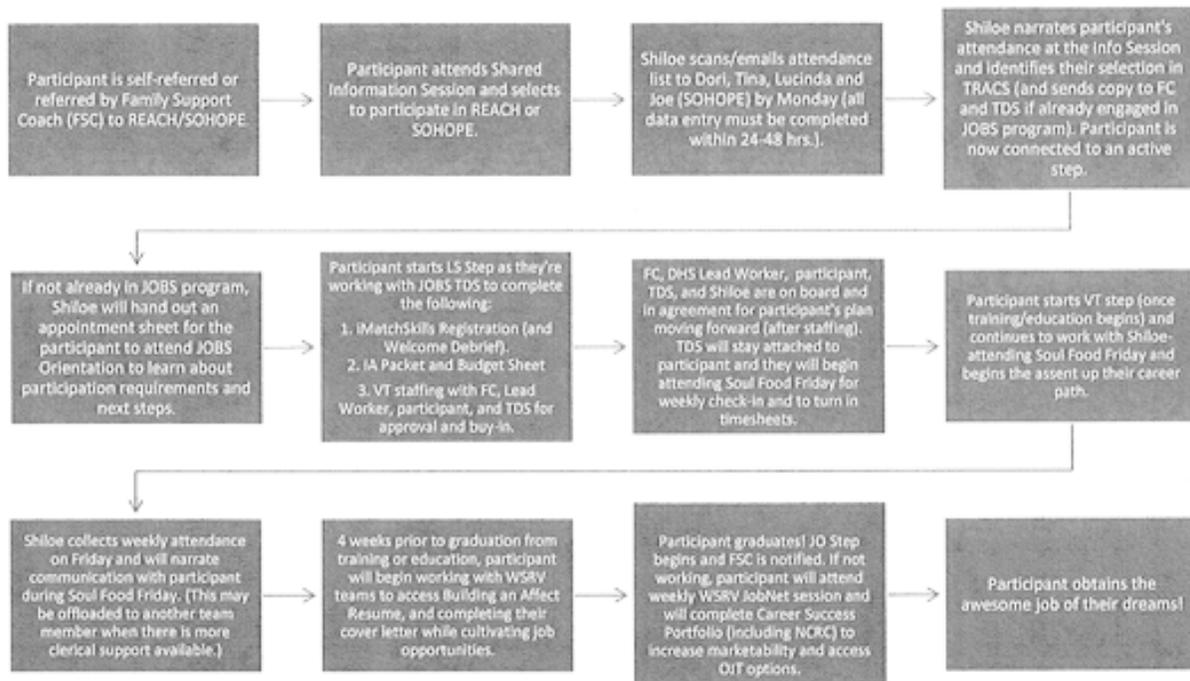
- A. Sample Program Flowchart
- B. Sample Process and Communication Flowchart
- C. Sample Participant Flowchart
- D. Partnership Meeting Template
- E. Sample Referral Form
- F. Sample Fact Sheet



Appendix A: Sample Program Flowchart

Oregon Department of Human Services—District 8 SOHOPE Project

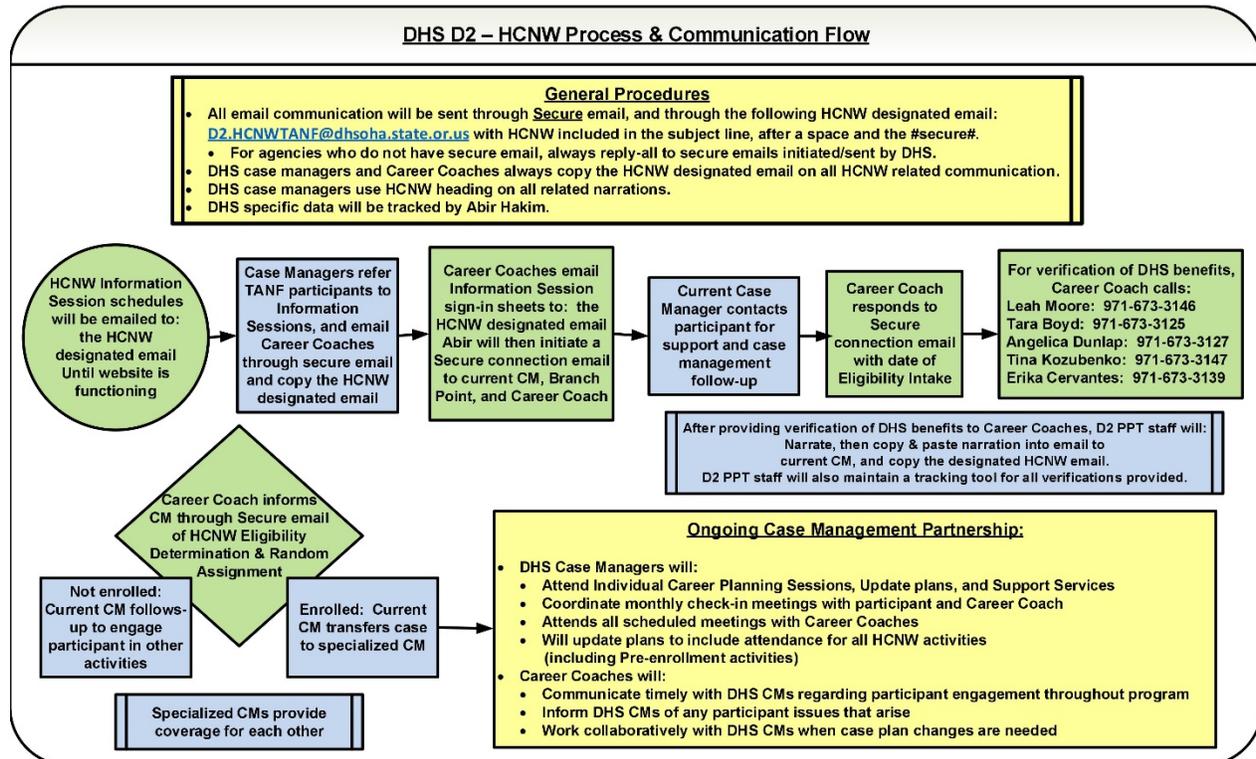
Referral and Program Progression Flowchart: Jackson County



Version 1.2
Updated 8/30/16



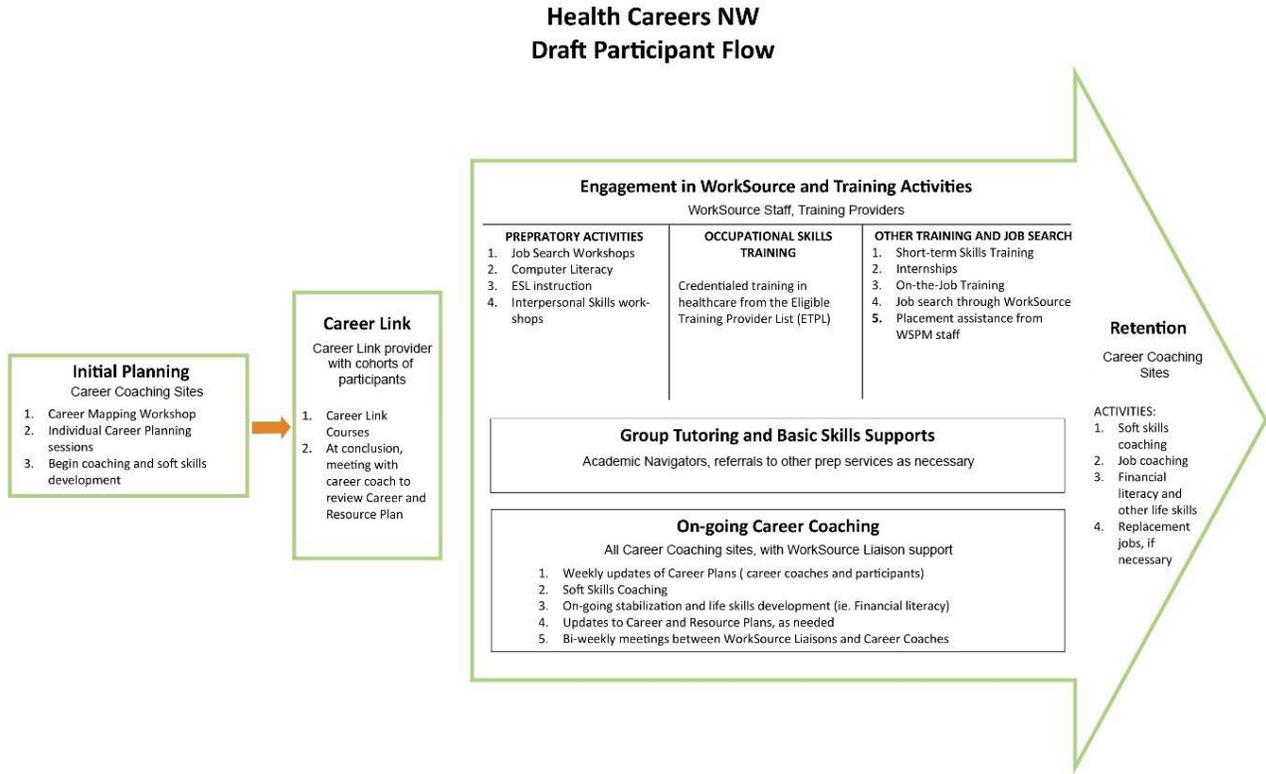
Appendix B: Sample Process and Communication Flowchart Oregon Department of Human Services—District 2





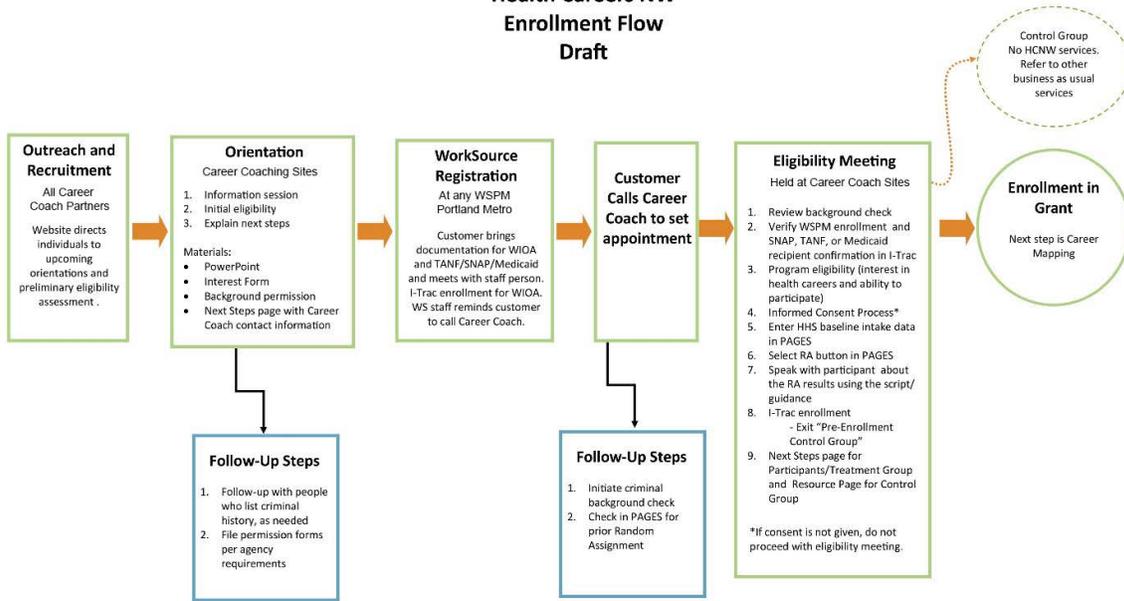
Appendix C: Sample Participant Flow

Oregon Department of Human Services—District 2





**Health Careers NW
Enrollment Flow
Draft**





Appendix D: Partnership Meeting Template

Partner Meetings: An Adaptable Template From Global Learning Partners www.globallearningpartners.com			
Time: When will the meeting realistically start/end? How much total time will we have for the agenda below?		Location: What location will be easiest and least distracting for partners? How can we set up the space to encourage all voices?	
People: Who is important to have at this meeting? How can we personalize their invitation and make best use of their time at the meeting?			
Overarching Purpose and Specific Meeting Achievements: What top accomplishments and priorities are we bringing into this meeting? What do we want to make sure to achieve together before the meeting is over?			
Agenda	Time	Key Resources and Questions for the Meeting Members	Facilitator and/or Presenter
Opening <ul style="list-style-type: none"> • Introductions/Building Personal Relationships • Statement of Purpose and Achievements • Meeting Guidelines 			
Achievement 1:			
Achievement 2:			
Achievement 3:			
Follow-Up Planning <ul style="list-style-type: none"> • Review and Agree on All Next Steps 			
Closing <ul style="list-style-type: none"> • Schedule Next Partner Meeting • Get Feedback on Meeting • Continue Relationship-Building Among Partners 			



APPENDIX E: Sample Referral Form

From Central City Community College HELP Program, Nebraska



REFERRAL

6/28/2017

Student's Name and Contact Information: [Click here to enter text.](#)

- Region:** Columbus Grand Island Hastings Holdrege
 Kearney Lexington Ord Schuyler

Referred by (Department or agency): [Click here to enter text.](#)

Reason for Referral (List Class): [Click here to enter text.](#)

Sent by (Your name and phone number): [Click here to enter text.](#)

.....

Below completed by HELP staff

Contact Attempts:

Educational Goals:

Additional Information:



APPENDIX F: Sample Fact Sheet

Southern Oregon HOPE:

Health Occupation Poverty Elimination

Fact sheet

STATISTICS:

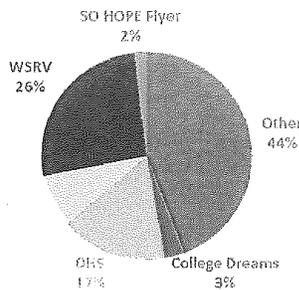
- 168 Total Participants receiving scholarship
- 49 TANF Participants
- 15 Nursing Assistant Students
- 8 Enrolled in Adult Basic Skills/GED Program
- 557 potential students have attended information sessions

PARTICIPANT BENEFITS:

- Tuition, books, supplies, and requirements such as vaccines
- College success training
- Career success training
- Tutoring
- Academic guidance
- Emergency financial assistance (limitations apply)

- 5 year, \$14 million grant
- Currently in year 2
- Provides funding to eligible students
- Opportunity to become educated, trained, and certified
- Certificates in high-demand healthcare related careers
- Partnership with RCC's Allied Health Occupations department
- 2 out of 3 people will receive this scholarship
- 19 students in Allied Health programs
- Students receive financial assistance, social, academic, and emotional support
- Academic Case Managers consistently follow-up with students
- 40 Agencies and partners have referred potential candidates
- 120 students enrolled at Rogue Community College

PARTNER REFERRALS TO SOUTHERN OREGON HOPE INFORMATION SESSIONS



*Southern Oregon HOPE is a research grant and participants are selected by a lottery process.



At RCC contact: Michelle Stewart
Mstewart@roguecc.edu