

Models for Instructor Engagement Participant Guide

Tuesday, December 2, 2014
10:30 – 11:30 am, Hampton Room
Facilitator: Blair Corcoran, OFA

Overview: Grantees that participated in the Designing with Stakeholder pilot will share the engagement models their programs developed along with their successes, lessons learned, and future plans.

Focus: The pilot stressed the importance of engaging instructors and stakeholders early on in the planning process and developing methods for doing so unique to each grantee.

Session Format: Each grantee pilot participant will be assigned a table. Based on the descriptions of the models included in this packet, attendees will choose which models interest them the most and rotate to these tables until the session expires. Rotations will be in 15 minute increments, timed by the facilitator.

Table Assignments:

1. Paul Zaremba, Southland Health Care Forum
2. Ashley McGuffie, The WorkPlace, Inc.
3. Mary Pat Behler, Gateway Community and Technical College
4. LaNita Cleveland, Louisiana Workforce Investment Board SDA-83
5. Shawn Barry, New Hampshire Office of Minority Health and Refugee Affairs

Please find descriptions and visuals of the pilot grantees' models on the following pages.



Table #1
Paul Zaremba
Southland Health Care Forum

DESIGNING WITH STAKEHOLDERS ENABLING CHANGE

THIS IS WHAT WE DID

Southland Health Care Forum engaged an instructor, potential employers, a Job Developer, and the Program Director in a discussion centered around finding ways to prepare our students to go to work soon after completing our programs. Also to engage the instructor to become more involved in program development as it related to curriculum.



Ideas Shared



Enhancement



New Practices



OUTCOMES & CHANGES

THIS IS WHAT WE DO NOW



Job Developer

The Instructor will continue to communicate with the Job Developer and Potential Employers to ensure that our students are prepared to enter the workforce.



Program Director

The Instructor will communicate with the Program Director regularly to give updates on the success of program enhancements and new practices.



Senior Case Manager

Instructor will communicate with Senior Case Manager on a daily basis to ensure that all student needs are reported. Instructor and Senior Case Manager will work together to make sure that the lab environment has all needed supplies.

NEW PRACTICES

The increased exposure to the lab environment has already had a positive effect on our students learning experience and sharpened their skills. Moving forward our students will continue to be in the lab every day to practice EKG, Phlebotomy, and Patient Care.

These skills have been identified by employers to help increase employability and better serve patients and employers.

These changes will allow us to work together in real time with employers, staff, and instructors to make beneficial programmatic changes and also to assist in planning for future grant funded projects.



EKG



Phlebotomy



Patient Care



Table #2

Ashley McGuffie

The WorkPlace, Inc.

The pilot at The WorkPlace is unique because its stakeholders have different roles throughout participant enrollment. All of the program's stakeholders and processes for engagement revolve around its participants. Stakeholders often serve multiple roles as instructors of the intensive Foundation Skills Workshop Week as well as OST training providers and, often, employers.

The WorkPlace's stakeholders include:

- CT League for Nursing: FSWW Instructor and healthcare mentors
- Stamford Clinical Services: FSWW Instructor; Life Coach
- Morrison Group, LLC: FSWW Instructor
- Becoming You, LLC: Enhanced Peer Support Group via the R/A Study enhancement
- Inspired learning: FSWW Instructor & Resume coach
- Housatonic Community College: OST
- Norwalk Community College: OST
- Griffin Hospital OST & Employer

The group's next phase of development is pulling employers into the model by engaging them as instructors. The WorkPlace is currently in a critical stage in that the program is proving the ethics in which it operates, and by extension its clients, is just as marketable as the client skill levels (OST) and job readiness (soft skills).

During the pilot, the program found the Venn diagram model and the ring model to be most useful since its instructors' roles are flexible and surround the participant.

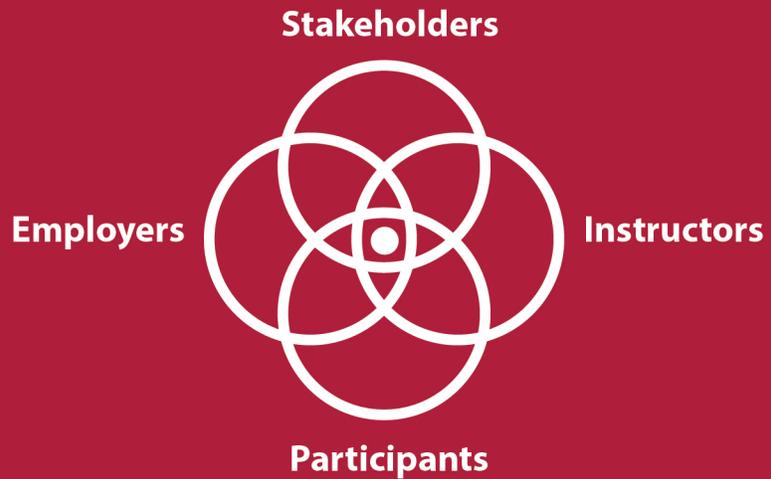
• **Leveraging Stakeholder Expertise**

FSWW / OST / Employment

- Stakeholders are Instructors
- Employers must be included
- Employers are instructors

- Familiar w/ population
- Credible Sources - Instructor
- Long term/home care - Employers

- Proving ethics as marketable



- Flexibility
- Business plan analysis

Board
Including Stakeholders

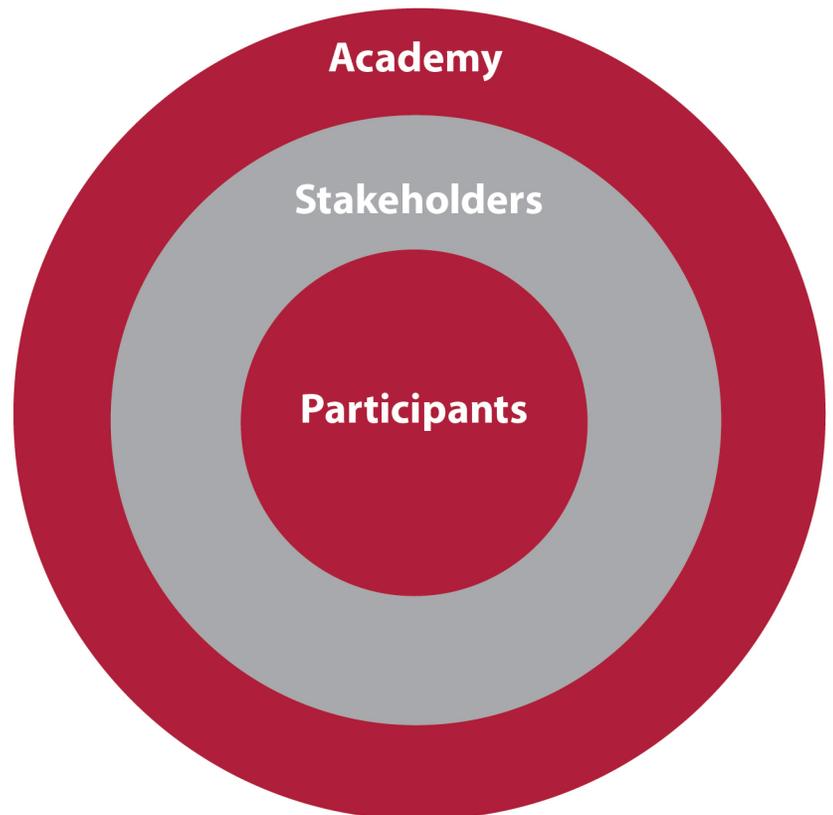


Table #3

Mary Pat Behler

Gateway Community and Technical College

Gateway has implemented its own unique version of the Project Management Institute (PMI) Model for new grant proposals as well as planning and implementation. More information about the PMI model is available at <http://www.pmi.org>.

From a high-level, the model includes a focus on the five areas of project management:

- Initiating
- Planning
- Executing
- Monitoring and Controlling
- Closing

It also draws from knowledge in ten areas:

- Integration
- Scope
- Time
- Cost
- Quality
- Procurement
- Human Resources
- Communication
- Risk Management
- Stakeholder Management

In addition, the HPOG program at Gateway created a survey for its stakeholders to learn more about their preferences for engagement throughout the lifecycle of the grant.

The program's initial stakeholder meeting is scheduled for mid-December. However, Gateway has taken on many initiatives to engage faculty prior to the meeting. Learn more about these efforts from Mary Pat during the session.

Table #4

LaNita Cleveland

Louisiana Workforce Investment Board SDA-83

NELA PHOCAS Project

Professional Healthcare Opportunities—Careers And Support
DHHS/Administration for Children & Families/Office of Family Assistance
WORKFORCE INVESTMENT BOARD SDA-83, INC.

As explained to us: “The purpose of this pilot, “Designing with Stakeholders,” is to engage instructors in the success of HPOG participants, since we are all invested in HPOG participants’ success.” Further, ACF stated that they would like to use this pilot as a means to test the model that was drafted earlier this year at the Instructor Engagement Roundtable in Chicago to keep instructors and other stakeholders engaged in the HPOG program.

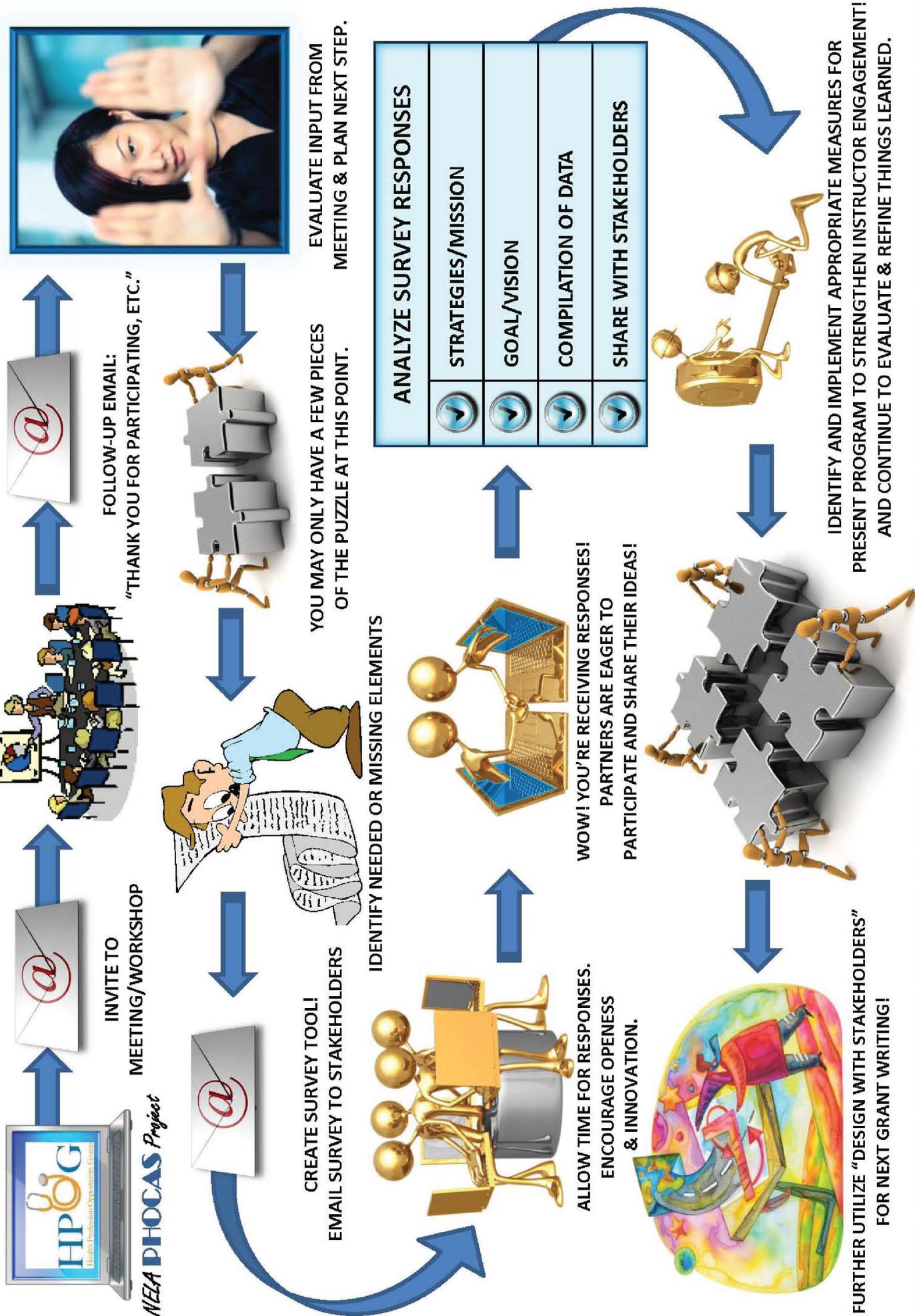
We are always eager to participate in evaluative exercises. To know where you need to make corrections, enhancements, adjustments, and re-adjustments – you have to have input, right? To better your program you must be willing to learn about your strengths AND your weaknesses. To make real improvements you must have data from all angles and viewpoints – not just your own. So, we were eager to implement “Designing with Stakeholders.”

We feel that development and implementation of the “Designing with Stakeholders” process can prove extremely beneficial. We gladly share the visual draft of our design. The graphic model is a bit busy (we know) – but it is a true representation of the implementation of this pilot. This exercise has proved to be very rewarding! We gleaned a lot of information at our meeting—but the survey tool has proven to be the most effective! The responses that we have received are very, very insightful and will prove beneficial now – as well as – in the future!

We look forward to discussing our model with fellow grantees. More importantly, we look forward to hearing about other grantees experiences and taking away new and inspired ideas!

LaNita Cleveland
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“DESIGNING WITH STAKEHOLDERS”



EVALUATE INPUT FROM MEETING & PLAN NEXT STEP.

ANALYZE SURVEY RESPONSES	
<input checked="" type="checkbox"/>	STRATEGIES/MISSION
<input checked="" type="checkbox"/>	GOAL/VISION
<input checked="" type="checkbox"/>	COMPILATION OF DATA
<input checked="" type="checkbox"/>	SHARE WITH STAKEHOLDERS

IDENTIFY AND IMPLEMENT APPROPRIATE MEASURES FOR PRESENT PROGRAM TO STRENGTHEN INSTRUCTOR ENGAGEMENT! AND CONTINUE TO EVALUATE & REFINE THINGS LEARNED.

Table #5

Shawn Barry

New Hampshire Office of Minority Health and Refugee Affairs

New Hampshire HPOP has had ongoing instructor engagement discussions with stakeholders over the last several months as a key component in its sustainability efforts. HPOP leadership facilitates New Hampshire's Workforce Diversity Subcommittee, which is made up of professionals in health care training, policy making and research.

Educators also play a key role in quarterly Business Advisory Councils, which are designed to both inform HPOP staff and bring together educators and employers to better serve HPOP participants. The program has a strong partnership with Vermont HITEC, which is a unique employer-based training model that many HPOG grantees learned about during the 2014 Virtual Instructor Engagement Roundtable.

New Hampshire also worked closely with the American Red Cross to develop enhancements for its Nursing Assistant training. While the enhancements have not been utilized to the full extent envisioned, the program has learned a lot about how to design such programs.

Its partnership with the Community College System of New Hampshire has also informed much of the program's work and has enabled it to work closely with the health care and workforce development training programs throughout the state.

Through a variety of existing efforts, NH HPOP is engaged with educators, policy makers and employers in healthcare.

WHAT ?

Business Advisory Councils
Workforce Diversity Subcommittee
Quarterly Stakeholder Meetings
Leadership in Healthcare Course
Work Ready NH

HOW ?

Community College System of NH
American Red Cross
Vermont HITEC
Southern NH University
University of New Hampshire
Brandeis University
Southern NH AHEC

WHY ?

Educators understand needs of target population
Awareness of HPOP Supportive Services
Connections and relationships with Case Managers
Impact course design to include soft skills and enhancements
Relationships with employers can benefit instruction
Potential to expand and replicate HITEC Model
HPOP staff has a better understanding of the capacity of training

WHAT CAN WE DO DIFFERENTLY ?

Survey health instructors
Offer professional development
Provide Motivation and Engagement Training
Include Educator/Instructor features in newsletter
Better use of Social Media
Attend faculty events