

CareerAdvance[®] HPOG II

Transition and Expansion

Prepared for the Health Profession Opportunity Grant Program

Administration for Children and Families

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Patty Rodriguez, our Ray Marshall Center data analyst, was essential in preparing the data for this report.

Introduction

CareerAdvance® began in Tulsa in 2009 as the parent training portion of a two-generation strategy to end the cycle of poverty in families with a child enrolled in Tulsa Community Action Project (CAP) Head Start and/or Early Head Start programs. Launched and administered by CAP, CareerAdvance® offers training for parents targeted in selected healthcare occupations that offer opportunities for career advancement into well-paying jobs with benefits. The driving theory of change behind CareerAdvance® is that family economic success will protect and enhance gains made through high-quality early childhood programs even after children transition into the public school system and beyond.¹

After a year as a pilot program, CareerAdvance® moved into regular operations in September 2010, at which time funding from the Health Professional Opportunities Grant (HPOG I) program from the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) enabled the program to expand and scale-up. In September 2015, CAP Tulsa received a second Health Professional Opportunities Grant (HPOG II) from HHS to support and expand program operations for another five years.

CareerAdvance® is a health care sector-focused career pathway training approach that is organized as a progressive, stackable series of trainings, with each step resulting in a credential valued by local employers. The program model, training offerings, participant eligibility, support services and other program features have evolved throughout the implementation of the HPOG I program and continue to be refined, in some cases substantially, with the implementation of HPOG II. Modifications have been driven by diverse factors, including the needs of participants, labor market demands, policy changes by training providers, and funding limitations.

The CareerAdvance® program is the subject of a multi-methods evaluation, the CAP Family Life Study, which includes implementation, outcomes, and impacts analysis components, is led by researchers at the Institute for Policy Research at Northwestern University in partnership with the Ray Marshall Center at The University of Texas at Austin, Columbia University, and New York University. Previous reports from the CareerAdvance®

¹ For more information about CareerAdvance® see: <http://captulsa.org/our-programs/family-advancement/careeradvance/>

implementation evaluation are available on the Ray Marshall Center website at www.raymarshallcenter.org. A full list of reports on the CAP Family Life Study can be found on the CAP Tulsa and Northwestern University websites: <http://captulsa.org/innovation-lab-family-life-study/> and <http://www.ipr.northwestern.edu/research-areas/child-adolescent/NU2gen/publications-and-reports.html>.

Organization of Report

This report examines changes in *CareerAdvance*®, particularly focusing on the program transition from HPOG I to HPOG II with changing partnerships and a broader population of eligible participants. This transition report draws from previous *CareerAdvance*® reports, information on the HPOG II program, its participants and their families, and interviews with CAP, Tulsa Tech and Tulsa Community WorkAdvance staff. First, this report briefly describes the organizations partnering to implement HPOG II version of *CareerAdvance*®. It then examines changes made to the program components and compares similarities and differences between the HPOG I and HPOG II programs, including eligibility requirements, the recruitment, assessment and selection process, support services, and other program elements. Also, it describes the first HPOG II cohorts enrolled in training from May-August 2016, including their assessment scores and detailed demographic information on participants and their families.

Partners

Community Action Project of Tulsa County (CAP Tulsa)

CAP Tulsa, an anti-poverty agency, works to promote the healthy development of young children to break the intergenerational cycle of poverty. Through a two-generation approach, early childhood education acts as a gateway to providing integrated program options for the adults in low-income families, aiming to prepare not only young children for future success in school but also their parents through programs designed to increase parenting skills, employability and earning potential. CA's vision for the future is that all children served by CAP reach their full developmental potential by the end of third grade. The agency works to achieve that vision by ensuring children receive high-quality education and care services from birth through third grade, partnering with families to create a nurturing and secure environment for

their children, and working collectively with other organizations to improve the broader system supporting child and family success.²

Tulsa Community WorkAdvance

Tulsa Community WorkAdvance (TCW), a subsidiary of Madison Strategies Group in New York City, is a sector-based career advancement program in Tulsa that provides unemployed and under-employed individuals with high-quality training, job placement and advancement services that are designed to respond to the needs of the city's transportation, aerospace manufacturing and healthcare sectors. The *CareerAdvance*® partnership is the first effort by TCW to work with the healthcare sector. TCW began operating in 2012 working in aerospace manufacturing, transportation, computer numerical control (CNC) machining, diesel maintenance, welding and supervisory leadership programs. TCW entered this partnership with a commitment to meeting the needs of employers and reports a 77% job placement rate.

TCW began partnering with *CareerAdvance*® to provide a number of workforce supports that were previously provided directly by CAP under HPOG I. TCW recruits non-CAP participants from the broader community, provides follow-up to interested individuals, presents a program orientation, conducts assessments with prospective participants, and coordinates the interviewing and participant selection process. TCW works with Tulsa-area employers, provides career readiness training to prepare participants to enter the workforce, and follow-up services for one year after participants complete their career training.³

Tulsa Tech

HPOG I provided education and training through three community partners: Union Public Schools, Tulsa Community College, and Tulsa Tech. Under HPOG II, all course work is now provided through Tulsa Tech. Tulsa Tech, a public independent school district, is the largest technology center in Oklahoma's Career Tech System. Tulsa Tech builds partnerships with businesses and industry in the Tulsa area that create opportunities for student placement and work-based experience.

² For more information on CAP Tulsa see: <https://captulsa.org/>

³ For more information on TCW see: <http://www.workadvance.org/>

Under HPOG II, Tulsa Tech provides all the classes for each *CareerAdvance*® course of study. Traditionally, the courses for most of the options available through *CareerAdvance*® were conducted at Tulsa Tech through the business services department during the evening hours; however, to accommodate the number of parents involved in *CareerAdvance*®, Tulsa Tech offered to provide classes during the day when children are in school and child care is available for younger children. The classes are available only to *CareerAdvance*® participants and follow curriculum specific to their training track. Students have access to support services through Tulsa Tech, including tutoring, counseling, and career services.⁴

Program Components

Career Pathways

Table 1 identifies key program changes that have occurred from the original pilot (2009-2010) and through HPOG I funding (2010-2015) to the current HPOG II career pathway program offerings (2015-present). Under pressure from HHS/ACF to increase the numbers served and placed in jobs, career pathways that required lengthy education, such as registered nurse, have been dropped from the pathways and more “one-and-done” trainings have been added, including medical assistant (9 months), dental assisting (10 months), and pharmacy technician (6 months). These short-term training options are targeted at parents who need a quicker connection with employment. However, it is important to note that in the Tulsa area these training options lead to jobs with average wages that tend to be lower (\$12.91/hour for Pharmacy Tech, \$17.16/hour for Dental Assistant, and \$14.72/hour for Medical Assistant)⁵ than starting wages for most of the *CareerAdvance*® career pathways previously offered. Basic education courses offered through the Skill Ready and College Bound programs, English as a Second Language (ESL) and bridge classes, (courses designed to transition students to fill the knowledge and skill gaps between the two courses of study), are not currently being offered through HPOG II.

⁴ For more information on Tulsa Tech see: <http://tulsatech.edu/>

⁵U.S. Department of Labor. Bureau of Labor Statistics. (May 2015) Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates Tulsa OK. http://www.bls.gov/oes/current/oes_46140.htm#31-0000. Accessed: October 2016.

Table 1. Comparison of HPOG I and HPOG II Career Pathway Course Offerings

Course of Study	Pilot and HPOG I Course Offerings	HPOG II Continued & New Offerings
Nursing Pathway		
• Certified Nurse Assistant	Fall 2009	X
• Geriatric Technician	Fall 2009	
• Licensed Practical Nurse	Fall 2009	X
• Registered Nurse	Fall 2009	
• Patient Care Technician	Fall 2011	X
Health Information Technology Pathway		
• Medical Assisting*	Spring 2011	X
• Patient Billing	Spring 2011	
• Medical Coding	Spring 2011	
• Health Information Technology	Spring 2011	
Occupational Training Program		
• Medical Assisting	Spring 2011	X
• Pharmacy Technician	Fall 2012	X
• Allied Health	Spring 2013	
• Dental Assisting	Fall 2013	X
• Phlebotomy	Not offered	X
Basic Education		
• Skill Ready**	Fall 2009	
• College Bound	Fall 2009	
• English as a Second Language**	Fall 2009	
• Bridge Classes	Spring 2014	

*Medical Assisting is continued under the Occupational Training Program

** ESL and Skill Ready continues to be offered by CAP but is not funded by HPOG II.

During HPOG I, Union Public Schools (UPS) partnered with CareerAdvance® to provide adult basic education, reading, math, and English language skills. The Oklahoma state budget

crisis in the mid-2010s, an approximate 8% decrease in state funding, affected UPS⁶ and their ability to partner with CareerAdvance® to provide these services. UPS continues to provide English language skills classes to CAP families independent of the CareerAdvance® program. The change to tracks that require less basic education under HPOG II and the decision to enroll into Certified Nurse Assistant (CNA) training individuals without a GED or High School diploma who can score a minimum of 40 on the *Kenexa Prove It* assessment has provided opportunities to enter the healthcare career track that were previously unavailable.⁷

If adult basic education becomes a pressing need for CareerAdvance® participants, there may be options for providing it through Tulsa Community College (TCC). TCC continues to offer adult basic education with plans to institute a co-requisite course model in spring of 2017 for populations of students needing remedial education. The co-requisite course model enrolls students in remedial and college-level courses in the same subject at the same time. Students receive targeted support to help boost their understanding and learning of college-level course material. Interviewed staff expressed the view that the co-requisite model may not meet the basic education needs of potential CareerAdvance® participants who may need more basic education and support prior to entering a co-requisite course.

Bridge classes were designed during HPOG I to prepare students for the next step on their career pathway, such as a “Patient Care Technician (PCT) Bridge” class to help CNA participants build foundational science skills before advancing farther along the healthcare pathway. Currently, bridge classes are not planned under HPOG II. Program staff discussed the potential need to offer bridge classes in the future.

Another change that distinguishes HPOG II from HPOG I is the introduction of an employment period before enrollment in the next step along a career path. Students who complete a training course now must first work nine months in their certified field prior to returning to CareerAdvance® to be assessed for the next step, except for students who complete

⁶ Adcock, C. (2010). District News. *Union school budget cut again*. Available at: <https://www.unionps.org/index.cfm?id=100&newsid=5720>

⁷ *Kenexa Prove It* assessments assess traits, skills and measure the capability and capacity of an individual to learn and perform well in training programs and the workplace. *Prove It* scores are currently under evaluation by TCW to determine appropriate minimum scores for the different training tracks.

the Certified Nursing Assistant track. These students are immediately eligible to enroll in the Patient Care Technician track.

Quality Early Childhood Care and Education

A key feature of CareerAdvance® is its commitment to providing quality early childhood care and education (ECCE). Under HPOG I, CAP only served families who received services from one of their high-quality child care centers,⁸ many of which are accredited by the National Association for the Education of Young Children (NAEYC), the gold standard in the field of early childhood education. These centers are funded through Early Head Start/Head Start and the Oklahoma Early Child Program. CAP continues to recruit families from their ECCE programs, while children in non-CAP families receive care through eight different community-based child care agencies that have been vetted by CAP and offer care at 20 sites in the Tulsa area. Families recruited through the Educare program receive high-quality ECCE through Educare.⁹ Educare is a comprehensive, full-day and year-round early childhood education program for children from birth to five and their families designed to promote healthy development and school readiness for families at or below the federal poverty level.

Early Head Start, Head Start, and Educare enroll children and provide ongoing care throughout their programs enrollment periods independent from the parent's enrollment and participation in the HPOG II program. Families who receive services from the other community sites are provided care throughout their HPOG II training period and two weeks after completion of all courses. Currently, there is no continuity of care nor transition planning for children receiving care from the community-based sites.

⁸ CAP Tulsa's early childhood education programs have been the subject of rigorous longitudinal evaluations over many years that have demonstrated that participation yields near- and long-term impacts, both cognitive and non-cognitive. For example, see: Phillips, Deborah, William Gormley, and Sara Anderson (2016). "The Effects of Tulsa's CAP Head Start Program on Middle-School Academic Outcomes and Progress." *Developmental Psychology* 52(8): 1247-1261.

⁹ Both CAP and Educare participate of the NAEYC accreditation process; two of the three Tulsa Educare sites are currently listed as accredited by NAEYC and seven out of ten CAP sites are currently listed as accredited by NAEYC. There are three Educare Centers in Tulsa, all of which are served by CareerAdvance®. Prior to 2010, Educare Centers in Tulsa were operated by CAP Tulsa.

Eligibility, Recruitment, Assessment and Selection

Table 2 compares the eligibility, recruitment and selection of participants of the pilot and HPOG I participants to that for HPOG II participants.

Table 2. Comparison of HPOG I and HPOG II Eligibility, Recruitment and Selection of Participants

	Pilot and HPOG I	HPOG II
Eligibility	English proficiency for all non-ESL tracks	English proficiency for all non-ESL tracks
	U.S. Citizen or legal resident for 5 years	U.S. Citizen or legal resident for 5 years
	Meet income eligibility requirements for one of the following programs: Head Start/Early Head Start; Oklahoma Early Childhood Program; Maternal, Infant, and Early Childhood Home Visiting program; Educare; or TANF.	<i>185% FPL</i>
	CAP parent	<i>CAP, non-CAP parents and others</i>
	Child 0-5 years	<i>Prioritizing parents of children 0-8 years</i>
Recruitment	CAP parents	<i>CAP and Educare parents</i>
		<i>CAP waitlist and alumni parents</i>
		<i>Partner school districts (Tulsa, Union, and San Springs)</i>
		<i>General community recruitment through ads on Craigslist and Facebook</i>
		<i>Other social service organizations</i>
Assessment	Test of Adult Basic Education (TABE®) Reading, language, math computation and applied math	<i>Kenexa Prove It assessment math and reasoning, and reading assessments</i>
	COMPAS Exam® College readiness	
		<i>Customer service survey</i>
		<i>Administrative selector survey (a behavior assessment)</i>
		<i>Timed dexterity test</i>
	Interview	Interview
Selection	Selection by CAP coaches	<i>Selection by a team of CAP and TCW staff, including academic and Career Coaches</i>

Note: Changes in program design are italicized and bold.

Eligibility

Certain *CareerAdvance*® program eligibility criteria remain the same for both HPOG I and HPOG II. Program participants must be willing to participate in a criminal background check and drug screen, must be English-proficient and a U.S. citizen or legal resident for the past five years. Income eligibility has increased from 100% to 185% of the federal poverty guidelines (FPG). In addition, HPOG II has broadened eligibility criteria to serve CAP and non-CAP parents of young children ages 0-8 and others.¹⁰

Recruitment

One major change in the HPOG II approach is the integration of a professionally developed marketing campaign to effectively recruit sufficient numbers of program participants from both CAP families and the larger Tulsa community. A marketing campaign was developed using the results from extensive focus groups conducted by Lake Research Partners with both CAP and non-CAP families in Tulsa. Results from these focus groups revealed that the CAP “brand” inspires trust in individuals and that people want minimal, honest information that depicts individuals similar to themselves as successful in the program. The use of the word “career” instead of “work or job” was preferred, and focus group participants expressed a need for a limited time frame for completion of the program: a maximum of two years. Based on the focus groups results, a professional marketing firm, GMMB, was contracted to develop an effective messaging and outreach strategy to inform and support the participant recruitment model.

Income eligibility has increased from 100 to 185% of the federal poverty guidelines (FPG), which allows a number of area partners who serve clients with incomes beyond the original 100% of poverty to recruit families for *CareerAdvance*®, including Educare, the Housing Authority of the City of Tulsa and other local schools and programs.

¹⁰ It is important to note that for purposes of this report, the term “others” includes three groups of individuals: individuals who are not parents, non-custodial parents, and parents of children who are older than 15 years of age. Available data currently does not separate for identification these three groups of individuals.

CAP families receive *CareerAdvance*® recruitment messages through fliers sent home in their children’s backpacks, conversations with family support specialists, a call blast system (robo calls), and the CAP Facebook page. CAP has taken the *CareerAdvance*® recruitment message further out into the community with a Google Ad Grant. Through the use of this grant and various Google tools, CAP has taken the *CareerAdvance*® recruitment message to Facebook and is using retargeting to continue to place the *CareerAdvance*® ad on the individual Facebook pages of people who have already clicked once on the *CareerAdvance*® ad. Also, through the CAP Facebook page, interested individuals can click a link to a form and submit their name, phone number, and email address to receive a follow-call from TCW. TCW posts ads on Craigslist with links to additional information about the training offered through *CareerAdvance*®. The next step in this process will use Google and Facebook analytics and other means of tracking referral sources to determine which recruitment modes are working best to drive the next round of decisions for marketing the program.

Table 3 presents the various referral sources of prospective participants contacting TCW from April through August, 2017. The overwhelming majority of individuals contacting TCW, 78%, learned about *CareerAdvance*® from either a Craigslist ad or from CAP Tulsa. CAP is planning to target public school partners in the first part of 2017. The CAP waitlist and alumni are not yet part of the plan but are a targeted audience and will be included in the future. TCW offers enrolled participants \$20 Walmart gift cards for successful referrals of family and friends who enter the program.

Table 3. Referral Sources: April-August, 2017

Referral Sources	Count	Percentage
Craigslist	244	42.1%
CAP Tulsa	209	36.1%
Family/Friend	75	13.0%
Facebook	14	2.4%
Workforce	12	2.1%
18 Other Community Sources	25	4.3%
Total Referrals	579	100%

Assessment

Many HPOG I CAP parents lacked high school-level skills or credentials and typically had been out of school for several years. While Adult Basic Education (ABE) and GED preparation have been key components from the beginning, the program early on began requiring all applicants to undergo testing to better identify their skill levels and needs. Two exams were used in the assessment process under HPOG I: the Test of Adult Basic Education (TABE®) and the COMPAS® Exam. The TABE® covered four subjects: reading, language, math computation, and applied math, with scores given as grade-level equivalents. The COMPAS® Exam is a test administered by many colleges and universities to assess college readiness.

As the HPOG II training tracks have changed to include many “one-and-done” career options, the need for all participants to be assessed through the COMPAS® Exam has been eliminated. TCW administers a number of assessments: the *Prove It*, timed math and reasoning, and reading assessments; a customer service survey; a timed dexterity test; and an administrative selector survey (a behavior assessment). TCW provides prospective participants opportunities to complete tutorials onsite, encourages retesting and is sensitive to the needs of participants who may need additional time to demonstrate their knowledge and skills. CAP staff described an HPOG I single mother of five children who struggled in ABE classes to meet the requirements to enter CNA training. Under HPOG II, TCW was flexible to meet the needs of this participant and suspended the *Prove It* time limitation. Without the time limitation, the participant was able to demonstrate her ability to perform at the minimal score required to enter CNA training. To date, instructors report the participant is doing very well in the CNA course of study. Incorporating this type of flexibility to offer prospective participants the support needed to demonstrate their knowledge and skills may provide an opportunity to individuals who may not have succeeded under HPOG I.

Selection

Coordinating the visions of the two programs—CAP, an anti-poverty program focused on the overall wellbeing of families with young children, and TCW, a workforce training program focused on the need of employers to hire qualified individuals with few barriers to employment—has presented challenges in the process of selecting participants for the program. The ongoing tension between serving those most in need and those most likely to benefit has

been a tension long expressed by many social service and workforce development programs intended to create conditions for low-income families to move toward economic self-sufficiency. The changes in eligibility criteria will allow the program to serve more families who can be identified as employment-ready, yet staff must be cautious to systematically include families with “coachable” barriers who will benefit, yet at first glance, may not appear so (e.g., families with young children, families with little work experience). The ongoing structuring of supports to meet participant needs can ensure that a range of families along the eligibility continuum are selected to participate in the program and supported to succeed. The program is in the process of creating a matrix for the selection of candidates to guard against systematic bias in the selection process.

At the beginning of the HPOG II program, families and individuals were recruited for the entire range of training possibilities. However, as potential enrollees interested in classes that were not scheduled to start soon were placed on a wait list, staff found potential clients falling from the list as time went on. Currently, the Craigslist ads recruit from the general community for a specific training course to be offered within the next few weeks. Orientation, assessment, interviews are ongoing, and selection occurs weekly with new training courses beginning each month. This way participants are not waiting to be selected for the program and have a start date no longer than one month from their selection date.

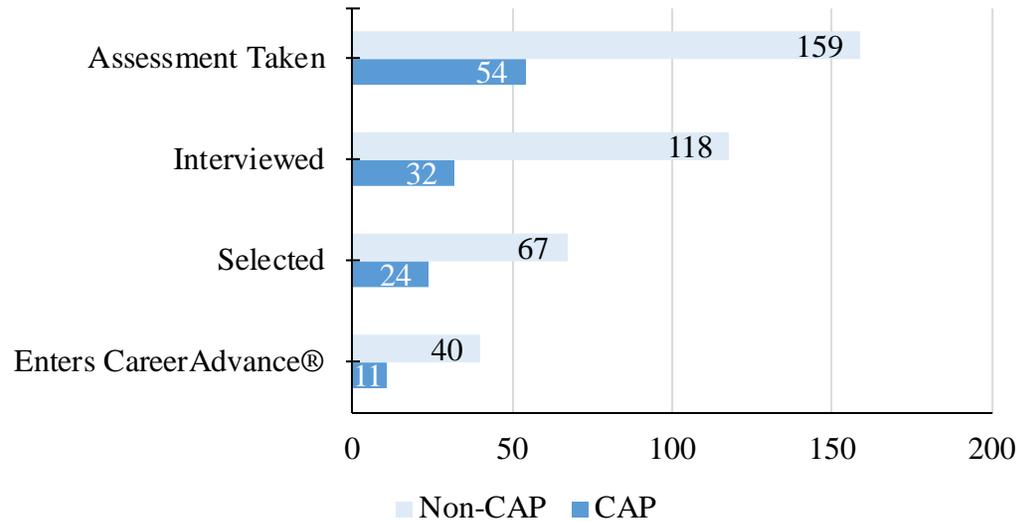
Table 4 presents the numbers of individuals from April through August 2016 who scheduled and then attended orientation, the number of CAP and non-CAP participants who completed the assessment process, interviewed, were selected and finally entered CareerAdvance®. From month to month, the number of individuals scheduling orientation varied from 146 individuals in April to 45 in August. Perhaps prospective participants earlier in the process were responding to recruitment ads focused on the broader CareerAdvance® offerings, while later groups responded to ads recruiting individuals for a specific trainings. Individuals who attended orientation in response to the broader program offerings yet were interested in training to be held at a future date, such as LVN, were placed on a list and will be contacted prior to the offering of the training to begin their assessment process.

Table 4. HPOG II Individuals Participating in the Selection Process

	April 2016		May 2016		June 2016		July 2016		August 2016		Totals
Scheduled for orientation	146		124		67		105		45		487
Attended Orientation	71		50		37		38		36		232
	Non-CAP	CAP	Non-CAP	CAP	Non-CAP	CAP	Non-CAP	CAP	Non-CAP	CAP	
Assessment Taken	37	24	46	4	26	9	31	7	19	10	213
Interviewed	27	13	37	3	17	3	22	6	15	7	150
Selected*	16	6	21	2	9	2	12	6	9	8	91
Enters CareerAdvance®	9	4	13	1	5	0	11	0	2	6	51

*The CAP Family Life Study, a randomized control trial experiment, selects individuals from this group to enter either the control or the *CareerAdvance®* treatment groups.

Figure 1. HPOG II Total CAP and Non-CAP Participants April through August 2016



SUPPORT SERVICES

Incentives

A number of helpful support services have continued from HPOG I to HPOG II, while others have been modified to respond to the needs of participants and partners, and requirements and limitations imposed by the funder. Key financial supports that have continued without any change include: tuition, books, supplies, eye exams and glasses assistance, immunizations, testing and one-time retesting fees for certifications. Previously, HPOG I participants could earn up to \$3,000 annually as a conditional cash performance payment to help off-set some of the costs of participation (especially foregone earnings). HPOG I participants could earn up to \$200 per month for regular attendance, and bonuses of up to \$300 for accomplishing specific milestones (e.g., obtaining CNA certification) and maintaining at least a B average in all classes attempted each semester. Under HPOG II, only two CNA cohorts of individuals participating in the CAP Family Advancement Study continue to be eligible for the original incentives. All participants monthly receive a \$75 gas card that can be used only for gas expenses. This support service originally provided a \$40 gas card; however, as participants began studying at clinical sites a greater need for gas assistance became apparent, and the amount was raised to the current \$75 limit.

Academic and Career Coaches

HPOG I utilized CAP Career Coaches who provided a number of support services to participants. Career Coaches worked individually with each participant to secure the necessary supports for their success, such as before-and after-care for school-age children, and worked closely with CAP family support staff to resolve problems that threatened to impede success in school. Career Coaches also worked with employers and provided training specific to employment and job readiness, including resume writing and interviewing skills. HPOG II shares these responsibilities between the CAP staff who are now titled Academic Coaches and the TCW Career Coaches. The coaches act as mentor, guide and advocate for participants, helping them negotiate the world of postsecondary education and employment. Both sets of coaches are involved in the interviewing and selection process; from there, the Academic Coaches work with Tulsa Tech teachers to coordinate services, lead partner meetings (described in more detail

further in this report), and provide ongoing support throughout the training cycle to secure the supports necessary for their success. TCW Career Coaches also attend partner meetings and begin individual work with participants when they enter clinical training or job shadowing. Career Coaches work with employers and provide training on resume writing and interviewing skills. TCW Career Coaches continue to be available and provide follow-up services up to twelve months post training completion, including monthly contact attempts, job placement, assistance with performance evaluations and wage negotiation, and additional employment-related workshops.

Family Support Specialists

Under HPOG I, CAP family support specialists were available to all families through their affiliated Early Head Start and Head Start (EHS/HS) programs. As the program expanded eligibility criteria under HPOG II to include non-CAP families, the family support services offered to participants were differentiated for CAP and non-CAP families. CAP families received the more extensive support services through their EHS/HS programs while non-CAP families received light-touch case management services from the *CareerAdvance*® family support specialist. Due to the complexity of providing different levels of services to the two groups of CAP and non-CAP participants, *CareerAdvance*® responded by offering the same level of case management services to all participants through the *CareerAdvance*® family support specialist. The *CareerAdvance*® family support specialist introduces herself at the first partner meeting, completes a case management assessment with each participant and then follows up with families at the beginning of each partner meeting. The family support specialist is available as needed to offer support and referral services throughout the program and up to 90 days post training completion.

Staff have expressed concern that the non-CAP families lack the support that CAP makes available to its CAP families, such as the ECCE site staff, directors, teachers, and CAP EHS/HS family support specialists, as well as the community of parents. Non-CAP families participate without the same level of social support and social capital that CAP families enjoy.

Mental Health Services

Mental health services were identified by some CAP staff as the second most important need that participants have, the first being financial. Previously under HPOG I, some mental health services were available through specialists at the ECCE sites for CAP families. The CareerAdvance® family support specialist refers families to mental health services as needed and follows up with participants regarding the helpfulness of the referral within two weeks of making the original referral. Currently, CareerAdvance® does not have a mental health specialist on board to offer all participants more in-depth assistance. A staff member focused on mental health could assist in weaving mental health supports throughout the partner meetings, participant orientation and the Career Readiness Training (CRT) as well as a depth of knowledge and support to assist participants in coping with stress and other mental health issues.

Curricula Elements

Two-Generation Programming

A two-generation model of service delivery was the foundation of the original CareerAdvance® pilot program.¹¹ The driving theory of change behind CareerAdvance® is that family economic success will protect and enhance gains made through high-quality early childhood programs even after children transition into the public school system. As CareerAdvance® transitions to HPOG II, various program changes have occurred to promote the program to the larger Tulsa community. Fewer CAP families have enrolled during the first months of program offerings: approximately 20% of enrolled families now are CAP families receiving quality child care services through CAP programs. Although the child care provided to non-CAP families has been vetted as quality care by CAP, such care is only made available to families during and for two weeks following completion of training. There is no continuity of care nor transition planning for these children. Family support specialists and Academic Coaches encourage eligible families to apply for Early Head Start/Head Start services.

¹¹ Chris King et al. (2009). *The CareerAdvance® Pilot Project: Recommended Jobs Strategy for Families Served by the Community Action Project of Tulsa County*. Available at: <http://raymarshallcenter.org/2015/01/29/the-careeradvance-pilot-project-recommended-jobs-strategy-for-families-served-by-the-community-action-project-of-tulsa-county/>

The issue of continuity of care may be addressed through a collaboration with the local Child Care Development Fund (CCDF) contractor to prioritize families participating in CareerAdvance®. CCDF may serve as a valuable partner in supporting the two-generation component of quality EECE.

As CareerAdvance® expands eligibility criteria to include non-CAP families, the challenge of weaving two-generation programming so parents can actively support their children's education becomes increasingly disparate for the enrolled participants who are parenting. Both Head Start and Educare have high standards for parent engagement in their early education programs. The quality of the parent engagement activities provided by the other ECCE and public school sites is unknown.

Career Readiness Training

Career Readiness Training (CRT), a week-long experiential training of 35 hours provided by TCW, focuses on preparing participants to compete in the job market and perform in the workforce. The curriculum includes the following modules: looking for a job; completing an application; writing a resume; finding three professional references; interviewing; workplace communication; emotional intelligence (how to manage emotions, understand and interpret the emotions of those around them and how to handle stressful situations); understanding and using an employee handbook; how to read and understand a paycheck; teamwork; conflict resolution; and other relevant topics. The TCW CRT curriculum has been developed over time in other sectors and has been adapted for healthcare sector training.

Partner Meetings

CAP Academic Coaches facilitate parent meetings, which provide a forum for participants to reflect on their experiences, conduct group problem-solving sessions, hear guest speakers address a variety of topics, and practice other skills. Under HPOG I, partner meetings were scheduled weekly and functioned as a key element in building group cohesion within the cohort and provided peer support. HPOG II has responded to participant concerns that partner meetings, though helpful, were too frequent and placed an additional strain on already pressed schedules of school, parenting, and, for some, work. Further, much of the training provided during the HPOG I partner meetings is now provided during TCW CRT. Currently, HPOG II

provides CNA partner meetings on a bi-weekly basis; for lengthier training tracks, even fewer meetings are scheduled.

Financial Capability Coaching

A CAP financial capability coach was available to participants on a demand basis during HPOG I. Comments from HPOG I participants requesting more opportunities to receive financial coaching motivated the integration of financial coaching services into the HPOG II partner meetings. Under HPOG II, the financial coach administers an intake form for all participants during an early partner meeting presentation to assess participant's needs and goals and offers one-on-one follow-up services. Depending on the length of the training track, the financial coach presents at partner meetings up to three times.

Tulsa Tech Courses

HPOG II students receive the same curriculum as students enrolled at Tulsa Tech from the general public. Staff have noticed in a few cases HPOG II participants expressing a lack of confidence regarding the testing for certification following the completion of their course requirements. Tulsa Tech staff explained that some test preparation is built into all classes, including practice tests. Staff expressed being open to providing an additional test prep component to courses for HPOG II participants in order to build their confidence. Further, Tulsa Tech campuses offer the services of literacy and math specialists, as well as a counselor.

Demographics of Participants

Table 5 provides a demographic snapshot of 53 participants and families in the first five cohorts of HPOG II for whom complete demographic data were available. Across all cohorts, 96% are women, matching the percentage of women participants in HPOG I. Sixty-two percent are unemployed and have an average age of 27. Fully 81% are reported to be parenting.

As HPOG II continues to roll out, additional demographic categories of information will be collected and included in future reports.

Table 5. Profile of CareerAdvance® Participants and Families, Cohorts May – August 2016

	Cohorts					
Start Month	May-16	May-16	Jun-16	Jul-16	Aug-16	
Track of Study	Pharmacy Technician	Phlebotomy	Certified Nursing Assistant	Patient Care Technician	Certified Nursing Assistant	Total
Number of Adults	6	10	13	8	16	53*
Gender						
Female	100.0%	100.0%	92.3%	100.0%	93.8%	96.2%
Male	0.0%	0.0%	7.7%	0.0%	6.3%	3.8%
Unspecified	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Race/Ethnicity						
White	66.7%	50.0%	30.8%	37.5%	43.8%	43.4%
Black or African American	16.7%	40.0%	53.8%	50.0%	43.8%	43.0%
Hispanic or Latino	16.7%	10.0%	7.7%	0.0%	0.0%	5.7%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	6.3%	1.9%
Unspecified	0.0%	0.0%	7.7%	12.5%	6.3%	5.7%
Education Level						
Less than High School Diploma/GED	16.7%	0.0%	7.7%	0.0%	6.3%	5.7%
High School Diploma/GED	0.0%	10.0%	7.7%	12.5%	6.3%	7.5%
Some College or Advanced Training	16.7%	10.0%	23.1%	12.5%	12.5%	15.1%
Associate Degree	0.0%	0.0%	0.0%	0.0%	6.3%	1.9%
Vocational School Diploma	0.0%	0.0%	7.7%	0.0%	12.5%	5.7%
Unspecified	66.7%	80.0%	53.8%	75.0%	56.3%	64.2%

	Cohorts					
Start Month	May-16	May-16	Jun-16	Jul-16	Aug-16	Total
Employment Status						
Full-Time Employment	33.3%	10.0%	7.7%	12.5%	12.5%	13.2%
Part-Time Employment	16.7%	40.0%	15.4%	37.5%	18.8%	24.5%
Unemployed	50.0%	50.0%	76.9%	50.0%	68.8%	62.3%
Unspecified	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Income Level						
\$0 to \$1,000	16.7%	20.0%	38.5%	25.0%	37.5%	30.2%
\$1,001 to \$10,000	16.7%	0.0%	15.4%	12.5%	12.5%	11.3%
\$10,001 to \$20,000	33.3%	20.0%	23.1%	25.0%	6.3%	18.9%
\$20,001 to \$30,000	33.3%	30.0%	7.7%	0.0%	12.5%	15.1%
Over \$30,000	0.0%	10.0%	0.0%	0.0%	12.5%	5.7%
Unspecified	0.0%	20.0%	15.4%	37.5%	18.8%	18.9%
Mean Adult Age	23	26	26	30	31	27
Number of Children Under 15						
0	0.0%	20.0%	23.1%	0.0%	18.8%	15.1%
1	50.0%	30.0%	38.5%	50.0%	31.3%	37.7%
2	50.0%	30.0%	23.1%	0.0%	25.0%	24.5%
3	0.0%	20.0%	15.4%	37.5%	25.0%	20.8%
4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
5	0.0%	0.0%	0.0%	12.5%	0.0%	1.9%
Unspecified	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mean Children Under 15	1.5	1.5	1.3	2.3	1.6	1.6

*53 represents five individuals who enrolled in two cohorts of study. Total number of unique individuals participating is 48.

Basic Skills Assessments

Table 6 presents results of the basic skills assessment administered by TCW for 40 of the 48 participants enrolled for whom consistent data were available. Currently, TCW requires a minimum score of 40 on the math and reading assessments. It has not been determined if this minimum score represents the level of skill actually required for the training tracks offered. Acceptable score levels for the remaining assessments have not been established. The manual dexterity results are reported as minutes and the administrator selector, although reporting high and low scores, is actually designed to identify individuals with mid-range scores as most prepared to participate in the program. According to TCW staff, the assessment scores are just one piece of information used to assess an applicant's ability to be successful in the program.

Table 6. Basic Skills Assessment May Through August 2016 Cohorts N=40

	Cohorts				
Start Month	May-16	May-16	Jun-16	Jul-16	Aug-16
Track of Study	Pharmacy Technician	Phlebotomy	Certified Nursing Assistant	Patient Care Technician	Certified Nursing Assistant
Number of Adults	6	8*	10*	3*	13*
Math					
Minimum Score	48	50	50	18	43
Maximum Score	73	78	88	65	85
Mean	59	68	67	49	61
Reading					
Minimum Score	46	43	40	40	37
Maximum Score	77	69	77	66	83
Mean	60	56	57	54	54
Mechanical Dexterity					
Minimum Score/Minutes	3	6	4	7	9
Maximum Score/Minutes	10	13	12	16	22
Mean	7	9	8	12	14
Customer Service					
Minimum Score	82	50	66	70	74
Maximum Score	94	92	95	90	96
Mean	89	82	82	80	83
Administrative Selector					
Minimum Score	44	27	0	2	2
Maximum Score	90	81	99	40	99
Mean	71	49	49	21	38

*Missing: Phlebotomy 2; Certified Nursing Assistant 3; Patient Care Technician 5; Certified Nursing Assistant 3

Training Outcomes

Table 7 presents information on the numbers of participants completing each cohort track of study and those who did not complete the track, i.e., non-completers.

Table 7. HPOG II Program Completers and Non-Completers May-August 2016 N=53*

	Cohorts					
Start Month	May-16	May-16	Jun-16	Jul-16	Aug-16	
Track of Study	Pharmacy Technician	Phlebotomy	Certified Nursing Assistant	Patient Care Technician	Certified Nursing Assistant	Total
Completers	6	9	10	7	15	47
Non-Completers	0	1	3	1	1	6
Totals	6	10	13	8	16	53

*53 represents five individuals who enrolled in two cohorts of study. Total number of unique individuals participating is 48.

As of August 2016, 22 individuals received certificates in their field of study, 23 participant certificates are pending the participants' completion of work experience certified by a professional in their chosen field, and 5 have not received certificates (Table 8).

Table 8. HPOG II Program Completers and Non-Completers Certification Status N=50

	Cohorts					
Start Month	May-16	May-16	Jun-16	Jul-16	Aug-16	
Track of Study	Pharmacy Technician	Phlebotomy	Certified Nursing Assistant	Patient Care Technician	Certified Nursing Assistant	Total
Received Certificate	0	0	9	0	13	22
Did Not Receive Certificate	0	1	2	0	2	5
Certificate Pending	6	9	0	8	0	23
Total	6	10	11	8	15	50

CareerAdvance® Sustainability Planning

The CAP strategic plan presents CAP Tulsa's Theory of Change: combining high-quality early education for young children with supports that promote nurturing parenting and family financial stability will ensure that children reach their full developmental potential by the end of third grade.¹² CareerAdvance® is a key component of CAP's vision for the Tulsa community families with children that struggle financially.

CAP administration is beginning to address the sustainability of this project for the Tulsa community post HPOG II and has discussed working with community partners to build a performance-based partnership to act as a community catalyst to improve the workforce system in the community to provide supports for individuals and families in need of assistance to reach their education and career goals.

Conclusions

CAP and its partners, TCW and Tulsa Tech, are still transitioning from HPOG I to HPOG II in a number of respects. Changes are being implemented in eligibility criteria, target groups, partners, services, and expectations regarding the numbers to be served and placed in employment.

Ongoing quality child care that continues after training completion is available for CAP and Educare families, but other families needing child care are offered slots at child care centers in the community for the duration of the training and a few weeks post training completion. These children do not have access to the continuity of care nor the two-generation model that permeates the philosophy of both the CAP ECCE sites and the Educare program. Solutions to providing continuity of care for non-CAP children is one of the challenges facing CareerAdvance®.

In addition, under the current model, TCW provides follow-up with participants up to 12 months following completion of the program to assist with performance reviews, career

¹² CAP Tulsa. Strategic Framework 2016-2025 (Version 1.0) Available at: http://captulsa.org/wp/wp-content/uploads/2012/09/Strategic-Framework_CAP-Tulsa_3-2-16.pdf

advancement and tracking employment and certification attempts and completion. There is no institutionalized feedback loop between institutions providing education, i.e., Tulsa Tech and the organizations providing certifications in any of the *CareerAdvance*® tracks.

The three partners involved in the implementation of HPOG II—CAP, Tulsa Tech and TCW—are the experts in their respective fields. Each brings the strength of their commitment to the mission of their individual organizations to the *CareerAdvance*® project. The ongoing alignment of each programs strengths to meet the needs of *CareerAdvance*® participants, while also meeting the expectations, rules and regulations of their own institutions and funders, is a testament to the team’s commitment to *CareerAdvance*®.