

## **Building Foundations for Parent Employment, Education, and Career Aspirations**

Kiersten Beigel: Welcome everybody! Welcome back to those who've been joining us this week. My name is Kiersten Beigel and I work at the Office of Head Start and I'm pleased to be with you and to be introducing our topic today. Our focus today is on our building foundations for economic mobility objectives related to employment, education and career aspirations for Head Start families and Early Head Start. If you are just joining us for the first time, on Monday we focused on research and research informed strategies related to both topics, today's topic and also yesterday's topic, which was on financial capability and financial capability services.

In today's webinar, we're going to hear from presenters and have a period to do Q&A where you can send us your questions and we'll answer them and then of course at 4 o'clock when the webinar is over, we have like a 10-minute period where we support networking. So you can ask questions amongst your peers, share tool, talk to presenters more if you like. And tomorrow is the last day of our week and we hope you can enjoy — join us for the final event which is the resource fair and networking. We'll be sharing tools and programs, we'll be sharing tools and we have some of the folks who've been on our webinars this week will be coming back to talk a little bit more in depth about the tools that they have. Couple of logistical tidbits before we get into it.

The link from the resources will be made available throughout the presentation in chat. And you can also visit the Building Foundations for Economic Mobility webpage on the ECAC. We will be posting all this stuff from the week there and the webinars themselves will be available in a few weeks as well. So 15 minutes after the webinar you're going to get an email about the evaluation. I know so many people want to know about that. They want to know how they can get their certificates ^M00:01:59 and that's how you get them.

It will come to you and you can take care of that business after the webinar. You have personalized tech support and wonderful Susan Stewart who is our tech and webinar guru. She is standing by with other [Inaudible] to help you with that. And without further ado, I think we should move on. All right. So we asked you and those of you who joined us on Monday, we wanted to know when you see these words, Building Foundations for Economic Mobility, what does it make you think about? What comes to mind? And you responded with this word cloud, the larger word, future, growth, stability, flexibility and choices were the words that you — that were the most common responses from you.

And then you can see some of the smaller things around improving, adaptability, comfort opportunities, adelante. And some of you used the word freedom or free in different forms, which I thought was interesting because it reminds us of the constriction and sort of the inhibiting factors that poverty — you know, how poverty affects people and this sort of freedom. And so it's interesting to see that. I also want to share with you some of the things that we learned this week from our participants just to ground the conversation going forward. So what we learned from you on our first webinar is some — We asked a couple of questions. We wanted to know about services that you offer to families within your program related to financial capability. And we also wanted to know which services you offer through partnership. So, I'll be quiet for a moment just to give you some time to absorb this.

As you can see the most common financial capability [Inaudible] that you spoke to or that folks who participated on Monday spoke to were similar through the partnerships and within the services you provide. And those were top four budgeting and a full second accessing benefit and how financial

education and tax credits. So those were sort of the kind of most common services that you're providing. And then you sort of said the same thing with partnership. So, although you reorganized them a bit so you have accessing benefits first through your partner's financial education, budgeting and taxes also to your partners. But there was one additional area that you — a lot of you are doing partnership work around and that is through savings accounts and helping families to access saving. Perhaps through matched account, et cetera.

And then we also learned from you about more about our topic today which is we wanted to know what kind of education and employment services that you're providing on site in your program and then again also through your partners. And we found that you're doing a lot of the same kinds of things across but in much greater numbers. So much more — So for those of you — there are smaller numbers of you providing services around employment in Head Start and Early Head Start of course. That was the first one because of the requirement related to prioritizing parents for employment. And you're doing GED and ESL classes as well as employment services and job training. But a lot more of you are doing those classes and that employment services and job training through your partnership. And then through your partnership you're also offering more. So you're able to offer computer classes and vocational classes. And half of those who participated talked about connecting families with college coursework. Maybe a third of you focusing on apprenticeship and in credentialing kinds of activities for families. So, yeah. Interesting, right?

So before I turn it over to our presenters, I just want to kind of help us think a little bit about — I mean we can see that we're doing a lot and programs are providing a lot of different types of services. And probably through your programs or through your partnership or maybe just through referrals. And that there may be — some of those things maybe light touch and some of those things might be much more intensive. The question we have on our minds really is how can we learn from each other? And from the research and improve and strengthen what we're doing in these areas. Do we know what happens say after a referral to PNF or ESL or GED programs or local community college? As I said in the beginning of our series this week, economic mobility is a long road and Head Start play as an important part in building that foundation. And this week we've been learning a lot about how critical it is to choose strategies that are complementary and that build upon each other. And I think we'll hear more about that from our presenters today in terms of what is — is works best and how you build on some of these things and be more intentional in them.

So I am thrilled to get to introduce Nisha Patel and I'm so glad she's with us. She's the director of the Office of Family Assistance here in the Administration for Children & Families. And that is the office that administers the Temporary Assistance for Needy Families program or we refer to as TANF for short. The office also administers native employment works in the tribal TANF program. And Healthy Marriage and Responsible Fatherhood grants and the Health Profession Opportunity Grants which we lovingly refer to as HPOG, which reminds me of pollywog. And in fact one of our presenters today is going to be talking a little bit about that program. But we're very lucky to have Nisha joining us. She has 20 years of experience in developing, managing and implementing initiatives to increase economic opportunities for low-income families in the United States. And she was the most recently deputy director of Ascend at the Aspen Institute where she played a really key role in national efforts to expand two-generation approaches to improving outcomes for children and parents.

And we've been talking about this language of two gen a lot. We know Head Start is a two generational program, and that Head Start has certainly been a strong focus as many of the national efforts that Nisha has been involved with. Including that she works really closely with our — Head Start in the Administration for Children & Families. So, thank you for your leadership. Thank you for being with us today and take it away.

Nisha Patel: Thank you, Kiersten and I am just thrilled to be here. And I first met Kiersten actually before I came into government and Kiersten always used to be the person on the audience who would ask me the tough questions but that like — what does this mean for Head Start, what are you asking us to do? So then I came to work here and now I get to answer those questions every day, which is great. So I'm really excited to be here. And if you go to first — right, before I jump into that I also want — because we're — Kiersten and I — picture us, we're here in the room together at Head Start and kind of working together.

Kiersten: Here we are.

Nisha: But we're also joined by a colleague, Monica Barczak who I wanted to introduce and you'll hear from some of her colleagues waiting on the phone today. But Monica is actually with the Administration for Children & Families for the next several months working with us particularly with my office, the Office of Family Assistance but also the Office of Community Services.

And we connect a lot with Head Start around how we can move forward [Inaudible] approaches in our agency. So I wanted to let folks know that she's here. So when we talk about these whole family or two-generation approaches, I feel like a little bit that I'm preaching to the choir here with Head Start and I'm seeing you guys all — you're such a friendly audience. I'm seeing you all pop up and say hello and where you're from, which is great.

And so, you know, here seeing some of the data that Kiersten presented about how many of you are already doing things in your program to help connect families to financial stability, different kind of employment services, I feel like I am — you know a lot of you — for some of you this won't be a new concept and so I think my big message is you know with these approaches that are moving from being primarily child-focused to whole family-focused. For Head Start it really — There's already a lot happening so the question is how do we take it to the next level. How do we build on the really effective parent engagement work that Head Start — we know Head Start is already doing and how do we move to this more comprehensive two-generational family approach? And I think you know you're probably — of all the audiences I talked to, you're probably the one that needs the least convincing. But if the question of — sometimes they have the question of, well, why would we do this? We're doing great work already.

You know and we're really focused on outcomes for children, why should we think more about engaging parents beyond just you know, helping them to be better parents in their own parenting skills. Well, part of the answer to that is I think many of you will be familiar with this research. When we look at research around parents' income and family income, we know that increases in family income have positive benefits and outcomes for children. We also know that increases in parents' education can have positive outcomes for children.

So, you know, for example when we look at parents' level of educational attainment, do they have a high school diploma, do they have some college or college degree or maybe even a graduate degree? What we know from looking at the data is that the higher level of a parent's educational attainment, the higher children's test scores, assessment scores on reading and math or kindergarten entry. So that's just one factor, right? We also know that there are a lot of other factors that impact parents sometimes in negative ways. We know that maternal depression can have an impact on children as well. So these — you know that the big messages here and again I think I am preaching to the choir but if you care about children, you've got to care about parents and their outcomes. And you know one of the other audiences that I'm often in the position of talking to are the adult service providers. So the workforce develop programs that are providing training.

And one of the things we often hear from those programs is that you know we've got this really great program and we figured out jobs that are available in our community and how to help connect our participants to those programs. But, gee, we keep having the people in our program who are parents drop out because they don't have high quality childcare early education services for their parents. And those programs sometimes start to see children as a barrier and, you know, one of the things that occurs to us is that Head Start and early childhood programs can actually be a part of that solution through the services that you're already providing. And so what it would mean to take a more of a whole family approach is to figure out, okay, Head Start has the high quality services available for children and families.

]Who — And we'll get into this a little bit more. How do you all begin to partner with some of the other organizations and agencies in your community that are providing the high quality services for parents? And in viewing this, the thing that you know we often — this particularly with TANF which is, you know, I always like to say the essence of — TANF is for family. It is supposed to be a family program but in our program so much of the focus and I think often what people hear about is around work, welfare to work and work activities for parents. And that is true with part of the program but one of the things that we've been emphasizing in the program is that because of the program that works with parents and this is true with some other systems that I'll talk about in a minute as well, we're really pushing for TANF programs and really for all providers that are working with parents to recognize that parents have dual role. They have roles as caregivers and as breadwinners so that's what you see in the slide, right? There are responsibilities that parents have at home but really throughout the day in what it takes to be a good parent but simultaneously for most parents they're balancing that with going to work and sometimes with going to school. So how do we design programs that take that into account? So you know this concept of whole family or two-generation approaches, this might sounds familiar to some of you and even if the term two-generation doesn't sound familiar, the idea of a program that would be working with a child and the parents simultaneously are partnerships. That's probably going to sound very familiar to people.

And many of you may even be familiar with some of the specific efforts that were tried 20 years ago in the mid-90s to try to do more of this bridging of programs. And then you know there's been a reemergence in a lot of interest in momentum in the last five years around doing more around whole family and two-generation approaches. And I think the thing I want to emphasize that's different about this reemergence of programs is really that the three words that you see on the slide, quality, intentionality and intensity. And to say — you know, say a little bit about what I mean by each of those quality, you all are very familiar in the early childhood context with what we mean about quality. But

you know there are factors on the kind of adult focus our workforce side around that matter just as much.

And so sometimes in the past, you know, the idea has been, well, we just need to connect parents to job training or workforce programs that may be out there. And in recent years the workforce field has really shifted and one of the terms that we're starting to see in that field that was really spearheaded a couple years ago with the president's report and he — the president tasked Vice President Biden with the — around putting together a report on job-driven training. So you might hear that word when you talk to workforce [Inaudible].

At the heart of what that's about is that, you know, are the job training programs that are out there, are they high quality? Meaning, you know, are people learning the skills that they need that connect to jobs that are in demand? Are there jobs in your community available? And what's the quality of those jobs? What kind of wages do those jobs pay? What kind of flexibility do they offer workers? Particularly workers who may be parents, and need — need of flexibility to manage family and work. That's one of the things we talk about. Intentionality, and so this goes to, you know, when you're developing a program or co-designing a program or developing a partnership, it's more than just doing a referral. Referrals are great and referrals are — if you think about a continuum, they're the starting place. But being intentional, you know, is how you do more than just a referral. How do you have a warm handoff or connection? How are your program staff developing relationships with the program staff — that program? How might you from the very beginning design co-design a program so that the parents — and you'll hear a couple of examples on the webinar today.

So that the parents in your program perhaps as a cohort might participate in a job training or workforce development program with a provider in your community. And then intensity, intensity really goes to, you know, this is more than just kind of a one shot deal. It's a really good thing to provide a one time, you know, workshop to parents around resume [Inaudible] job search that's important. Again I think of that as sort of the first step. But intensity is really thinking about what's the level of programming and services that are provided around workforce development, job training or even financial capability for parents? And are they perhaps getting a credential at the end of that coursework that has value in the labor market? Are they getting a credential that an employer is going to recognize and that they can go out into the job market and earn a living wage or earn a higher rate.

And I — one of the things I want to emphasize is that — and I said this before but I think it's just such an important part of this work is partnership, right? The sort of the message here at the Head Start programs is not you've got to do this all by yourself. It really is taking a look at who are the organizations in your community that are providing the high quality, high intensity services and forming intentional partnerships with them. Figuring out who's got the quality, who's got the expertise on both the parent's side and the child's side and coming together. And by the way, this is the same message that when we're out talking to TANF programs and workforce programs we're saying the same thing to them. So they understand what it means to have a high quality workforce program but they're not experts on early childhood. So we're often saying to them, figure out who the Head Start providers are in your community. Figure out who the early childhood providers are. So, I wanted to talk about three kind of big systems that you will find present in almost all of your communities around the country. And I'm actually going to start in the middle. Right above the middle of the sofa on the slide is TANF because that's one of the programs that we administer out of our office. And, you know, I said before the F in

TANF is for family but one thing to emphasize is that — a couple things to emphasize. One of the — you know people often think of TANF as welfare. They think of it as monthly cash assistance that low-income families may get access to. And that's certainly a part of what TANF does but it has so much potential. Because of the flexible block grant, states are using the TANF resources in a variety of ways and one of the kind of core benefits and services of TANF is providing employment and training services, and very specifically providing those services to low-income parents. So, you know, kind of five statutes by design, that is one of the core purposes of the TANF program.

And so we'd certainly encourage you to reach out to the TANF agency in your state. And then in — it's a statewide agency that's administering the program but they generally have local offices. And in some states it's more of a county administrative system. So it's going to be a county human services agency that might be the organization that you want to partner with. And then the second system I want to mention, you'll see the letters on the left in green, WIOA, which if you're not familiar with that acronym, that stands for the Workforce Innovation and Opportunity Act, which is kind of the nation's federal policy on workforce development.

And that policy was reauthorized in 2014 and we're in the midst of implementation. And so that is rolling out in states and communities across the country. And you may have heard about either one stop centers or sometimes they're referred to as American job centers in your community. And that — and just as the name one stop says this is supposed to be sort of the one stop shop where individuals including parents can go to get access to workforce development services. And there's a variety of role funding streams and programs administered by the US Department of Labor, the US Department of Education that can be found at those one stop centers. But new — with this new reauthorization, the TANF program is what's described as a mandatory partner in the one stop system. Meaning that there has to be access to information and services that are funded by TANF at those one stops. And as I said previously, TANF really is a program that's about low-income parents and low-income families. And so, that's another resource to [Inaudible] your system in your community to potentially partner with.

And then the third system I wanted to mention is the community college systems which are available in most — there's community colleges in most communities and regions of the country. And that you know — I mentioned them because community colleges are the place where the majority of parents are going to access for secondary education and training. And when we look at community colleges nationally, so they're really important statistics about the percent of the students that community colleges are serving are parents. So that's a really large share and it matters a lot when you start to think about as you approach these systems, why might they want to partner with Head Start? Well, one of the big reasons is partnering with Head Start can actually help them meet their bottom line. And when I say bottom line I mean the outcomes that they're being held accountable for. So for community college systems today one of the big outcomes they're looking at is completion rates for students. And one of the biggest reasons that students who are parents may not complete this because their children don't have access to childcare and the early childhood services they might need in a way that syncs up with the parent's schedule.

And so for college presidents that are thinking, well, I want to increase my completion rates and in some colleges there are high percentages of students that are parents, Head Start becomes a really important partner for them to think about doing some creative program design with. And one more thing that I meant to say that I want to back up and say that's really important about WIOA. This is new

reauthorization that with the — there's a funding stream that's focused on adults from the Department of Labor. So, providing job trainings and workforce development services for adults. New under the law is what's called a priority of service requirement which means in local communities for the federal funding they receive, they have to prioritize that funding for public assistance recipients and other low-income individuals. And I mention that because a lot of Head Start parents are going to fall into that category which means they should be receiving priority of services. So that's another reason. If people don't just see it as an incentive on their own, there's actually a statutory requirement. Okay, so going to the last slide that I want to talk about.

I mentioned community colleges, specifically I mentioned the one stop centers which are run by local workforce investment boards which — for the [Inaudible] to that, the last point I want to make which is Kiersten mentioned at the beginning that the programs that we administer in our office. So one of the programs that I think is — most lends itself to partnership with Head Start is our HPOG program, the Health Profession Opportunity Grants program. And most of our grant — We have 32 grantees across the country and we've — at the end we'll have — We'll provide a link if in case you're interested of looking at whether there's an HPOG grantee in your community. But these are — most of our grantees are community colleges, their workforce boards and their community based organizations. And different one of them next which is capital for the community action project in Tulsa. And I — you know, the HPOG grantees, these are grantees that provide — I mentioned job-driven training. They provide clear pathways of training.

So in — a way for parents to access jobs particular — specifically healthcare jobs that are in demand in their communities. And not just get that first job part of it, the important part is getting that first job, but actually put them on a pathway to a job that pays a family support [Inaudible]. And just as I mentioned before, as we're saying to you, think about partnering with workforce programs. We've said to all of our HPOG grantees, we had them all here in town last week, think about how you might partner with early childhood programs and with Head Start program. And as we're saying that, we're also trying really hard to model that at the federal level and so as — So, you know, Kiersten and I are in close contact with one another and I mentioned before we specifically have Monica Barczak here for the next several months working with us to look at how we — through Head Start, through TANF, HPOG, how we might all work together at the federal level to encourage more of these partnerships and perhaps provide some technical assistance to you about how to go about creating these partnerships.

So that was a lot of information so I'm going to stop there and actually transition up to our next two speakers who are Janae Bradford who is the — and Michelle Boatright who are both with CAP Tulsa which is both a Head Start grantee and an HPOG grantee. And Janae is the Family Advancement Services and Partnerships manager. And Michelle is the senior director of Early Childhood Programs. And I think what you're going to hear from them, I've talked about a lot of concepts, what you're going to hear from them I think is going to make it really concrete. Because you'll hear from them how they put together a whole family or two-generation model.

Janae Bradford: Great. Thank you, Nisha. Good afternoon everybody. My name as Nisha said is Janae Bradford and I'm here with Michelle Boatright. Michelle and I are going to spend the next few minutes kind of giving you an overview of our program here in Tulsa and answering a few questions that Kiersten and her team gave us prior to this webinar. So really a real quick overview of our program. We have a workforce development program here at CAP that we call career advance. It is funded through the

HPOG grant, the Health Professions Opportunity Grant that Nisha talked a lot about. And we do offer it to the parents in a — who have children enrolled in our Head Start program through our 2D model. It's really our most visible 2G program right now. One thing we wanted to talk about today is really how we got started and why we chose a workforce development program. You know the conversation for us really started with child outcomes. We wanted to maintain and strengthen the gains that we had made from our investments in early childhood education. And one of the ways we [Inaudible] that is by plugging the parents into workforce development, getting them into those families sustaining wage jobs. You know Nisha mentioned the research that's been done that shows the positive impact of bringing additional income into the home and how that affects the children's development. Also increasing the parents' education and how that positively affects the child's outcomes, the children's outcomes as well. But we also got input from our Head Start — parents. So before we ruled out any program we facilitated almost 60 interviews with Head Start parents just to gauge their interest in a workforce development program, kind of what they wanted to get out of it and help us structure it so that it was something that would be useful to them.

And then once we have the input from that we have the research behind it and we really got into the program design efforts. Of course like any good program we had continuous improvement along the way. We've made many, many changes over the years. You know, I think that's one of the great things about our program is that we learn and then we change and then we learn some more and continue to change. So originally we based our program design on local labor market data. We also combined with the training capacity of our educational provider partners. So community colleges, our technical school, because this is truly a partnership program. CAP does not run the whole program. We — All the technical training is done by our community college and our tech school and our adult basic education provider here in town. As our program progressed, we did gain a lot of insight from the parents, the participants from our partners, and also the employers that we are placing our participants at. We worked to respond to their input through program design changes as I mentioned. We — a lot of the bigger changes we're adding or removing different training tracks based on feedback and just the demand and labor market data as well. The first tracks that we implemented included stackable credentials and longer term kind of associate degree opportunities.

But as we recruited more and more parents into the program, we really saw a great need for academic remediation and basic skill building. And so then we had to add in some shorter term tracks and also some basic skill component to our offering to really make sure people were going to be able to be successful in those higher level college level courses. Since we don't have a whole lot of time today, I did want to throw out that on our [captulsa.org](http://captulsa.org) on our website we have links to our implementation study reports that were compiled by our research partners at the Ray Marshall Center at University of Texas [Inaudible]. Those have a lot of information about our program design and how we've changed over the years and why. So if you're interested in more information, I would encourage you to check those out. Another question that was — That we were asked to respond to is really our both internal partnership and external.

So internal being, you know, CAP is technically a community action agency. We're also a Head Start provider. So we really think of ourselves as a two-generation agency. So internally working — we were very fortunate to have a research and development team called the Innovation Lab which Monica Barczak is actually the director of so I'm really excited that she's on this call. Hello, Monica. The Innovation Lab uses research and best practices to build and test pilot programs. And CareerAdvance

actually started as a pilot program in the innovation lab. Their team works very closely with our programs staff to ensure that we continuously improve and that we're making decisions based on data. Additionally, our Head Start school staff and our family support staff, or some of you may call them family advocates, are really our front line for recruitment. They're the ones helping us get the parents to know about the program and to get them to our information sessions and enrolled in the program. School staffs have also worked with us to get the parents connected-or an aftercare. Sometimes their classes or their clinical assignments fall outside of the typical school day, so they need a place for the kiddos to stay either before or after.

And then externally the external partnerships have really been the big one and really the reason why our program has been so successful. Like I mentioned before, we work with our community college, our tech center and our adult basic education provider, so our GED, ESL provider in town. And then we worked closely with our Workforce Innovation Opportunity or WIOA service provider, our local TANF office and many other community-based organizations to really ensure that our participants are supported as possible and connected directly to employment opportunity.

I think for this slide, the major takeaway is that one agency or one department within an agency can't do this work alone. You know, really go out and find others in the community who are doing the work already in that partnership. If they don't exist, look outside your community, look at the national level. See what's done — see what's been done before. Don't reinvent the wheel. Even internally, you know, think about is there another department or another person within your agency that already has a connection to someone that you want to partner with and leverage that. And finally, creating and implementing programs that requires partnerships to be successful are really going to work best if the organization — if your organization can assign a specific person to really plan out what needs to happen and begin building those relationships. I have the — I'm fortunate enough to have a position that allows me really to focus just on the partnerships and we've really seen a lot of success from that. So that I'm not pulled in too many directions, I'm able to be there when the partners need me and I have time to really dedicate to those partnerships. To continue the partnership conversation, I'm going to kick it over to Michelle to talk about our final question.

Michelle Boatright: So we'd like to offer some suggestions for other Head Start agencies that may be interested in reaching out to partners to explore possibilities. First we would suggest developing a business case. So whether you're actually writing up a formal document to present to others or if you create a good set of talking points [Inaudible] presentation or your elevator speech to let potential partners know what benefits they would receive through a partnership with you. For example, Nisha alluded to this, community colleges and technical schools are moving toward completion-based funding. And as Nisha said, Head Start parents, with the support that they get through our agencies, they are more likely to succeed and to complete because we're offering the childcare services, the educational need, and some of the other supports that those families really need.

So, make that case to some of the local college — local community colleges and let them know why working with you is a big deal. Also educate potential partners on who you are and what you do. Consider and be deliberate about how educational and employment related partnerships fit into your agency's five-year plan goal. For example, how are you impacting families and what measurements are you using? And further, how is the work in the community. So, just as a couple of examples, here at CAP Tulsa, we're tracking specific outcomes for our Head Start families who participate in career exams.

And then we record more anecdotal information and feedback on the community impact. We would also suggest networking. I try plugging in to professional networks that might not immediately seem typical for a Head Start agency. For example, participating in a higher education forum has been beneficial for CAP Tulsa, also participating in the Tulsa basic skills partnership where one local public school has made specific connections with our local community college. That's been very beneficial to us. And then the last example is being involved in the work force investment board and that has been important to CAP Tulsa as well. We would say that scanning the environment both locally and nationally is important. Find out who's already finding success in kind of the area that you're wanting to focus on. Reach out to them and see if you can learn from them. And we would also say, keep your training and technical assistance dollars in mind too. You might consider if it would be appropriate to use those for peer-to-peer learning or for some kind of technical assistance that specifically meets your needs as you're thinking about some of these kind of partnership. And with that I'll hand it off to Kamryn Zotos.

Kamyryn Zotos: Well, hello everyone. I'm — My name is Kamryn Zotos and I work for Oregon Child Development Coalition. I'm the HR Data and Development Coordinator. And it's been really exciting for me this week to learn about CAP Tulsa and all the great things that are also going out there that you guys are doing. I want to talk a little bit about how OCDC is doing something in this area of economic development with our parents. At OCDC we serve over 4300 family — Head Start families throughout the state of Oregon. More than half of those families participate in our Migrant and Seasonal Head Start programs. Part of my role on our HR department is to develop and promote those connections between OCDC and our Head Start parent.

And today I'm really excited to tell you about our on the job training programs available to our Head Start parents. Our on the job training programs are grounded in parts of our mission to, one, improve the lives of our families with supportive services to enhance family growth and community success. Two, to promote economic opportunities for families and communities by providing services that support the workforce and in turn our state and local economies. And three, practice inclusiveness by welcoming all cultures and languages and enhance our contribution to society by creating better learners and better citizens. And let's face it, since I work on our HR department, I also hope that we can hire them as full time employees. Because like many of you out there, we can certainly use more teachers.

The idea of our OCDC — of OCDC creating on the job program began in 2009 when we saw an opportunity with the funds from the American Recovery and Reinvestment Act or ARRA, to help our parents explore moving towards a new career and self-efficiency through a six-month apprenticeship program at OCDC. Our then director of resource development gathered together a committee that created our apprenticeship program with two tracks. One track being our education parent apprentices who obtained their CDA and were asked to apply. The concept from this CDA course is the classroom. On the other track being information technology parent apprentices who learn to be information technology assistants at one of our sites. When ARRA ended, OCDC decided to continue to support our parents using our internal resources.

So, over the next five years, changes were made to these programs or — and today our on the job training programs now consist of a classroom internship and a school bus driver and training program. To support these programs, we created temporary entry level positions that can provide training and

education paired with intensive coaching, exposure to high quality practices, and individual preparation to enter a new career while still supporting our agency mission.

Parents may complete our internship program within six months or our school bus driver and training program within two months. While in a program, the interns and trainees are employees but they're not counted in classroom and school bus ratio. They obtain their necessary credentials such as a CDA or school bus license and participate in trainings and are assigned a coach in addition to a supervisor. When successfully completed, our interns and trainees will join our team of substitutes of EHS teachers, preschool teacher assistants or bus drivers and are qualified to apply for our full-time and/or seasonal positions. Now we — And let's look at some of our different resources that are necessary to run these on the job program trainings. So, over the next couple slides, I will talk about our current resources here at OCDC, some of our challenges that we face with our current resources and what opportunities we see in the near future to improve some of these resources. So when the ARRA funding ended in 2010, we continue to fund these programs through our self-funding using our unrestricted training and technical assistance funds. As you can imagine, by moving to self-funding, we are now limited in the number of interns and trainings that we can support. To improve our program's sustainability and increase our participation, we would like to find funding sources that we can share a portion of the internship cost which would not only make our programs more stable but would also help [Inaudible] our community — their goals by providing workforce stability program to low-income residents.

Currently our state has two programs, the Oregon Department of Human Resources JOBS Plus and WorkSource Oregon Work Experience that we have worked in the past with. And we'd like to see that building long-term partnerships to continue supporting our programs. One of our best resources for our job training programs are our Head Start parents themselves who wants to become teachers and school bus drivers. Head Start parents already come with the understanding and passion for Head Start, which is a great bonus. And we just need to provide them the tools they need to start their careers in early childhood education. However, it can be hard to tap into this resource as parents' priorities are focused on the immediate needs of their family. Also, a six-month program can be most daunting for our Head Start parents who are — and more so far we are called — or kind of visiting migrant families. These visiting families live most of the time in another state and seek temporary migrant work here in Oregon. These families would need to decide to relocate their families to Oregon to take advantage of an opportunity to grow their skills and income potential.

So through these challenges that a parent face, we have learned that we need to train and coach our staff to be more effective in our motivational interviewing. So that our staff may identify potential interns and trainees and parents may see the value in our training programs. We often need to do better at checking in with our parents to make sure they feel comfortable and supported. Once we recruited a parent, timing can also be a challenge for us in our classroom since the majority of our classrooms fall under migrant and seasonal Head Start. Our migrant Head Start schedule is very based on crops and other external factors. And so we have learned to be flexible when scheduling on the job trainings to make sure participants can get the most full experience. They can including with their hands on experience.

We're also looking to increase our quality on hands on experience in 2016 by looking at which tools to use to identify best practice classrooms and school buses for better placements of our interns and trainings. One of the biggest day to day challenges we also face is interns and trainees competing with

other staff for time at a computer. I don't know about your size but our workspace is very limited, it's very premium at our sites. So, unfortunately it's not as simple as getting more computers but also finding space for the computers. This is a challenge that we're still looking for opportunities to solve. In addition to working on experience, our interns and trainees spend a lot of time in training. We are fortunate in this day and age to have a lot of online trainings available through the internet. Online training decreases the burden of finding and scheduling in person trainings, and also includes schedule flexibility. However, most online trainings are not dynamic and does not allow our students to ask questions and interact with the trainer.

So, while in person trainers can be more dynamic, there are more limitations in finding trainers in the native language. Therefore we continue to work with our childcare resource and referral partners to find ways to increase language options for in person training. We also have challenges supporting our classroom interns with their CDA portfolio. Some of them face challenges in gathering resources in their native language and are writing reflective essays. These challenges can create another opportunity with our community to create resources for our interns. We are fortunate here at OCDC to have staff with lots of talents like many of you.

And we're able to utilize these staff with our on the job training program. For example we have several certified behind the wheel trainers and a school bus driver tester which allows us to have a high quality school bus driver in training program. We also have three professional development trainers that are certified CDA profession development specialists. We also have many excellent teachers that have expert knowledge to create [Inaudible] trainings. With all these great talented staff we're able to create support teams with each member having a unique role. Even with our large and talented staffing pool, it can also be difficult to match an intern or training with the support team who speak the same language. In addition, some of our staff feel nervous in their lack of experience with one-on-one coaching, and others worry about the time that it takes to coach with all they have to do with the regular work.

And some of our private trainings and coaching along with coaching tools. However, we kind of notice that we need to work better at coaching our coaches on implementing coaching. In the end, it is always our hopes that parents find full time positions with us at OCDC. However, that is not always immediately possible. When our parents successfully complete our program, we move them to into a substitute position and then our parents are encouraged to apply for fulltime or seasonal positions as they come available. And if not with OCDC we're happy to see them employed at other Head Starts or within the school district. When our successful classroom interns accept a full time position at OCDC, we encourage them to take an easy class at our community college online or in person to begin their path towards associate degree. When they do this, they can take advantage of a great opportunity that we have here in Oregon between our community college and at our early child education community. I don't know if you guys have this out there in your communities, but one thing that's great here in Oregon is all of our community colleges will reward between 9 and 15 college credits for a CDA if it's with an established transcript or coursework in ECE. So we just often think about it by completing their CDAs, our interns have in essence completed one semester of college. Yay. And we really want them to continue from there.

And so we get — it's really exciting, just in six months be able to get them started on that path. One of the great successes of our classroom internship program is the creation of an entry level position for our

classrooms which I've mentioned. However, the internship is just the beginning. From our internship, parents may become EHS teachers or preschool teacher assistants and beyond. Their career development opportunities do not stop with our parents. The internship only improves our parents and moves them forward but it propels our existing teachers. Our teachers have the opportunity to become coaching teachers and develop leadership and supervisory skills to help advance them further into their careers too. So it's really a win-win situation with our teams. So, wow. I have talked a lot about our training programs at OCDC. I've talked about briefly what the circumstances that prompted our efforts to create our program, how we got started in our efforts.

I talked about the services that we offer to our parents and how we provide these services, and I've discussed our challenges and successes and what our next steps will be. Let me just say that as you know building and improving these programs are slow and steady process. As your program thinks about your five-year goals and consider how you might connect together your job training program, your family motivational interviewing and your five-year plan, how and — might you better utilize not only your — excuse me, local community partners but your potential national partners to increase — gosh — sustainability of your programs. I know that while working with CAP Tulsa in preparation for [Inaudible] takeaways from them and I look forward to tomorrow's [Inaudible] and hope to learn from some of you guys as well as some of your resources to help improve our program. So, Kiersten, I think I've said enough and then — in everything I want to share. I'll turn the time over to you.

Kiersten: Thanks so much, Kamryn and thanks Janae and Michelle and Nisha. This has been really informative. And we do have a few questions for you all. I wanted to get to them in the interest of time. So, I would love for folks to just jump in.

So, okay. If you unmute yourselves and if you want to just jump in on the question, that'd be great. One of the questions we've got was, are life skills incorporated in job training? Anyone want to tackle that?

Janae: So this is Janae. I can speak to that a little bit. Through our career advance program, we actually use the cohort model that Nisha talked about a little bit. So all of our parents that enroll in career advance, they go to class together as a group. So, for example the certified nursing assistant class. It will be the same group of 10 to 12 people. They go to class together every day. They're also assigned a career coach and that coach meets with them an additional day of the week where they have what we call a peer partner meeting. And in that peer partner meeting, the coach facilitates those. They're usually about two hours once a week. We bring in outside presenters but that's really where we wrap in what we call soft skills. We talk about seeing a — time management, conflict resolution, dress for success, resume building, interview skills kind of you name it. We run the gamut on the soft skills and that's been really successful on the parents not only gain those additional skills to become kind of a well-rounded candidate. They also build connections with their peers and really enhance that social capital and rely on each other to get through the program and be successful.

Nisha: So this is Nisha. I'll chime in and just say, you know what, everything that Janae said I think is what you'll find in some of when I talked about quality in job training programs absolutely what or sometimes referred to as soft skills. And more, more I think in the last couple of years particularly in TANF but other job training programs, they're starting to look at what are sometimes talked about as — it's kind of a one key term but executive function or executive skills and how to build that into programming. So for example you know things like time management. Things like how do you kind of deal with managing your emotions on a job site. You know, there are a lot of frustrations that we all

have to deal with and no matter what job you have. So how do you manage some of that and work as part of a team. And some of that, you know, is even linked to sort of customer service skills depending upon the job setting that you're in. And in the TANF context in particular for parents that are, you know, and which is most parents in TANF that are required to be in a work activity. And one of the most common activities is around job readiness. So job readiness classes often incorporate some of these types of skills. And so it might, you know, taking all, doing — often TANF agencies are doing assessments to see — Well, you know, does the parent have — what job experience do they already have in particular if they don't have a lot of experience. What are the skills they need to build before they'll be ready to join the workforce or maybe ready to go into a job training program?

Kamryn: Yeah, that this--

Nisha: No, you go.

Kamryn: Well, this is Kamryn and I would say that's one of the I think great partnerships that we have when we have our team is that having a coaching teacher or a coaching school bus driver with the trainee the whole way through, helping them, observing them in the action and things like that and providing that live feedback at the end of the day or at the end of the week of those skills and what they've seen. And I think that's an advantage that's kind of built into our program for that.

Nisha: I don't know if you've noticed how many people are interested in your family partnership plans. Are you seeing that?

Kamryn: I am. I, you know, I wish I could take full credit for that but I do have a coworker that can take credit for it. And actually I think she was just in DC the past week and did a great — one of my other partners did a great presentation on that. So I think we'd be happy to share that with you and actually what I'll also maybe do is — There should be a link probably from her training that we can find to help with that to explain that worksheet too. We'll be happy to send that.

Kiersten: That's great. And, you know, this is the kind of thing we're hoping to do tomorrow in our networking session is invite people to share these kinds of tools because we know Head Start love to borrow from each other, especially when they see things that organize things in ways they hadn't quite thought of before. So we'll make that — I wanted to offer another question, or last question before we wrap up and someone had wondered about are you — they asked about how selective you are in choosing schools to sort of partner with and if you — if anybody wants to talk about that. They mentioned that they'd had some experiences with sending parents off to places that may be that were a little questionable to their — their word. So, anybody want to speak to that?

Nisha: This is Nisha. I can start out just sort of speaking from a national perspective. We definitely know that particularly many parents that are served by TANF agencies but even some that come to our HPOG grantee programs, they've had experiences like the one that the person asking the question has described, where they had not great experiences. They've been sent to maybe a school, sometimes in the kind of higher ed, the secondary world, it — The students who end up with debt and no degree so they'll spend a lot of money and sometimes it is not always as nice as these for profit institutions. They'll often — the kinds of institutions you'll see them advertised up and on public transportation or on television, you know, come get your degree quickly and it's — and they're targeting a lot of the, you know, I think the same parents that are served by Head Start and could be maybe sometimes better

served by community colleges. And so the students will sometimes use up their — the financial aid they may be eligible for or even sometimes their own resources not to get a degree. So that happen and so I would say it's definitely important to be selective in your partnership which is why I think community colleges are a great resource. They tend to be high quality and low cost for anyone but for low-income students and parents in particular. And that, you know, I would say with our HPOG grantees, you know, it goes back to that quality piece. We're definite — that's definitely one of the things. It's a competitive grant process and so the organizations selected, you know, it's a mix of community colleges workforce boards that are working with different training provide — community based organizations like CAP Tulsa but I think, you know what — Janae and Michelle can speak better to that. But I think they've been pretty selective in the partners they're working with.

Janae: Yeah, this is Janae. The only thing that I would add is that it really was about who are the employers hiring, you know, where the certifications from some of the proprietary schools don't get looked at. You know, they go to the bottom of the resume pile. So for us it was about really how valid was the training, is their certification highly accepted across the employer pool and then also just really wanting to work with our other local nonprofits and the state funded schools. We've had a great experience thus far and actually have not ventured out to any of our proprietary schools.

Kiersten: Interesting. Kamryn, did you want to jump in on that one? Are you good?

Kamryn: I'm good.

Kiersten: Now we've reached the end of another wonderful hour that where we've been really enriched by our presenters' knowledge and expertise. I want to thank Nisha. I want to thank Janae. I want to thank Kamryn. I want to thank Michelle. I want to thank Susan Stewart, our web person — everybody loves your slides, they can't stop talking about them.

[End video]