
Guidelines - Quality Home Care Workforce Program at the City University of New York

Program Name: Quality Home Care Workforce Program

Contact: Anna Leise, Director of Healthcare Training: 212-618-6790 or aleise@sbs.nyc.gov.

Application deadline: 5pm on Wednesday, June 29. Submit by email to aleise@sbs.nyc.gov.

I. Program Overview

The Quality Home Care Workforce Program is an initiative of the New York City Department of Small Business Services (SBS), the City University of New York (CUNY), and the New York Alliance for Careers in Healthcare (NYACH). NYACH is an initiative of the Workforce Development Corporation that is a public-private partnership between SBS and the NYC Workforce Funders, and serves as a convener of healthcare workforce development stakeholders. This program aims to provide home care agencies with qualified home health aides (HHAs) and HHAs with quality training and employment. In partnership with the Paraprofessional Healthcare Institute (PHI), SBS and NYACH developed an enhanced training program model which supports home care employers in the recruitment, screening, and training of potential HHAs, and uses an enhanced training curriculum that better prepares HHAs for the job. SBS and NYACH are seeking home care agencies to participate in the third year of this program as employer partners.

The program will run from August 2016 to June 2017 and will involve multiple partners. Home care agencies, selected as employer partners for the program through a competitive application process, will interview and help select candidates for training, and commit to hire those who successfully complete the training. Selected employer partners will have the option to recruit and screen candidates through Workforce1, a service provided by SBS that connects qualified candidates to jobs through centers located throughout the five boroughs, or to recruit and screen candidates internally. CUNY schools will conduct the training using the enhanced training curriculum while providing supportive case management services to the students. A curriculum consultant will provide technical assistance to training staff throughout. Following the completion of the training, employer partners will onboard and hire successful training graduates. SBS, NYACH, and CUNY Central Office will provide program oversight and coordination for the duration of the program. As an addition to the program this year, SBS and NYACH are partnering with a financial empowerment vendor that will provide no-cost financial empowerment services and products to home health aides at employer partner agencies.

II. Purpose of Program

In New York State, the required minimum training for a home health aide (HHA) is seventy five (75) hours. However, the minimum amount of training can leave many HHAs feeling unprepared for the challenges of the job. This in turn can lead to poor retention for employers and ultimately impacts the quality of care for home care recipients.

New and more effective methods for teaching adult learners, especially those with lower literacy levels, have emerged. To meet these new needs, NYACH, SBS, and PHI created this new program model which uses an enhanced HHA curriculum also developed in partnership with PHI. The curriculum has been previously approved by both the NYS Department of Health and NYS Department of Education. The curriculum is approximately one hundred and twenty (120) hours of classroom training and taught in a highly participatory manner. Key features include a **hands-on teaching approach** that builds on participants' experiences, incorporates role playing, and focuses on **communication and problem solving**. In addition, the program uses **teaching assistants**, usually experienced home health aides, to enhance the level of classroom participation and provide mentorship to trainees.

III. History of Program

In 2013, SBS and NYACH launched a pilot program to train home health aides with Lehman College and Queensborough Community College (collectively, the CUNY Colleges). The CUNY Colleges received training and coaching from PHI on delivering this curriculum. Students and employer partners praised the quality of the training and the benefits of the interactive approach. Due to this positive feedback, SBS and NYACH continued the program in 2014-2015. 95% of HHAs who completed the program in the second year felt the training prepared them well for the job, compared to the national average of 82.2% reported in a U.S. Department of Health and Human Services survey in 2007. Based on the successful results from the first two years of the program, SBS, NYACH, and CUNY have decided to continue these trainings in 2016-2017 with Lehman College, Queensborough Community College, and one college in Brooklyn, to be determined.

IV. Roles

The initiative supports home care employers in the recruitment, screening, and training of high quality employees. Employers apply to become a partner in the initiative and are selected for participation based on project management capacity, organizational commitment, and job quality. Selected employers will have the option to work with Workforce1 to recruit and screen applicants for fit and interest in the HHA position. Employers may also choose to do their own recruitment and assessment. Employer partners also interview and select students for the training and commit to hire them afterward. Lehman College, Queensborough College, and one additional college located in Brooklyn provide the training and case management services, and a technical assistance consultant provides capacity building and technical assistance to training instructors. A financial empowerment vendor will provide financial empowerment products and services to HHA employees.

Partner	Role
Employer Partner	Interview and select training participants; commit to hire participants after training; conduct and pay for all pre-employment requirements including background checks, drug screens, and physicals prior to training; and track employment-related data.
Lehman College; Queensborough College; TBD college in Brooklyn	Provide HHA training and case management services.
Workforce1 (Optional)	Recruit, and provide initial screening of, jobseekers for HHA training and employment.
Technical Assistance Consultant	Provide capacity building, technical assistance, and curriculum
City University of New York Central Office	Coordinate with individual CUNY schools.
Financial Empowerment Vendor	Provide no-cost financial empowerment services and products to HHA employees.
Workforce Development Corporation	Fiscal and contracting agent for this program; provide funding and program oversight; evaluate program for effectiveness.
New York Alliance for Careers in Healthcare (NYACH)/NYC Department of Small Business Services (SBS)	Bring industry and education partners together to address workforce demands; provide program oversight; evaluate program effectiveness.

V. Expectations for Employer Partners:

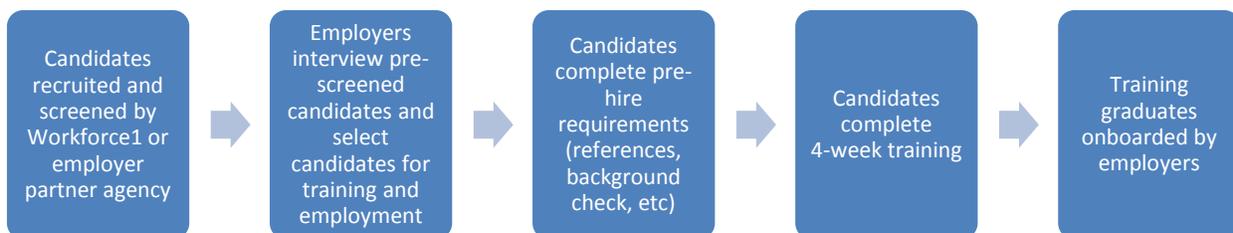
- Commit to hire individuals selected for training
- Commit to provide full time work (30+ weekly hours) whenever possible within the first month of post-training employment.

- Complete and pay for pre-employment HHA screening before the start of training, including interviewing, completing background checks and drug screens, collecting references, reviewing applications, and any other standard practices of the agency.
- Work with CUNY to coordinate appointments for trainee physicals during the training day set aside for this (usually Friday) and pay for physicals for participants who face financial barriers.
- Provide a new hire onboarding calendar (competency testing, orientation, and any other applicable requirements) to SBS prior to the first day of training.
- Meet with CUNY instructors and administrators to review student progress in the first week of training, and to jointly review student progress and physicals halfway through training.
- Coordinate with NYACH, SBS, and a financial empowerment vendor to offer financial empowerment products and services to HHA employees.
- Commit to share employment data (e.g. date hired, employment status, hours worked, wages) to Workforce1 at 6 weeks, 3 months, and 6 months post-training.

VI. Recruitment and Hiring Process

- a. Employer Partners may choose to recruit and screen candidates through Workforce1 Centers in the Bronx, Brooklyn, and Queens. Workforce 1 uses an enhanced assessment process that includes an hour-long information session, group interaction exercise, and a 15 minute individual interview. The Workforce1 recruitment and assessment processes can be customized to the needs of individual employers. Employer Partners may also choose to do their own recruitment and assessment of candidates.
- b. Employer Partners will interview training candidates who have been recruited and pre-screened. Selected candidates will be sent on to CUNY for training.
 - i. If a candidate is selected for the training class, the Employer Partners must complete background checks before training begins. Each trainee must receive clearance on his or her background checks prior to placement into training. Physicals should be started no later than 6 days after the beginning of the training. In addition, employers must ensure that trainees submit references and any other required paperwork prior to placement into the class.

Exhibit 1: Recruitment and Hiring Process Overview



VII. Training Program

- a. The training program is full-time, four days per week (Monday-Thursday) for approximately four (4) weeks or eighteen (18) days (inclusive of Supervised Practical Training), approximately 120 hours of classroom training.
- b. Training is provided by an RN instructor with an assistant instructor who is an experienced home health aide.
- c. Participants are supported by an Education Case Manager (ECM)— someone experienced in helping individuals reduce barriers to successfully completing training and employment. They are also supported by a Teaching Assistant who is also an experienced HHA and can help students better understand the role and transition into it when the time comes.
- d. The Technical Assistance Consultant provides “train the trainer” programming to instructors and program managers.
- e. The curriculum is based on adult-learner techniques, and relies heavily on role-playing and other interactive techniques, with emphasis on communication and problem-solving skills.