

**THE CAREERADVANCE PILOT PROJECT:
RECOMMENDED JOBS STRATEGY FOR FAMILIES SERVED
BY THE COMMUNITY ACTION PROJECT OF TULSA COUNTY**

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Overview

In this report, we describe the recommended sectoral jobs strategy for parents served by the Community Action Project (CAP) of Tulsa County as a pilot initiative — now called *CareerAdvance* — to be implemented starting in the summer of 2009.¹ This work is the product of months of research and fieldwork that included in-depth discussions with leaders and staff of employers and industry associations, community and technical colleges, community organizations/ providers, CAP and others. It also relies on insights gained from interviews conducted by CAP staff with a sample of parents drawn from five early education centers in the spring of 2009.

The report begins with an analysis of the Tulsa labor market and key sectors that promise to provide opportunities for reasonably well-paid work with good employee benefits, job stability, safe working conditions and opportunities for career advancement and wage growth. Included in this analysis is a discussion of leading employers and key jobs within the chosen sectors. Starting with the demand side of the market — employers' needs — is a significant feature of this strategy and one that distinguishes it from many traditional programs: it is based on the principle, grounded firmly in labor market theory and considerable research, that employers control the jobs and that programs must start from where people are and address gaps between this level and what employers need. An assessment of workforce and education programs and institutions in the Tulsa area follows the labor market analysis. It then presents an assessment of the backgrounds, experiences and skills of CAP parents based upon the spring 2009 survey of parents. Based on these three distinct components and ongoing discussions with employers, providers and CAP, we offer the recommended jobs strategy that is both sectorally based and structured as a “bridge” program. A series of design specifications follow the description of the jobs strategy.

¹ This report combines and consolidates several memoranda that had been initially proposed as individual documents.

Labor Market Assessment: Sectors, Employers and Jobs for Career Advancement

Evidence continues to emerge regarding labor market experience² and program impacts³ making a strong case for targeting workforce efforts on jobs with selected employers operating in growth sectors of local labor markets. Traditional efforts that “shotgun” the marketplace or simply train individuals for whatever occupations they may be interested in without regard to the needs of employers in growth sectors simply are not effective, for individuals, employers, taxpayers or society as a whole.

We examined the Tulsa labor market through data analysis, as well as extensive interviews and meetings with Oklahoma Department of Commerce leadership, industry associations, leading employers and area education and workforce development actors. The aim of this work was to identify the most promising sectors, employers and jobs to target for this initiative. From this group of informants and stakeholders, we identified recent Tulsa trends in employment, overall and by industry sector, including information on wages, skill requirements, and employer needs.

The criteria for and initial results of selecting industry sectors to target for the *CareerAdvance* Pilot project are shown in Table 1.

² In particular, see recent books by Andersson et al. (2005) and Brown et al. (2006), both of which demonstrate the economic benefits of working with the right employer in the right sector based on a decade of detailed labor market data.

³ See especially reports by Conway et al. (2007), Glover and King (forthcoming), Griffen (2008), King (2008), Maguire et al. (2009), Smith et al. (2008), and Zandniapour and Conway (2002).

Table 1. Criteria for Choosing Targeted Industry Sectors in Tulsa

Industry Sectors Considered for Targeting	Healthcare	Aerospace	Advanced Manufacturing	Child Development	Public Service (City of Tulsa)	Construction (Weatherizing, Green Jobs)
First Level Criteria - Labor Market Suitability						
Critical to Economic Development: Targeted by the Tulsa Chamber, State of Oklahoma or other Economic Development entity	●	●	●	○	○	◐
Strong Employment Demand: Employers are hiring and have ongoing projected openings	●	●	●	○	○	◐
Experiencing Key Occupational Shortages: Demand figures show shortages; significant numbers of job are involved	●	●	●	○	○	○
Appropriate for Targeting for Anticipated Clientele by Workforce System: There are multiple entry points below a 4-year college degree for skilled, trained workers along with established career paths	●	●	●	○	●	◐
Suitable for Parents with Young Children: Jobs are stable, do not require extraordinary hours, travel or other characteristics that could become barriers to participation	◐	◐	◐	●	●	◐
Good Earnings, Benefits, and Opportunities for Advancement: Positions pay at least minimum standards, offer benefits, and provide opportunities for advancement	●	●	●	○	●	◐
Second Level Criteria - Potential for Industry Engagement						
Industry Cluster Group in Existence: Industry representatives from this sector have an association or organization with interest and activities so that initial outreach and analysis can be conducted through existing channels	●	●	●	●	○	○
Recognized Need by Industry Sector representatives: Employers in the sector acknowledge shortages in critical skills occupations, although they may not be aware of the scope of the problem cluster-wide	●	●	◐	◐	◐	◐
Willing to contribute to solutions: Some employers in the sector are willing to participate in the project from the beginning, to share information for analysis, and to help to define and contribute to development of solutions	●	●	◐	●	◐	◐
Best prospects for this project	👍	👍	👍			

*Key: ● Strongly meets criteria ◐ Partially meets criteria ○ Does not meet criteria

? Status is uncertain 👍 Recommended sector

Tulsa's Economy and Labor Force

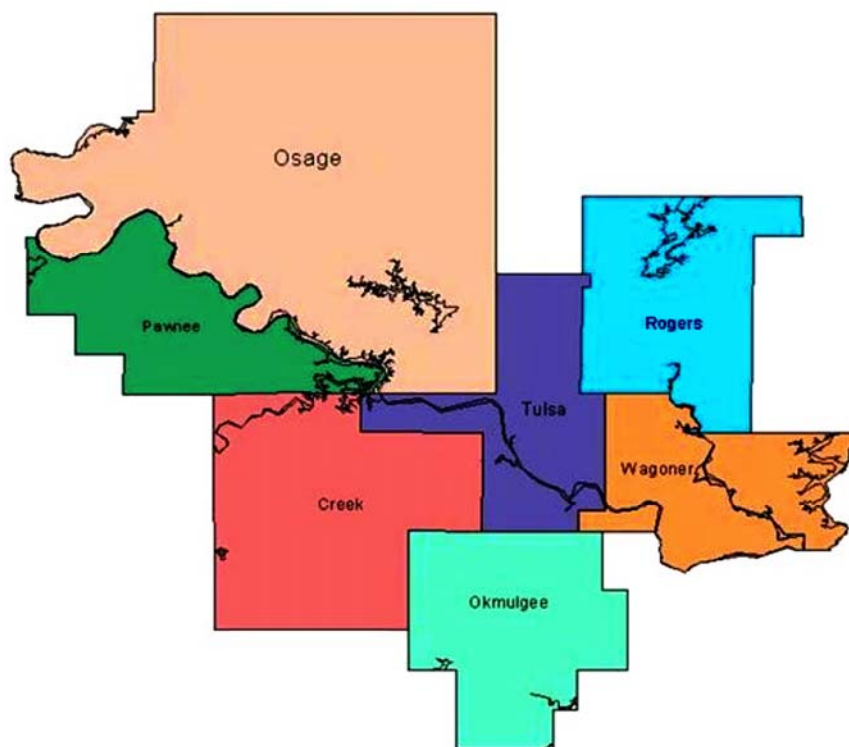
The Tulsa Metropolitan Statistical Area (MSA), comprised of all or part of Tulsa, Rogers, Wagoner, Okmulgee, Creek, Pawnee, and Osage counties, has a total population of approximately 906,000, most of which resides in Tulsa County (Figure 1). It is expected that most, though not all of the jobs that would be accessed by CareerAdvance participants would be in Tulsa County and/or nearby parts of the other six MSA counties, especially given the constraints associated with Tulsa's public transportation system and often unreliable personal vehicles.

Tulsa has long been viewed as an "oil town," a city with a major focus on oil (and gas) extraction. Over time, the energy sector has clearly given shape to the Tulsa economy and labor market. But, in fact, its largest employers are remarkable for their near-*absence* of overt ties to the energy sector:⁴

<u>Employer</u>	<u>No. employees</u>
American Airlines	9,100
Tulsa Public Schools	7,000
City of Tulsa	4,220
St. Francis Hospital	4,100
St. John Medical Center	4,050
Bank of Oklahoma	2,520
Hillcrest Medical Center	2,350
Tulsa Community College	2,200

⁴ See <http://www.city-data.com/us-cities/The-South/Tulsa-Economy.html>.

Figure 1. Tulsa MSA County Map

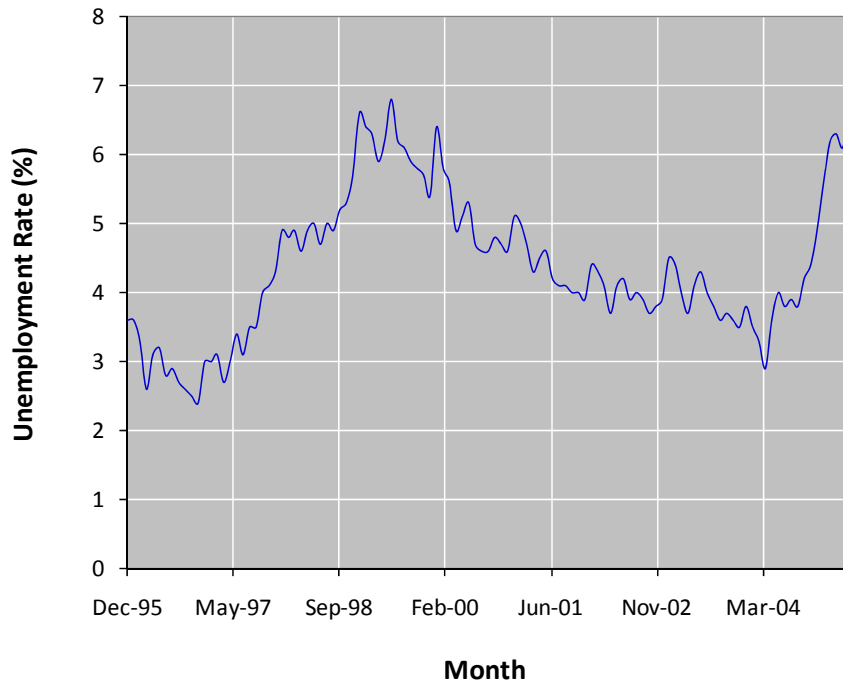


Tulsa labor market conditions have been good in recent years. Employment growth rates and the unemployment rate recovered following the difficulties that followed the 9/11-related downturn. Like most U.S. cities, Tulsa's labor market worsened as the effects of the ongoing national recession began to deepen in 2008. As Figure 2 shows, Tulsa MSA unemployment had jumped to 4.9% by the end of 2008.⁵ While the rate was initially expected to peak at 5.5% in 2010,⁶ it hit that mark in January 2009 and has been over 6% since. Both the number and the rate of unemployment have been on a steep upward path for over a year.

⁵ U.S. Bureau of Labor Statistics, Oklahoma Employment Security Commission, monthly labor force reports. Prepared by the Community Service Council of Greater Tulsa for the Metro. Human Services Commission, February, 2009.

⁶ Snead, Mark C. (2009). *Tulsa Metropolitan Area: National Conditions and Low Energy Prices Weigh on Regional Growth*. Center for Applied Economic Research, Spears School of Business, Oklahoma State University.

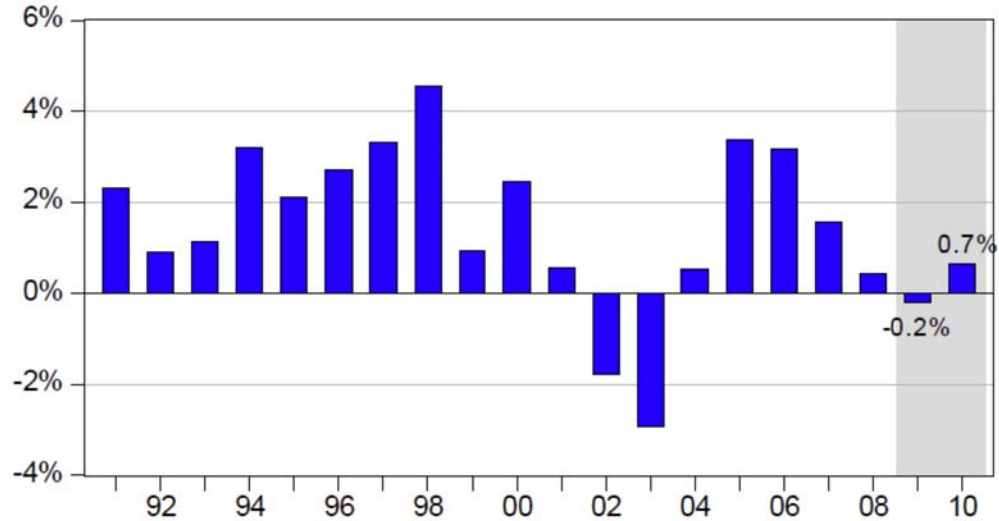
Figure 2. Tulsa MSA Unemployment Rate, 2000-2009



Source: BLS.

Figure 3 charts employment growth for the Tulsa MSA since 1990, showing actual growth through 2008 and projected growth for 2009 and 2010. Based on research conducted by Oklahoma State University's Center for Applied Economic Research in 2009, these figures very likely represent *under*-estimates of the 2009 employment decline and *over*-estimates of the rebound in 2010 given more recent events.

Figure 3. Growth in Nonagricultural Employment, Tulsa MSA



Source: Snead, Mark C. (2009).

A 2007 report⁷ from the University of Oklahoma, using survey data from 605 completed interviews, identified roughly 155,000 workers then available for alternative employment. Some 53,000 of these workers were not working at the time. An additional 73,000 workers reported being under-employed. These data were collected prior to the start of the recession, so estimates of the numbers of workers available are likely to be underestimates.

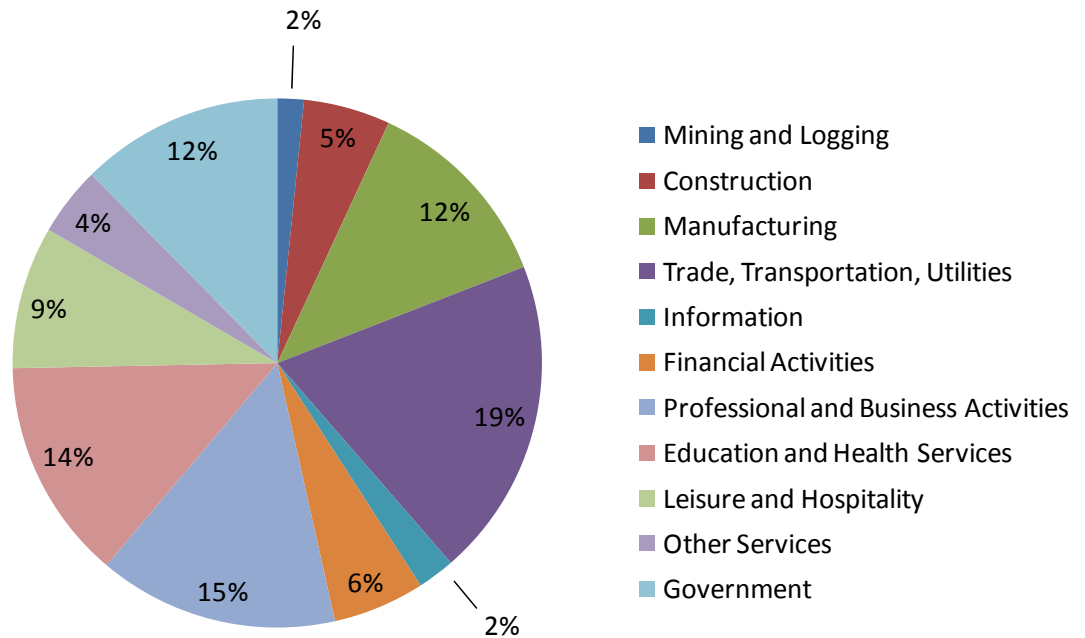
Major Employment Sectors in Tulsa

Figure 4 shows the sectoral makeup of nonfarm employment in the Tulsa MSA.⁸ The largest sectors in the Tulsa labor market based on May 2009 data are Trade, Transportation and Public Utilities (20%), followed by Educational/Health Services and Professional/Business Services (14% each), and Government (13%). Manufacturing ranks close behind (11%). As shown in Table 2, while some of these sectors have continued to grow or remained nearly flat over the past year, many of them have been losing jobs, with the biggest losses in Manufacturing.

⁷ Outwater, Mary. (2007). Methodology and Data Report for the Tulsa Area Labor Force Study Conducted Among Adult Residents Living in Creek, Mayes, Muskogee, Okmulgee, Osage, Pawnee, Rogers, Tulsa, Wagoner, and Washington Counties in Oklahoma. Public Opinion Learning Laboratory, University of Oklahoma.

⁸ City-data.com. *Tulsa: Economy*. Available online at: <http://www.city-data.com/us-cities/The-South/Tulsa-Economy.html>.

Figure 4. Shares of Tulsa MSA Nonfarm Employment by Industry, May 2009



**Table 2. Tulsa MSA Nonfarm Employment by Industry, 2001-2009
(in 000s)**

Industry Sector	2001	2002	2003	2004	2005	2006	2007	2008	May 2009
Total Nonfarm Employment	409.9	402.6	390.8	393	406.4	419.3	427.6	435.1	430
Mining and Logging	4.3	4.2	3.9	4.4	5.1	6.1	6.7	7.3	7
Construction	20.8	20.5	19.9	19.3	19.9	21.6	21.8	23	23.5
Manufacturing	55.1	50.8	47.4	46.4	46.8	49.4	51.8	53.1	48.6
Trade, Transportation, and Utilities	87.3	85.4	82.7	80.4	80.9	83.4	85	85.7	84.6
Information	15.2	14.4	12.2	11.2	10.7	10.1	10	9.8	9
Financial Activities	25.2	24.8	24.4	24.7	25.1	25.4	25	24.6	24.1
Professional and Business Acts	55.5	51.6	49.2	53.5	59.6	61.2	62.3	64	61.2
Education and Health Services	48.8	51.5	52.3	52.7	53.9	55.7	57.7	58.7	58
Leisure and Hospitality	34.2	34.2	33.5	34.2	35.3	36.4	36.7	37.3	38.6
Other Services	15.4	16.3	16.7	16.9	17.1	17.4	18.3	18.5	19
Government	48.1	49	48.2	49.3	51.8	52.5	52.4	53.1	56.4

Source: BLS.

The Oklahoma Employment Security Commission has projected that a number of industries would grow in the Tulsa Workforce Investment Area from 2006-2016. Some of the larger industries projected to add jobs at a good annual rate are: Construction

(1.4% annually); Administrative/Support Services/Waste Management/Remediation Services (2.4%); Educational Services (1.5%); Health Care and Social Assistance (2%); Accommodation and Food Services (1.1%); and Local Government (1.1%); Manufacturing, while a relatively large employment sector in the area, is projected to shrink at an annual rate of 0.9%.⁹ (Detailed employment projections are provided in Appendix B.) Analysis recently completed for the Tulsa Workforce Investment Board (2009)¹⁰ indicates that several industries show promise for continued job growth in the Tulsa MSA labor market, including: Aerospace Product and Parts Manufacturing; Education; Oil and Gas related industries; and Healthcare. The Council of Economic Advisers' July 2009 report¹¹ lends support to the key role that healthcare, clean energy and a handful of other industry sectors are likely to play in U.S. economic growth through 2014.

It is important to consider more than just the numbers of projected jobs or projected rate of growth in each industry sector. Many sectors are anticipating large numbers of retirements and other job turnover that will lead to additional job openings for replacement. Appendix A provides employment, job flow, and earnings data for five key sectors for both the Tulsa MSA and the State of Oklahoma: Healthcare and Social Assistance, Manufacturing, Construction, Educational Services, and Public Administration,¹² based on data from the Quality Workforce Indicators database on the U.S. Census Bureau's website.¹³ During the second quarter of 2008¹⁴ in both the Tulsa MSA and Oklahoma as a whole, all sectors experienced an increase in total employment over the average of the previous three quarters, and all but the education sector experienced positive net job flow over the previous quarter. The average new-hire salary for the manufacturing and construction sectors rose significantly (over \$100 per month) during the second quarter of 2008 in Tulsa MSA and Oklahoma. Monthly new-hire salaries in these two sectors were also nearly \$1,000 greater than those of the

⁹ OESC, Employment Outlook online.

¹⁰ Tulsa Workforce Investment Board (2009). *Industry Reports*. Tulsa: WIB. Prepared by Economic Modeling Specialists, Inc.

¹¹ [U.S.] Council of Economic Advisers. 2009. *Preparing the Workers of Today for the Jobs of Tomorrow*. Washington, D.C.: Executive Office of the President, July, pp. 4ff.

¹² Unfortunately, more detailed data for key subsectors are not available.

¹³ U.S. Census Bureau, 2008. *QWI Online* [NAICS]. Available online at: <http://lehd.did.census.gov/led/datatools/qwiapp.html>.

¹⁴ The most recent data available are for the second quarter of 2008.

other sectors.¹⁵ Wage projections from NAICS data compiled by the Bureau of Labor Statistics for the health care, education, construction, and local government sectors show increasing salaries through 2010. Manufacturing is likely to experience declining salaries in the future.¹⁶

Key Target Jobs and Lead Employers

The Oklahoma Governor's Council for Workforce and Economic Development produced reports highlighting growth potential for specific jobs within the health care and aerospace manufacturing sectors.^{17,18} Jobs within the *healthcare sector* demonstrate strong growth potential (see Appendix C). Home health aides and medical assistants are primary drivers of this growth; however, wages for these occupations are at the lower end of the health care industry spectrum. There is limited potential for advancement without significant training and a postsecondary credential. Registered and licensed practical nurses (RNs and LPNs) are growing occupations with comparatively higher wages and greater potential for advancement. Education, credential, and licensure requirements are more demanding for these jobs.¹⁹

Leading healthcare employers in Tulsa — with an emphasis on acute care facilities that tend to provide better pay and opportunities for advancement — include:

St. Francis Hospital (4,100 employees)
St. John Medical Center (4,050 employees)
Hillcrest Medical Center (2,350 employees)

To determine the availability of nursing and allied health positions in Tulsa, we conducted a comprehensive search of open positions. The search relied primarily on the employment listings of the four main hospitals in Tulsa: St. Francis Healthcare

¹⁵ U.S. Census Bureau, 2008. QWI Online [NAICS]. Available online at: <http://lehd.did.census.gov/led/datatools/qwiapp.html>.

¹⁶ Snead, Mark C. (2009). *Tulsa Metropolitan Area: National Conditions and Low Energy Prices Weigh on Regional Growth*. Center for Applied Economic Research, Spears School of Business, Oklahoma State University.

¹⁷ Governor's Council for Workforce and Economic Development. (2007). *Oklahoma's Aerospace Industry Workforce: 2007 Report*.

¹⁸ Governor's Council for Workforce and Economic Development. (2006). *Oklahoma's Health Care Industry Workforce: 2006 Report*.

¹⁹ Governor's Council for Workforce and Economic Development. (2006). *Oklahoma's Health Care Industry Workforce: 2006 Report*.

System, St. John Health System, Hillcrest Medical Center and SouthCrest Hospital. The listing of hospitals from the Oklahoma Hospital Association also provided names of potential employers. Initially, the search included employment websites, such as CareerBuilder.com and Monster.com. However, the hospitals cross-listed most of their positions on their websites and the general employment websites. We searched the available positions July 6-10, 2009. It is anticipated that the actual job listings will change as existing positions are filled and new ones become available. This search is intended to provide a “snapshot” of the Tulsa labor market for nursing and allied health positions.

The search identified 225 open positions. These positions primarily included:

Registered Nurse (RN) – 59%
 Licensed Professional Nurse/Licensed Vocational Nurse (LPN/LVN) – 17%
 Certified Nurse Assistant (CNA) – 18%
 Patient Care Technician (PCT) – 3.5%
 Certified Medical Assistant (CMA) – 1.7%

Sixty-six percent of open positions were for full-time positions. Fifteen percent were part-time positions, and sixteen percent were PRN (“as needed”) or Variable-shift positions. Table 3 displays the search results, broken down by full-time, part-time, PRN or variable-shift.

Table 3 Nursing and Allied Health Positions

Position	Full-Time			Part-Time	PRN/ Variable	No Shift Info	Total
	Day	Night	No Info				
RN	39	35	17	17	23	2	133
LPN/LVN	10	5	6	11	7	0	39
CNA	8	7	12	6	6	2	41
PCT	5	2				1	8
CMA	4						4
Total	66	49	35	34	36	5	225

Several overall themes emerged from the search results. For one, day-shift job descriptions generally required or preferred at least one (1) year of experience. Night shifts did not have the same experience requirements. Part-time positions did not require much experience either, regardless of job type. It is possible that employers

choose to be more stringent about the requirements for day-shift positions, because those shifts are preferred. Additionally, there are multiple openings in mental health hospitals for applicants with little or no experience. However, it is unclear whether the primary healthcare employers view experience in mental health facilities as equivalent with the experience with their own employees.

A number of jobs within the *aerospace sector* demonstrate significant growth and wage potential as well (see Appendix D). These include machinists, welders, cutters, solderers, and brazers. Moreover, positions supervising mechanics, installers and repairers, and production and operating workers are growing as well, indicating the potential for upward mobility within the aerospace sector.²⁰

Leading aerospace employers among the 100 or so located in the Tulsa area include:

- American Airlines (9,100 employees)
- NORDAM (1,543 employees)
- Bizjet (220 employees)
- Southwest United Industries (175 employees)
- Helicomb International (100 employees)
- Limco-Piedmont (93 employees)
- Spirit AeroSystems (99 employees)

Target occupations appropriate for participants in CareerAdvance in Tulsa's aerospace sector may include:

- Mechanics, installers and repairers
- Technicians
- Machinists
- Welders, cutters, solderers and brazers
- Samplers and weighers

Although Tulsa does have a large *manufacturing sector*, it is primarily focused on aerospace, which has been addressed in a separate section. Total manufacturing employment in the Tulsa MSA in 2008 was 53,100. In May 2009, the current

²⁰ Governor's Council for Workforce and Economic Development. (2007). *Oklahoma's Aerospace Industry Workforce: 2007 Report*.

employment was 48,600²¹. Additionally, the industry is expected to lose 3,600 jobs by 2016, (a growth rate of -0.89%)²².

There are several promising occupations within manufacturing:

Team Assemblers. The mean hourly wage is \$12.02, and the expected growth rate is 6.69% from 2006-2016. The current employment level is 5,230 positions. Team Assemblers require moderate-term on-the-job training.

Computer-controlled Machine Tool Operators. The mean hourly wage for this occupation is \$16.24, and the expected growth rate is 3.45% from 2006 – 2016. However, this occupation only employs approximately 300 people. The scarcity of positions may hinder participants from finding a job in this field. Computer-Controlled Machine Tool Operators require moderate-term on-the-job training.

Machinists. The mean hourly wage for machinists is \$16.76, and the current employment level is 2,200 positions. However, this occupation has a negative growth rate of -1.35%. Machinists require long-term on-the-job training, which may not be suitable for the CAP participants.

Total *construction industry* employment in the Tulsa MSA in 2008 was 23,000. In May 2009, the construction employment was slightly higher at 23,500²³. Additionally, the industry is expected to gain 2,900 jobs by 2016, (a growth rate of 1.44%)²⁴. However, the current downturn in the construction market, which occurred after the occupational outlook was published, may adversely affect the industry.

The construction industry offers high-paying jobs to skilled craft workers. However, construction work is subject to constant change in terms of job sites and to seasonal and economic fluctuations, so that less skilled individuals have difficulty maintaining stable employment. Significant craft training, which combines classroom instruction with learning on the job, such as found in apprenticeships, offers the best preparation for careers in construction. In June 2009 in the Tulsa area, 245 construction apprentices were registered with the U.S Department of Labor in a variety of crafts, including electrician, carpenter, plumber, pipefitter, ironworker, sheet metal worker and HVAC mechanic, universal equipment

²¹ Bureau of Labor Statistics, State and Metro Area Employment, Hours, and Earnings. <http://www.bls.gov/sae/>

²² Tulsa Workforce Investment Area Industry Employment Outlook, 2006-2016.

²³ Bureau of Labor Statistics, State and Metro Area Employment, Hours, and Earnings. <http://www.bls.gov/sae/>

²⁴ Tulsa Workforce Investment Area Industry Employment Outlook, 2006-2016.

operators, and elevator constructors. All but four of these apprentices were in programs jointly sponsored by a group of employers and a union. In recent months, construction employment has declined so that several employers have encountered difficulty in keeping their apprentices working. Additionally, our discussions with local trade unions indicate that while they may be interested in participating in the program, new CareerAdvance trainees would be at the bottom of the list for hiring, behind current union members, a number of whom are now out of work.

Of course, economic stimulus funds may bolster parts of the Tulsa construction industry. Significant increases in funding for weatherization (e.g., from \$2 million to \$67 million in Oklahoma for residential weatherization alone) may offer opportunities for earning while learning construction skills on the job. A challenge will be finding ways to move beyond task training to craft preparation for a construction career.

A sample list of construction occupations requiring short or moderate on-the-job training includes the following positions:

Construction Laborers. The mean hourly wage for construction laborers is \$11.78, and the expected growth rate is 22.22% from 2006-2016. The current employment level is 4,500 positions. Construction Laborers require moderate-term on-the-job training.

Painters – Construction and Maintenance. The mean hourly wage for this occupation is \$15.03, and the expected growth rate is 14.78% from 2006 – 2016. This occupation employs approximately 1,150 people. Painters require moderate-term on-the-job training.

Helpers – Construction Trades. The mean hourly wage for machinists is \$13.36, and the current employment level is only 100 positions. The growth rate is 10% from 2006 – 2016. Helpers in Construction Trades require short-term on-the-job training.

Positions in the *early childhood education sector* are plentiful, and training CareerAdvance participants in this industry would also have important benefits for their children. The training requirements are comparatively low, but unfortunately the pay is also very low, and, as we learned from our interviews in Tulsa, the time between becoming a teacher's aide and progressing up the ladder to Master Teacher can take years with few opportunities for increased earnings in between.

Occupations of interest in the early childhood sector include:

Preschool Teachers. The mean hourly wage for preschool teachers is \$10.55, and the expected growth rate is 26.73% from 2006-2016. There are

approximately 1,010 preschool teachers in the Tulsa MSA. This occupation generally requires postsecondary vocational training.

Childcare Workers. The mean hourly wage for childcare workers is \$9.16, and the expected growth rate is 24.45% from 2006-2016. There are approximately 2,290 child care worker positions. This occupation requires short-term on-the-job training.

Although both positions have large job growth potential, this sector is less attractive because the wages offered do not lead to family self-sufficiency, nor do the jobs provide good opportunities for advancement. CAP is one of the leading employers in Tulsa's early childhood sector and has linked its pay scale to the public school system, the other large employer.

Key Employer Associations

One of the factors to consider when selecting a target industry sector is whether and the extent to which it is organized. During visits to Tulsa over the past year, we identified and met with associations, unions and less formally structured groups from the following industry sectors in Tulsa:

Healthcare. The healthcare industry is one of the best organized and represented in most states and communities, and Tulsa is no exception. Three of the top employers in the labor market are medical facilities (i.e., St. Francis, St. John and Hillcrest). Several important healthcare organizations may be helpful for the *CareerAdvance* Project, including the OK Healthcare Alliance, the Tulsa Hospital Council, and Workforce Tulsa's Healthcare Roundtable. In addition, the state established the OK Healthcare Workforce Center that is directed by Sheryl McClain, a loaned executive from the OK Hospital Association and a member of the Governor's Council on Workforce and Economic Development. The OK Healthcare Workforce Center is a non-profit supported by nine varied organizations, including the Hospital Association, the OK Department of Commerce and the state education systems (public, higher and tech ed).

Advanced Manufacturing. Over one-third of Oklahoma's manufacturing jobs are located in the Tulsa MSA labor market. Not surprisingly, the Oklahoma Manufacturing Alliance has a strong presence in Tulsa, though it may not be playing as direct role as is needed. In addition, representatives of the Manufacturing Extension Service, based on Tulsa Tech campuses, have worked with many of Tulsa's small manufacturers to organize training programs.

Aerospace. Tulsa is a major hub for airline maintenance, with an American Airlines facility that services larger aircraft (primarily jets) for American Airlines — the single largest employer in Tulsa — as well as Lufthansa and others. In addition, Nordam and several smaller aerospace firms (e.g., Bizjet, Spirit

Aerosystems) are based in Tulsa. Aerospace work in Tulsa tends to be more oriented to private sector work and less stable than that in Oklahoma City, which is the site of Tinker AFB. The aerospace/aviation industry is technically part of the larger manufacturing sector though it has its own Tulsa-based OK Aerospace Alliance led by Mary Smith of Spirit Bank. OK Aerospace Alliance grew out of the remnants of the Aerospace Alliance of Tulsa (formed in 1999) from the efforts of Boeing's Steve Hendrickson who obtained OK Department of Commerce funding to launch it. More recently, with assistance from Rachel Henderson of American Airlines, Chair of its Business Services Committee, Workforce Tulsa has organized a series of roundtable meetings of the aerospace industry in Tulsa.

Construction. Nonunion construction employers are affiliated with the Associated Builders and Contractors (ABC) and the Associated General Contractors (AGC), which use the national training and assessment systems promulgated by the National Center on Construction Education and Research (NCCER). The ABC offers NCCER training at their facility in Broken Arrow, as do the Tulsa Technology Center and the OSU Institute of Technology. The Building and Construction Trades Council is a key presence in the unionized sector of construction. Workforce Tulsa is also organizing a Construction Roundtable that should be helpful in organizing training and education efforts in this sector.

Early Childhood. With 20 centers offering most of the Head Start and Early Head Start programs in Tulsa, CAP serves as a driving force behind the local "industry" with major participation from the education and training providers (i.e., Tulsa Community College and OU) and area school districts. The Tulsa Child Care Resource Center serves as a referral specialist to families seeking childcare and as a resource to help improve childcare providers. The Center conducts a semiannual inventory of childcare providers in Tulsa. A recent survey identified a total of 27,000 childcare slots (including children of all ages) in the four-county Tulsa region. Providing child development training to parents reinforces their skills in developing their own children, certainly an added attractive feature in any two-generation strategy to eliminate poverty.

In addition, it is noteworthy that the Oklahoma Governor's Council for Workforce and Economic Development, the Oklahoma Department of Commerce and the Tulsa Chamber of Commerce have adopted sectoral strategies and chosen to devote resources to growing and responding to the workforce needs of the advanced manufacturing, aerospace and healthcare industries.

Labor Market Summary

The Tulsa labor market is less robust than it was just a year or so ago in terms of employment and advancement opportunities as well as wages. However, despite the severe ongoing recession that began in December 2007, Tulsa is faring better than the Nation at present. Promising sectors remain, each of which may offer reasonably good prospects for job growth, pay and career advancement for the parents of children served by CAP in its Head Start and Early Head Start programs.

We recommend *healthcare* as the “lead” sector for the CareerAdvance Pilot, focusing particularly on the career path leading from CNA/PCT to LPN and ultimately to RN. As the summary assessment provided in Table 1 shows, healthcare meets most of the criteria for selection, including being critical to economic development, having good prospects for employment growth and experiencing occupational shortages over time, being an appropriate target for these parents, and offering good earnings, benefits and career advancement in key positions. Several industry cluster groups in healthcare are active at the state and local level, which recognize the need to address labor market problems on an industry basis and are willing to work toward solutions to these problems. For the pilot phase, the nursing pathway within the healthcare sector appears to be a very good choice. As noted below, it also has a major advantage in terms of a network of capable institutions (e.g., TCC, Tulsa Tech) that are ready to respond to labor market training needs in this sector.

Once the CareerAdvance Pilot has gotten underway in healthcare, we recommend focusing on selected jobs in the *advanced manufacturing* and closely related *aerospace* sectors. Job growth is expected to return to these industry sectors in time, and each of them offers the prospect for above-average compensation and opportunities for career advancement. They also offer some of the same support and institutional framework that healthcare provides.

It now appears likely that, as the CareerAdvance Pilot is getting underway, there will be a major expansion of *construction* employment associated with weatherization and other so-called “green jobs”. While attractive, especially for fathers and noncustodial parents, not enough is yet known about how well being trained for and working in these jobs will lead to job stability, wage progression and career advancement. We will continue to monitor the construction industry as a possible target sector as these initiatives unfold.

A circular diagram illustrating the Tulsa Workforce System Institutions. The central text reads "Tulsa Workforce System Institutions". Surrounding this center are six blue rounded rectangular boxes, each containing the name of an institution, connected by a circular line. Starting from the top and moving clockwise, the institutions are: Workforce Tulsa, Tulsa Workforce Centers, Tulsa Chamber of Commerce, Tulsa Technology Center, Tulsa Community College, and Oklahoma State University - Institute of Technology.

```

graph TD
    WFT[Workforce Tulsa] --- TWFC[Tulsa Workforce Centers]
    TWFC --- TCC[Tulsa Chamber of Commerce]
    TCC --- TTC[Tulsa Technology Center]
    TTC --- TCCol[Tulsa Community College]
    TCCol --- OSUIT[Oklahoma State University - Institute of Technology]
    OSUIT --- WFT
    subgraph Tulsa_Workforce_System_Institutions
        WFT
        TWFC
        TCC
        TTC
        TCCol
        OSUIT
    end

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Tulsa Workforce System Institutions

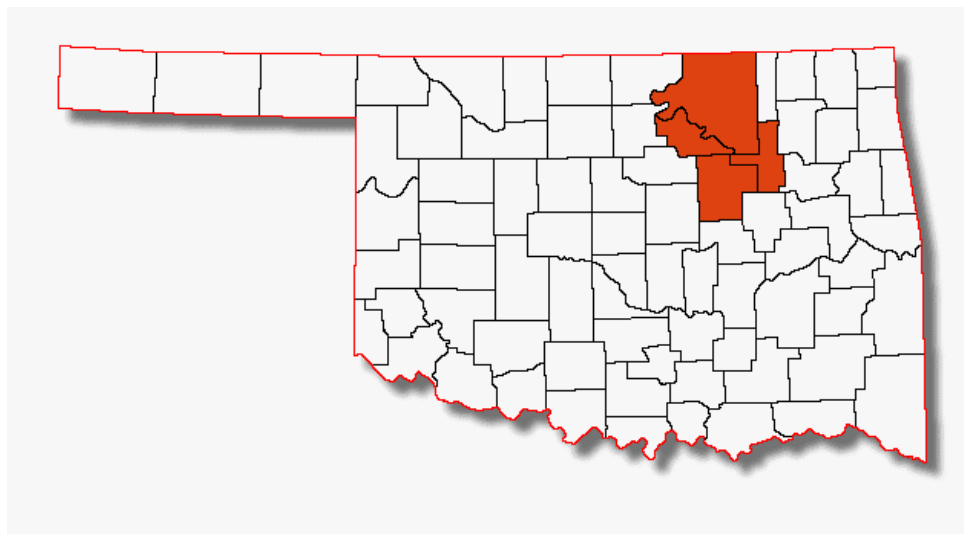
- Workforce Tulsa
- Tulsa Workforce Centers
- Tulsa Chamber of Commerce
- Tulsa Technology Center
- Tulsa Community College
- Oklahoma State University - Institute of Technology

The Tulsa workforce system is composed of multiple organizations with varying degrees of connectivity. Workforce Tulsa, the region’s workforce investment board (WIB), and the two Tulsa Workforce Centers are primarily funded by federal dollars from the U.S. Department of Labor’s Workforce Investment Act (WIA) programs. The other organizations diagrammed above include workforce training providers – Tulsa Technology Center, Tulsa Community College, and Oklahoma State University at Okmulgee – and the Tulsa Chamber of Commerce, which has played an important role in bridging economic and workforce development in recent years. All of these organizations are discussed in greater detail below.

As the WIB for the region, Workforce Tulsa is responsible for setting local policy in the administration of WIA funds. These policy decisions include determining local demand occupations, certifying eligible training providers, and establishing standards for individual training accounts. The Board is also responsible for contracting with an

operator for the local Tulsa Workforce Centers. The Board is comprised of representatives from the business community, as well as representatives from local government, education and training providers, community organizations, and others. By law, the majority of the Board must be comprised of business representatives. The Tulsa workforce investment area includes the counties of Tulsa, Creek, Pawnee, and Osage (Figure 5). In FY 2009, Workforce Tulsa's WIA allocation was \$2.16 million. Workforce Tulsa has funds allotted for training that can be reserved for training in targeted sectors and occupations.

Figure 5. Map of the Tulsa Workforce Investment Area



Tulsa Workforce Centers

Tulsa currently has two Workforce Centers operated under contract by Arbor Education and Training, a national for-profit organization. The Eastgate Center is a comprehensive one-stop that opened in 2008. The Center offers services to job seekers, employers, and youth. The Center has representatives from Veterans Employment and Training Services, Tulsa Technology Center, Tulsa Community College, and state agencies responsible for education, workforce development, unemployment insurance and other programs. There is space for employer interviews, training sessions, workshops, and self-guided career search. The Skyline Center primarily serves unemployed individuals by providing space for self-guided career search, but does have part-time services for Veterans and the disabled. The Skyline Center has experienced a surge in office visits since Workforce Tulsa closed other offices in town. The Eastgate Center is far from the city-center and more difficult to reach by public transportation. In Program Year 2007, the Tulsa workforce centers served more than 15,500 adults. Those

entering and retaining employment for at least six months have experienced an average earnings increase of almost \$11,000 according to Workforce Tulsa. Figure 6 highlights the location of each of the Workforce Centers.

Figure 6. Map of Tulsa's Workforce System and CAP Centers



CAP Center

1. Disney
2. Eastgate
3. Good Shepherd
4. McClure
5. Skelly
6. Tulsa Educare

Workforce Center

7. Tulsa Eastgate
8. Tulsa Skyline

Higher Education

9. OSU – Institute of Technology (not shown)
10. TCC– Metro Campus
11. TCC– Northeast Campus
12. TCC– Southeast Campus
13. TCC– West Campus
14. TCC – Broken Arrow Campus
15. TC – Lemley Campus
16. TC – Peoria Campus
17. TCC – Riverside Campus
18. TCC – Sand Springs Campus
19. TCC– Skyline Campus

Tulsa Technology Center

Tulsa Technology Center provides workforce training for the Tulsa community at six campuses (see Figure 6), as well as through online courses and collaborative agreements with local school districts and other postsecondary institutions. In late 2008, a new Health Sciences

Center opened at the Lemley Campus. This Center pulls together programs from across the six campuses into one state-of-the-art training facility. Tulsa Tech serves more than 200 employers and 70,000 students each year. In fiscal year 2007, the school's operating budget was \$79.6 million, 87% of which was funded through local taxes, tuition, and interest. Training programs are offered across thirteen career clusters, including:

- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Specific application and enrollment criteria vary by program; however, all applicants must score at least 50 points (out of a possible 100) across two categories: career interest and academic preparedness. Career interest is determined through an inventory available online or through the Career Services Center on the Lemley Campus. Academic preparedness is determined based on an assessment test administered at the Career Services Center. Services available to Tulsa Tech students include financial aid, career advisement, internship and placement services, and the opportunities for participation in student career/vocational organizations. Tulsa Tech also offers customized English- and Spanish-as-a-Second-Language (ESL) instruction for business customers.

Tulsa Tech's Licensed Practical Nurse (LPN) program has a strong reputation in the community. Graduates from the program have consistently done well on the NCLEX – LPN licensing exam, with a first time passing rate averaging 86% over the last ten years.

Tulsa Community College

Tulsa Community College offers academic and continuing education programs, including 200 Associate's degree or certification options, at four area campuses, as well as an extension site called the Education Outreach Center (Figure 6). Day, evening, weekend, and online courses provide multiple opportunities for students to engage full- or part-time in coursework. Each year, Tulsa Community College serves approximately 27,000 students in college credit programs and more than 6,000 in continuing education programs with an annual operating budget of approximately \$84 million. Areas of study include:

- Arts & Communications
- Business
- Community Services
- Health Science
- Manufacturing
- Science, Technology Engineering & Mathematics
- Transportation, Logistics & Distribution

Students must apply to Tulsa Community College as well for acceptance into specific workforce development programs. TCC offers a wide range of student services, including financial aid, academic advising, career services, addiction prevention and recovery services, counseling and testing services, resources for students with disabilities, fitness and wellness centers, and veterans' services. The college's testing services provide a range of opportunities for students, from GED attainment to college placement and credit-by-exam options. TCC's Northeast Campus offers an ESL program for beginning through advanced English language learners. The program focuses on preparing students to succeed in the college classroom. The college also offers non-credit, "zero-level courses" designed to prepare students for college-level coursework.

TCC also has a strong reputation in the community. The nursing program is viewed as highly competitive. The first time passing rate for its graduates taking the NCLEX-RN licensing exam has averaged 86% over the last ten years.

Oklahoma State University – Institute of Technology

The Institute of Technology is an industry-focused campus, with students developing practical skills in programs leading to Associate in Applied Science degrees, Associate in Science transfer degrees, and Bachelor of Technology degrees. The Institute is located in Okmulgee, approximately 40 miles south of Tulsa. In the Fall 2007 semester, enrollment at the Institute of Technology stood at 2,855 students. In FY2009, state appropriations to the school were \$15.4 million. State appropriations constitute approximately 27% of the budget in the Oklahoma State University System. Programs of study at the Institute of Technology include:

- Air Conditioning Technology
- Arts and Sciences Division
- Automotive Technology
- Construction Technology
- Culinary Arts
- Diesel and Heavy Equipment Institute
- Engineering Technologies
- Health and Environmental Technologies
- Information Technologies
- Nursing
- Visual Communications
- Watchmaking
- Business
- Pre-Education
- Civil Engineering Technology
- Information Assurance and Forensics
- Instrumentation Engineering Technology

OSU's Institute of Technology has both application and enrollment processes to enter the university, as well as application processes for specific workforce development programs.

The school offers a number of student support services, including financial aid, counseling, career services, and tutoring support.

The Institute of Technology's nursing program is relatively new, having graduated its first cohort in 2005. Since then the average first time passing rate for graduates on the NCLEX-RN licensing exam has been 63.5%, considerably lower than for the other institutions' nursing programs.

The table in Appendix E provides additional details on training and degree programs under consideration for the project from across the education and training providers discussed above. Where available, the table lists program capacity, pre-requisites, additional qualifications, program length, course availability, and typical starting wages. This table can be refined as new information becomes available and the targeted careers are determined.

Tulsa Chamber of Commerce

Selected by the American Chamber of Commerce Executives as the 2008 Chamber of the year, the Tulsa Metro Chamber has served the community for more than 100 years. The Chamber provides business-focused leadership to the Tulsa region in the areas of economic and workforce development, with special emphasis on attracting new businesses to the region, aiding small business growth, and developing a skilled workforce. In recent years, the Chamber has taken a very proactive role in fostering sectorally oriented development.²⁵ The recently launched ChooseTulsaJobs.com website showcases the quality of life and employment opportunities in the region for job seekers and recruiters. Another initiative, Tulsa's Future, is a five-year effort started in 2006 to create 10,000 primary jobs paying an average of \$45,500 annually. The initiative is focusing on sectoral development in seven key areas: aerospace, transportation and logistics; advanced manufacturing and services; healthcare and molecular science; IT and telecom; education and knowledge creation; financial and business services; and hospitality, tourism and entertainment.

Challenges and Potential Solutions

The existing Tulsa workforce system presents a number of challenges to implementing a sectoral jobs strategy as currently envisioned. Perhaps the largest of these is the absence of a functioning workforce intermediary in Tulsa. A workforce intermediary is an organization that serves both employers and jobseekers, bridging the gaps between education and training

²⁵ Both Darcy Melendez, formerly with the Tulsa Metro Chamber and now Workforce Tulsa's director, and Denise Reid have played key roles in these efforts.

providers, the business community, and the community at large. Successful intermediaries help individuals negotiate personal, skill, and other challenges in order to connect with employers offering high-wage jobs with opportunities for advancement. They help employers by brokering more demand-driven education and training programs and developing a skilled workforce. They aid communities by pulling together resources and organizations into a functional network to meet common goals.

Another challenge is the fragmented nature of Oklahoma's workforce development system. Local workforce investment boards only have access to WIA funding, and therefore have little flexibility and few discretionary resources to address local needs. At the same time, state law limits access to Unemployment Insurance wage records, limiting opportunities to document and evaluate the outcomes and impacts of workforce development services.

Other challenges to successfully implementing the sectoral jobs strategy may include provider capacity, public transportation services, and the availability of extended-hours child care. The relevance of these issues will depend on the training programs ultimately selected and the circumstances of each individual family participating in the project. As more details of the project are finalized, these issues and potential solutions to each challenge will be addressed.

Family Background/Skills Assessment

While conducting a comprehensive assessment of all parents who might be potential participants in a sectoral jobs program was impractical for any number of reasons, a Parent Survey to assist researchers in better understanding the backgrounds, skills, barriers and interests of potential participants in the *CareerAdvance* Pilot was conducted in April and May 2009 at five (5) Head Start/Early Head Start centers: Disney, Eastgate, Good Shepherd, McClure, and Skelly. CAP's Micah Kordsmeier, undergraduate volunteers from the University of Tulsa, Tulsa Community College, and Family Support Specialists conducted the interviews using a survey instrument that was jointly developed over several months by CAP and our research team, based largely on questions that had been validated and used in other related surveys (e.g., the Women's Employment Survey).

Parents were selected randomly by pulling 150 children's names from the Child Plus data management system, resulting in 138 families in the potential survey pool. Family Support Specialists for each center were provided a list of selected families and asked to recruit parents for participation. The 63 parents who completed the survey were provided with a \$20 gift card for their time.

The survey covered several broad topic areas, which are presented in order in this analysis:

- Family/household demographics, including housing
- Labor market participation
- Job preferences
- Human capital
- Barriers to work and training
- Use of financial institutions
- Opinions about finances
- Hardships

Survey results are presented for all 63 respondents for most questions. Not all respondents answered every question. Responses to the section intended to gather nominations for "peer leaders" are not presented here because no individual was nominated by more than one parent respondent.

Family/Household Demographics, Including Housing

It is important to note at the outset that, as shown in Figure 7, respondents to the Parent Survey were overwhelmingly mothers (90%). Thus, results reported here should be viewed as indicative of mothers' backgrounds and related information rather than those of fathers and other caretakers. A greater understanding of fathers' and other caretakers' circumstances may only develop as program implementation progresses. Additional detailed survey results are provided in Appendix F.

Key background characteristics to note include:

- Respondents were overwhelmingly minorities (36% Black, 25% Hispanic, and 6% American Indian); only about one-quarter was White (Figure 8).
- While most spoke English at home (71%), a substantial minority (17%) spoke only Spanish at home (Figure 9).
- Respondents tended to be spread relatively evenly across the five centers surveyed (Figure 10).
- Most respondents indicated having either just one (73%) or two (22%) children at a center (Figure 11). Only 32% reported having no other children besides those served.
- A substantial minority (24%) reported being foreign-born, with the overwhelming majority of those being from Spanish-speaking countries, either from Mexico (87%) or the Dominican Republic (7%).
- The most common housing arrangement was renting a home/apartment/duplex (75%); few (11%) reported owning their own home. Surprisingly, most (79%) reported receiving no housing assistance.
- Most respondents reported living with at least one other adult, but a substantial minority (35%) reported being the only adult in the household.
- Similarly, as shown in Figure 12, most respondents reported that only one adult in the household worked (59%). The remainder was almost evenly divided between having two working adults (19%) and no working adults (21%).

Figure 7. Individual Interviewed

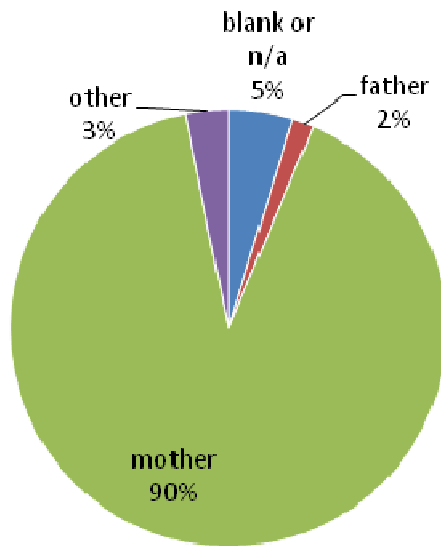


Figure 8. Race or Ethnicity of Respondent

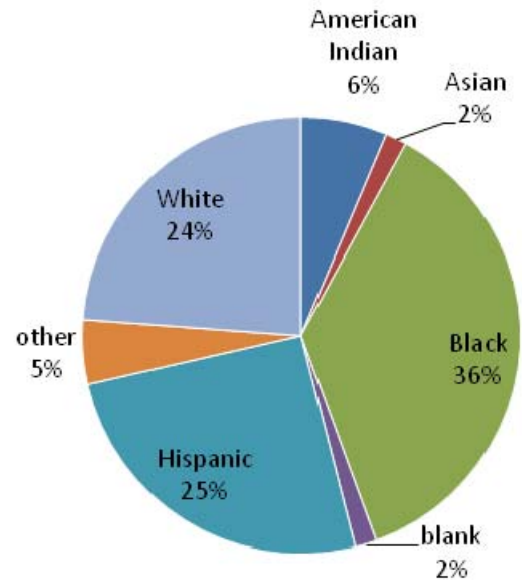


Figure 9. Home Language

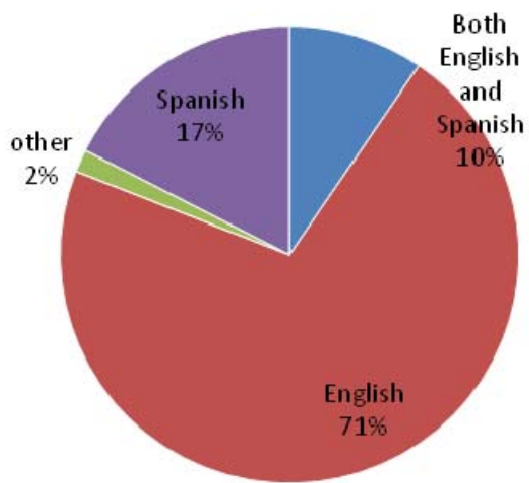


Figure 10. Center Attended

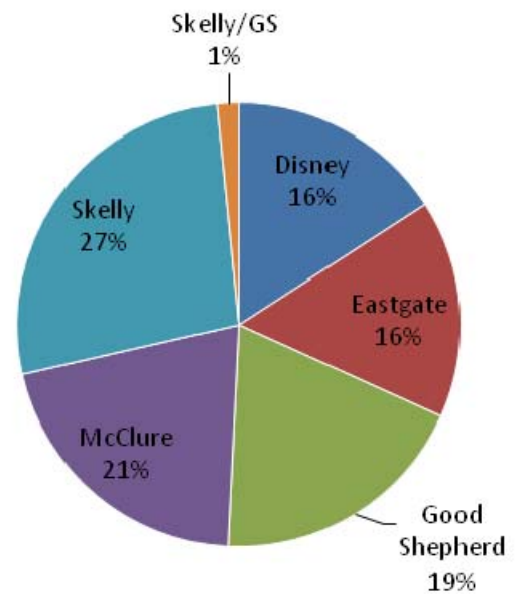


Figure 11. Number of Children at Center

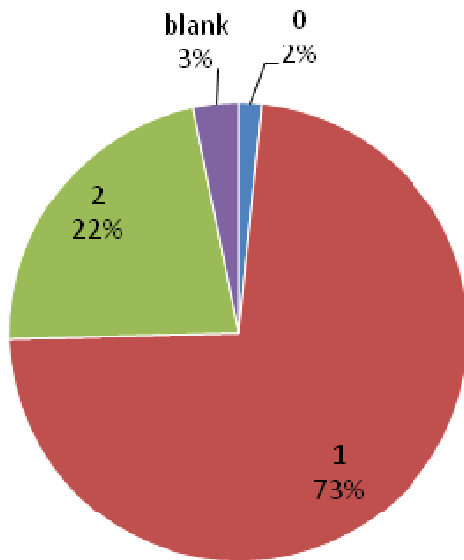


Figure 12. Number of Working Adults in home

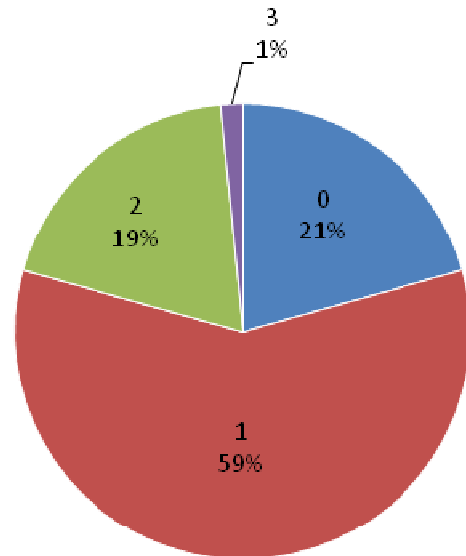


Figure 13. Length of time in current job (n=32)

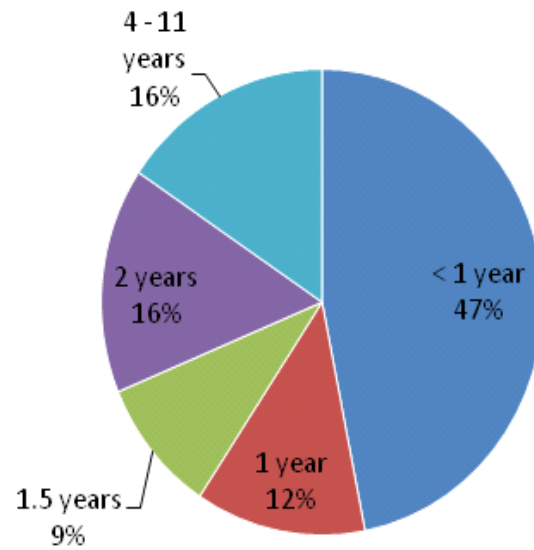
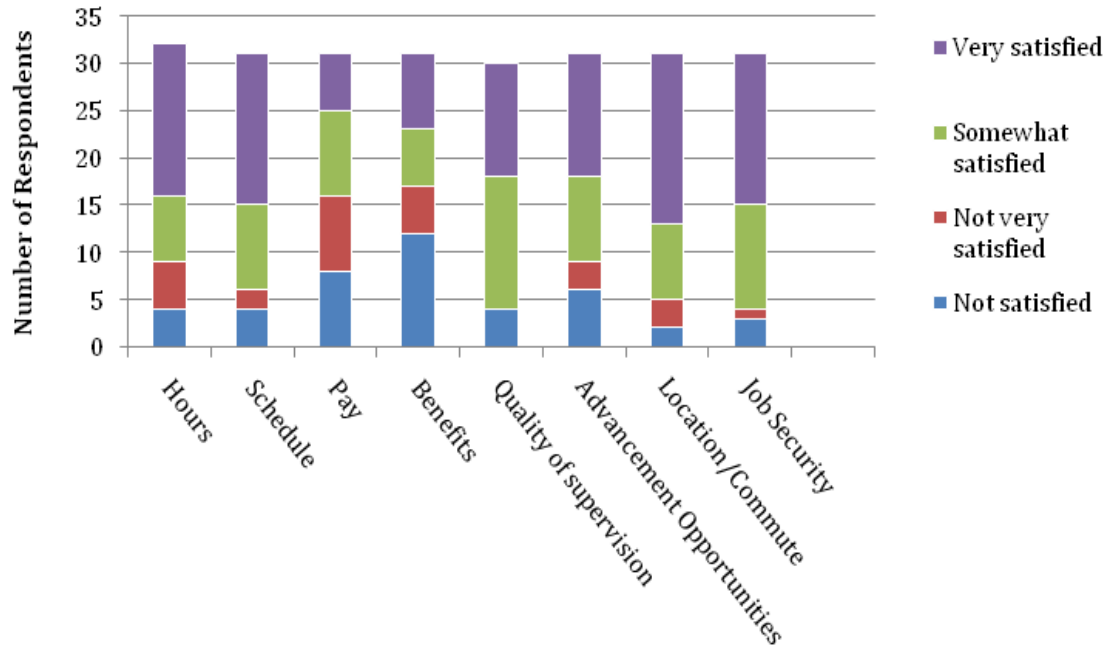
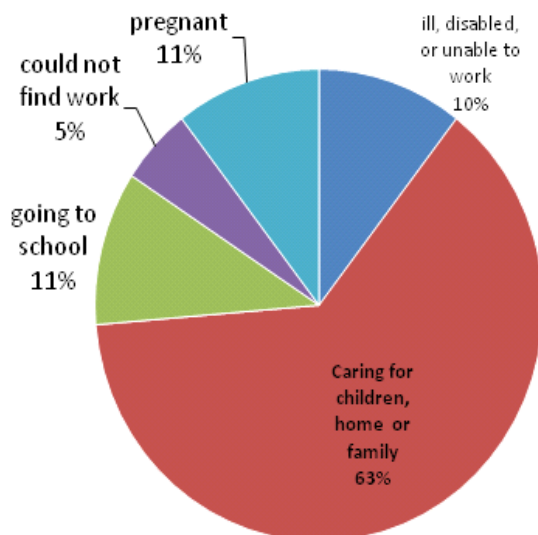


Figure 14. Level of Satisfaction (n=32)*



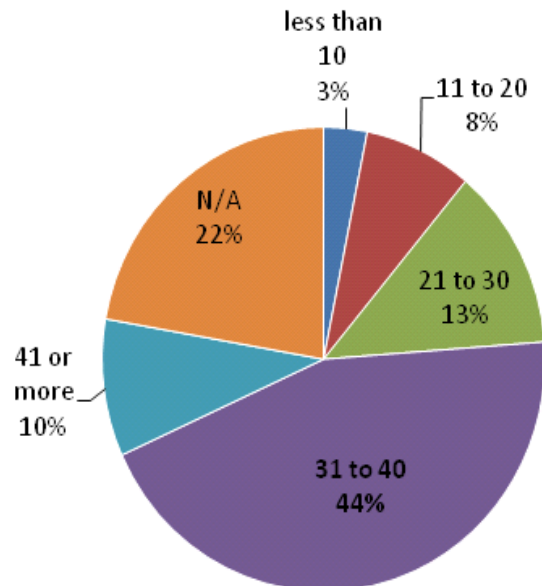
*Some bars may not total 32 due to blank responses.

Figure 15. Reasons for Not Working in Last 12 Months (n=15)*



* Multiple responses allowed.

Figure 16. Average Hours Worked Per Week



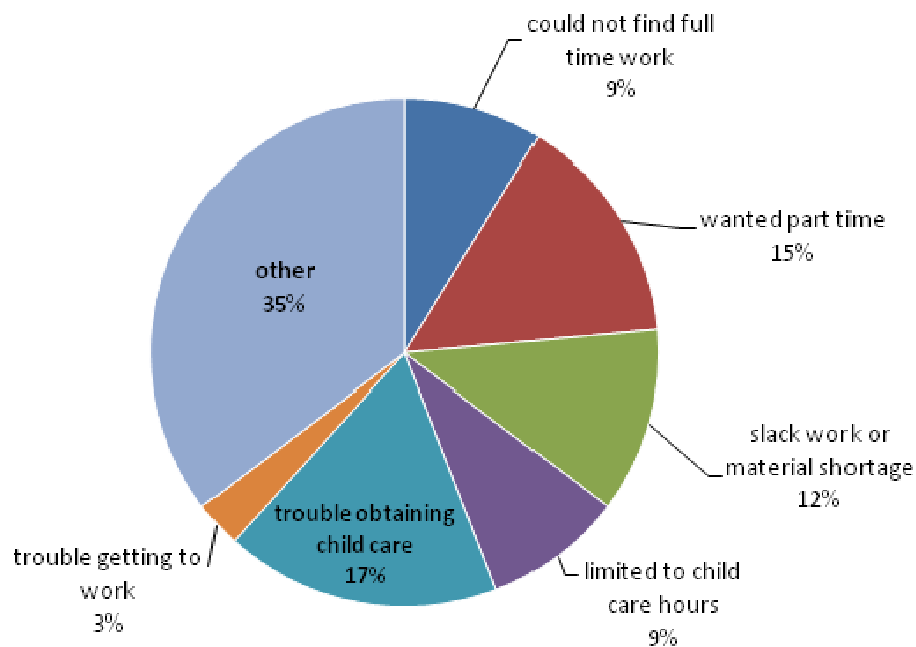
Labor Market Participation

Key findings in terms of parental labor market participation include:

- Respondents were about evenly split between being presently employed or not.
- Of those were employed, slightly more were employed full-time than part-time.
- More than half (53%) had been employed in their current job for at least a year, while around one-third had been employed for two years or more (Figure 13).
- Employed respondents tended to be satisfied with some aspects of their jobs, including their work schedules, the quality of their supervision, their location/ commuting, their job security and even their advancement opportunities (Figure 14). They were least satisfied with their employee benefits and pay.
- Most respondents had been employed sometime in the last year (76%).
- More than two in five respondents indicated they had worked year-round (52 weeks), with significant shares working 41-51 weeks (11%), 31-40 weeks (11%) and 21-30 weeks (18%).
- The majority of those who had worked in the last year worked for just one employer (54%), 16% had worked for just two employers, and another 8% had worked for 3-4 employers.
- Respondents who had not worked in the last year most often indicated that it was because they were at home caring for children or others (63%), going to school or pregnant (11% each) or ill, disabled or unable to work (10%), as shown in Figure 15. Only 5% said they could not find work.
- Most respondents (68%) had not experienced a job loss or layoff in the last year.
- Most (70%) had not worked more than one job at a time, though many had encountered non-standard weekly work hours, some only a few hours per week and others 20, 30 or more non-standard hours each week.
- Fully two-thirds worked at least 20 hours per week when working, with more than half working at least 30 hours per week (Figure 16).
- In addition to a substantial “other” category (35%), reasons for not working full-time, shown in Figure 16, included child care problems/limitations (26%), wanting only part-time work (15%), slack work (12%) and a lack of full-time work (9%). Transportation was reported as an issue by only 3% of respondents.
- Only about one-fifth of respondents reported working in temporary/part-time or seasonal jobs in the last 12 months.
- Fully 43% of respondents indicated that they were currently looking for work.
- The longest jobs held by respondents covered a wide range of occupations. Healthcare titles were the single largest group (n=12), including CNA, nurse, LPN, medical assistant, medical coder and others. Similarly, as indicated in Figure 17, the industry sector in which they held their longest job was wide ranging with healthcare the most common (n=18), followed by food service (n=9), call center/customer service (n=7), and retail sales (n=6).

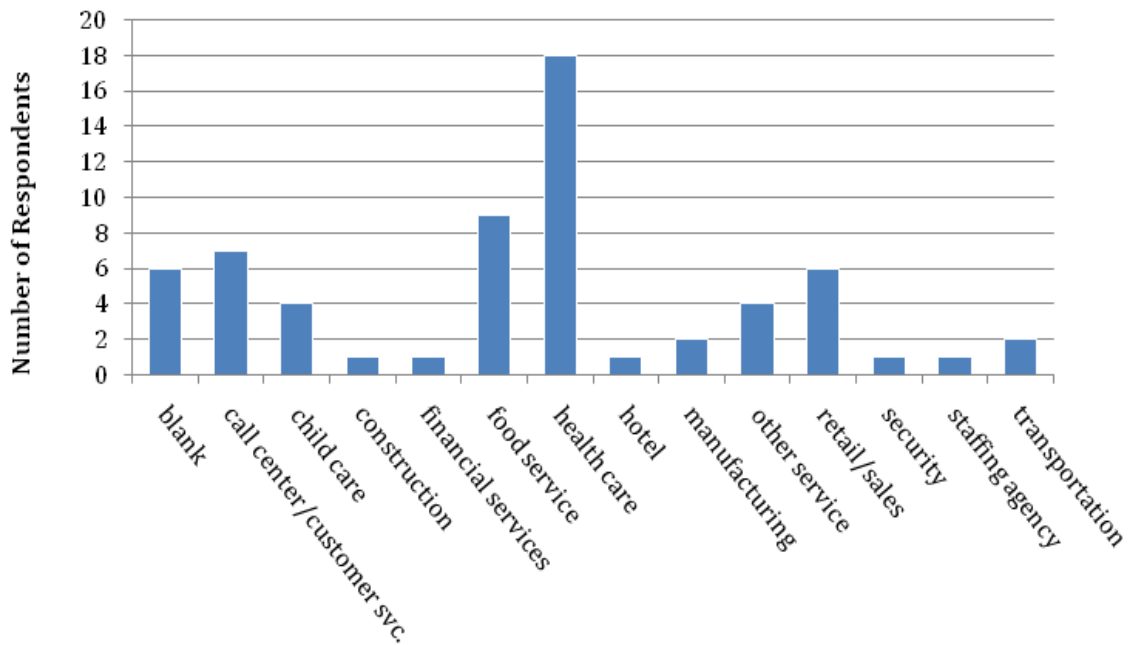
- Respondents found their longest-held jobs in fairly typical ways. The most common sources reported were friends and relatives (36%) and direct employer contact (16%), as well as referrals from others (9%). Relatively few (6%) found these jobs by searching online using the Internet.
- Some 45% were still working in their longest-held job, but fully 57% had not had a wage increase in the last two years.

Figure 17. Reasons for Not Working Full-time (n=31)*



*Multiple responses allowed.

Figure 18. Industry Sector of Longest Job Held



Job Preferences

In terms of job preferences,

- Most respondents indicated that they were very-to-somewhat interested in working in office jobs, specifically in healthcare, early childhood and, to a somewhat lesser extent, public jobs (Figure 18). They were not very interested in manufacturing or construction jobs, likely reflecting the fact that respondents were overwhelmingly female.
- Only about one-third of respondents reported that they had ever held a “good job” though fully 84% knew someone who had one.
- The list of jobs they considered “good” ranged widely — including numerous healthcare positions — and 68% had considered working in a “good job.”

Figure 19. How interested are you in working in the following industries?

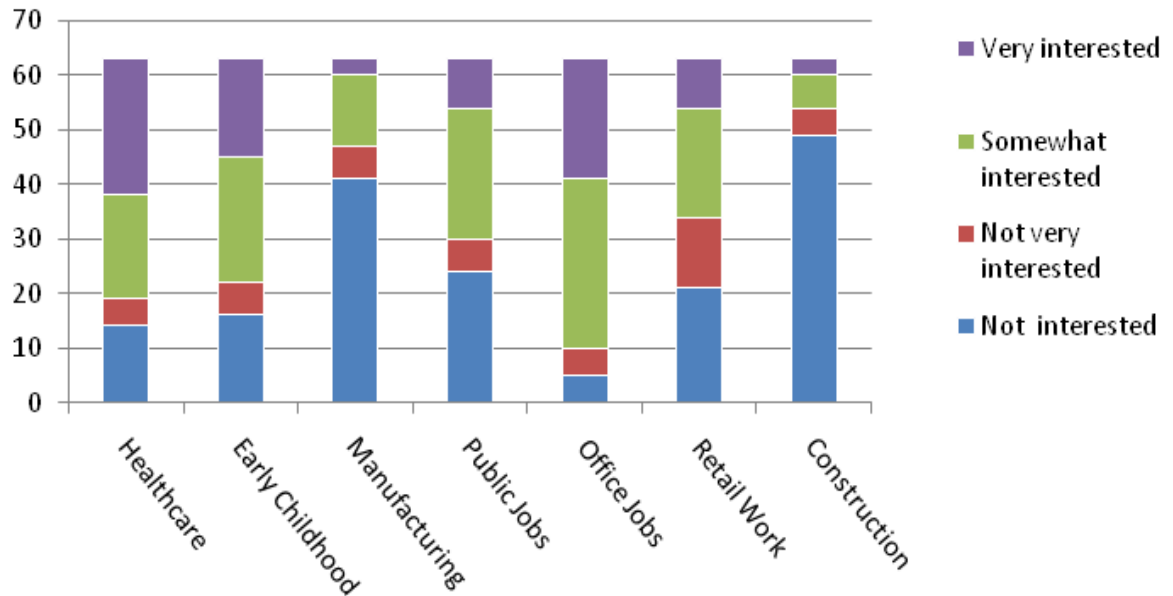


Table 4. Good Job Titles/Employers by Industry that *Respondents* have Considered

Construction
heavy equipment operator
pipes in construction
Financial services
investor
insurance rep
accountant
Healthcare
CNA
EMT
LPN
medical assistant
medical billing
nurse technician
phlebotomy
prosthetics
RN

Hospitality/tourism
casino supervisor
restaurant
assistant manager (food service)
IT/communications
interpreter,
call center
translator
Manufacturing
machine technician
factory
Pepsi
Public - Government/ Education
post office
probation officer
Teacher/TPS

Self-employed
babysitting
business owner
Transportation
American Airlines
crew chief
Other
daycare
graphic artist
manager
F&CS
property manager
real estate
secretary
Whirlpool
working for CAP

Human Capital

Parents responding to the survey reported having widely divergent human capital. Key results include:

- While some reported having attended a 4-year college or even graduated or gone beyond (13%), about one-quarter (24%) did not finish high school, and another 27% only graduated high school or obtained a GED (Figure 20). Significant shares reported completing technical school, earning a certification (16%) or attending a 2-year college (14%). Only a few (3%) reported completing an associates degree.
- Fully 30% reported being *currently enrolled* in school or training programs, including adult education, ESL, nursing, and early childhood programs, among others.
- A number of respondents indicated that they had *ever enrolled* in programs including ABE/GED/literacy (38%), ESL (14%), and job training (46%). Some respondents had enrolled in more than one type of program.
- There was also considerable interest in enrolling in these same types of programs, including ABE/GED/literacy and ESL (32%) and especially job training (54%). Interest in training programs was strongest in health-related fields and early childhood.
- Nearly half of respondents (46%) reported already having earned an occupational license or certificate, with many of these in healthcare (Table 12).

Figure 20. Highest Level of Education Completed

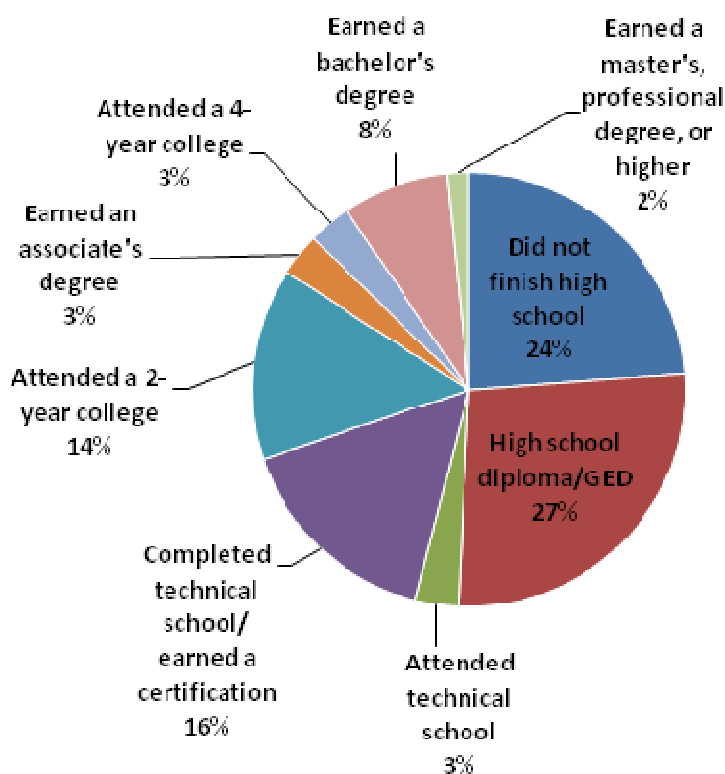


Table 5. Occupational Licenses and Certifications Held by Respondents

Type of License	Number of Respondents
business certificate	1
CNA	5
receptionist certificate	1
cosmetology license	2
CDA	2
CMA	4
Certified Coding Specialist	1
CLEET	1
home health care	1
culinary arts	1
RMA	1
employer-provided	1
food handlers license	1
forklift	2
lab procedures	1
license to administer medicine; CPR	1
LMSW	1
LPN	2
mat classes	1
phlebotomist, medical records	1
medical billing/coding	1
nurse (Mexico)	1
provisional insurance license	1
surgical technology	1
teacher certificate (Ohio)	1
web design	1

Note: Some respondents held more than one type of license or certification.

Barriers to Work and Training

Respondents were also asked about possible barriers to working or participating in education and training. Key findings include:

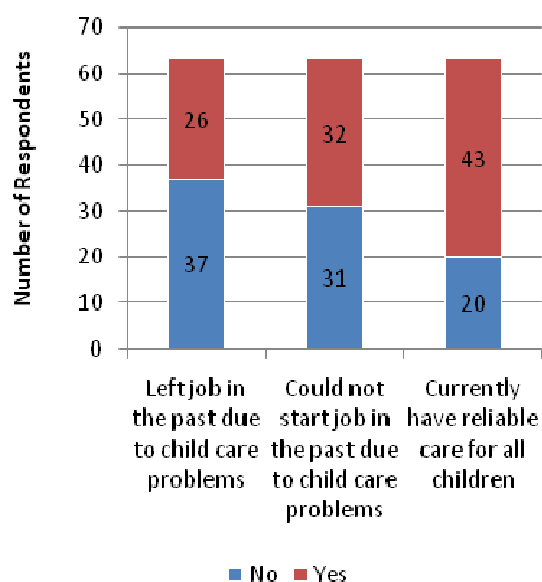
- For the most part, respondents did not report that health, criminal background or credit problems were significant barriers to work or training.
- Child care appeared to be a barrier to starting or holding jobs in the past, though most indicated that they currently had reliable care (Figure 21), as expected given their children's participation in CAP's Head Start and Early Head Start programs.
- Most respondents also reported having reliable transportation and a driver's license.

- Nearly one-third (31%) reported having other barriers to work and training, the largest number associated with personal/family/child issues.

In response to a series of screening questions designed to gauge parents' mental health status "in the last week," respondents presented a somewhat mixed picture:

- About a third of respondents reported feeling depressed at least some or more of the time last week, while higher shares said that they felt lonely, everything was an effort, they felt sad, and especially that their sleep was restless.
- Similarly, while about a third of respondents felt that people were unfriendly at least some or more of the time, only one in six felt people actually disliked them.
- On the other hand, asked a positive way, the overwhelming majority of respondents felt happy most/all/much of the time and indicated that enjoyed life.

Figure 21. Child Care-Related Barriers to Employment/Training



Use of Financial Institutions

Respondents were asked a series of questions to gauge their use of financial institutions. Key findings include:

- Approximately three-fourths of respondents had a checking and/or savings account, while eight in ten reported that at least one person in their household had an account.
- Reasons for not having an account were varied, with the largest number reporting not having enough money for the minimum balance (29%), not wanting one (12%), planning to open one in the future (12%), and lacking required documents (11%).
- When asked what would encourage respondents without an account to open one, lower fees (17%) and more/steadier income (11%) were among the top reasons. A third of these respondents reported that nothing would encourage them to open an account.
- Most (59%) had not used any of CAP's financial services in the past. Of those that had, the majority had used CAP's tax preparation assistance.
- Seventy percent of respondents would be interested in opening an account with a CAP-associated financial institution.
- More than forty percent reported paying their household bills through their financial institution, while a third reported using cash (Figure 22).
- About half of respondents reported that they had saved money in the past to feel more financially secure, to buy a car or pay for car repairs, to pay for special events, or to be prepared for emergencies (Figure 23). Far fewer had saved money to help friends or family members with emergencies, for education or training expenses, or to buy a home or pay for home repairs/improvements.

Figure 22. Type of Financial Accounts Held by Family

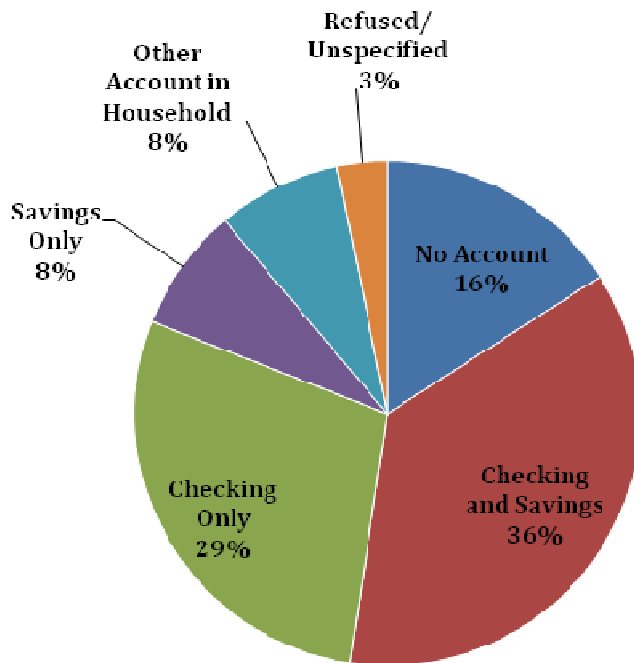


Figure 23. If respondent does not have an account, why not? (n=17)

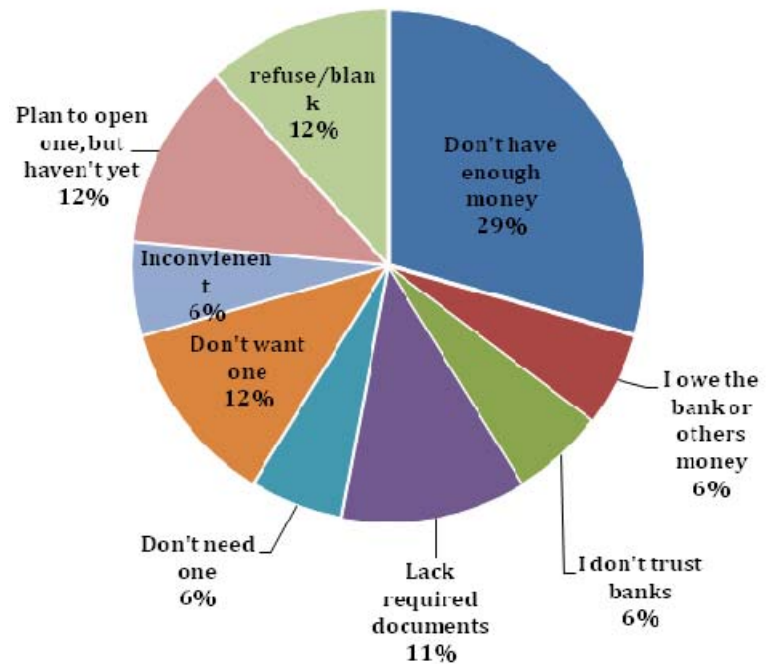


Figure 24. If No Current Financial Account, has Respondent Ever Held an Account? (n=17)

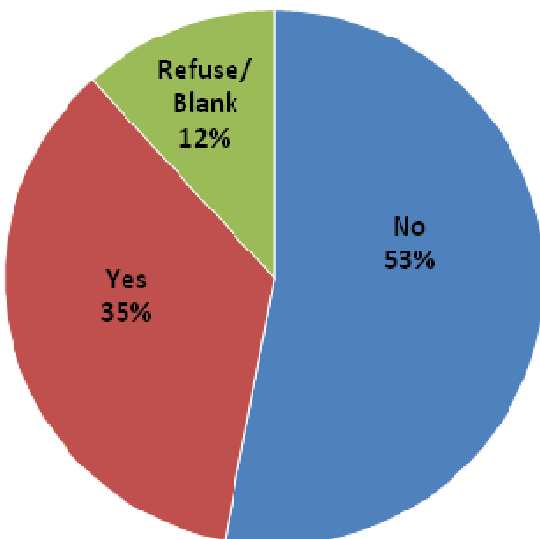


Figure 25. If Respondent Formerly Held an Account but does Not Currently, Why Not? (n=8)

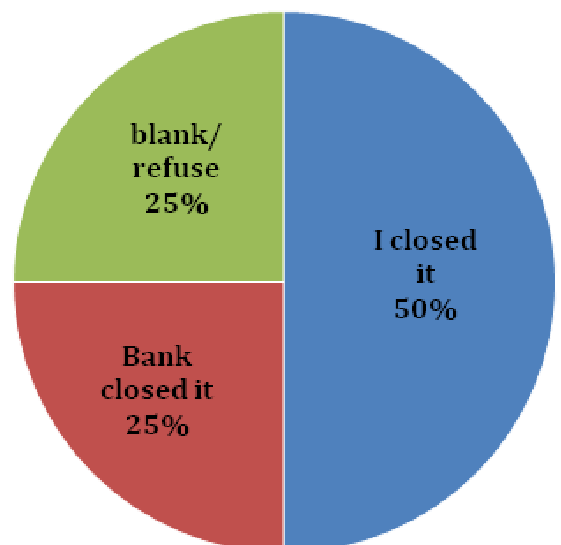
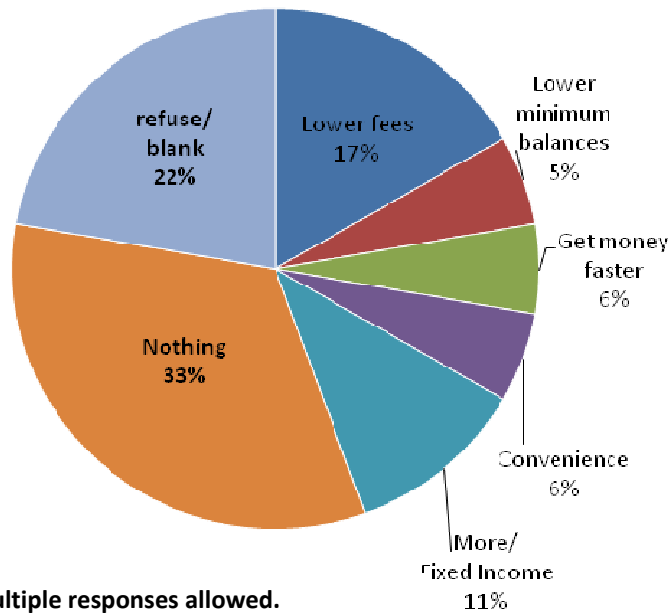


Figure 26. What Would Encourage Respondents to Open a Financial Account (n=17)



* Multiple responses allowed.

Figure 27. Ever Used CAP's Financial Services

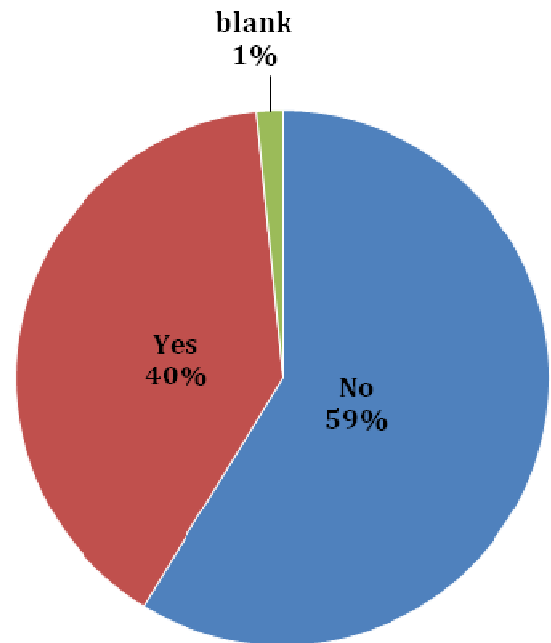
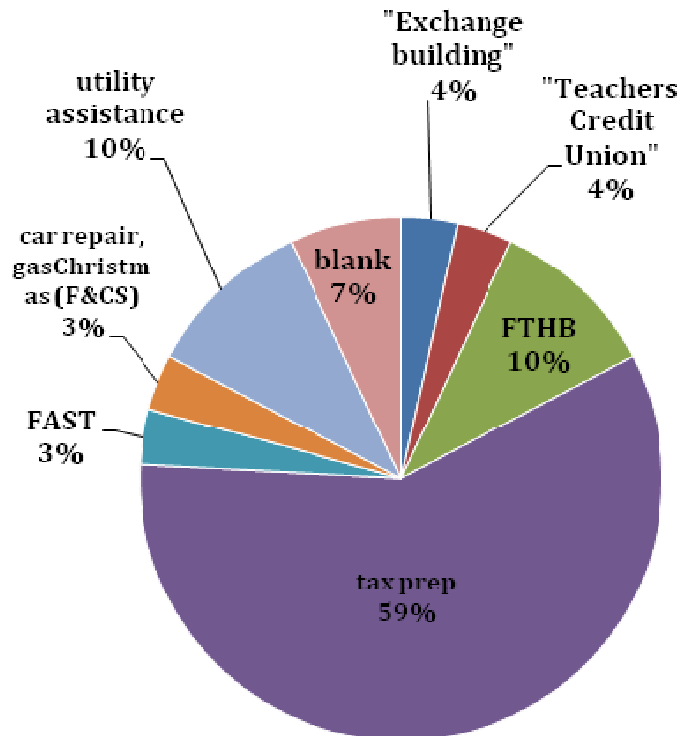


Figure 28. Specific CAP Financial Services Used (n=25)*



* Multiple responses allowed.

Figure 29. Would Open an Account in a CAP-associated bank

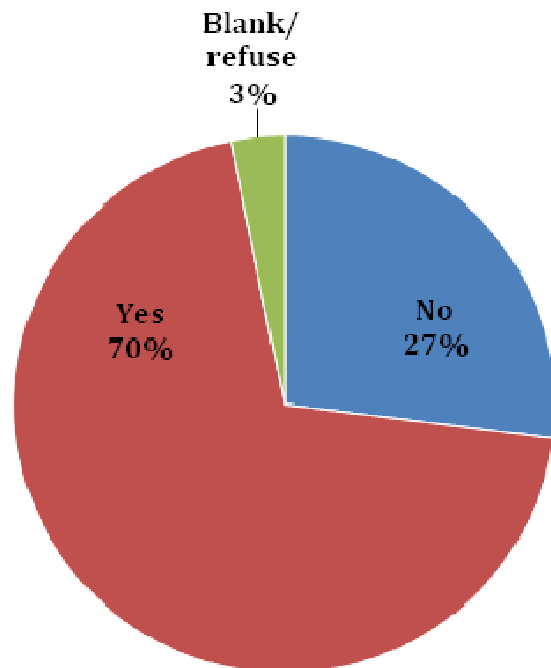


Figure 30. How Respondent Typically Pays Bills*

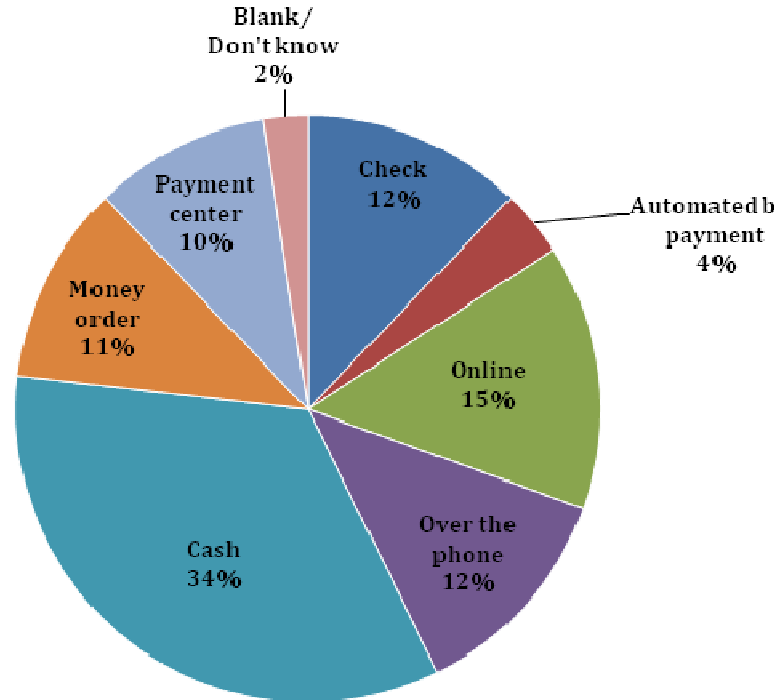
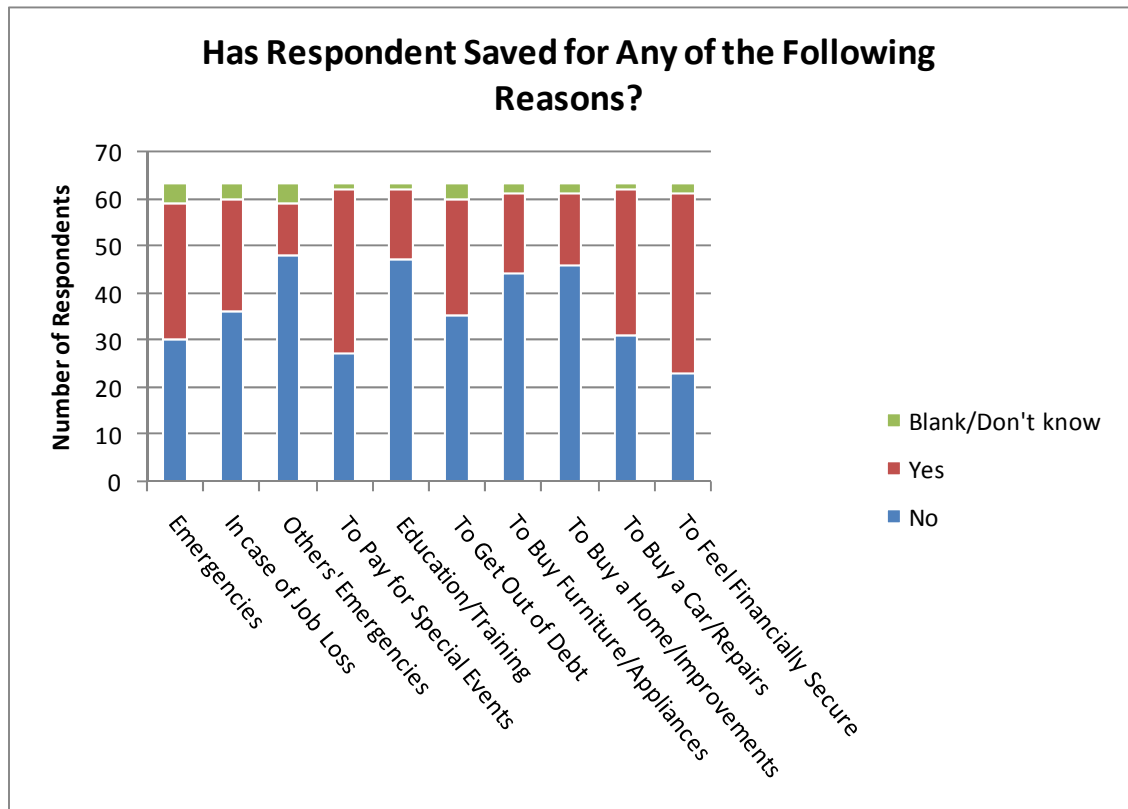


Figure 31. Has Respondent Saved for Any of the Following Reasons?



Financial Opinions

Respondents were also asked a series of questions to gauge their opinions and decision-making authority on finance-related issues. Key findings include:

- The vast majority of respondents indicated that it was hard to save since most of their money went to necessities.
- More than half of respondents indicated that it was hard to resist the temptation to spend money.
- Few respondents reported that saving money wasn't "worth it."
- About half of respondents with a bank account reported that having the account made it easier to save money (Figure 23). For those without an account, responses were about evenly split on whether or not an account would make it easier to save.
- Most respondents indicated that they themselves had the final say in their household's financial decisions, followed by respondents who shared decision-making with their spouse.

Figure 32. How Much do you Agree with the Following Statements?

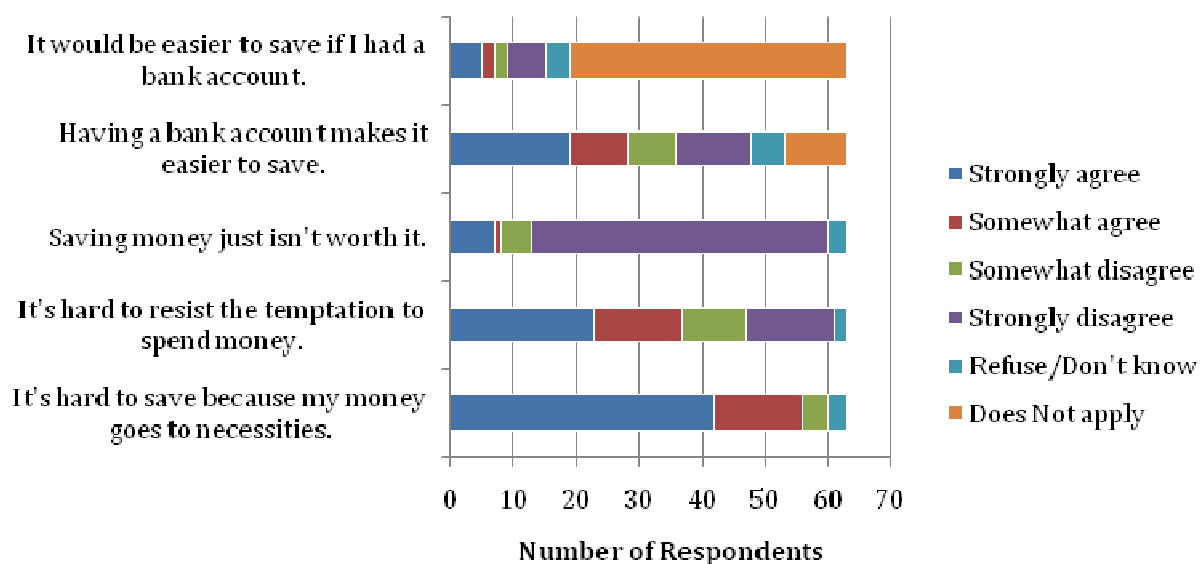
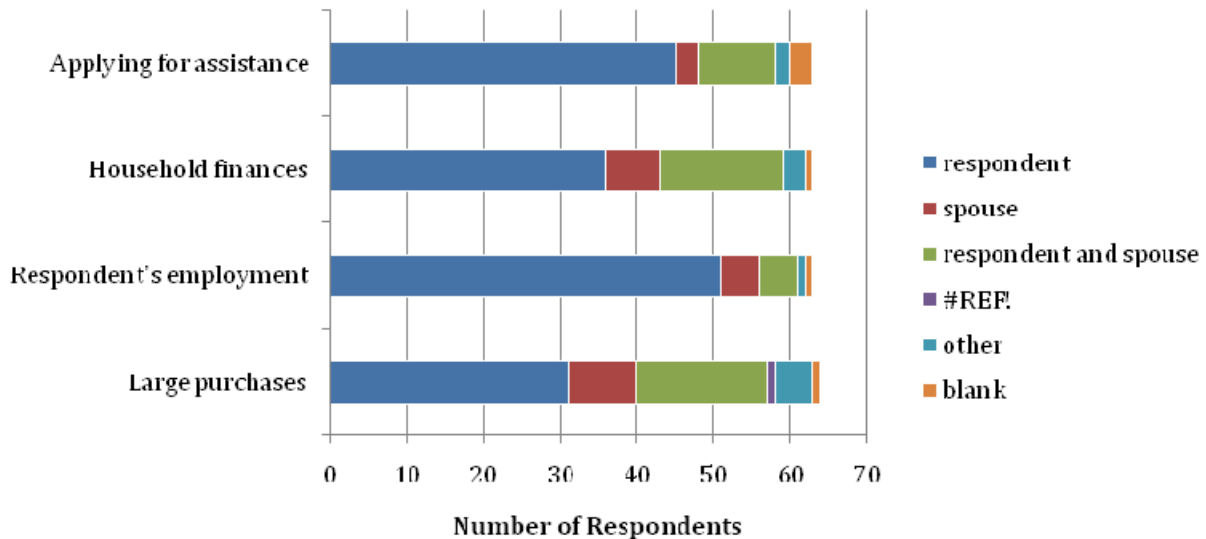


Figure 33. Who has the final say in the following types of decisions?



Recent Hardships

The final section of the survey asked respondents to reflect on recent personal, family, and financial hardships. Key findings include:

- While the majority of respondents had not suffered a job loss, major health or medical expense, or major car/home expense in the last year, at least a third of respondents reported that they had suffered one or more of these hardships.
- Similarly, while the majority of respondents reported that their income met their expenses in “most” or “every” month in the last year, more than a third reported that their income regularly did not meet expenses (Figure 24).
- For those whose income did not meet expenses, the most common strategy for coping was to borrow money from family and friends, followed by spending money from savings or investments.
- Almost half of respondents reported owing money on credit cards or loans, which may include home mortgages or car loans.
- About one-third indicated that they owed more than \$5,000, while forty-one percent reported owing less than \$500 (Figure 25).

Figure 34. Respondent or Other Household Member Lost a Job in the Last Year

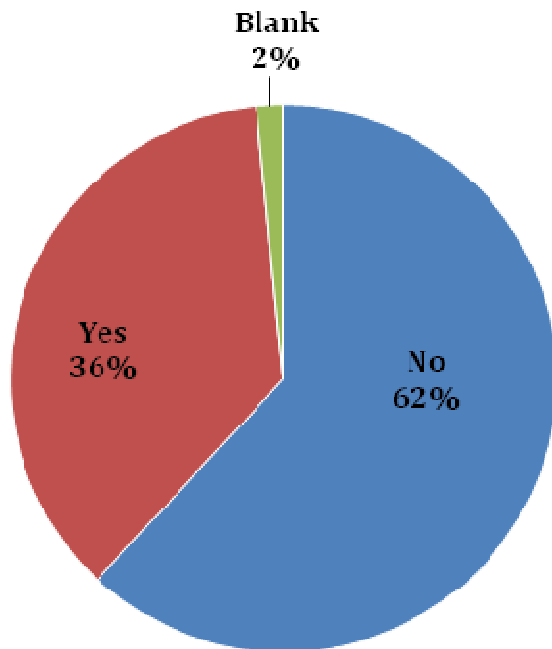


Figure 35. Respondent /Other Household Member Suffered Major Illness / Medical Expenses in the Last Year

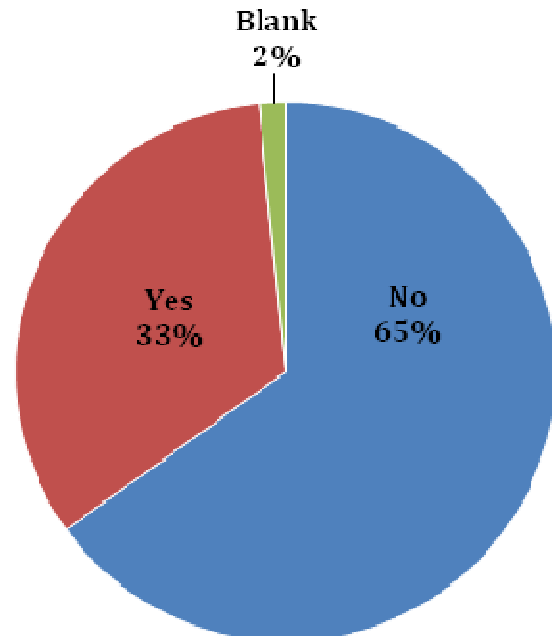


Figure 36. Trouble Meeting Expenses Due to Car or Home Repairs in the Last Year

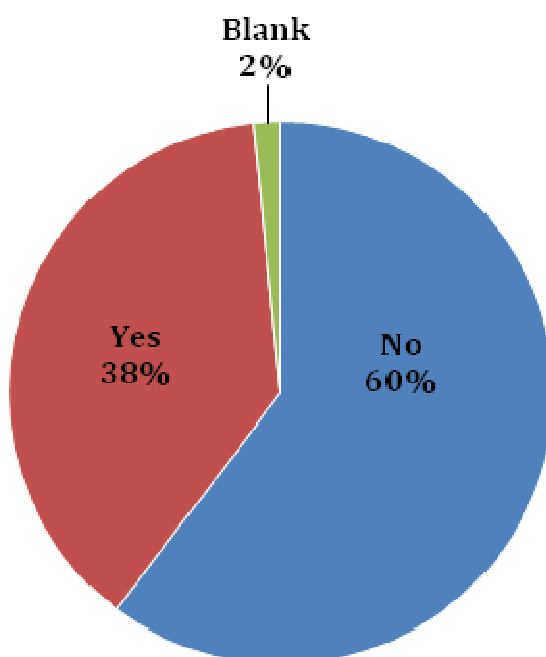


Figure 37. How Often in the Last 12 Months has Your Income Covered Your Expenses?

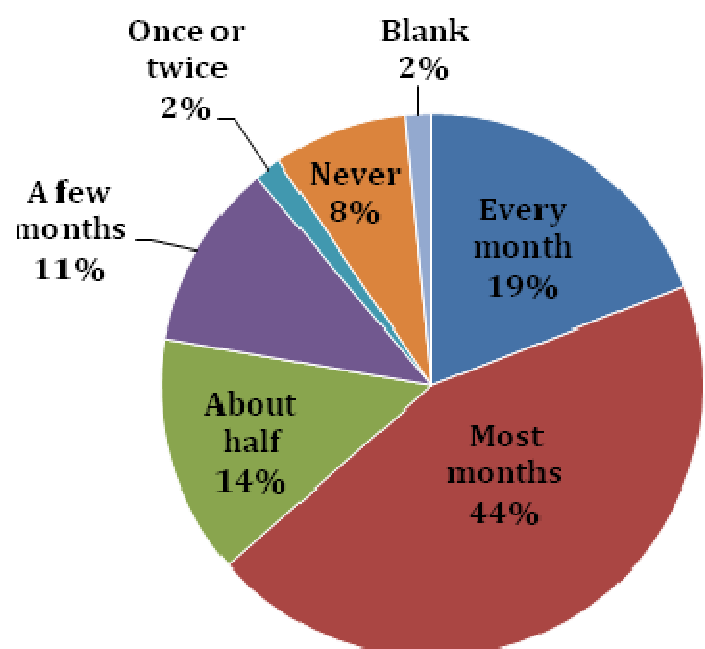


Figure 38. If income did not cover expenses, what did you do? (n=51)

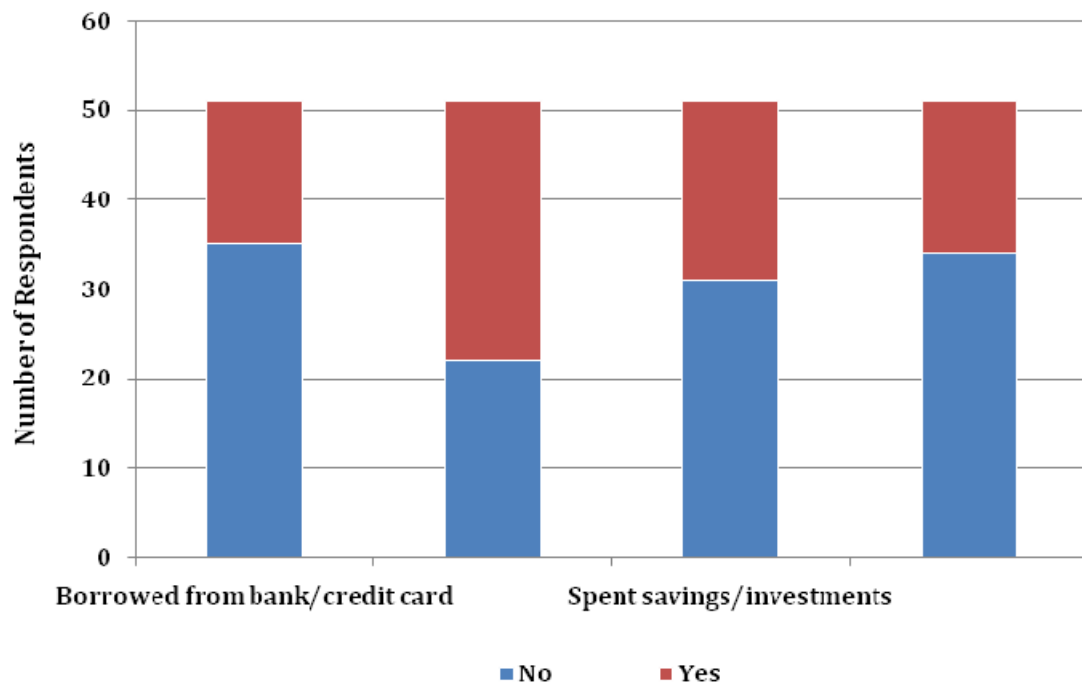
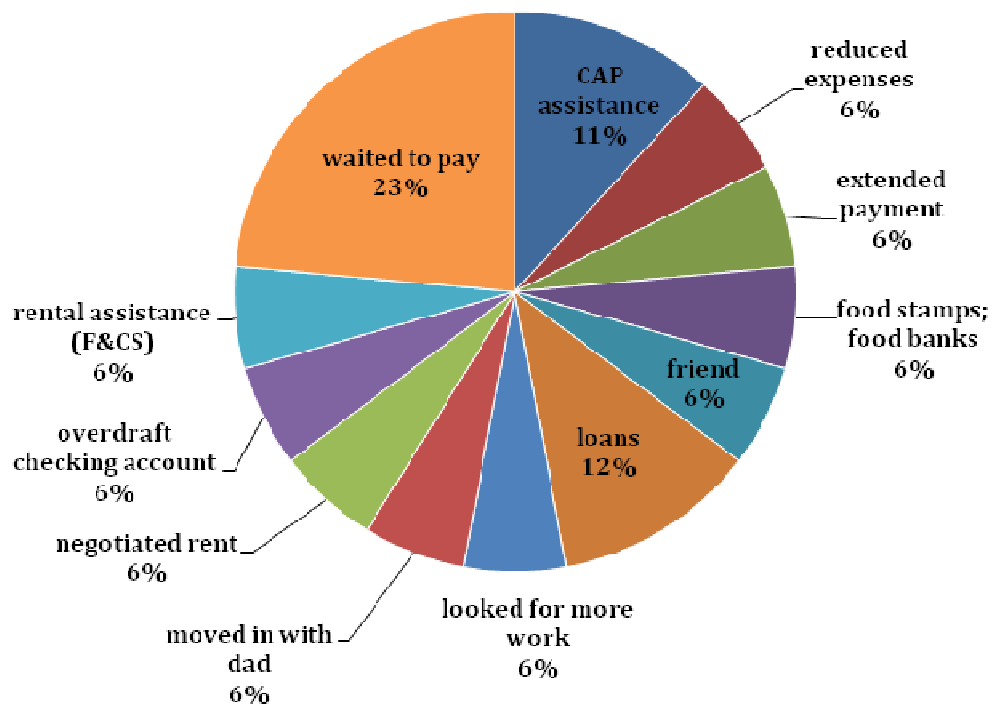


Figure 39. Other strategies for when income did not meet expenses (n=16)*



* Multiple responses allowed.

Figure 40. Do You Owe Any Money on Credit Cards/Loans?

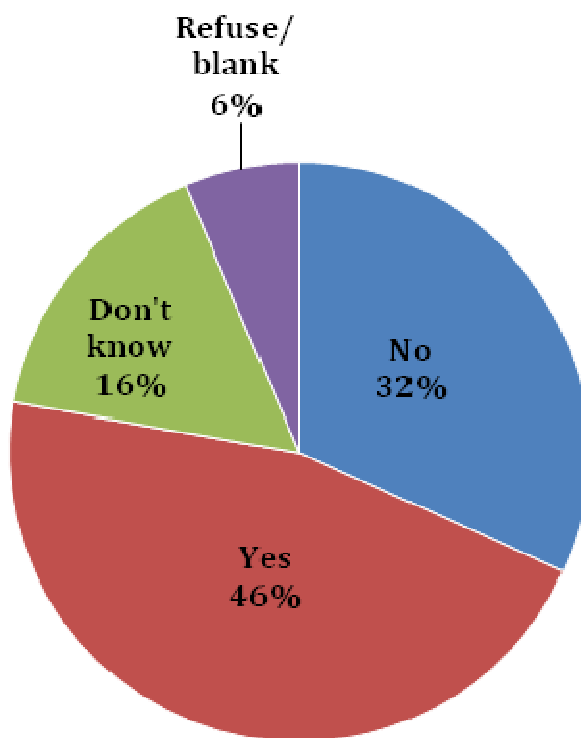
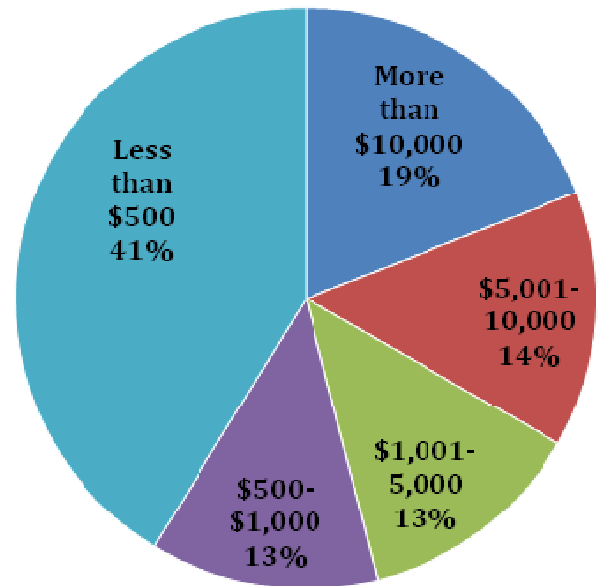


Figure 41. How Much is Owed on Credit Cards/Loans?



Family Background and Skills Wrap-up

To the extent the Parent Survey respondents are representative of the mothers of children being served by CAP early childhood programs in the five centers surveyed, potential participants in the Career*Advance* Pilot generally can be expected to:

- Be minorities
- Be native-born and mainly speak English at home, with some bilingual and Spanish speakers as well
- Have just 1-2 children
- Live with one other working adult
- Be working now or sometime in the last year, though not in well-paying jobs that offer employee benefits and career advancement opportunities
- Either have a high school diploma/GED or less or have a high education plus some postsecondary education. Many have recent participation in adult education/ESL and/or job training, possibly with a certificate or credential
- Want to work in office jobs in healthcare, early childhood and the public sector.
- Have considerable interest in education and training, especially for healthcare and early childhood
- Feel they face relative modest barriers to training and work, whether related to childcare, transportation or health conditions, though a substantial minority of them may be experiencing depression
- Have financial accounts and use them for savings and bill payments
- Save for emergencies, financial security, and future expenses
- Prioritize spending on necessities over savings
- Make their own decisions regarding employment, large expenditures, and other financial matters
- Meet their financial obligations most months, but rely on friends and family or personal savings when necessary to make ends meet
- Owe some money to credit cards or loans

Parents (mostly mothers) responding to the survey appear to have relatively high levels of labor force attachment and considerable interest and even some experience in health care and a few other industry sectors. However, they have significant gaps in their level of human

capital as well as other barriers that must be addressed if they are to participate in training and succeed in obtaining better paying jobs with opportunities for increased earnings and career advancement

Recommended Jobs Strategy

The recommended jobs strategy, the *CareerAdvance* Pilot, is very much in line with the basic elements proposed at the beginning of the design phase of the project, with considerable added detail based on analyses of the Tulsa labor market, its programs and institutions and likely participants, as well as knowledge of successful sectoral strategies implemented for similar populations in the country. It is both sectorally based and designed largely as a “bridge” program.²⁶ *CareerAdvance* materials are described briefly in the following section and included in Appendix G.

In brief, the *CareerAdvance* Pilot strategy:

- Focuses on the needs of select employers within the healthcare sector to ensure that jobs offer good wages and career advancement to low-income, low-skilled parents.
- Targets some parents with little or no labor market attachment and a larger share who have experience but mainly in unstable, low-paying jobs.
- Offers streamlined adult education and literacy training, including ESL, as needed, coupled with skills training and employment.
- Arranges for skills training in nursing-related jobs via Tulsa Tech and Tulsa Community College.
- Builds in critical peer and social supports for cohorts of parents participating in education and training to ensure effective participation and completion.
- May provide paid community service jobs to a small number of parents.
- Provides a front-end and ongoing life skills component reinforced through weekly peer support sessions.
- Implements a new workforce intermediary function at Workforce Tulsa, the local workforce board, to work directly with employers and providers.
- Addresses economic stability, participation and completion concerns through provision of conditional cash transfers to be directly deposited in participants’ bank accounts.

We are recommending that the *CareerAdvance* Pilot focus primarily on a nursing career pathway in the healthcare sector, a recommendation that is driven by several factors, including:

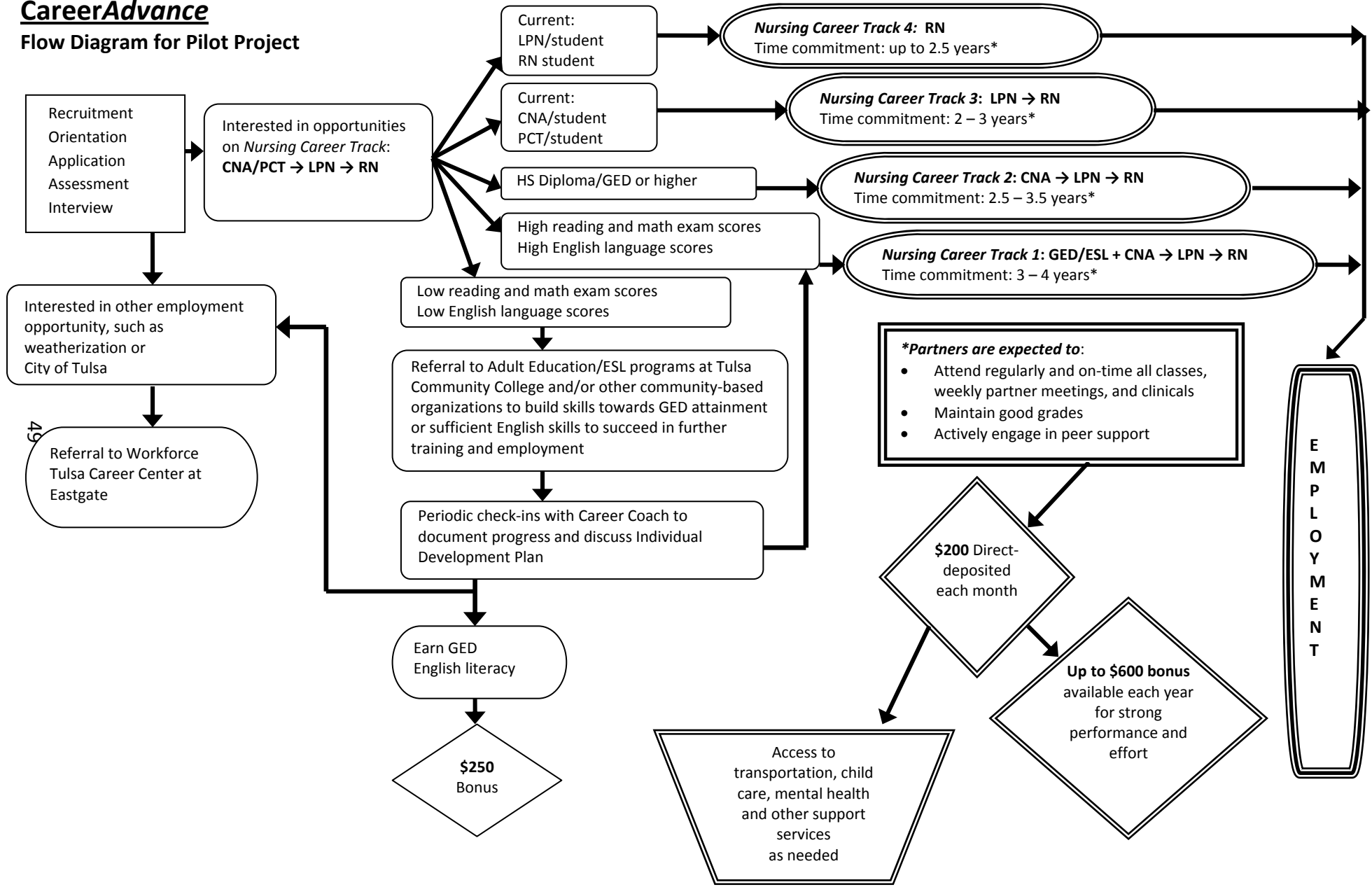
²⁶ For a discussion of “bridge” programs, see Henle et al. (2005). A good example of such a program is provided in Mirabal (2008).

- Continuing growth in healthcare jobs despite the late 2007 onset of most severe recession in decades;
- Current and projected growth opportunities and structured pathways from CNAs/PCTs to high-paying careers for LPNs and RNs in Tulsa;
- Education and training providers with demonstrated capacity, commitment, and performance including TCC and Tulsa Tech for occupational training, Union Public

Figure 42. CareerAdvance Partner Flow Chart

CareerAdvance

Flow Diagram for Pilot Project



- Schools for adult education/ESL services, and Workforce Tulsa for employer intermediary services;
- Willingness to customize essential offerings to meet the timelines and demands of *CareerAdvance*;
- Employer commitment to hiring successful graduates of these programs;

An updated chart depicting participant flow through *CareerAdvance* is shown below (Figure 26). Participants (referred to as “partners”) are first recruited from the two participating CAP centers (Skelly and Disney), after which they are assessed along several key dimensions to gauge their interest, willingness and capacity for participation and subsequently enrolled after a final interview with the Project Coordinator. At this interview, the “*CareerAdvance* partners” and the Project Coordinator also sign a *CareerAdvance* Expectations Agreement outlining their mutual responsibilities and the consequences associated with performance. This agreement also spells out a distinctive feature of the pilot: conditional cash payments of up to \$3,000 per partner annually for reaching or surpassing specified program milestones.

A “workforce intermediary” function will be based at Workforce Tulsa, the local workforce board. Intermediary staff will work on the employer and training provider side of the *CareerAdvance* project to ensure that the training is demand-driven and will result in actual job placements with healthcare employers, including area acute care hospitals (e.g., St. Johns, St. Francis, Hillcrest) as well as clinics and other healthcare facilities.

A Career Coach based at CAP will work directly with participants and education and training providers to ensure that needed wrap-around services are in place to support the individual through to completion of the training program. Wrap-around services may include assistance with transportation, extended childcare, stable housing, time management, and other services to overcome potential barriers.

Partners who have high reading and English-language skills proceed through a 17-week CNA/PCT program offered by TCC in Fall 2009. They also meet on a weekly basis with their Career Coach and their fellow “partners” in *CareerAdvance* Partner Support Sessions in which they both support each other and develop life and employability skills. Partner Sessions partly address their mental health needs and offer much needed academic and social support to ensure their continued participation, success and ultimate completion (see House 1981 and Savitz-Romer et al. 2009).

Partners with lower education and language skills may pursue a path that focuses more on addressing gaps in those areas, while still utilizing a healthcare context developed in the

highly effective I-BEST model in Washington State and now being used effectively in Austin and other communities (Jenkins et al. 2009). Once they reach an appropriate level of education and language skills, these partners may also be able to enroll in CNA training and continue on to LPN and RN training.

The primary occupational pathway for this first cohort of *CareerAdvance* partners is from CNA/PCT to LPN to RN. (Partners who may already have their CNA or PCT certification will be able to bolster their skills, serve as Peer Leaders and proceed with LPN/RN training more quickly.) Once partners obtain their CNA certification, they will be hired by healthcare employers in the Tulsa area who have committed to working with *CareerAdvance* on the project. While employed, they will continue their training as LPNs and ultimately RNs. In the Tulsa MSA, CNAs/PCTs earn around \$10-\$11/hour and LPNs earn some \$12-\$20/hour depending on their experience, and RNs can earn around \$16-\$20/hour on average right after graduation. Experienced RNs can \$28/hour or more with experience, easily allowing even a single mother to become economically self-sufficient, as well as to have considerable discretion and greater control of their lives.

CareerAdvance will also direct-deposit payments of \$200/month for partners passing predetermined program milestones, plus up to \$500/semester for those partners who exceed performance expectations (e.g., making As in their classes). These payments are “conditional” on performance and serve to reward the desired outcomes and progress by partners while giving them the funds they need to defray the non-tuition and fee costs of participating, i.e., foregone earnings (opportunity costs). Receipt of these payments will also provide important “teachable moments” in financial literacy for the weekly Peer Sessions, since the monthly payments and other bonuses will be direct-deposited on a gross basis. *CareerAdvance* partners will fill out W-9 IRS forms at enrollment and receive 1099s in late January each year. They will be responsible for paying taxes on these payments as “independent contractors.”

We are still in the process of developing a community jobs component for the *CareerAdvance* Pilot that would offer part-time jobs to those participants who have low literacy or language skills but little prior work experience.

Expected outcomes from completion of the *CareerAdvance* Pilot project include the following:

- Receipt of CNA/PCT, LPN and RN credentials
- Employment with a Tulsa healthcare employer
- Earnings of at least \$16-\$18/hour at completion and employment

Career*Advance* graduates will also be asked to work with CAP and the research team to contribute ideas and suggestions for program improvement, as well as to assist in recruiting new partners to participate in Career*Advance* as it is scaled up in other sites.

Pilot Design Specifications and Materials

Over the past few months, the research team has worked closely with CAP's Project Coordinator and other staff to develop more detailed specifications for the Career*Advance* Pilot project, typically holding conference calls at least once a week to discuss project details and develop and refine supporting project materials.

Appendix G contains the following (*draft*) Career*Advance* Pilot materials:

- Career*Advance* one-page description
- Career*Advance* FAQ for parents
- Career*Advance* recruitment flyers (English and Spanish versions)
- Career*Advance* application
- Career*Advance* expectations agreement
- Career Coach job description (CAP)
- Healthcare workforce intermediary responsibilities (Workforce Tulsa)
- Adult education/ESL curriculum summary (Union Public Schools)
- CNA/PCT curriculum summary (TCC)
- LPN curriculum summary (Tulsa Tech)
- RN curriculum summary (TCC)

The following project materials are still being developed:

- Director's pre-enrollment interview questions
- Partner individual development plan
- Partner progress monitoring form
- Weekly Partner Sessions topic summary
- Life skills curriculum summary (Workforce Tulsa/Arbor Systems)

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Appendix A: Quality Workforce Indicators

Health Care and Social Assistance

QWI Quick Facts	Tulsa,OK (Q2)	Tulsa,OK (Avg:Selected + 3 Prior qtrs)	Oklahoma (Q2)	Oklahoma (Avg:Selected + 3 Prior qtrs)
Total Employment	54,285	53,651	197,309	195,120
Net Job Flows	661	336	2,394	1,139
Job Creation	2,505	1,963	9,496	8,511
New Hires	8,743	8,042	32,784	31,534
Separations	9,113	8,619	35,739	35,052
Turnover	9.50%	9.30%	10.50%	10.20%
Avg Monthly Earnings	3,456.00	3,454.25	3,138.00	3,105.75
Avg New Hire Earnings	2,170.00	2,131.00	2,064.00	1,988.25

Educational Services

QWI Quick Facts	Tulsa,OK (Q2)	Tulsa,OK (Avg:Selected + 3 Prior qtrs)	Oklahoma (Q2)	Oklahoma (Avg:Selected + 3 Prior qtrs)
Total Employment	35,018	31,286	158,651	148,642
Net Job Flows	-3,212	521	-14,290	624
Job Creation	200	1,513	1,369	5,688
New Hires	1,944	3,019	10,690	13,176
Separations	5,908	3,909	28,999	17,691
Turnover	10.00%	6.60%	8.80%	6.40%
Avg Monthly Earnings	3,331.00	2,702.50	3,398.00	2,862.75
Avg New Hire Earnings	1,400.00	1,478.25	1,822.00	1,668.50

Manufacturing

QWI Quick Facts	Tulsa,OK (Q2)	Tulsa,OK (Avg:Selected + 3 Prior qtrs)	Oklahoma (Q2)	Oklahoma (Avg:Selected + 3 Prior qtrs)
Total Employment	53,199	52,975	152,759	151,767
Net Job Flows	2,524	196	4,161	-187
Job Creation	4,620	2,344	10,251	6,675
New Hires	6,709	5,746	18,914	17,704
Separations	7,093	6,772	21,451	21,192
Turnover	7.60%	7.90%	8.50%	8.20%
Avg Monthly Earnings	4,028.00	4,189.25	3,637.00	3,710.75
Avg New Hire Earnings	3,025.00	2,880.25	2,867.00	2,603.75

Construction

QWI Quick Facts	Tulsa,OK (Q2)	Tulsa,OK (Avg:Selected + 3 Prior qtrs)	Oklahoma (Q2)	Oklahoma (Avg:Selected + 3 Prior qtrs)
Total Employment	24,562	23,778	77,662	76,378
Net Job Flows	467	413	3,302	1,286
Job Creation	2,385	2,185	8,966	7,235
New Hires	6,384	6,160	22,094	19,695
Separations	6,798	6,599	22,322	21,404
Turnover	13.30%	12.90%	12.80%	12.60%
Avg Monthly Earnings	3,486.00	3,588.75	3,285.00	3,317.25
Avg New Hire Earnings	3,144.00	2,839.25	2,846.00	2,586.75

Public Administration

QWI Quick Facts	Tulsa,OK (Q2)	Tulsa,OK (Avg:Selected + 3 Prior qtrs)	Oklahoma (Q2)	Oklahoma (Avg:Selected + 3 Prior qtrs)
Total Employment	13,462	13,332	81,770	80,883
Net Job Flows	508	118	2,760	495
Job Creation	678	365	4,013	2,295
New Hires	1,192	1,045	7,013	5,774
Separations	1,070	1,301	6,473	7,034
Turnover	5.10%	5.30%	5.10%	5.30%
Avg Monthly Earnings	3,183.00	3,151.50	3,066.00	3,066.75
Avg New Hire Earnings	1,913.00	1,918.75	1,995.00	1,940.00

Source: U.S. Census Bureau, 2008. QWI Online [NAICS].

Appendix B: Tulsa Workforce Investment Area Industry Employment Outlook, 2006-2016

Industry	Employment		Absolute Change	Annual rate of growth
	2006	2016		
Total	367,870	405,320	37,450	0.97%
Agriculture, Forestry, Fishing and Hunting	490	600	110	2.12%
Mining	5,700	5,630	(70)	-0.11%
Utilities	2,690	2,630	(60)	-0.23%
Construction	18,920	21,820	2,900	1.44%
Manufacturing	41,960	38,360	(3,600)	-0.89%
Wholesale Trade	16,730	17,520	790	0.46%
Retail Trade	40,330	41,640	1,310	0.32%
Transportation and Warehousing	16,220	16,240	20	0.01%
Information	9,690	10,360	670	0.67%
Finance and Insurance	15,590	16,190	600	0.37%
Real Estate and Rental and Leasing	7,610	8,210	600	0.76%
Professional, Scientific, and Technical Services	19,190	24,160	4,970	2.33%
Management of Companies and Enterprises	5,980	5,900	(80)	-0.13%
Administrative and Support and Waste Management and Remediation Services	34,050	43,210	9,160	2.41%
Educational Services	26,390	30,600	4,210	1.49%
Health Care and Social Assistance	43,880	53,390	9,510	1.98%
Arts, Entertainment, and Recreation	3,240	3,860	620	1.79%
Accommodation and Food Services	29,570	32,900	3,330	1.07%
Other Services (except Public Administration)	9,680	10,810	1,130	1.11%
Federal Government	4,030	3,780	(250)	-0.63%
State Government	3,720	3,850	130	0.33%
Local Government	12,210	13,660	1,450	1.13%

Source: Oklahoma Employment Security Commission, Labor Market Statistics - Industry and Occupational Employment Projections

http://www.ok.gov/oesc_web/documents/lmiwiaindproj0616tul.pdf

Appendix C: Critical Job Statistics for the Oklahoma Health Care Industry

Occupational Title	Actual 2004 Employment	Projected 2012 Employment	Projected Net New Jobs Created From 2002 - 2012	Average Annual Openings (New jobs plus replacement hires)	Projected Vacancy Rate*	2004 Average Annual Wages
Nursing						
Registered Nurses	22,100	27,100	5,350	990	4.6	44,200
Licensed Practical Nurses	13,050	15,810	2,020	500	14.6	28,480
Allied Health						
Radiologic Technology						
Cardiovascular Technologists and Technicians	570	720	160	30	5.4	30,350
Nuclear Medicine Technologists	200	230	40	10	5.3	52,900
Radiologic Technologists and Technicians	2,040	2,430	380	80	3.9	38,230
Medical Lab						
Medical and Clinical Lab Technologists	1,570	2,090	300	80	4.5	40,900
Medical and Clinical Laboratory Technicians	1,900	1,890	260	70	4.3	27,350
Occupational Therapists	700	1,040	250	40	5.1	54,680
Physical Therapists	1,510	2,150	490	70	4.2	59,100
Respiratory Therapists	880	1,270	330	60	6.3	39,360
Speech-Language Pathologists	1,140	1,260	240	50	5.0	50,400
Surgical Technicians	1,150	1,410	300	40	3.6	27,740
Health Care Support - Aides and Assistants						
Home Health Aides	7,230	9,030	2,490	330	5.0	17,750
Medical Assistants	4,880	6,860	2,300	310	6.8	21,650
Occupational Therapist Assistants	360	450	110	20	6.1	37,030
Occupational Therapist Aides	20	230	90	10	7.1	21,550
Physical Therapist Aides	640	910	220	30	4.3	19,030
Physical Therapist Assistants	790	1020	220	40	6.0	36,590
Health Educators						
Health Specialties Teachers, Postsecondary	1,340	1,650	430	70	5.7	**
Nursing Instructors and Teachers, Postsecondary	530	650	170	30	6.3	**

Table 39 - Source: All from Oklahoma Employment Security Commission. 2004 wage and number employed from Oklahoma Wage Report 2004; 2012 projected employment, net new jobs, and average annual openings from Oklahoma Employment Outlook 2012; projected vacancy rates calculated by dividing average annual openings as reported in Oklahoma Employment Outlook 2012.

* Projected vacancy rate calculated by dividing Average Annual Job Openings by 2002 Employment Figures

** Denotes that the information is not available

Source: Governor's Council for Workforce and Economic Development. (2006).

Appendix D: Critical Job Statistics for the Oklahoma Aerospace Industry

Occupational Title	Actual 2004 Employment	Projected 2014 Employment	Projected Net New Jobs Created From 2004-2014	Average Annual Openings (New jobs plus replacement hires)	Projected Vacancy Rate*	2005 Average Annual Wages
Aerospace Engineers	1,150	1,270	13	40	3.5%	\$73,170
Electrical Engineers	1,090	1,220	13	30	2.80%	\$65,560
Electronics Engineers, Except Computer	1,760	2,010	25	60	3.40%	\$72,270
Materials Engineers	140	160	2	10	7.10%	\$61,280
Aerospace Engineering and Operations Technicians	360	380	2	10	2.80%	\$54,820
Electrical and Electronic Engineering Technicians	2,040	2,280	24	70	3.40%	\$48,530
Electro-Mechanical Technicians	250	280	3	10	4.00%	\$41,510
Atmospheric and Space Scientists	170	180	1	10	5.90%	\$64,980
Sheet Metal Workers	3,070	3,330	26	100	3.30%	\$36,660
First-Line Supervisors/Managers of Mechanics, Installers & Repairers	6,890	7,830	94	270	3.90%	\$51,500
Avionics Technicians	930	980	5	30	3.20%	\$48,660
Aircraft Mechanics and Service Technicians	4,930	5,100	17	130	2.60%	\$43,260
Riggers	70	70	-	-	0.00%	\$36,090
Installation, Maintenance and Repair Workers, All Other	1,030	1,140	11	30	2.90%	\$37,170
First-Line Supervisors/Managers of Production and Operating Workers	7,370	7,780	41	200	2.70%	\$46,580
Electro-Mechanical Equipment Assemblers	300	260	-4	10	3.30%	\$27,060
Computer-Controlled Machine Tool Operators, Metal & Plastic	2,050	2,100	5	40	2.00%	\$30,500
Machinists	5,520	5,960	43	170	3.10%	\$32,330
Welders, Cutters, Solderers, and Brazers	8,250	8,880	63	300	3.60%	\$29,770
Welding, Soldering, and Brazing Machine Setters, Operators, & Tenders	1,390	1,410	3	40	2.90%	\$30,510
Inspectors, Testers, Sorters, Samplers, and Weighers	6,070	6,060	-1	140	2.30%	\$32,410
Painters, Transportation Equipment	700	820	12	30	4.30%	\$33,180
*Projected vacancy rate calculated by dividing Average Annual Job Openings by 2004 Employment Figures						

Source: Governor's Council for Workforce and Economic Development. (2007).

Appendix E. Tulsa Workforce Training and Degree Programs

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina l Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
Aviation Maintenance	TCC/ NorthEast	Aviation	41 (Fall 2007)				68 credit hours	AAS									for FAA Airframe and Powerplants Certified Technicians	
Aviation Maintenance Technology - General	TTC - Riverside	Aviation/ Manu- facturing			Multiple points throughout the year	Daytime: 7:30-2:20; Evening: 5:30 - 10:20	700 class hours								This is the pre-req for airframe or powerplant programs			\$11.92- 24.40/ hour
Aviation Maintenance Technology - Airframe	TTC - Riverside	Aviation/ Manu- facturing			Multiple points throughout the year	Daytime: 7:30-2:20; Evening: 5:30 - 10:20	700 class hours	FAA Mechanic's Certification - Airframe Mechanic							Successful completion of AMT - General			\$11.92- 24.20/ hour
Aviation Maintenance Technology - Powerplant	TTC - Riverside	Aviation/ Manu- facturing			Multiple points throughout the year	Daytime: 7:30-2:20; Evening: 5:30 - 10:20	700 class hours	FAA Mechanic's Certification - Powerplant Mechanic							Successful completion of AMT - General			\$11.92- 24.20/ hour
Early Childhood Education	TCC/West	Child Development	74 (Fall 2007)				60 credit hours	AAS					yes		CPR Certification			
Head Start Credential	TCC/West	Child Development	1 (Fall 2007)				9 credit hours	Certificate							CPR Certification			
Infant/ Toddler Education	TCC/West	Child Development	37 (Fall 2007)				60 credit hours	AAS					yes		CPR Certification			
Infant/ Toddler Certificate of Mastery	TCC/West	Child Development	64 (Fall 2007)				18 credit hours	Certificate					yes		CPR Certification			
Early Childhood Development	TTC - Peoria	Child Development			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours								Current food handler's permit; TB test;			\$5.77- 14.58/ hour
Civil Engineering Technology - Construction Option	TCC/ NorthEast	Construction					61-62 credit hours	AAS							for those already in construction industry			
Drafting and Design Engineering Technology	TCC/ NorthEast	Construction	10 (Fall 2007)				61-62 credit hours	AAS										
Carpentry Technology	TTC- Lemley & Sand Springs	Construction			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours	National Center for Construct. Education and Research Certificate										\$8-15/ hour
Drafting	TTC - Lemley	Construction			Multiple points throughout the year	Morning and afternoon sessions	525 class hours	Oklahoma Dept. of CTE Competency Test										\$9.48/hour
Technical Drafting and	TTC - Lemley	Construction			August	Morning session	525 class hours	American Drafting and							Drafting			\$9-9.83/ hour

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina l Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
Design								Design Association										
Electrical Technology	TTC - Lemley	Construction			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours	National Center for Construct. Education and Research										\$11-13/ hour
HVAC/ Refrigeration Technologies	TTC - Lemley	Construction			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours	Oklahoma Dept. of CTE Competency Certification									Students with 'C' average or better and 900 hours of attendance will earn certificate for 2 of the 3 required years of apprenticeship for taking the Oklahoma HVAC/R journeyman licensing test	\$11/ hour
Masonry Services	TTC - Lemley	Construction			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours											\$9.77- \$27.63/ho ur
Construction Technologies - Electrical	OSU- Okmulgee	Construction	range from 5- 33 (2001- 2005)				90 Credit hours	AAS										
Construction Technologies - High Voltage	OSU- Okmulgee	Construction	range from 6- 32 (2001- 2005)				90 Credit hours	AAS										
Construction Technologies - Masonry Construction	OSU- Okmulgee	Construction					90 Credit hours	AAS										
Construction Technologies - Residential Construction	OSU- Okmulgee	Construction					90 Credit hours	AAS										
Construction Technologies - Welding	OSU- Okmulgee	Construction					90 Credit hours	AAS										
Civil Engineering Technology - Certificate Option	TCC/ NorthEast	Construction	28 (Fall 2007) - may be both programs combined				22-23 credit hours	Certificate										
Air Conditioning and Refrigeration	OSU- Okmulgee	Construction	range from 14-44 (2001- 2005)				90 Credit hours	AAS										
Construction Management	OSU- Okmulgee	Construction	range from 13-25 (2001- 2005)				90 Credit hours	AAS										

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina l Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
Plumbing	OSU- Okmulgee	Construction	range from 1- 8 (2001-2005)				90 Credit hours	AAS										
Dental Assistant	TTC - Lemley	Health Care			January and August	8-3, M-F	4 months/ 600 class hours +135 hours internship						yes	yes	Basic computer literacy; CPR; immunization record;		graduates must have 2 years full- time work as dental assistant, recommend. from employer and pass Dental Assisting National Board exam	\$8-11/ hour
Medical Coding	TTC - Peoria	Health Care			Multiple points throughout the year	Morning and afternoon sessions	600 class hours								Basic computer literacy		Brainbench; American Academy of Professional Coders	\$8.50- 12.50/hour
Nursing and Health Related Options (eligible for certification as Advanced Unlicensed Assistant or advanced standing in TTC's Surgical Technology or Practical Nursing programs)	TTC - Lemley	Health Care			Multiple points throughout the year	Morning and afternoon sessions	525 class hours						yes	yes	immunization record			\$9.50-13/ hour
Medical Assistant	TTC - Lemley	Health care				8-3, M-F	1 semester, 625 hours + 150 hour internship	Registered Medical Assistant, Registered Phlebotomist					yes	yes	18 years old+; Basic computer literacy; history of punctuality, discipline and excellent attendance; CPR; immunization record			\$9.38-13/ hour
Nurse Assistant	TTC - Peoria	Health care			every 3 weeks(day) 5 per year (evening) 2 per year (Saturday)	Daytime: M-F, 8-2:30; Evening: T-Th, 5-9; Sat: 8-4	120 hours, daytime: 4 weeks; evening: 10 weeks; Saturday: 16 weeks	State certification test	7th grade comp. in reading and math				yes	yes	CPR; 18+ years old; read, write and speak English; MMR immunization, TB test; chickenpox verification; seasonal flu shot for classes Sept- March; valid driver's license and current auto liability insurance		OK State Certification Exam for Long- Term Care and Home Health Nurse Assts	\$8-11/ hour
Practical Nursing	TTC - Lemley	Health care			various	Daytime: M-F, 8-3; Evening: M-Th 3:30- 9:30	1460 hours; daytime: 13 months; evening: 15		yes				yes	yes	18+ years old; pass the accuplacer reading, math and sentence skills; CPR;		NCLEX for practical nurses; evidence of citizenship or	\$12-20/ hour

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina I Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
							months								Certification as Long-Term Care Nurse Asst, Home Health Nurse Asst, or Advanced Unlicensed Asst; immunization verification		legal permanent resident alien. NCLEX 1 st time pass rate: (2008) 85.5%	
Radiologic Technology	TTC - Riverside	Health care			August	36 hours per week/ 2 days: 7:30-3:30 classroom and 3 days: 7-3 clinical	2 years; 2656 contact hours		yes				yes	yes	18+ years old; 15 college hours including: English composition and College Algebra; CPR;		American Registry of Radiologic Technologies exam	\$17-22/hour
Surgical Technology	TTC - Lemley	Health care			various	Daytime: M-F, 8-3 and clinical 6:30am-2:15pm; Evening: M-Th, 4-9:30 and clinical M-F 6:30am-3:15pm	1200 hours; daytime: 9 months; Evening: 12 months		yes				yes	yes	18+ years old; CPR; immunization record; complete clinicals with minimum 140 solo and assist-level surgical cases		National Board of Surgical Technology and Surgical Assisting	\$11-15/hour
Orthotics and Prosthetics	OSU - Okmulgee	Health Care	range of 5-20 (2001-2005)				61 credit hours	AAS									American Board for Certification in Orthotics, Prosthetics, and Pedorthics	
Pedorthics	OSU-Okmulgee	Health care	max of 15				64 credit hours	AAS	yes								Certified Pedorthist	
Nursing	OSU-Okmulgee	Health care	range of 41-51 (2004-2005)	applications by Sept 15 or April 20	fall		72 Credit hours	AAS		yes - ACT. Minimums: English 19, Math 19, reading 19, science reasoning 19. Must have a science score of 21 to enter anatomy, physiology or micro-biology			yes	yes	Compass reading and math tests; ability to speak, write and comprehend English; immunization record; TB test; CPR	2	NCLEX for Registered Nurses. NCLEX 1 st time pass rate (2008): 71.4%	
Dental Assisting	TCC	Health Care	unlimited	none	fall, spring, summer	both	2 years	AAS	yes	yes	no	no	yes	no	no	none	national certification	\$14,560-22,880
Dental Hygiene	TCC	Health Care	14	1-Mar	fall	day	2 years	AAS	if using CHEM or ALGE I	yes	yes	yes, after entry	yes	yes	yes - 9 hours	2.0	national board, clinical board, jurisprudence	\$200+/day
Health	TCC	Health Care	15	1-May	fall	both	2 years	AAS	if < 15	yes	yes	yes	yes	yes	no	2.0	national	\$25,000-

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina l Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
Information Technology A.D.									college hours								certification	30,000
Health Information Tech. Coding and Reimbursement Specialist Certificate	TCC	Health Care	10	1-May	fall	both	1 year	Certificate	if < 15 college hours	yes	yes	no	yes	yes	no (need bio 1314 and ah1323 to code)	2.0	national certification	\$25,000-30,000
LPN to RN Bridge	TCC	Health Care	~ 20	2 nd Friday in Feb. for fall, 2 nd Friday in Sept. for Spring	Fall, spring	Day + Saturdays + online	3 semesters	AAS (ADN)	Yes				yes	recommende d	LPN certification, CPR, Nurse Entrance Test, 25 gen ed credit hours required with C or better (2 English, psych, biology, chemistry, anatomy, physiology)	2.5	NCLEX for RNs. NCLEX 1 st time pass rate (2008): 95.5%	
Medical assistant certificate	TCC	Health Care	16	1-May	fall	day and blended online/in class	1 year	Certificate	yes	ACT min 19 or cpt of 80 in all areas	yes	yes	yes	yes	yes	2.5	national certification	\$20,800-24,960
medical lab technology	TCC	Health Care	16	15-Jul	fall	day	2 years	AAS	yes	yes	yes	yes	yes	yes	yes	2.5	national certification	\$26,000-36,000
Medical Transcript Certificate	TCC	Health Care	16	1-May	fall	day and blended online/in class	1 year	Certificate	yes	ACT min 19 or cpt of 80 in all areas	yes	yes	yes	yes	no	2.5	national certification	\$23,982-27,040
Occupational Therapy Assistant	TCC	Health Care	15	15-Jan	fall	day	2 years	AAS	if < 15 college hours	yes 15	yes	no	yes	yes	no	2.5	national certification and state license	\$32,000 - 40,000
Patient Care Technician	TCC	Health Care			Fall, spring, summer	4 days/wk (Fall/Spr.) 5 days/wk (Sum.)	6 credit hours/200 contact hours (13 wks fall/spr; 8 wks summer)	Certificate			Yes – to submit enrollment application		Yes	No	Min. score of 80 on placement exam in reading and sentence skills; CPR; health record	2.0	OK. Advanced Unlicensed Assistant certification exam	
Pharmacy Technology Certificate	TCC	Health Care	25	June 15, Nov. 15	fall, spring	evening	1 semester	certificate	if < 15 college hours	yes 15	yes	no	yes	yes	no	2.0	national certification	\$22,250-25,000
Phlebotomy Certificate	TCC	Health Care	27	July 1, Dec. 10, April 1	fall, spring, summer	day-16 weeks and internet	1 semester	certificate	yes	no	yes	yes	yes	yes	no	2.0	national certification	\$18,720
Physical Therapy Assistant	TCC	Health Care	35	Jan. 20	fall	day	2 years	AAS	if < 12 college hours	yes	yes	no	yes	yes	no	2.0	national PTA exam	\$30,000-35,000
Radiography	TCC	Health Care	35	Feb. 1	summer	day	2 years	AAS	if < 15 college hours	yes	yes	no	yes	yes	no	2.0	national reg. ARRT	\$30,100-35,000
Registered Nurse	TCC	Health Care	~12 per faculty	2 nd Friday in Feb. for fall, 2 nd Friday in Sept. for spring	Fall, spring	both	4 semesters	AAS (AND)	yes				yes	recommende d	PCT or CNA in last 5 years, CPR, health record, 18 credit hours gen ed with a C or better, Nursing Entrance Test	2.5	NCLEX for RNs. NCLEX 1 st time pass rate (2008): 95.5%	
Respiratory Care	TCC	Health Care	30	1-Jul	fall	day	2 years	AAS	if < 15	yes	yes	no	yes	yes	yes	2.0	national reg cert	\$30,000-

Program	School/ Campus	Industry Sector	# Admitted	Deadline	Start Date	Courses- Day/Eve	Program Length	Degree/ Certificate	H.S./ GED Reqd	ACT/ SAT Reqd	Interview Required	Physical Reqd	Crimina l Bkgd Chk	Hep B Vac	Pre Req's Required	Min GPA	State/Nat'l Credentials	Entry Wage
									college hours									\$35,000
Pharmacy Technician	TTC - Riverside	Health Care			January and August	8-3, M-F	4.5 months/ 600 class hours	OK State Board of Pharmacy Technician Permit; Pharmacy Technician Certification Board National Technician Certification	Must be a grad to sit for national exam by applica- tion deadline									\$8.59/ hour
Vision Care Technology	TTC - Lemley	Health Care				Morning and afternoon sessions	1 year/ 930 class hours	Certified Ophthalmic Assistant					yes	yes	immunization record; CPR			\$8-15/hour
EMT - Basic	TTC - Peoria	Health Care			various	daytime: W, Th, F 12-4; evening: T,W, T 6-10	200 class hours		yes				yes	yes	immunization record; CPR		National Registry Examination	\$6.50 - 11/hour
EMT - Paramedic	TTC - Peoria	Health Care			various	12-14 hours per week + clinicals	1152 hours of training		yes				yes	yes	EMT-Basic; pass NREMT-Basic test; TTC or higher ed anatomy and physiology course; immunization record; CPR, 18years old+		National Registry Examination	\$8.50- 11.50/ hour
Machining Technology	TTC - Broken Arrow	Manu- facturing			Multiple points throughout the year	Morning and afternoon sessions	1575 class hours	National Institute for Metalworking Skills							Progressive completion required: 1. Precision Machining; 2. Advanced Precision and CNC (Computer Numerical Control) machining; 3. Advanced CNC operations and programming			\$10- 15/hour
Welding Technology	TTC - Lemley & Peoria	Manu- facturing			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours	OK State CertificationAm erican Welding Society Certification										\$8-15/ hour
Automation and Robotics Technology	TTC - Broken Arrow	Manu- facturing			Multiple points throughout the year	Morning and afternoon sessions	1050 class hours											\$9.48/ hour
Aerospace Manufacturing Technology - Composites/ Sheet Metal	TTC - Riverside	Manu- facturing			Multiple points throughout the year	Morning and afternoon sessions	528 class hours	ACMA Certified Composite Technician Associate										\$10- 20/hour

Appendix F. Additional Parent Survey Results

Figure F-1. U.S.-Born

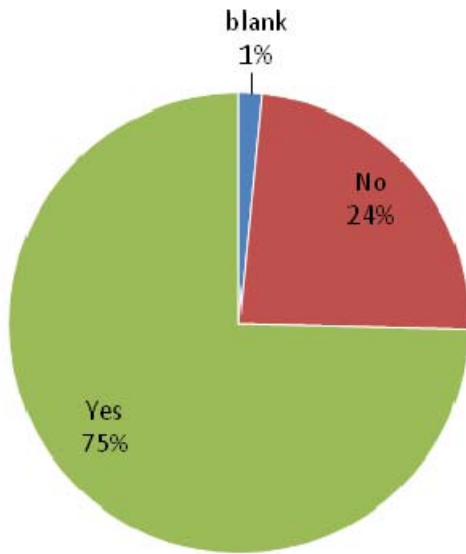


Figure F-2. Foreign-Born (n=15)

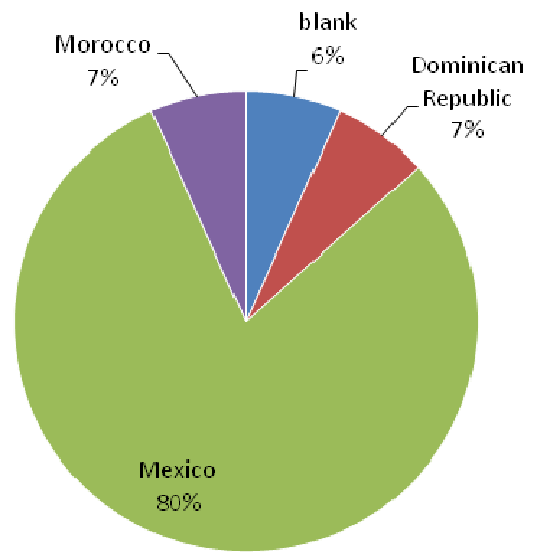


Figure F-3. Number of Other Children

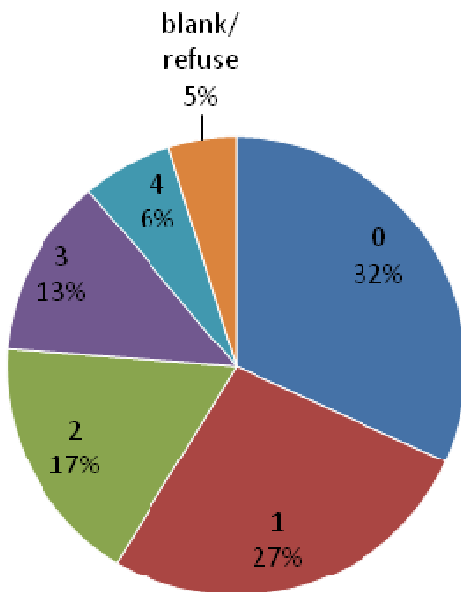


Figure F-4. Number of Adults in Home

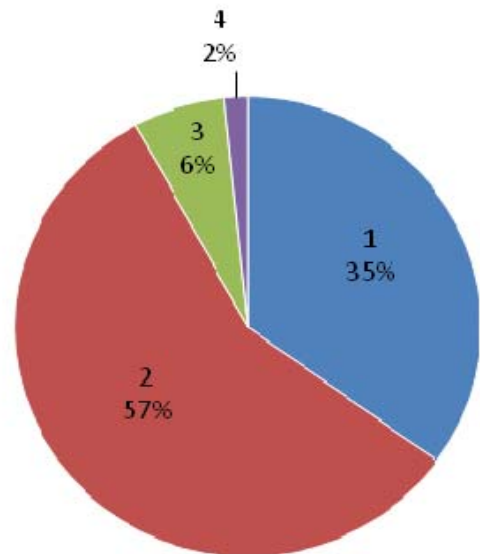


Figure F-5. Living Situation

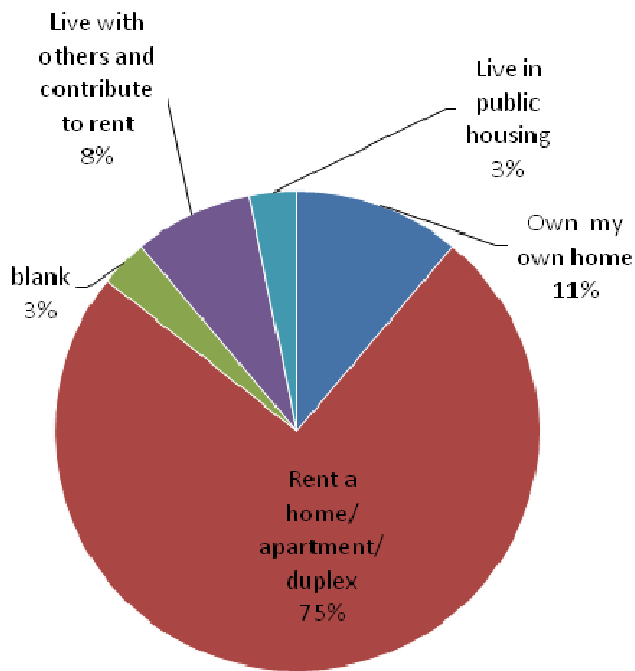


Figure F-6. Receives Any Type of Housing Assistance

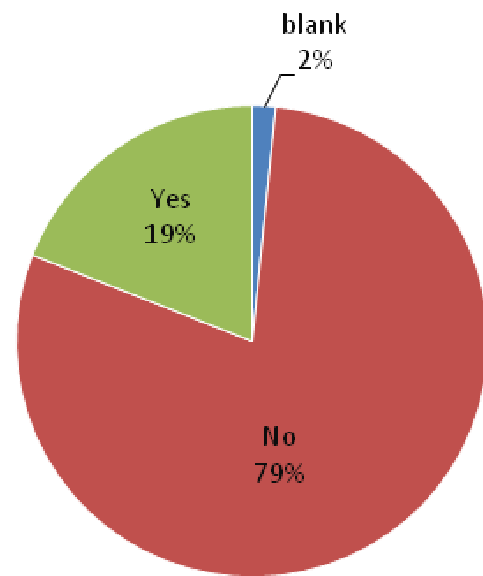


Figure F-7. Presently Employed

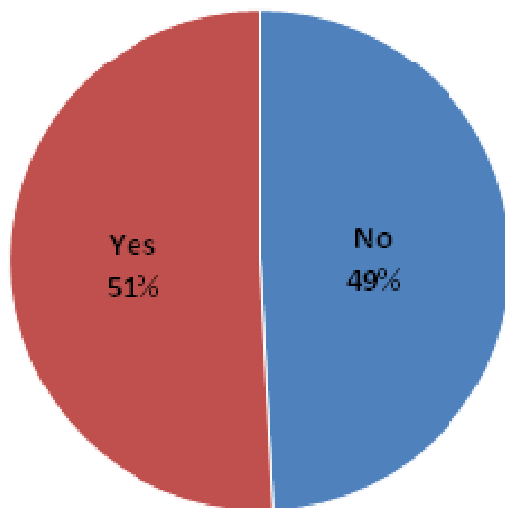


Figure F-8. Type of Work (n=32)

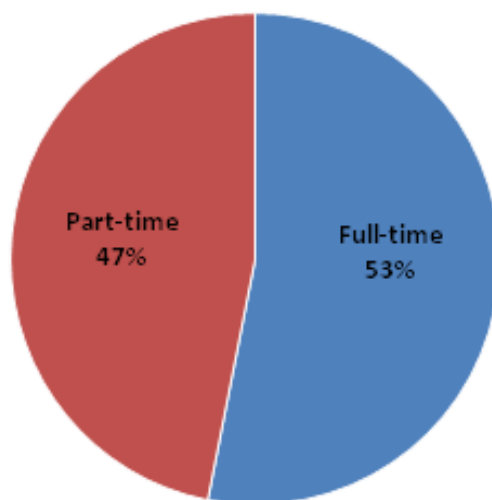


Figure F-9. Employed in the last 12 months

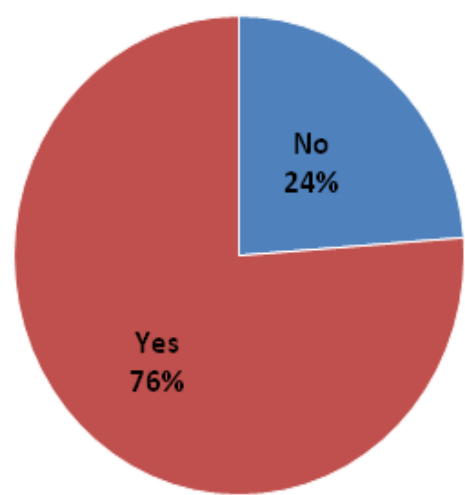


Table F-1. Last Year Worked

Year	Number of Respondents
1996	1
2003	1
2004	2
2007	5
2008	3

Figure F-10. Number of Employers in Last 12 Months

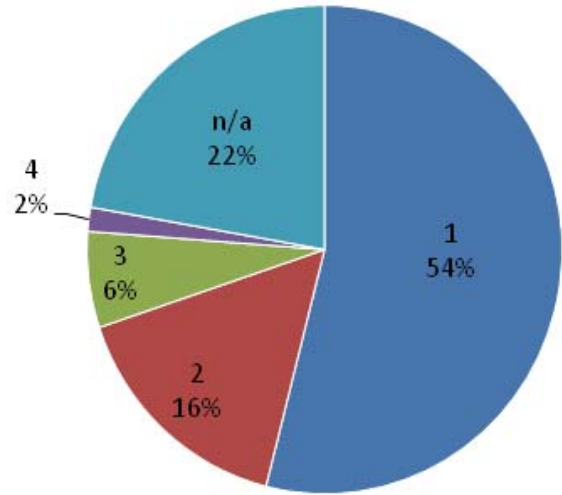


Figure F-11. Job-loss or Layoff in Last 12 Months

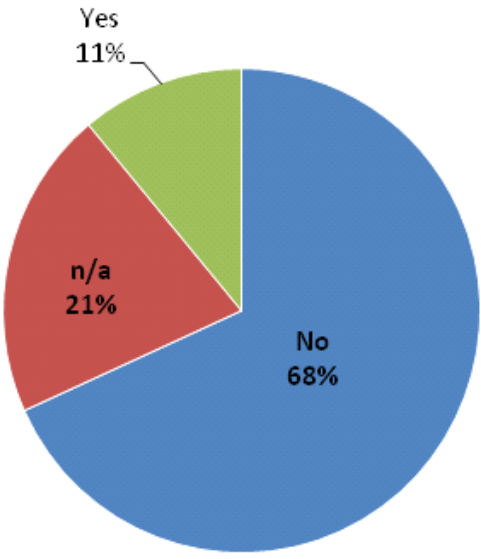


Figure F-12. Number of Weeks worked in Last 12 Months (n=46)

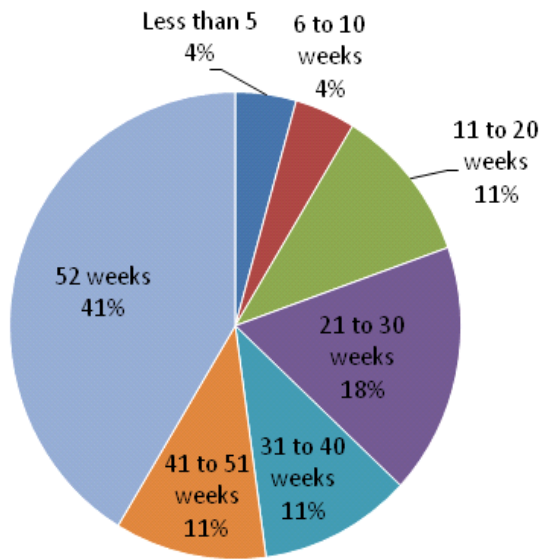


Figure F-13. Held More Than One Job at a Time

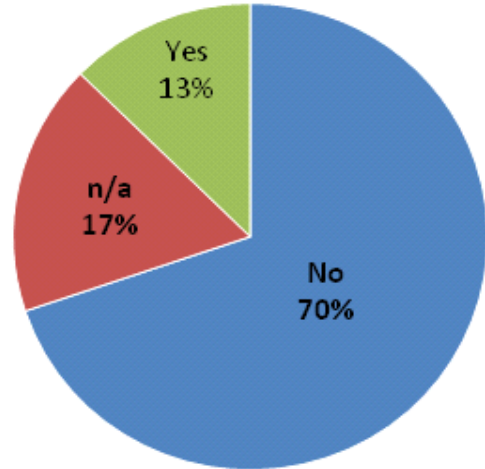


Figure F-14. Number of Non-Standard Hours per Week (n=33)

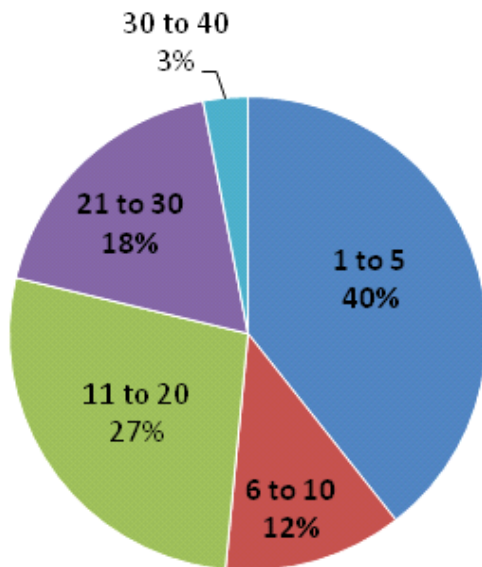
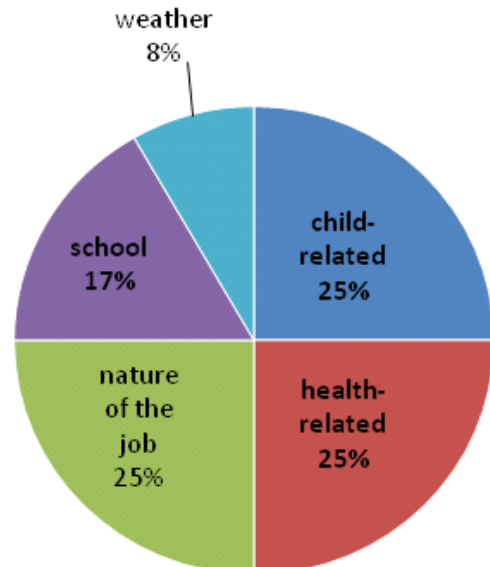


Figure F-15. Other Reasons for Not Working Full-time (n=12)



**Figure F-16. Work in Temporary/
Part-time/Seasonal Jobs in the
Last 12 months**

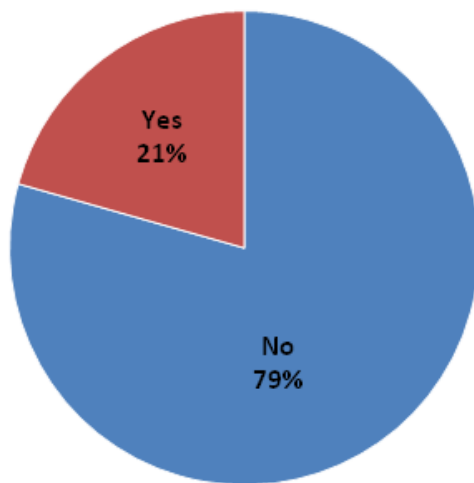


Figure F-17. Currently Looking for a Job

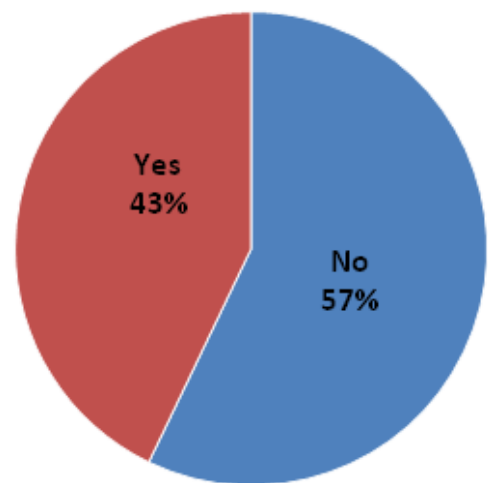


Table F-2. Job Titles Held in Longest Position

Job Title	Number of Respondents
Account Representative	1
advanced technical support	1
agent	1
bus boy	1
caregiver	1
cashier	3
CNA	2
collector	1
companion animal specialist	1
construction	1
cook	2
custodian/housekeeper	4
Customer Service Representative	4
dietary tech	1
dispatcher	1
n/a - never worked	2
donor care technician	1
eeg assistance	1
executive front office manager	1
fabricator	1
fashion technician	1

Job Title	Number of Respondents
health aide	1
home health aide	4
house manager	1
insurance clerk	1
line work	1
LPN	2
medical assistant	1
medical coder	1
nurse	1
owner/operator	1
retail banker	1
sales representative	1
seamstress	1
security officer	1
server	1
social worker	1
supervisor	1
teacher aide	2
telemarketer	1
temp service	1
waitress	3
web developer	1

Figure F-18. Source of Longest Held Job

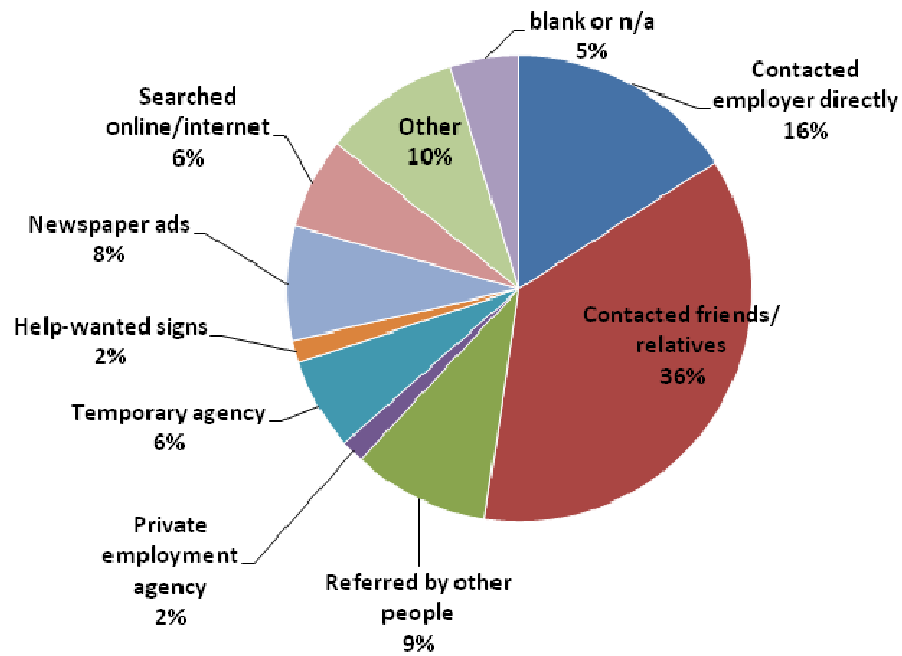


Figure F-19. Still Working in Longest Job Held

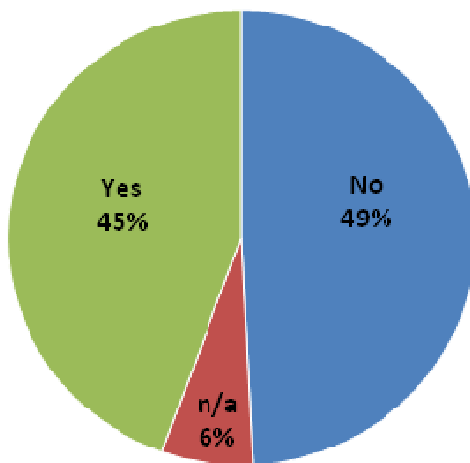


Figure F-20. Wage Increase Over Last 2 Years?

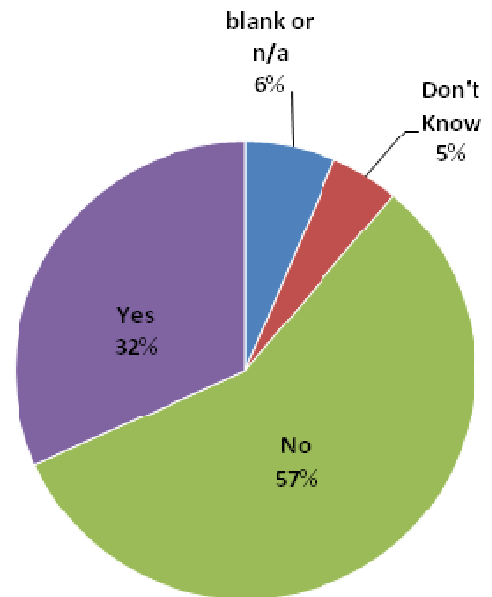


Table F-3. Titles/Employers/Industries for Good Jobs Held by Respondents

accountant	pipes in construction
barback	post office
call center	restaurant
CAN	supervisor (telemarketing)
CNA	teacher
dispatcher	Verizon

Table F-4. Job Titles/Employers by Industry Sector for Good Jobs Held by Others

Construction	Hospitality/tourism	Self employed
construction	Asst. Manager (food service)	babysitting
foreman	barback at casino	business owner
heavy equipment operator	casino supervisor	Transportation
pipes	chef	aircraft mechanic
sewage pipes	hotel manager	airport
Engineering/Sciences	IT/communications	american airlines
architect/architectural engineering	AT&T Wireless	body shop
chemist	call center	bus driver
environmental engineer	computer technician	crew chief (AA)
Financial services	graphic artist	delivery driver
Accountant/accounting	interpreter/translator	dispatcher
bank/bank teller	manager - verizon	Engineer (AA)
financial/healthcare	TV anchor	insurance agent/representative
Investor	Manufacturing	mechanic
Healthcare	factory worker	package delivery
CAN	line assembly	train tech
dental assistant	machine technician/mechanic	Other
EMT/paramedic	Pepsi/Coke - food manufacturing	cashier
healthcare	Public - Government/ Education	church worker
laser technician (eye)	city/public jobs	cleaner
LPN	manager - post office	counselor
medical assistant/assisting	police officer	daycare
medical billing	principal	errand girl
nurse	probation officer	manager
nurse asst/technician	OKDHS	farmer
nutrition asst (CAP)	social worker/school social worker	lawn service
phlebotomy	soldier	lawyer
prosthetics	teacher	musician
psychiatrist - F&CS	Tulsa public schools	office manager
RN	Workforce Oklahoma	plan room coordinator
ultrasound technician (Ecotech)		property manager
		real estate
		receptionist
		Whirlpool

Figure F-21. Have you ever considered working in one of these good jobs? (n=57)

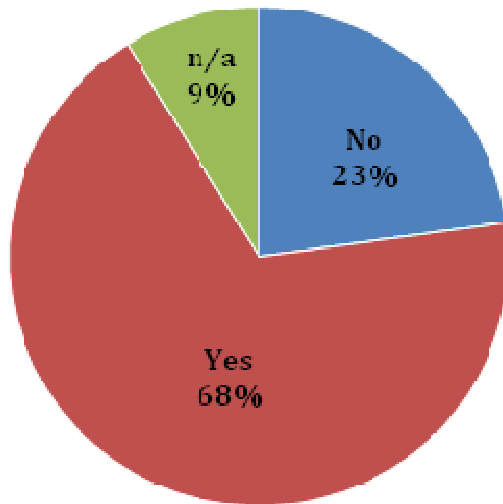


Figure F-22. Currently Enrolled in School or Job Training Program

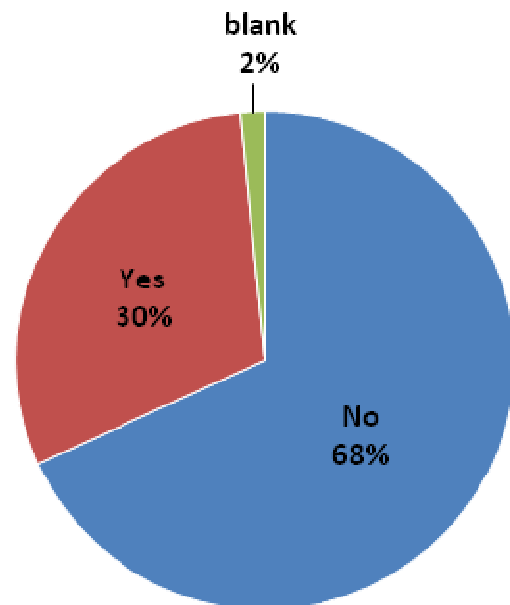


Table F-5. Current Enrollments

Name of School/Program	Number of Respondents
ABE	1
Associates in Early Childhood Education; Certificate of Mastery (TCC)	1
BA in Psychology (Univ of Phoenix)	1
Business Administration (Langston)	1
Business Management (Univ. of Phoenix, bachelor)	1
CDA (TTC)	1
ESL (Good Shepherd)	1
GED	2
high school diploma - not GED (Hope Pregnancy Center)	1
Masters in Accounting	1
medical assisting (Career Pointe)	1
nursing	1
professional/continuing training	1
RN (Platt)	1
TCC	2
blank	3

Figure F-23. Ever Enrolled in ABE/GED/Literacy Program

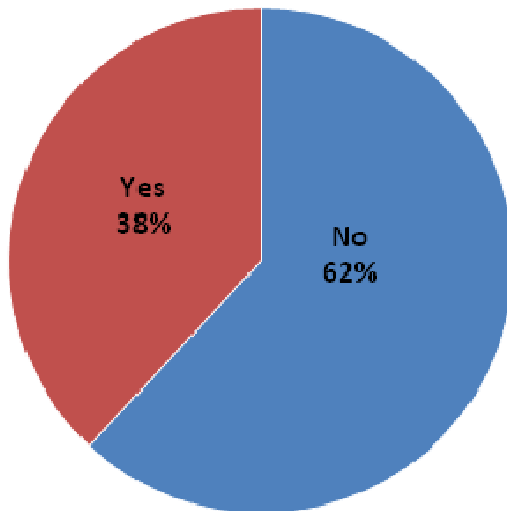


Figure F-24. Ever Enrolled in ESL Program

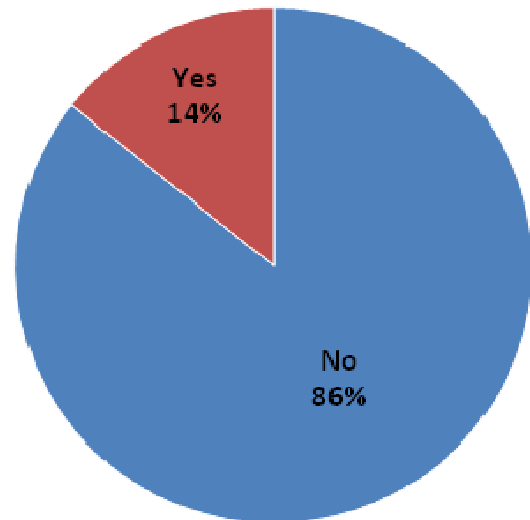


Figure F-25. Would Like to Enroll in ABE/GED/ESL/Literacy Program

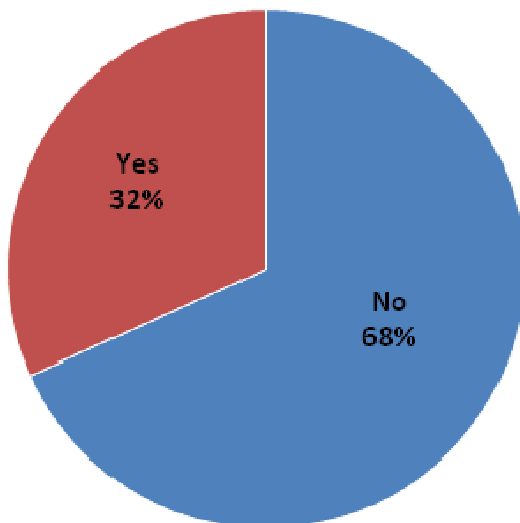


Figure F-26. Ever Enrolled in Job Training Program

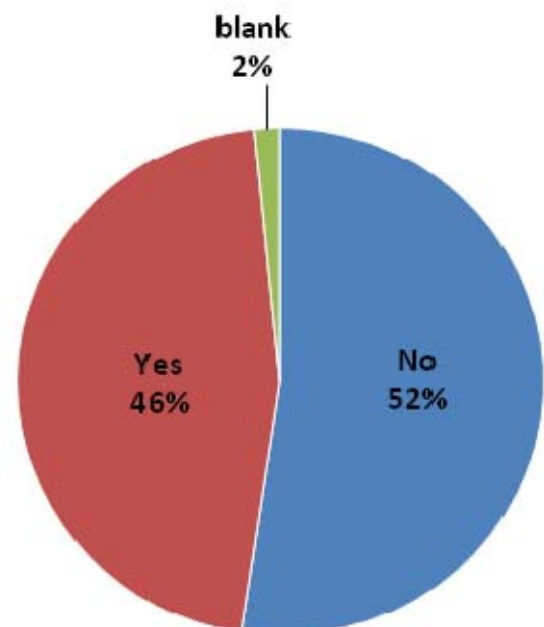


Table F-6. On-the-Job Training Respondents Have Undertaken

Employer	Number of Respondents	Area of Training
Alorica	1	Customer service / tech support
Capital One	1	Customer service
Hartford Inc	1	nursing
Ingersoll-Rand	1	machine
Job Corps	1	GED/nursing
KFC	1	New food serving
Spirit Aerosystems	1	assembly
Springs	1	Home health care
St. John's	1	nursing

Note: Some respondents had undertaken more than one type of training or trained in multiple areas.

Table F-7. Other Job Training Programs Respondents Have Undertaken

Name of Program	Number of Respondents	Area of Training
Booker T. Washington HS (concurrent program)	1	office
Career Pointe	2	medical assisting; phlebotomy/nursing
Clovis Adult (California)	1	business, bookkeeping, secretarial
Community Care College	1	CMA
Job Corps	3	business certificate; culinary; receptionist/cosmetology license/CAN
Interium	1	CNA
Med Tech EMS	1	EMT intermediate school
Platt College	2	LPN
TCC (high school concurrent)	1	CDA
TTC	4	CDA; nursing; surgical technology;
TTC; Indian Votech	1	CDA, CMA; CNA
Workforce Oklahoma	3	web design; computers
Wright Career College	1	medical billing/coding

Figure F-27. Would Like to Enroll in Job Training Program

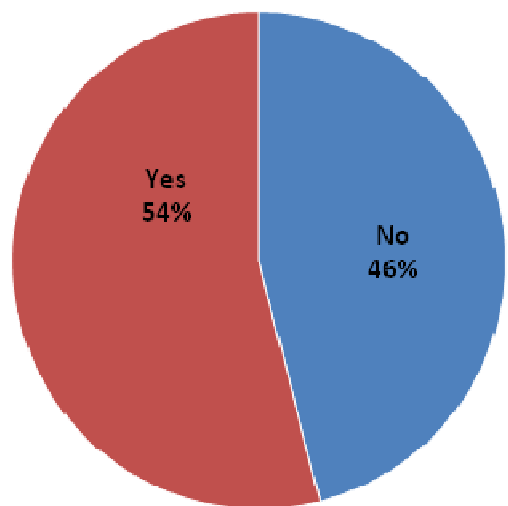


Figure F-28. Earned an occupational license/certification

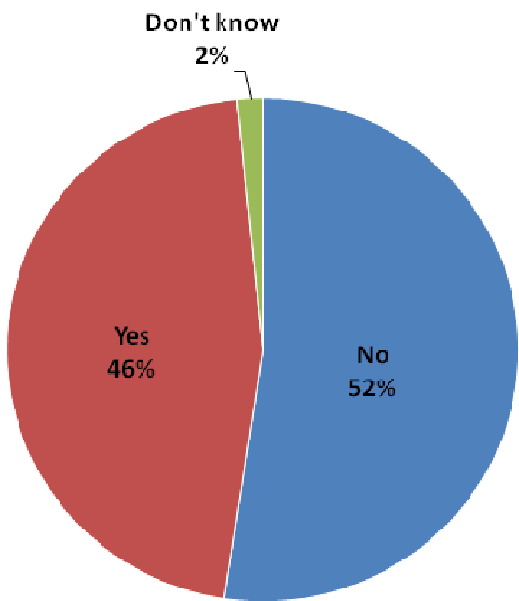


Figure F-29. Health-Related Barriers to Employment/Training

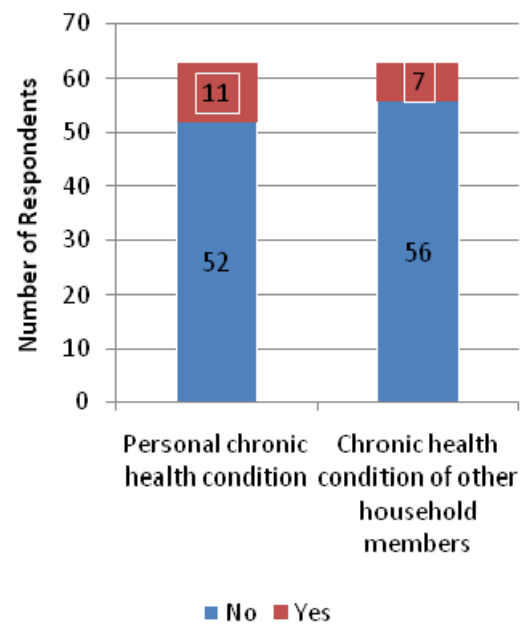


Figure F-30. Criminal background/Credit-Related Barriers to Employment/Training

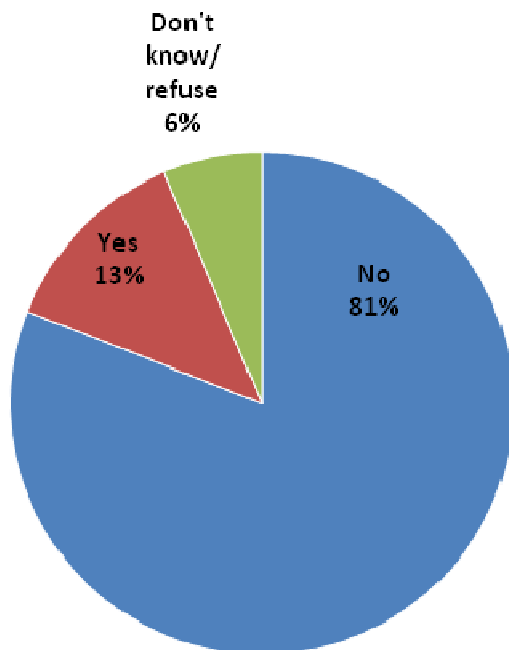


Figure F-31. Transportation-Related Barriers to Employment/Training (n=62)

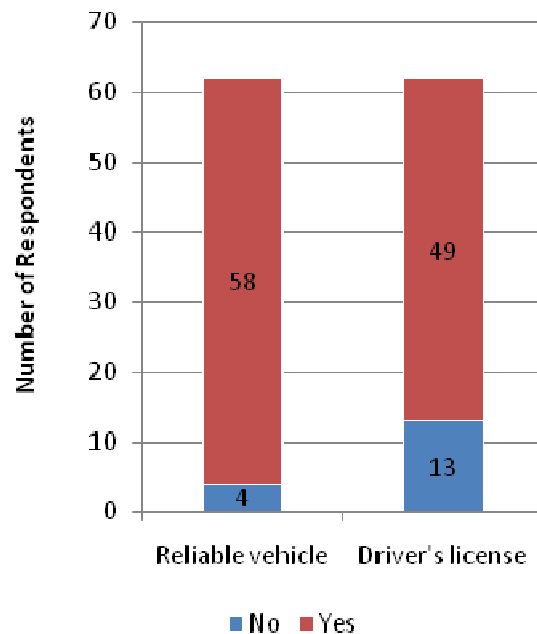


Figure F-32. Other Means of Transportation for Those Without a Reliable Vehicle (n=4)*

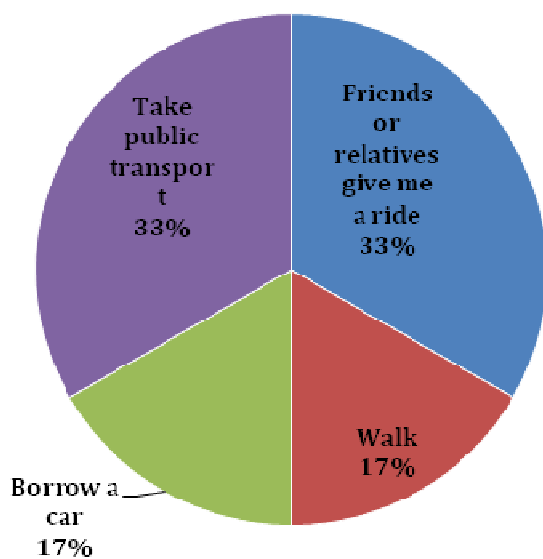
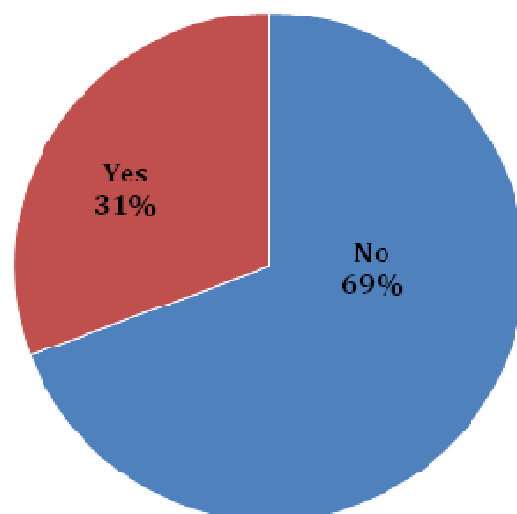


Figure F-33. Do you have any other barriers to employment/training? (n=62)



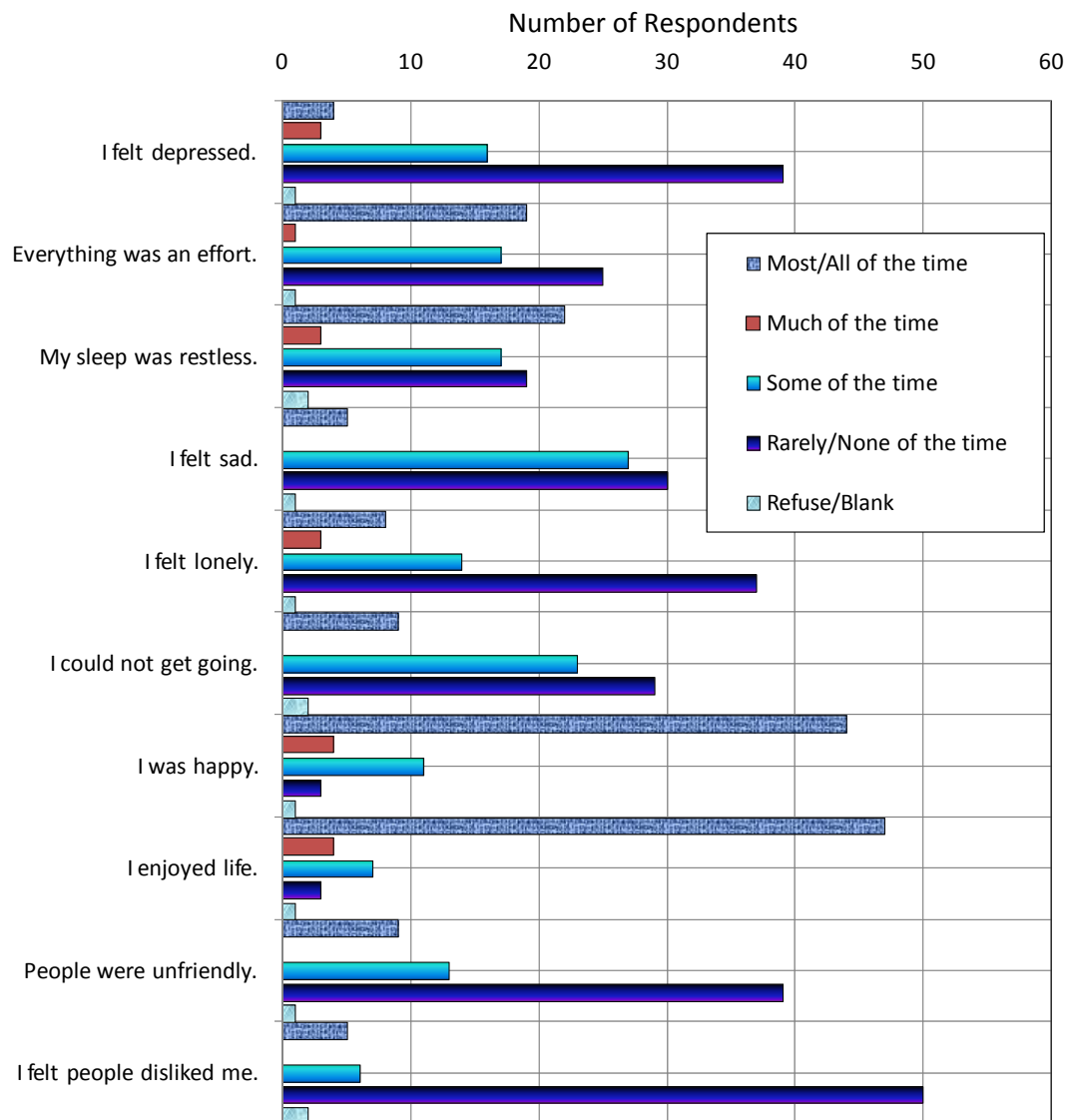
*Multiple responses allowed.

Table F-8. Other Barriers to Employment/Training

Barrier	Number of Respondents
Personal or family-related major health issues	4
Child-related issues	6
Transportation-related issues	3
Finances	1
Criminal Warrant	1
Discrimination	1
Dislike work and school	1
Husband's schedule	1
In school	1
Working	1
Income too high to qualify for subsidies	1

Note: Some respondents had multiple barriers.

Fig 34. How did you feel last week?



Appendix G. CareerAdvance Pilot Program Materials

CareerAdvance

The Career Advance project in Tulsa's CAP Centers is an initiative to help Head Start and Early Head Start parents to train for and obtain employment in higher-wage jobs with career opportunities. During the pilot phase, the Career Advance project will focus on parents at two centers (Disney and Skelly) and train parents for employment in healthcare careers, particularly nursing.

Certified Nursing Aide → Licensed Practical Nurse → Registered Nurse

The project offers sequenced skill building, peer and professional support, no-cost training, and incentive bonuses. Additional services, such as child-care and transportation supports, are available for those who qualify. Project length may vary from one to three years based on the individual's skills levels and the occupational focus.

Stage One: Project Application and Admissions

After attending an orientation session about the project, individuals will complete an application including assessment exams and an interview. Criteria for acceptance include:

1. 18 years or older
2. Legally qualified to work in the U.S.
3. Strong interest in healthcare careers

Stage Two: Project start and Peer Support Sessions

Individuals who are accepted into the project (called partners) will:

1. Meet with the Career Coach to develop an Individualized Career Advancement Plan
2. Meet with others in the project during weekly peer support sessions held at the CAP Center and/or Tulsa Tech/Tulsa Community College.
 - a. peer support sessions are mandatory. They will be held throughout the entire course of the project.
 - b. Initial sessions will focus on applying to Tulsa Tech/Tulsa Community College
 - c. Later sessions will include training on study skills, money management, how to succeed in your job, and time for partners to share their experiences in the program.

Stage Three: Training Program Application and Admissions

Depending on the career track chosen and individual circumstances, participants will either apply for admission to Tulsa Technology Center or Tulsa Community College. Both of these schools have a strong reputation in the Tulsa community and each has high 1st time pass rates on LPN and RN NCLEX exams. Each school has its own admissions policies and procedures. Individuals should be prepared to submit high school and/or college transcripts, take computerized placement exams, and meet with college representatives for advising. In addition to general admissions, each of the career programs also has a separate admissions process.

Individuals without a high school diploma or GED, those who have been out of school for a long period of time, and/or those with limited English skills will likely need to complete preparatory/ developmental courses prior to entering the career program sequence. Some programs also require a significant number of general education coursework prior to entering the program sequence.

Stage Four: Career Training

Once individuals enter into the career training sequence at Tulsa Tech or Tulsa Community College, Career Advance staff will be there to support them – from setting up tutoring sessions, to helping manage child care and transportation issues, helping getting through family crises, and everything in between. The purpose of the Career Advance project is to help individuals succeed in career training and improve the lives of families.

Stage Five: Employment

The Career Advance project has strong ties to employers. Participants who need to work part-time during training can be connected with one of the employer partners to build in-the-field experience in either healthcare or construction. Once participants have graduated from the career training program, the Career Coach will be there to assist in the job-search process. This help will include connecting individuals with employers, staging mock interviews, developing resumes, and much more.

Stage Six: Job Retention and Career Growth

One of the advantages of the Career Advance project is its commitment to helping individuals remain employed and grow their career. The Career Coach will continue working with project graduates to help them overcome potential barriers in employment as well as to identify and prepare for advanced career opportunities.

Performance Bonuses

Performance bonuses will be earned by participants who complete certain milestones throughout the project, up to \$3,000 annually. Bonuses are tied to the completion of certain tasks; regular on-time attendance to all classes, peer support sessions, and clinical experiences; and good grades. Earned bonuses will be deposited directly into participants' bank accounts.

CareerAdvance

Frequently Asked Questions (FAQs)

About the Project

- *What is Career Advance?*
 - Career Advance is a project for the parents of Head Start and Early Head Start children served at Disney and Skelly to help them train for and begin careers in nursing and related healthcare jobs. In the future, we hope to offer training in other careers.
- *What does the program provide?*
 - Training will begin at entry level, with Certified Nurse Assistant (CNA) or Patient Care Technician (PCT) training. Students can then move into Licensed Practical Nurse (LPN) and finally Registered Nurse (RN) training.
 - A Career Coach will work with you and your classmates in weekly Partner Meetings to build work and life skills, help you complete training, and advance your career. There will also be opportunities to help additional members of your community to become involved. You will also earn performance bonuses for reaching certain goals throughout the project. Finally, if you are having trouble working or preparing to work because of life stresses or other reasons, we will provide services to help you.
- *How much will this cost me?*
 - There is no cost to you. All training costs will be covered, including tuition, books, and required supplies. Performance bonuses are meant to cover other costs, such as transportation or evening child care.
- *You mentioned performance bonuses. What are those?*
 - Performance bonuses can be earned by reaching certain goals in the project. Up to \$3,000 is available annually for partners who attend all class and Partner Meetings, maintain good grades, and complete other required activities. The bonuses will be deposited directly into your bank account.
- *How long will it take me to finish school and find a job?*
 - Our goal is to help you complete your training as quickly as possible. Depending on your past experience in school, the Career Advance project will last between one and three years. For example, individuals who already have an LPN license can finish the RN training in three semesters. Individuals who need to earn a GED prior to entering career training may need three full years of classes to become an RN. Because demand is high for nurses, new graduates usually find a job very quickly.
- *What happens after I finish my training?*
 - We'll help you find a job in healthcare quickly, and the Career Coach will stay in touch with you to make sure you succeed. You'll also have opportunities to give back to others in the community, by speaking to others about the program, working with your classmates to serve the community, and using the leadership skills you developed at our Partner Meetings.
- *How do I sign up for Career Advance?*
 - Attend an orientation session at Disney, Skelly, or a location to be announced to learn more, and pick up an application.

About Nursing

- *Why healthcare?*
 - Health care is one of the few industries in the Tulsa area that have been growing, even during this recession. With completed training, the chances of getting a good-paying job with benefits and chances for advancement are high.
- *Where can I work with my degree?*
 - Registered Nurses (RNs) are always needed by hospitals, long-term care facilities (nursing homes), doctors' offices, the Veteran's Administration, and others. Licensed Practical Nurses (LPNs) also are in demand by these employers. We will be forming partnerships with several healthcare employers in Tulsa and they are expected to hire our graduates.
- *How much money can I earn as a nurse?*
 - Registered Nurses (RNs) can earn from \$16 to 20 per hour right after graduation. Experienced RNs can earn as much as \$28 per hour. Licensed Practical Nurses (LPNs) can earn between \$12-\$20 per hour depending on their experience and employer. (Someone working full-time at \$15/hour can expect to make about \$30,000 per year.) Most jobs offer benefits such as health insurance, retirement savings, and paid time off.
- *What if I'm interested in careers other than healthcare?*
 - The Career Advance project is only for nursing at this time, though other careers may be available in the future. If you are interested in training for careers in other industries, we have many contacts in the Tulsa area and should be able to connect you with someone who can help – such as the Tulsa Workforce Center at Eastgate. Talk with the Career Coach or your Family Support Worker for more information.

About My Situation

- *If I don't have any experience in healthcare, can I participate in the project?*
 - Yes. The Career Advance project is open to people with or without experience in healthcare.
- *What if I already have certification as a CNA, PCT, or LPN?*
 - We will help you advance on the career ladder! If you are interested in continuing to work in nursing, this project is for you.
- *What if I don't have a high school diploma or GED?*
 - We will provide training that combines Adult Education/GED preparation with job training to get you ready faster for a career in healthcare.
- *Can I work and still do this program?*
 - Yes, part-time work is encouraged during the project. If you are not already working in healthcare, we may be able to help you get a job with one of our employer partners.
- *Do I need to be a U.S. citizen?*
 - No, but you do need to be able to legally work in the United States. You will need the same documents to apply for Career Advance as you would need to get a job. This means you must be a citizen, a legal permanent resident, or other visa-holder in the U.S.
 - If you cannot legally work in the United States we can work with you to advance your English or other skills.
- *What if I am legally able to work in the United States but I do not have documentation?*

- Talk with your Family Support Worker about how to obtain the necessary documents.
- *What if I don't speak English very well?*
 - We will provide English as a Second Language (ESL) training focused on language you'll need for healthcare jobs, in combination with job training. For students with less English experience, we may provide some beginning ESL classes before you begin job training. .
- *Will participating in this project affect my eligibility for benefits/social services?*
 - Your participation in this project probably won't harm your eligibility. If you're concerned about it, we'll work with you to look at your specific situation.
- *What if my child leaves/graduates from Head Start before I complete the program?*
 - Your child must stay in Head Start as long as they are eligible and cannot drop out. If your child graduates, you may continue in Career Advance for up to 3 years while you complete your training, as long as you continue to meet all requirements for the project.
- *What if training or work happens when my child is not in school or in aftercare?*
 - Before and after care will be available at both centers for participants' children. However, some classes and clinical work may be required in the evenings or on Saturdays. In those instances, participants will need to make other arrangements for childcare. The Career Coach and your Family Support Workers will help you develop a childcare plan. Performance bonuses are meant to help you cover the costs of such care.
- *What if I do not have transportation?*
 - The Career Coach will help you develop a transportation plan for the program. We may be able to assist you with some transportation needs.
- *Things in my life make me worry about whether I'm ready to work. Can you help?*
 - Yes! If you are accepted into CareerAdvance, your Career Coach will work with you to find solutions to whatever stands in the way of your success. If you feel depressed or need help quitting a bad habit, for example, we'll help you find services to tackle your challenges. When you start the program, you will work with the Career Coach to develop a Career Advancement Plan includes help such as counseling or other supports you need.
- *What if I have a prior criminal conviction?*
 - The training providers will conduct a criminal background check prior to accepting you into training. Talk with the Career Coach if you have specific questions about your record.
- *Do I have to pass a drug test?*
 - All healthcare employers require a pre-employment drug test. If you struggle with substance abuse, we may be able to connect you to resources before you begin *Career Advance*.

Get on the fast-track with **CareerAdvance**

Looking for a career in the healthcare field, or have prior experience in healthcare? **CareerAdvance** can help you take the next step.



*If your child is enrolled in one of CAP's programs at Skelly or Disney Early Childhood Education Center, you have an opportunity to train for and begin a career in nursing and related healthcare fields--**at no cost to you.***

With **CareerAdvance**, you can:



- build a career in healthcare, starting with training to be a Certified Nurse Assistant (CNA), followed by Licensed Practical Nurse (LPN) and Registered Nurse (RN) training
- if you already have your CNA, train to become a Geriatric Technician, Patient Care Technician or LPN
- receive all tuition, training materials, supplies and daytime childcare at no cost
- build work and life skills with your classmates and a Career Coach
- attend GED and ESL classes that are customized for your career in healthcare
- get performance bonuses for reaching certain goals during your training
- find a job quickly with a local healthcare employer

*You **must attend** an orientation session to apply for CareerAdvance. The sessions will be held in the Multi-Purpose Room at these locations and times:*

Disney:

Wednesday, August 26

8:30 - 10:00 a.m.

or

1:00 - 2:30 p.m.

Skelly:

Tuesday, August 25

8:30 - 10:00 a.m.

or

Thursday, August 27

1:00 - 2:30 p.m.



Let your family support specialist know you'll be attending, or call Micah Kordsmeier at 918-382-3263

Sométase a toda velocidad con **CareerAdvance**



Esta usted buscando una carrera en cuidado de salud, o tiene experiencia en cuidado de salud? **Career Advance** (Carrera Avanza) le puede ayudar a tomar el próximo paso.

Si su niño(a) está matriculado en algún Programa En Educación Infantil CAP en el Centro de Skelly o Disney, usted tiene la oportunidad de comenzar una carrera en enfermería y el campo de cuidado de salud—sin ningún costo a usted.

Con **CareerAdvance**, usted puede:



- construir una carrera en cuidado de salud, comenzando con entrenamiento para ser Asistente de Enfermería Certificada (CNA), seguido por Enfermera Practica Licenciada (LPN) y Enfermera Registrada (RN)
- si usted ya tiene su CNA (Asistente de Enfermería Certificada), entrene para ser Técnico en Geriátría, Técnico en Cuidado de Pacientes o LPN (Enfermera Practica Licenciada)
- reciba toda matricula, materiales para el entrenamiento, material y cuidado de niños durante el día sin ningún costo a usted
- edifique habilidades para trabajo y para su vida, junto con sus compañeros y Entrenador de Carrera
- asista a clases del GED (para obtener su Bachillerato) y clases de ESL (Inglés como Segundo Lenguaje) clases adecuadas para su carrera en cuidado de salud
- reciba bonos por lograr ciertas metas durante el entrenamiento
- encuentre trabajo local rápidamente con una compañía en cuidado de salud

Usted deberá asistir a una sesión de orientación y aplicar para CareerAdvance. Cada sesión será en el Salón de Multiusos en estos lugares y a estas horas:

Disney:

Miércoles, 26 de Agosto

8:30 - 10:00 a.m.

o

1:00 - 2:30 p.m.

Skelly:

Martes, 25 de Agosto

8:30 - 10:00 a.m.

o

Jueves, 27 de Agosto

1:00 - 2:30 p.m.



Déjele saber a su Especialista en Apoyo Familiar que usted asistirá, o hable a Micah Kordsmeier al 918-382-3263.



CareerAdvance

Partner Application

APPLICANT INFORMATION			
Last Name		First	M.I. Date
Street Address			Apartment/Unit #
City		State	ZIP
Phone		E-mail Address	
What social networking websites do you use?		Facebook <input type="checkbox"/> MySpace <input type="checkbox"/> Other: _____ I don't use any <input type="checkbox"/>	
Date You Can Begin		Social Security No.	
Are you a citizen of the United States?		YES <input type="checkbox"/> NO <input type="checkbox"/> If no, are you authorized to work in the U.S.? YES <input type="checkbox"/> NO <input type="checkbox"/>	
Have you ever been convicted of a felony?		YES <input type="checkbox"/> NO <input type="checkbox"/> If yes, explain	
What is your primary language?		Do you speak any other languages fluently?	

EDUCATION			
High School/GED		City/State	
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/> Degree
College		City/State	
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/> Degree
Other		City/State	
From	To	Did you graduate?	YES <input type="checkbox"/> NO <input type="checkbox"/> Degree

CERTIFICATIONS	
<i>Please list any certifications you hold.</i>	
Certification Type	Date Awarded
Is this certification current?	YES <input type="checkbox"/> NO <input type="checkbox"/> NOT SURE <input type="checkbox"/>
Certification Type	Date Awarded
Is this certification current?	YES <input type="checkbox"/> NO <input type="checkbox"/> NOT SURE <input type="checkbox"/>

FAMILY INFORMATION			
Children at Skelly or Disney Centers:			
Name:	Age:	SKELLY <input type="checkbox"/>	DISNEY <input type="checkbox"/>
Name:	Age:	SKELLY <input type="checkbox"/>	DISNEY <input type="checkbox"/>

Do you have children that do not attend Disney/Skelly Centers?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Name:	Age:	
Name:	Age:	
Name:	Age:	
If so, do you have childcare arrangements for those children?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Do you have reliable transportation to school or work?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

PREVIOUS EMPLOYMENT (BE SURE TO LIST ANY JOBS HELD IN THE HEALTHCARE INDUSTRY) <i>START WITH MOST RECENT FIRST.</i>				
Company	From		To	
Job Title	Starting Wage		Ending Wage	
Responsibilities				
Reason for leaving				
Company	From		To	
Job Title	Starting Wage		Ending Wage	
Responsibilities				
Reason for leaving				
Company	From		To	
Job Title	Starting Wage		Ending Wage	
Responsibilities				
Reason for leaving				

DISCLAIMER AND SIGNATURE	
I certify that my answers are true and complete to the best of my knowledge.	
If this application leads to enrollment in the program, I understand that false or misleading information in my application or interview may result in my release.	
Signature	Date

CareerAdvance Shared Expectations Agreement

Career Advance will give me the chance to advance my education and career, and have a better future for me and my family. The Career Advance staff and I will partner together to do everything we can to succeed in the program.

CareerAdvance will support your success in the program by:

1. Paying for all your tuition, fees, books and supplies required for training.
2. Providing a Career Coach to support you as you move through training and get a job.
3. Connecting you with help when you need it, like tutoring and other support services.
4. Providing childcare before and after the Head Start/Early Head Start program while you are in required class or clinicals.
5. Paying you up to \$3,000 per year for meeting Career Advance milestones. Milestones and payments are as follows:
 - i. Regularly attend class and Partner Meetings, receive \$200 per month (\$2,400 per year).
 - ii. Earn a B average or higher in all coursework, receive a bonus of \$300
 - iii. Pass each certification exam on first try, receive bonus of \$300

In return, I will be successful as a CareerAdvance partner by doing the following:

1. I will attend and be on-time for class, clinicals, and Partner Meetings. I will not have any unexcused absences, and I will not have more than 1 excused absence per semester or 3 excused absences per year for each class, clinical, and Partner group. My Career Coach may ask my teachers and supervisors about my attendance. I will check in beforehand with my Career Coach or teacher any time that I must miss the Partner Meeting or class.
2. I will commit to my success by earning good grades (B average) and getting help and/or tutoring for difficult subjects. My Career Coach may ask my school about my grades.
3. My children will continue in their Head Start or Early Head Start program until they graduate. I will make sure that they are there and on-time every day. My Career Coach may check my children's attendance records.
4. I will come to Partner Meetings every week, participate in the conversation, encourage my fellow partners to help them succeed in the Career Advance project, and volunteer to help CareerAdvance after I graduate.

I agree to participate in the Career Advance project and will work to the best of my ability to meet all the objectives detailed above.

Signed _____ Date _____

I agree to provide for all the components detailed above to help the participant through the job training and employment process.

Signed _____ Date _____



COMMUNITY ACTION PROJECT JOB DESCRIPTION

TITLE: Career Advancement Specialist

REPORTS TO: Director of Innovation Lab

DIVISION: Innovation Lab

STATUS: Salaried Exempt

DATE: July 2009

GRADE: 9E

JOB SUMMARY

Under direct supervision of the Director of Innovation lab, manages the employment and training related needs of participants in Tulsa Initiative's Workforce Pilot Program. Is responsible for assisting and directing the participants' successful upgrading of his or her skills to appropriate standards and achievement of successful employment. He or she recruits, enrolls, case manages, assists participants in overcoming obstacles to successful program completion, provides career counseling, and facilitates peer support to participants throughout the training and placement process.

ESSENTIAL JOB FUNCTIONS

The functions outlined in this job description are examples of the general nature of those performed by employees in this position. Any combination of these functions and responsibilities may be performed. The list is descriptive only and should be used for no other purpose. Management retains the right to revise job functions at any time. These functions are not to be construed as exclusive or all-inclusive.

Coordinates participants' overall progress through the program, including recruitment, enrollment, skills and interest assessments, setting career goals, counseling and support (both for individuals and in group cohorts), and ensuring access to appropriate training opportunities.

Encourages peer support and team-building among those participating in the program.

Works with other program staff and training providers to match participants' skills and interests to appropriate training opportunities, including, English as a Second language (ESL) instruction, Adult Basic Education, instruction in "life skills" and career readiness preparation.

Assists participants in selecting and registering for classes, accessing financial aid, and obtaining other academic supports (e.g. tutoring, study skills, etc.).

Advocates on behalf of program participants with training providers and employers in order to achieve all employment/training objectives.

Assists participants in overcoming obstacles to successful program completion and make appropriate referrals when necessary, including scheduling problems, transportation breakdowns, access to financial resources, family crises, child care needs, and other life events.

Coordinates services and referrals with participants' family support specialist, assigned by the Early Childhood Program.

Disburses financial assistance and incentive payments to program participants, when appropriate.

Provides follow up and retention activities to families, employers and or case managers to facilitate job retention.

Monitors participants' progress and compliance with program objectives.

Regularly enters case notes and data into a database, collects data related to participant progress and results measurement, and provides regular data and reports to the Project Coordinator.

Provides regular communication of program status to the Project Coordinator, Ray Marshall Center staff, program partners, funders, and other relevant stakeholders.

OTHER JOB FUNCTIONS

Perform other duties as assigned or requested.

SUPERVISORY RELATIONSHIPS

Works under the direct supervision of Director of Innovation Lab. May serve as project or committee lead but does not supervise any direct reports.

KNOWLEDGE AND SKILLS

Knowledge of careers, career preparation, and employment practices a must. Must have proven successful interpersonal relationship skills to maintain effective and satisfactory working relationships with intra-department and inter-department staff, vendors, clients, visitors, and contractors. Ability to follow oral and written instructions with ability to read, interpret, and present information efficiently and effectively. Must be able to accurately audit records and ensure compliance with written or oral guidelines. Ability to take initiative, multi-task and work well under pressure, and perform on a timely basis. Must maintain strict confidentiality of extremely sensitive data, records, files, conversations, etc.

POSITION REQUIREMENTS

Bachelor's degree in social work, human services, human resources, psychology, sociology, or related field from an accredited college/university with at least one year of case management, career counseling, or human resources experience. Advanced MS Office skills and database software skills. Must enjoy working with people, demonstrate commitment to customer service, and show sensitivity to cultural and ethnic differences. Advanced organizational skills, efficiency skills and excellent attention to detail with a demonstrated commitment to completing assignments on a timely basis. Position Preferences: Ability to speak Spanish; experience in career counseling or employment placement, particularly with low-income, low-skill, or otherwise disadvantaged populations.

OTHER

Primarily an office position with some local travel (exposure to normal traffic hazards). Work requires bending, stooping, lifting, pushing and pulling throughout the day. Ability to lift and carry up to 20 pounds. Regular and reliable attendance required.

Approved By: _____ Date: _____
Program Director

Approved By: _____ Date: _____
Program Manager/Supervisor

Approved By: _____ Date: _____
Human Resources

Employee Signature: _____ Date: _____

Title: Healthcare Employer Intermediary

Summary: Under direct supervision of the Executive Director of Workforce Tulsa. Together with healthcare employers in the Tulsa Workforce Investment Area, identifies critical labor shortages, the skill requirements associated with those shortages, and intermediate and long-term strategies for alleviating those shortages. He or she facilitates employer-to-employer communication; maintains relationships with relevant healthcare workforce and human resources staff; and works with training and workforce service providers to adapt curricula, seat classes, and recruit students to fill labor shortages.

Essential Job Functions

Facilitates employer-to-employer communication by convening employer roundtables and other opportunities to meet and identify critical labor shortages in the healthcare sector.

Develops and maintains close working relationships with healthcare employers as well as with education and training providers, workforce system staff, and related organizations providing services in the Tulsa area healthcare sector.

Serves as an advocate for healthcare industry groups, identifying problems and brokering services to solve those problems wherever they are found, whether in employer-side pipeline challenges or education-side training standards.

Provides or arranges for task analysis and job profiling to identify the specific knowledge, skills, and abilities associated with the identified labor shortages.

Communicates healthcare employers' workforce needs to training and workforce services providers to adapt curricula and related services that prepare students to meet identified labor needs.

Works with participating healthcare employers to identify any emerging or evolving occupations not reflected in existing labor market information (and their associated skill requirements).

Participates in strategic efforts to improve the workforce system and promote economic development in Tulsa, including workforce initiatives undertaken by the Tulsa Metro Chamber of Commerce and the Oklahoma Hospital Association.

Collects and analyzes statistical and qualitative labor market information to make a “business case” for employer involvement and to support healthcare sector-based efforts to identify and verify critical labor shortages

Records contacts and relationships with healthcare employers, for monitoring and evaluating the success of partnerships.

Works with the staff of Community Action Project’s Tulsa Initiative to establish successful employer partnerships for participants in CAP’s sector-based workforce development pilot program.

Regularly updates the Tulsa Initiative Project Coordinator on employer’s healthcare skills needs and recommendations in training its participants to fill labor shortages.

Provides regular communication of program status to the Tulsa Initiative Project Coordinator, Ray Marshall Center staff, the George Kaiser Family Foundation and other funders, program partners, and other relevant stakeholders.

Assists in other projects undertaken by the Workforce Investment Board or its staff at Workforce Tulsa, as necessary.

Supervisory Relationships

Works under the direct supervision of the Executive Director of Workforce Tulsa. May serve as project or committee lead but does not supervise any direct reports.

Knowledge and Skills

Must have proven ability to foster group relationships within a variety of institutional contexts (such as industry and education), possess strong interpersonal and conflict resolution skills to maintain effective working relationships, and exhibit capacity for critical thinking and problem solving. Ability to follow oral and written instructions with ability to read, interpret, and present information efficiently and effectively. Must be able to accurately audit records and ensure compliance with written or oral guidelines. Ability to take initiative, multi-task and work well under pressure. Must maintain strict confidentiality of extremely sensitive data, records, files, conversations, etc.

Position Requirements

Master's degree in business administration, health administration, human resources, industrial/organizational psychology, or related field; or Juris Doctorate. At least four years of experience in managing in a healthcare setting. Must enjoy working with people, demonstrate commitment to customer service, and show sensitivity to cultural and ethnic differences. Advanced organizational skills, efficiency skills and excellent attention to detail with a demonstrated commitment to completing assignments on a timely basis. Advanced MS Office skills and database software skills.

Position Preferences: Experience overseeing workforce and human resources needs of a healthcare employer, especially with hiring experience; existing relationships with workforce managers at healthcare employers across the Tulsa area; experience or training in mediation or conflict resolution; knowledge of public education and training institutions, their programs, and operations; experience working with low-income, low-skill, or other disadvantaged populations.

Individuals recently retired from industry are encouraged to apply.

CNA Sequence – Tulsa Community College

Tulsa Community College's CNA sequence includes three levels. The first level prepares graduates to work in long-term care facilities. The second level prepares graduates to take on additional tasks in the home healthcare setting. The third level deepens graduates understanding of nursing tasks associated with geriatric care. The entire sequence takes approximately 17 weeks. This sequence meets the requirement for CNA or PCT training prior to entering an LPN or RN program. While students in the CNA program do not have to have a high school diploma or GED, the majority of healthcare employers require one of those credentials for employment. The CNA sequence does not build credit on the student's college transcript.

Licensed Practical Nursing – Tulsa Technology Center

The LPN program at Tulsa Tech is self-paced, requiring 1,463 contact hours. While the official timeline for the program is 13 months, staff report that the actual range is 7-15 months. There are both day and evening classes as well as required clinical experiences in hospital and community settings. Students must have completed a CNA or PCT program prior to starting the LPN program, as well as hold a current CPR certification. The LPN program has pre-/co-requisites for anatomy, physiology and medical terminology. Program coursework includes concepts and fundamentals of nursing, pharmacology, medical surgical nursing, pediatric nursing, maternal and newborn nursing, and transition to practice. Tulsa Tech has an agreement with Tulsa Community College to automatically admit LPN graduates into the RN Bridge program. If the graduate applies for the RN Bridge program at Tulsa Community College, up to 19 hours of college credit can be earned upon completion of the Bridge course. The LPN program at Tulsa Tech has a very high first-time pass rate on the NCLEX-LPN exam (about 86% over the last ten years).

Registered Nursing Bridge Program – Tulsa Community College

The RN Bridge program at Tulsa Community College accelerates the RN sequence for students who have already completed an LPN program. Students in the Bridge program typically complete the RN program in 3 semesters. The first semester includes coursework and clinical experiences in the LPN-to-RN Bridge, psychiatric/mental health nursing, microbiology and developmental psychology. The second semester includes coursework and clinical experiences in nursing for children and families, foundations of nursing, nursing for adults with major health disruptions, nursing to promote quality of life, and American Federal Government. The third semester includes coursework and clinical experiences in advanced medical-surgical nursing, transitions to novice nursing, and American History. There are 25 general education credit hours prerequisite for entering into the LPN-to-RN Bridge course, including English composition, psychology, biology, chemistry, human anatomy, and physiology. Science courses must have been taken within the last five years. Students graduate with an Associate of Applied Science degree and are prepared to sit for the NCLEX-RN exam. The RN program at TCC has a very high first-time pass rate on the NCLEX-RN exam (about 86% over the last ten years).