



Network4Health Workforce Development Post-Waiver Project

Final Report July 2024

Compiled by:

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Background:

Network4Health (N4H) was established in 2016 as part of New Hampshire's 1115 Transformation Waiver, funded by the Center for Medicare and Medicaid Services. Originally designated as an 'Integrated Delivery Network' (IDN), N4H represented Region 4, comprising 18 communities surrounding Greater Manchester, Derry, and Salem, housing over 25% of the state's Medicaid population. Across the state, there were a total of seven regions, each tasked with projects aimed at enhancing the health outcomes of Medicaid recipients.

Throughout its operation, N4H successfully implemented various workforce development initiatives aimed at educating, recruiting, training, and retaining staff in the behavioral health field. These initiatives also focused on establishing career and educational pathways for existing professionals, thereby bolstering the behavioral health workforce across the region. However, with the conclusion of the waiver in 2020/2021, N4H saw an opportunity to concentrate solely on targeted investments in workforce development.¹

The closure of full N4H operations in 2021, left remaining funds, prompting the steering committee to allocate resources towards addressing workforce challenges faced by our partner employers. To this end, the committee decided to utilize the funds for:

- a) Sustaining existing workforce development initiatives,
- b) Creating or expanding initiatives as necessary, and
- c) Planning for long-term investments aimed at further strengthening the regional workforce.

This strategic approach aimed to continue supporting the critical need for behavioral health and healthcare professionals not only in Region 4 but across the state as a whole and presented an opportunity for Network4Health to evolve beyond an Integrated Delivery Network model and focus on making targeted investments in developing the workforce. In doing so, we are expressed our new focus in a reformed vision:

A New Vision for 2022:

Network4Health represents 40 healthcare, behavioral health, and community based organizations across 18 cities and towns surrounding greater Manchester, NH.

As a neutral convener, our aim is to:

- *Build the pipeline of workers into roles of critical need across our region*
- *Increase competence and confidence of workforce through professional development so that they can provide the highest quality, compassionate, and culturally competent care*
- *Invest in training and education opportunities to promote career advancement*
- *Promote retention strategies as a key part of growing the healthcare, behavioral health, and human services workforce in our region.*

Network4Health continued to support most of the workforce development projects that were started during the waiver term, but we also promised to look for new ways to develop the workforce across the region through:

¹ The complete summative report on the 1115 Medicaid Waiver for New Hampshire can be found here:
<https://www.dhhs.nh.gov/sites/g/files/ehbemt476/files/inline-images/cms-approved-bct-summative-evaluation-report.pdf>

Training and professional development:

- Marketing reimbursable training opportunities through Workforce Wednesday.
- Reimbursement for trainings for partners, including consideration for trainings that are specifically requested by partners (through NHADACA, PESI, NASW NH, etc.).
- Sponsorship of management and leadership training courses.
- Special training events with outside vendors (such as PCDC or others).

Supporting career pathways:

- Scholarship support for CHW, CRSW and Medical Interpretation certificates.
- Supporting OT student internships in our region.
- Supporting other opportunities for career pathway development.

Supporting educational pathways:

- Ongoing financial support for students at Manchester Community College, UNH College of Professional Studies (formerly Granite State College) and University of NH through our scholarship programs.
- Partnership with UNH College of Professional Studies (formerly Granite State College) to run further college certificate cohort program.

Continuing work around diversity, equity, and inclusion as well as mental health awareness:

- Continuing to fund education, training and consultation around DEI for our partners.
- Support for Mental Health First Aid.

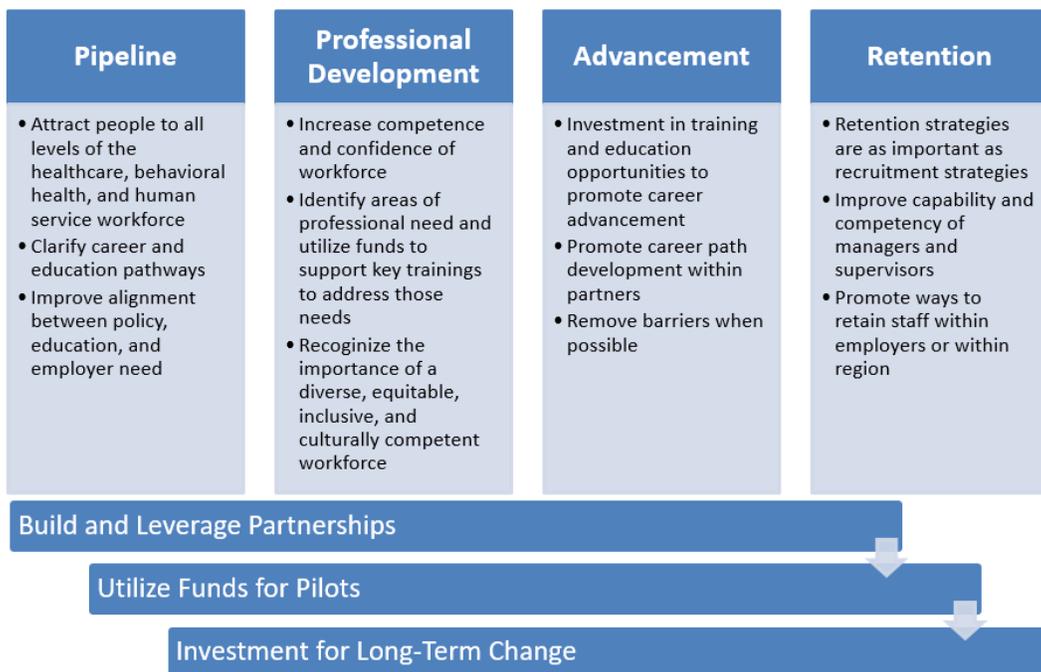
Supporting new needs as they become apparent:

- Being thoughtful and open to other ways to support and expand the workforce in our region.

All of the workforce development efforts will continue to align with our WFD model, which has been updated to reflect our new vision:



WORKFORCE DEVELOPMENT FRAMEWORK



Upon re-launch of Network4Health's workforce development function, some details around governance and operations needed to be explicitly stated:

- Network4Health retained its name but ceased referring to itself as an Integrated Delivery Network/IDN. Catholic Medical Center continued to operate as the fiscal agent for N4H.
- The primary directive was to support workforce activities in the 18 cities and towns and 40 partners of the original project. However, opportunities to open trainings or other events to the rest of the state were pursued.
- The Workforce Development Director reported to and had regular oversight by the Vice President – Mission Integration at Catholic Medical Center, starting in approximately April 2022.
- Sustainability – N4H contracted with a grants writer to pursue potential grant funding that complemented the work already being done in the region.
- Steering Committee matters:
 - The Steering Committee was released from its primary governance role, although Network4Health continued to submit quarterly reports to the committee highlighting operations, progress on initiatives, and budget reporting.
 - Once the post-waiver plan was approved and other N4H operations ceased, Steering Committee responsibility decreased. Monthly meetings were discontinued, and formal meetings were held just 2x per year. However, at any time, a member of the Steering Committee could call a meeting of the whole committee for any reason.
 - For the purposes of oversight and tracking, Network4Health provided the Steering Committee with operations reports 4x per year.

N4H Partners:

Amoskeag Health / Ascentria Care Alliance / Building Communities in NH / Catholic Charities of NH / Catholic Medical Center / Center for Life Management / City of Manchester / Community Crossroads / Dartmouth-Hitchcock Health / Easterseals NH / Elliot Health System / Families in Transition / Goodwill / Granite United Way / Granite Pathways / Granite State Independent Living / Greater Derry Community Health Services / Hillsborough County / Home, Health & Hospice Care / Hope for NH Recovery / International Institute of New England / Life Coping / Makin' It Happen / Manchester Housing & Redevelopment Authority / Manchester School District / NAMI NH / NH Legal Assistance / On the Road to Wellness / Parkland Medical Center / Pastoral Counseling Service / Rockingham County / ServiceLink / Southern NH Services / The Derry Friendship Center / The Farnum Center / The Mental Health Center of Greater Manchester / The Moore Center / The Upper Room / Waypoint

Operations of Network4Health officially ended on July 26, 2024.

Projects:

Funding a Career Coach at Manchester Community College

There's a significant shortage of healthcare workers in southern NH, leading to increased costs for healthcare providers who rely heavily on contract help. However, this shortage presents an opportunity for local hospitals like Catholic Medical Center (CMC) and Elliot Health System (EHS) to recruit and train new workforce members. Despite their competitive history, CMC and EHS collaborated to launch three apprenticeships for Medical Assistants, LNAs, and Patient Service Representatives in early 2022, with Network4Health and Manchester Community College (MCC) as partners. This collaboration quickly established itself as the premier onramp for healthcare jobs in the greater Manchester region.

Recognizing the success of programs that provide 'wrap-around' services, Network4Health committed funding to establish the role of a "Network4Health Coach/Advisor" who would work with staff at both CMC and EHS. This position would offer comprehensive support to employee-apprentices and community applicants, including onboarding, coaching, referrals for support services, and guidance on career paths. While the coach/advisor would make referrals to other agencies as needed, the coach also empowered the apprentices to address certain issues themselves.

Manchester Community College was selected as the logical third-party employer for the coach position due to its commitment to the CMC and EHS programs. Employing a third-party coach ensured unbiased referrals to either employer, meeting the needs of both hospitals without conflict. This full-time, benefitted position supported the ongoing apprenticeships and additional programs in development, underscoring MCC's central role in workforce development initiatives for the region. The coach was employed from early 2023 to early 2024.

Accomplishments and activities:

Over the course of the project, the coach obtained a professional coaching certification through the Professional Association of Resume Writers and Career Coaches. The coach also fulfilled various responsibilities in support of the Workforce Development Center at MCC. These duties encompassed tasks such as student enrollment, apprentice orientations, support services, community outreach, student resource referrals, career advising and counseling, presentations, community partner meetings, coordination of braided funding for apprentices through WIOA and ApprenticeshipNH funds, collaboration with ESOL students, and other workforce development activities as required.

Some noteworthy statistics and specific examples of the work performed in this role include the following:

- Over the past year, Elliot/Southern apprenticeship cohorts included 30 LNA apprentices, 21 Medical Assistant apprentices, 5 pharmacy tech apprentices, and 5 surgical technologist apprentices.
- Similarly, CMC cohorts over the same period comprised 20 LNA apprentices and 18 Medical Assistant apprentices.

Regarding coaching services, approximately 70 hours of coaching were provided following certification in March, assisting 27 individuals with one-on-one coaching sessions, supporting several individuals with accommodations for coursework/exams, aiding three people with homeless issues, and facilitating student enrollment in three ESOL workplace cohorts at Elliot and CMC. Additionally, support was provided for improvement plans for five apprentices during on-the-job training. Other notable accomplishments include:

- Organizing, implementing, and facilitating group WIOA enrollments for all apprentices, thus saving CMC and Elliot Health significant sums of money through braided funding for tuition,
- Overseeing all orientations for new cohorts,
- Advising several ESOL learners on coursework and additional resources,

- Assisting numerous individuals in preparation for the apprenticeship interview process,
- Establishing relationships with NH high school CTE centers in Goffstown, Bedford, Nashua, Concord, and Manchester,
- Supporting the work of the Granite PARTNERS DOL grant with Elliot Hospital.

N4H support for the program ended when the coach took a similar role at Elliot Health System to primarily support their participants in the Granite PARTNERS Grant.

Training Scholarships

Network4Health continued its support of scholarships to reduce cost for community-based workforce training/certification programs. For all of these programs, students needed to provide proof of living in one of the Network4Health cities or towns, or working for a N4H partner:

- Community Health Worker with Southern NH AHEC - The Southern NH AHEC offers a 7 week Community Health Worker Training program. Community Health Workers (CHWs) play an important role in a number of integrated primary care and behavioral health partner models. CHW can be a career within itself or a first step on the career pathway towards other behavioral health or healthcare roles. Network4Health supported individuals who wanted to get this credential as a means for obtaining a job in our region, or as a means of 'upskilling' for those that are already working in the field but with no formal training.
 - Successes:
 - Supported 2 slots in spring 2022 = \$2400 (*additional scholarships weren't needed because of grant dollars received by SNHAHEC to lower the cost of the CHW trainings.*)
- Certified Recovery Support Worker program with Mental Health Center of Greater Manchester – Certified Recovery Support Workers (CRSW) play an important role in helping those in recovery stay on track and meet their recovery goals. In addition, the CRSW credential is often the first step on the career pathway for SUD professionals and these roles allow those in recovery to assist others in their journey through sharing personal experience. This 54 hour Certified Recovery Support Worker certificate training course supports individuals who want to get this credential as a means for obtaining a job in SUD treatment, or as a means of 'upskilling' those that are already working in the field but would benefit from this credential.
 - Funded up to \$2550 in scholarships for students for each class
 - Summer 2023: supported 2 students = \$400
 - Fall 2022: supported 2 students = \$200

Network4Health Behavioral Health Scholarship Program

Started in 2018 and continued through 2023, this program aimed to increase the behavioral health workforce by providing up to \$5000 in scholarships to students living or working in Network4Health cities and towns, and pursuing specific degree programs at participating schools. Students could have been either full or part-time, and enrolled in either an on-line or traditional program. N4H provided funds to 4 colleges: Manchester Community College; UNH College of Professional Studies (formally Granite State College), and University of New Hampshire in Durham and Manchester.

	TOTAL		UNH DURHAM		UNH C of PS (Granite State)		Manchester CC		UNH Manchester	
	Amt	Awards	Amt	Awards	Amt	Awards	Amt	Awards	Amt	Awards
	\$ 744,186	452	\$ 275,000	116	\$ 233,436	202	\$ 135,750	112	\$ 100,000	22
Graduates to date per school		61		15		9		25		12

Programs eligible for scholarships:

MANCHESTER COMMUNITY COLLEGE	UNH COLLEGE OF PROFESSIONAL STUDIES (formerly GRANITE STATE COLLEGE)	UNIVERSITY OF NEW HAMPSHIRE - DURHAM	UNIVERSITY OF NEW HAMPSHIRE - MANCHESTER
<ul style="list-style-type: none"> • Associate’s Degree in Behavioral Science • Associate’s Degree in Human Services • Direct Support Services Certificate • Substance Misuse Prevention Certificate • Recovery Support Worker Certificate • Mental Health Support Certificate 	<ul style="list-style-type: none"> • BS in Human Services • BS in Psychology • BS in Applied Studies – Human Services and Early Childhood Development • AS in Behavioral Sciences • Master of Science in Human Services Administration 	<ul style="list-style-type: none"> • Adolescent Development (Graduate Certificate) • Child Welfare Graduate Certificate • Human Development and Family Studies: Marriage and Family Therapy M.S. • Intellectual and Developmental Disabilities (Graduate Certificate) • Psychiatric Mental Health (NP Graduate Certificate) • Social Work (Advanced Standing) M.S.W. • Social Work M.S.W. • Social Work and Juris Doctor Dual Degree M.S.W./J.D. • Social Work and Kinesiology Dual Degree M.S./M.S.W. – (Adventure Therapy) • Social Work-Occupational Therapy students enrolled in the Primary Care HRSA Project • Substance Use Disorders (Graduate Certificate) • Social Work • Therapeutic Recreation 	<ul style="list-style-type: none"> • BS Psychology • BS Neuropsychology

Endowed Scholarship Program

Network4Health formed a new partnership with The Foundation for New Hampshire Community Colleges (the “charitable arm” of the Community College System) to endow a scholarship program for students at Manchester Community College. In 2021 N4H invested \$75,000 to be distributed in awards of up to \$10,000 of scholarships per year for no less than 5 years. The parameters for the endowed scholarship will be the same as they are for the existing scholarship program. The same eligible programs, same geographic requirements, same application requirements, etc. However, other behavioral health programs will be considered to be included as they are created in the future.

As of this writing, through the SP 2024 awards period MCC has used up \$34,000. This leaves at least 4 more years of awards based on average award amounts.

MCC Awards - Endowment		
Name	Gift Date	Gift Amount
Catholic Medical Center	6/11/2021	\$ 50,000.00
Catholic Medical Center	8/20/2021	\$ 25,000.00
		\$ 75,000.00
Scholarships - 3	Fall 2021	\$ 3,000.00
Scholarships - 10	Spring 2022	\$ 7,000.00
Scholarships - 10	Fall 2022	\$ 10,000.00
Scholarships - 3	Spring 2023	\$ 4,000.00
Scholarships - 9	Fall 2023	\$ 6,750.00
Scholarships - 4	Spring 2024	\$ 3,250.00
		\$ 34,000.00
	Total Available	\$ 41,000.00

**Mini-Certificate Cohort Learning Opportunity with UNH College of Professional Studies
(Formerly Granite State College):**

Network4Health and UNH College of Professional Studies (formerly Granite State College) formed a partnership to offer college-level mini-certificates to employees of Network4Health's partners (later expanded to employees of any of the 10 community behavioral health centers).

This partnership aimed to accomplish two things: First, promote attainment of Associate and Bachelor's level degrees, and second, increase the competence and confidence of this workforce in the areas of SUD work and the general understanding of human services concepts. This program gave employees of eligible partners an opportunity to take college level courses in a team cohort model, while receiving financial and advising support to ensure successful completion. Participants would only have to pay approximately \$80 per class and Network4Health covered the rest of the costs.

Two pathways were constructed: Human Services and Addiction Studies, each taking approximately 4 terms to complete. Participants were enrolled as students at UNH CPS and were assessed as to whether they needed the pre-req courses in order to progress to the core classes. All courses were completed online.

The funding for the program also included an Academic Advisor from UNH CPS that met with students prior to registering to review transcripts, discuss college readiness, encourage future education pathways, assess career ladders, etc. and continued to meet with students as they progressed through the program.

Students matriculating through the program received 4 college credits for each class completed. Upon completion, students received anywhere between 12 and 24 credits depending on how many pre-requisites were needed. In addition, students were awarded a certificate of completion (i.e. 'Mini-Certificate').

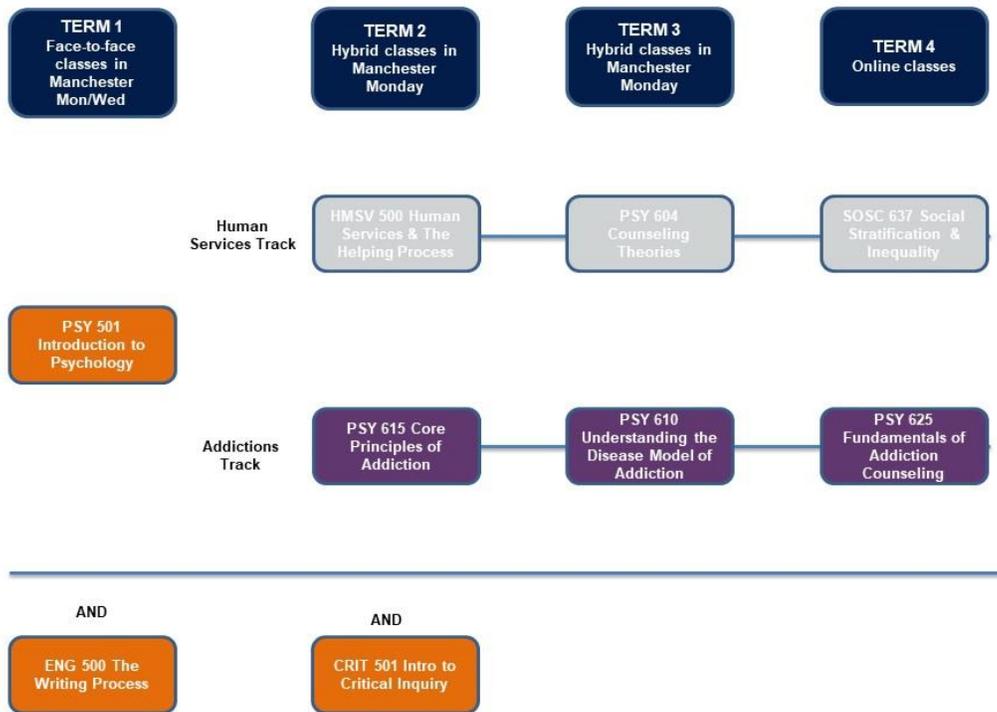
Originally started in summer of 2020, this program was continued on into the post-waiver period ending in June of 2024.

Pathways:

Human Services mini-certificate: This certificate offers the opportunity to learn more about providing access to assistance programs, offering support, and improving the quality of life for those in need while working with individuals and the community.

Addiction Studies mini-certificate: This certificate will give students the opportunity to develop deeper, specialized knowledge in the field of addiction studies. Concepts students will learn include: Core Principles of Addiction; Understanding the Disease Model of Addiction; Foundations of Addiction Counseling; Issues of Addiction in Special Populations and Counseling Theories.

Pathway model:



NOTE: Students in all tracks will take ENG500 and CRIT 501 as co-requisites in the first two terms. If students have these courses in transfer or already have an associate degree, they will be waived out of these courses.

Overall enrollment and performance:

Network4Health Information 6.13.2024 MBM

	Cohort SU20-SP21	Cohort WN22-FA22	Cohort SU23-SP24	Total
1. Enrollment and Retention	Human Services	Human Services	Human Services	Total Human Services
Students who started the cohort	20	11	13	44
Students who completed	10	5	7	22
Percentage	50%	45%	54%	50%
	Addictions Studies	Addictions Studies	Addictions Studies	Total Addictions Studies
Students who started the cohort	29	18	19	66
Students who completed	12	6	6	24
Percentage	41%	33%	32%	36%
	Total	Total	Total	Total*
Students who started the cohort	49	29	32	110
Students who completed	22	11	13	46
Percentage	45%	38%	41%	42%
*Duplicated total includes students who attempted a cohort more than once or were in two different cohorts (AS and HS)				
2. Applications to and Degrees from GSC/CPS	Total	Total	Total	Total
Students that had applied previously to GSC	8	2	6	16
Students that had degrees awarded previously from GSC	5	2	2	9
Students that applied to a degree program (during or after cohort)	8	4	3	15

Employers sending staff to cohort programs:

Employer Breakdown:	Total All Cohorts
1 Amoskeag Health	3
2 Catholic Medical Center	1
3 Center for Life Management	3
4 Community Action Partnership of Strafford County	18
5 Community Partners	4
6 Cross Roads House	2
7 Easterseals NH	18
8 Easterseals/Farnum Center Webster Place	1
9 Elliot Health System	1
10 Families in Transition	8
11 Farnum	6
12 Granite Pathways	1
13 Greater Nashua Mental Health	4
14 International institute of New England	1
15 Manchester School District	1
16 The Mental Health Center of Greater Manchester	10
17 Monadnock Family Services	1
18 Northern Human Services	2
19 Riverbend CMHC - Choices	2
20 Rockingham County Department of Corrections	1
21 Seacoast Mental Health Center	1
22 Seacoast Public Health Network	1
23 SOS RCO	1
24 Southern New Hampshire Services	2
25 St. Joseph Community Services, Inc.	1
26 Waypoint	11
Total	105

Professional Development

Foundations of Management Training

All too often, organizations in all sorts of industries reward high performing staff with promotion into leadership positions because it is the natural professional progression available within the company. Unfortunately, these employees may quickly find themselves in 'sink or swim' management situations that they may not have been adequately prepared for. This may cause stumbling blocks for new managers in the short term, and frustration and disengagement in the long term. Moreover, the importance of strong and capable leadership – at all levels – as a driver of retention and engagement of employees across the organization cannot be overstated. Plenty of studies have confirmed that large numbers of employees who turnover are leaving their manager, not their job. Network4Health recognized that retaining employees is just as important as hiring them. As a result, N4H with UNH Professional Development and Training (UNH PD&T) funded a 'Foundations of Management Program.' There was no cost to network partners sending employees.

Attendees were in classes for 4 full-days and covered the following topics:

Class #1: Stepping up to Supervisor - This workshop aims to ease the transition from co-worker to supervisor by addressing unique challenges. Participants engage in self-assessment and case studies to navigate the shift, handle conversations effectively, and avoid common novice mistakes. They also learn to adapt supervisory styles to meet team members' needs. The class aims to foster greater confidence and comfort in executing supervisory duties, improve communication skills, and prevent resentment. Participants gain strategies for earning respect, managing difficult employees, and maintaining professional boundaries with former peers.

Class #2: Foundations of Supervision: How to Put the “Super” in Supervisor. What the Best Supervisors Do to Get the Best Work Out of People While Keeping Morale High - This seminar emphasizes the pivotal role supervisors play in fostering engagement and retention within organizations. Participants will delve into supervisor actions that significantly influence employee morale, motivation, and performance. They'll assess their proficiency in 16 competency areas crucial for effective supervision and learn strategies to cultivate initiative and a supportive attitude among team members. Additionally, the program covers behaviors that frustrate employees and offers practical tools to enhance positive impact and maintain strong connections with team members amidst busy schedules.

Class #3: Let's Talk for a Change! How to Facilitate Honest, Open, Non-Defensive Discussions About Important Issues - This class aims to equip supervisors with essential skills for effectively addressing sensitive issues and guiding conversations towards productive outcomes. Participants will learn to avoid common mistakes and navigate challenging discussions, particularly when dealing with negative preconceptions or polarized positions. They'll explore key moments that influence conversation success and techniques for preparing emotionally and mentally for difficult discussions. Understanding how the brain reacts to threat, supervisors will gain insights into fostering emotional intelligence and facilitating constructive dialogue. The training also covers practical language patterns to encourage open communication and prevent negative behaviors in the workplace.

Class #4: Conflict Resolution through Effective Communication - *This course has been pre-approved for SHRM PDC.* This workshop shows how differences can enhance relationships and presents skills that will enable you to use conflict as a source of creative solutions. Topics include: Dynamics of conflict; assessment of personal resolution styles; what works and what doesn't; and creative skills in conflict resolution. Through respectful communication and enhanced negotiation skills, even the most difficult situations may be managed. In-class practice and hands-on skills are a major part of this workshop.

FALL 2022	FALL 2023																																																
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*Complete program reports are available upon request

[Introduction to Leadership Training](#)

There is a clear difference between management and leadership. While managers are often implementers and are focused on the day-to-day, leaders need to be change-agents, visionaries, have long-term views of things, be multi-taskers and work on building relationships. One cannot overstate the importance of strong and capable leadership as a driver of retention, recruitment, and engagement of employees across an organization. In recognition of the myriad of skills needed to be a successful leader, Network4Health partnered with UNH PD&T to offer an Introduction to Leadership program. There was no cost to network partners sending employees.

Attendees were in classes for 4 full-days and covered the following topics:

Class #1: Leadership Essentials - Topics encompassed: The difference between managing and leading; Learning from Experiences of Leaders; Dispelling Leadership Myths; Inspiring Mission and Vision; Building Bonds through Emotional Intelligence; Leading by Example; Strengths-Based Leadership

Class #2: Communication Skills for Leaders – Topics encompassed: Storytelling: Clarify messages and inspire action; Coaching and Mentoring - Guide growth through active listening and questioning; Constructive Feedback - Provide helpful criticism; Soliciting Feedback - Encourage candid input for personal improvement

Class #3: Constructive/Courageous Conversations Skills – Topics encompassed: Why this is this “the master skill set” for leaders; Creating psychological safety; How to prepare for a Constructive/Courageous Conversation that fosters a productive dialogue; How to deal with the person who gets defensive.

Class #4: You Can’t Pour from an Empty Cup: Tools for Building Resilience, Keeping Your Energy Reserves High, and Maintaining Equanimity – Topics encompassed: Learn to shift from disempowered to empowered states and help teams do the same. Discover techniques for equanimity and reduced reactivity. Apply insights from peak performance athletics regarding challenge and recovery cycles. Boost nervous system resilience and mood. Shift focus from crises to a broader perspective for enhanced learning and resourcefulness.

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Senior Leadership Professional Development Training

There is a clear difference between management and leadership. While managers are often implementers and are focused on the day-to-day, leaders need to be change-agents, visionaries, have long-term views of things, be multi-taskers, and work on building relationships. This is even truer for senior leaders. One cannot overstate the importance of strong and capable leadership as a driver of retention, recruitment, and engagement of employees across an organization. In recognition of the myriad of skills needed to be a successful leader, Network4Health has partnered with the UNH Paul College of Business and Economics to offer this Senior Leader Professional Development program.

This program was open to anyone employed by a Network4Health partner who was at the level of director or above. In all, Network4Health invested \$120,000 over 2 cohorts for this program.

There were three over-arching themes of the coursework:

1. We are living with new workplace realities (work from home, aging workforce, changed expectations of work, etc.)
2. Change in leadership styles is also needed due to changing environment (creative partnerships, integrations across organizations needed)
3. All these changes require enhanced skills in leading and communicating the processes of change

Program objectives:

- Utilizing a combination of readings, case studies, self-assessment, experiential learning activities, and coaching calls, participants will:
 - Refresh their understanding of the distinction between leading and managing
 - Reflect on how colleagues see their emotional and social competencies in the work environment, and identify areas for exploration and development
 - Develop strategies for building cultures that retain diversity of membership through inclusion, belonging, equity and respect
 - Heighten their skills in undertaking difficult conversations
 - Develop strategies for managing change and interacting effectively with board members and committees

Structure of 2022 Program

The program ran from October 2022 to December 2022. Employees were in class for 8 mornings (totaling 32 hours) over those 3 months along with four optional 2-hour Zoom sessions (up to 8 additional hours). Classes were held at UNH Manchester Campus, at 88 Commercial Street, Manchester, NH.

Core sessions were held in person, with optional Zoom sessions on specific additional topics for added context. A variety of interactive teaching methods were employed during the course, to include: case studies, current business articles, in-class simulation exercises, interaction and discussion, and small group projects.

The course also included two coaching calls per participant, and use of the Korn-Ferry 360 Emotional and Social Competency Inventory results. This course was not eligible for college credit or continuing education units, but candidates did receive a certificate of completion if all required assignments are met.

Core session dates, descriptions and probable instructors: All classes were Friday mornings, 8:00am – 12:00pm

1. **10/14/22 Strategic Thinking for Leaders – Peter Lane, PhD:** Participants will be introduced to the overall program and to the shift to strategic thinking that is required of organizational leaders. Particular attention will be paid to how leaders assess factors, both in the external environment and internal to their organizations, that should be part of their strategic thinking, and to the differences between strategic

thinking and strategic planning. Models for strategic analysis will be applied to current challenges and opportunities facing participants.

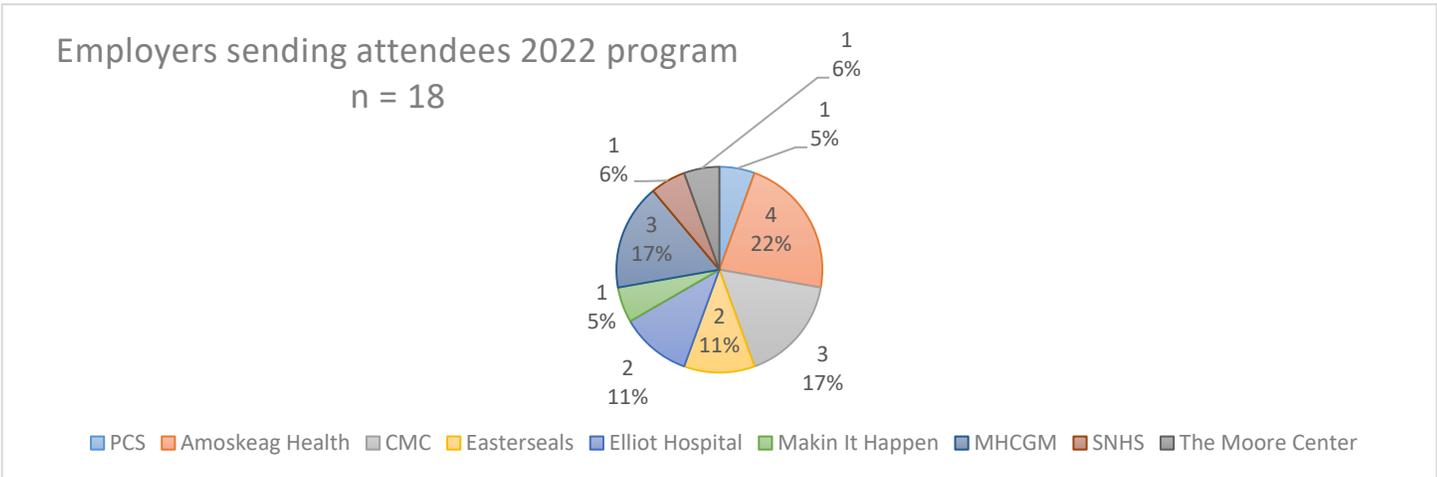
2. **10/21/22** **Using 360-degree feedback to drive leadership growth – Vanessa Druskat, PhD:** Participants will learn how to interpret data received via the ESCI 360 instrument, and what that data suggests about areas for growth relative to their emotional intelligence skills as leaders. Interactive exercises and case material will focus on the ability to recognize, understand, and manage our own emotions and the emotions of others.
3. **10/28/22** **Building a developmental culture for retention – Jennifer Griffith, PhD:** This session will focus on how organizational leaders can assess and influence their organization's culture around employee development and retention, particularly in environments where extrinsic rewards such as promotion and pay increases may be few and far between.
4. **11/4/22** **Trust and delegation – Rachel Campagna, PhD:** What factors influence trust between leaders and their followers? What makes delegation challenging to leaders who have become leaders based on their own strong performances as individuals? What are steps that can be taken to build trust, and/or repair trust that has been broken?
5. **11/18/22** **Difficult Conversations – Victoria Parker, D.B.A.:** Participants will identify key elements that make some conversations difficult and use frameworks to analyze and prepare for such conversations. Role-plays and mini cases will also be used to build skills and confidence in tackling such conversations.
6. **12/2/22** **Feedback as a practice – Victoria Parker, D.B.A.:** How can one best provide clear, developmental feedback to co-workers? How can one make sense of incoming feedback that may not be well-delivered, to maximize learning? These questions, and more, will be the focus of this session
7. **12/9/22** **Identifying & communicating strategic opportunities – Peter Lane, PhD:** Models for identifying potential strategic opportunities, assessing them, and communicating them to key stakeholders will be discussed and applied to participants' own organizations.
8. **12/16/22** **Leading change through uncertainty & Wrap-up– Peter Lane, PhD:** How do leaders manage in times of uncertainty and even chaos? Discussion of how leaders can stay focused on what's most important during such times and keep their organizations moving forward.

Optional Session Dates, Descriptions and Probable Instructors (via Zoom)

Zoom session were held from 8:00am – 10:00am

1. **10/25/22** **Changes in the health care policy environment – Brad Herring, PhD:** What are the current challenges and changes in the healthcare policy environment? How might they affect my organization and others with which we work?
2. **11/10/22** **Equitable & Inclusive Search processes – Jennifer Griffith, PhD:** Learn about ways you can ensure that search processes for new staff are as equitable and inclusive as possible.
3. **11/22/22** **Designing effective employee on-boarding – Jennifer Griffith, PhD:** How can your organization best on-board new staff so that they are welcomed and oriented to your unique challenges? How does the on-boarding experience shape the employment relationship over time?
4. **12/6/22** **Working strategically with your board of directors – Peter Lane, PhD:** Understanding how to work with an organization's board of directors can help directors in a few different ways. This session will focus on strategy and tactics to work most effectively with your board.

The response to this new program was overwhelmingly positive. Attendees were effusive with their praise and continued to meet amongst themselves bi-weekly after the conclusion of the program as a way to stay connected and work through difficulties in real time. Here is one measure of response and some of the comments UNH received on this program:



Bill Hassey – Overall program, coaching and wrap-up						
	Poor	Fair	Average	Good	Excellent	Mean
Relevance of the topics	0	0	0	0	12	5
Continuity across sessions	0	0	0	0	12	5
Coaching coordination	0	0	0	0	12	5
Comments:	<p>Summary of feedback received from participants regarding the class:</p> <p>The feedback from participants in the class was overwhelmingly positive. They appreciated the instructor, Bill, for his ability to maintain energy and enthusiasm throughout the series, as well as his skill in linking content. Many found the course to be excellent, helping them shift focus from day-to-day tasks to overall team and organizational goals. Participants with extensive leadership experience mentioned that the course added valuable tools to their toolbox and allowed them to explore key concepts in a way that traditional programs had not. They particularly valued the inclusion of personal coaching and found the content rich and enjoyable. Some participants expressed a desire for the class to continue, highlighting personal growth, practical implementation of strategies, and the formation of valuable connections as key outcomes. Overall, participants felt that the course exceeded their expectations, providing them with valuable resources and discussions at a critical time both organizationally and personally.</p>					

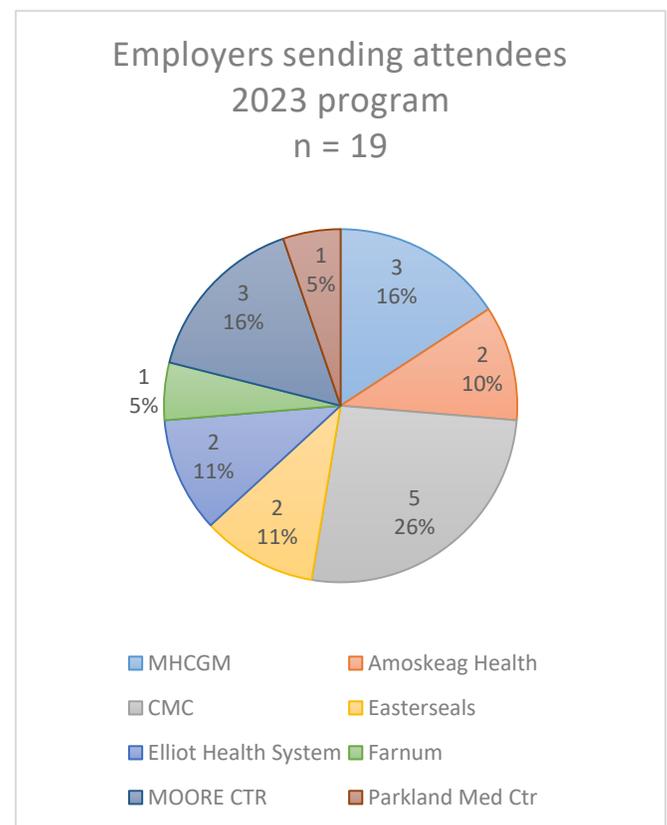
*Complete program report available upon request

Structure of Fall 2023 Program

While the Fall 2022 program was tremendously successful, UNH saw areas to improve on and reworked the structure of the program for the 2023 cohort. One of the main differences was the removal of optional Zoom sessions and the integration of those topics into the core classes.

Core Sessions: Core session dates, descriptions, and scheduled instructors (instructors may change based on external factors). **All classes were held Friday mornings, 8:00am – 12:00pm:**

- 09/08/23 Strategic Thinking for Leaders – [Peter Lane, PhD:](#)** Participants will be introduced to the overall program and to the shift to strategic thinking that is required of organizational leaders. Particular attention will be paid to how leaders assess factors, both in the external environment and internal to their organizations, that should be part of their strategic thinking, and to the differences between strategic thinking and strategic planning. Models for strategic analysis will be applied to current challenges and opportunities facing participants.
- 09/15/23 Using 360-degree feedback to drive leadership growth – [Peter Hughes, M.Ed.:](#)** Participants will learn how to interpret data received via the ESCI 360 instrument, and what that data suggests about areas for growth relative to their emotional intelligence skills as leaders. Interactive exercises and case material will focus on the ability to recognize, understand, and manage our own emotions and the emotions of others.
- 09/22/23 Building a developmental culture for retention – [Jennifer Griffith, PhD:](#)** This session will focus on how organizational leaders can assess and influence their organization’s culture around employee development and retention, particularly in environments where extrinsic rewards such as promotion and pay increases may be few and far between.
- 9/29/23 Equitable & inclusive searches / Designing effective on-boarding – [Jennifer Griffith, PhD:](#)** Learn about ways you can ensure that search processes for new staff are as equitable and inclusive as possible. Once hired, how can your organization best on-board new staff so that they are welcomed and oriented to your unique challenges? How does the on-boarding experience shape the employment relationship over time?
- 10/06/23 Trust and delegation – [Michael Kukenberger, PhD:](#)** What factors influence trust between leaders and their followers? What makes delegation challenging to leaders who have become leaders based on their own strong performances as individuals? What are steps that can be taken to build trust, and/or repair trust that has been broken?
- 10/13/23 Difficult Conversations – [Victoria Parker, D.B.A.:](#)** Participants will identify key elements that make some conversations difficult and use frameworks to analyze and prepare for such conversations. Role-plays and mini cases will also be used to build skills and confidence in tackling such conversations.
- 10/20/23 Feedback as a practice – [Victoria Parker, D.B.A.:](#)** How can one best provide clear, developmental feedback to co-workers? How can one make sense of incoming feedback that may not be well-delivered, to maximize learning? These questions, and more, will be the focus of this class.



8. **10/27/23 Identifying & communicating strategic opportunities – [Peter Lane, PhD](#):** Models for identifying potential strategic opportunities, assessing them, and communicating them to key stakeholders will be discussed and applied to participants’ own organizations.
9. **11/03/23 Leading change through uncertainty – [Peter Lane, PhD](#):** How do leaders manage in times of uncertainty and even chaos? Discussion of how leaders can stay focused on what’s most important during such times and keep their organizations moving forward.
10. **11/17/23 Reinforcing/supporting change in behavior or organization & Wrap-up – [Bill Hassey, EdD](#):** How do leaders identify and anticipate challenges in sustaining change for individuals? For organizations? How do leaders determine appropriate engagement activities for sustaining the change? How can leaders monitor and assess progress?

Evaluation for this class was done differently than the prior year:

Executive Education N4H Leadership Program Overview

Program Details	Dir. Dr. Bill Hassey
Instructors:	Bill Hassey, Peter Lane, Cinthia Saturnino, Tuck Pescosolido, Mike Kukenberger, Lauren Haley, Vicky Parker
Date:	9-8-23-12-1-23
Program:	Network 4 Health
Link to Program Overview:	https://universitysystemnh.sharepoint.com/teams/UNH-Network4Health/SitePages/Program-Overview.aspx
Mode of Delivery:	10 In Person sessions
# of Participants	19

1. Overview Rating	4.6/5.0
2. Morning Session	4.66/5.0
3. Objectives were:	
Relevant	over 95%
Understood	over 95%
Applicable	Over 93%
4. Afternoon Session	N/A
5. Virtual Sessions	N/A
5. Overall Delivery:	4.70/5.0

Summarized feedback responses from class:

Participants in the class appreciated various aspects, including small group discussions, the opportunity to learn from different professors who were experts in their fields, and the chance to explore new material such as strategic thinking and concepts like red ocean/blue ocean. They found the exercises and group scenarios engaging, appreciated the variety of topics covered each week, and valued the continuity provided by a consistent point

person, Bill. Many enjoyed leaving each class with new discussion topics applicable to their workplaces, and they found the presentations informative and practical, supported by thorough research and real-world examples.

However, some participants felt that there could have been more encouragement to work in different groups, as some small groups remained unchanged throughout the course. They suggested incorporating even more exercises or group scenarios, additional coaching sessions to reinforce class topics, and storytelling from instructors' personal experiences or real-world leaders/managers. Some participants experienced challenges with assessments and coaching calls, while others wished for more reading materials or optional reading lists. Additionally, there were requests for more time or sessions, as participants often left wanting more information, and they expressed a desire for additional opportunities to connect with classmates. Despite these suggestions for improvement, overall, participants were pleased with the course content and found it highly valuable to their professional development.

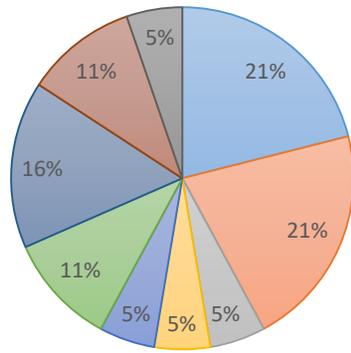
Again, the response to this new program was overwhelmingly positive. Attendees joined their colleagues from the prior class in continuing to meet regularly on their own. Also, names and contact info for both groups were shared in order to give the attendees a greater feeling of interconnectedness and build their personal networks.

Change Management - SPRING 2023

This Change Management course was developed in response to a request from N4H to develop a short program for leaders to manage change efforts in their organization. The program took place over 1.5 days, held in person at UNH Manchester in the spring of 2023. The curriculum was as follows:

Day 1 – Morning	Day 1 – Afternoon	Day 2 – morning (1 week later)
Michael Kukenberger, Ph.D.	Peter Lane, Ph.D.	Bill Hassey, Ed.D.
Leading in an age of uncertainty	Models for Change & Change leadership	Leading & Reinforcing the Change after implementation
<ul style="list-style-type: none"> • Identify what’s important to focus on in the current environment in one’s own leadership role • Identify how effective leaders manage in times of uncertainty and even chaos • Identify current sources of uncertainty 	<ul style="list-style-type: none"> • Define leader’s role in the change process • Apply change frameworks to case materials to identify key leader actions • Explore the role of communication • Identify approaches to working through resistance 	<ul style="list-style-type: none"> • Understand the role of re-freezing in transitions • Identify challenges in sustaining change for individuals/organizations • Determine appropriate engagement activities for sustaining the change • Explore ways to monitor and assess the post-implementation phase of change

Change Management with UNH Paul School
2023 Program
n = 19



- Amoskeag Health
- CMC
- Easterseals
- Families in Transition
- Makin' It Happen
- Meals on Wheels of Hillsborough County
- MHCGM
- The Moore Center
- Waypoint

PHI Coaching/Supervision Program

In late 2022, Network4Health convened a conversation with multiple stakeholders about the need for training supervisory staff in long-term care to improve the job quality - and therefore recruitment and retention - of frontline direct care workers. The group engaged PHI, a national leader on direct care job quality, to explore the feasibility of bringing their evidence-based organizational change model, the PHI Coaching Approach to Supervision[®] to New Hampshire.

Direct-care workers often attribute their decision to stay or leave to their supervisors rather than the job itself. This dynamic can lead to disrupted relationships and undermine quality care. Coaching Supervision, a two-day training program, offers a relational approach to address this issue. It aims to break the cycle of poor relationships and high turnover rates by teaching long-term care supervisors essential skills such as active listening, self-management, self-awareness, and presenting problems objectively. Through interactive training sessions using case scenarios and role plays, supervisors learn to build constructive relationships with their staff, understand their challenges, and help them develop problem-solving skills. This approach fosters a supportive environment, contrasting with traditional disciplinary methods, and encourages supervisors to understand and address the barriers faced by frontline workers.

In contrast to a traditional discipline-and-punish approach to supervision, Coaching Supervision encourages supervisors to build supportive relationships with their employees, to understand the barriers they face to successful employment (such as reliable child care or transportation), and to help frontline workers learn the problem-solving skills they need to excel in the workplace.²

These skills are taught using case scenarios, role plays and other activities that apply learning to the real challenges of the long-term care workplace.

PARTNERS: Network4Health, PHI, SNAHEC, North Country AHEC, DHH Rural Health Careers Grant

Program Plan and Structure

This initiative aims to provide an evidence-based curriculum for supervisors of direct care workers in the state, delivered by the AHECs for a nominal fee. It began with a five-day 'Senior Trainer Training' to certify senior trainers, ensuring continuity in trainer availability. This training covers coaching supervision, adult-learner principles, senior training content, and includes a practicum.

Following this, the Train the Trainer curriculum will certify a core group from each partner to deliver coaching supervision training statewide. This four-day course covers coaching supervision, adult-learner principles, and includes a training practicum. Once enough trainers are certified, the AHECs will schedule, market, and enroll attendees for the trainings.

Network4Health provided funding of up to \$35,000 in start-up costs; marketed the program in the region; and provided consultative support by organizing meetings and facilitating communications.

Results as of February 2024:

NH AHEC conducted Part 2 of the Train the Trainer program on February 13 & 14, with 12 out of 14 participants attending. Follow-up was made with two individuals who did not participate, but there has been no response to date. One person missed Day 1 but made it up later, while another missed Day 2 and will be asked to do a practice teaching session at another time. Between January and February, AHEC staff reached out to Trainees to arrange future pilot workshops, with one scheduled for April 29 & 30. Preparation for the next session, scheduled for May

² Improving Supervision For Frontline Jobs: A Massachusetts Case Study Of Skilled Nursing Facilities
https://nationalfund.org/wp-content/uploads/2018/03/MSCA_CareerStat_SinglePages_M3.pdf

14 & 15, is underway, and additional workshop dates will be arranged before the May training dates. Flyers were circulated to recruit participants for the April training and to solicit sites for training. AHEC staff also participated in regional SPI meetings to promote workshop availability. Learner materials, agendas, and Zoom links were provided to participants in advance of the February training. NH AHEC has requested the evaluation summary from the Coaching Supervision training to report to funders.

Results for May 2024:

The following activities took place between mid-February and mid May 2024.

Activities:

Twelve individuals participated in Part 2 of the Train the Trainer Program in February. Two individuals did not attend. Follow-up was conducted but no response to date. In February and March AHEC staff advertised training opportunities and organized pilot workshops.

Dates:	# Participants	Participant Organizations	Trainers
March 25 & 27	14	Mental Health Center	Pete and KK
March 25 and April 1	17	Mental Health Centers, VNAs, Hospitals, FQHCs	Jodi Harper & Laura Remick
April 29 & 30 th	7	FQHCs, Hospitals, LTC	Gayle Davis & Dulcinea Kaufman
May 1 & 8.	14	Rehab facility	Tory Jennison (both days) Paula Smith (5/1) Kerri Dutton (5/8)
Total Trainees	52		

Notes:

- Evaluation results are for 3 of the 4 programs.
- SNHAHEC staff arranged for continuing education credit for nurses based on a request from a facility for the May trainings.
- PHI trainers offered a Zoom Technical Assistance Meeting to help with managing technology.
- AHEC staff developed checklists and tips for coordinating workshops, developed evaluation links using Survey Monkey and coordinated pre/post-tests. Leader manuals were printed as requested.
- Learner materials, agenda, and Zoom link were sent to participants in advance of May training.
- Final lead trainer workshop was conducted on May 14 and 15, with 9 participants attending day one and 8 participants attending day two. Participants were able to practice leading sessions on day two in pairs to demonstrate understanding and competency of the curriculum, as well as facilitation skills.
- Certificates of completion for all sessions were provided to participants.

Future steps for ongoing engagement and sustainability:

- Work with Training Team to identify dates for fall 2024 Train the Trainer.
- Update AHEC websites with information on Coaching Supervision Training.
- Continue to market availability of workshops.
- Develop a learning community for trainers.
- Develop an evaluation plan for the project.
- Consider developing role plays and examples for other health care settings.
- Network4Health scheduled a June convening for all partners and PHI to update everyone on status of program, lessons learned, challenges, successes, funding opportunities, and moving forward in the future

Expansion Funds – July 2024:

In July of 2024, Network4Health discovered it had extra funds and had SNHAHEC submit a proposal for how they would use an extra \$75,000 in funding. SNHAHEC proposed to use the money in the following ways:

- Scholarships to individuals and organizations who are interested in obtaining the training yet have significant financial barriers to paying for workshop registrations.
- Development of a robust evaluation plan to collect data and share stories of success to promote the program and seek future funding opportunities.
- Development of processes and reporting for trained leaders doing workshops within their own organization and not open to external participants.
- Facilitation of a Community of Practice for workshop Trainers to join together several times per year to discuss opportunities and challenges and provide a supportive network for Trainers to learn from each other.

Reports on activities and fund spend down by the following schedule:

- 8/1/2025 (first year report)
- 7/30/2026 (2nd year report and final report)

Occupational Therapy Internships

History: Occupational Therapy is an allied health profession with roots in mental health promotion and treatment. In more recent decades, with changes in reimbursement and practice models, OT has not been as present in the mental health field. OT has a place on the treatment team, with a focus on participation in meaningful activities both for self-care and for daily living.

Several years ago, the University of NH obtained an HRSA (Health Resources and Service Administration) grant that placed OT students in community mental health and integrated primary care practices. This student program had significant anecdotal success for clients and has generated support for OT programming in several CMHC (Community Mental Health Center). When the HRSA grant ended, **Network4Health provided approximately \$20,000 funds** to pay for an external supervisor to oversee students at three N4H partner sites. Some examples of OT student programs within the Network4Health catchment area include:

- Developing a 6-week-long, home-based chronic pain management program for clients served by the Center for Life Management (CLM)
- Working with functional support specialists at CLM to reduce self-injurious behaviors using a sensory processing approach
- Provided consultation services for the collaborative care team, reverse integration team, and frail elderly teams at the CLM to assess and address cognition, address fall prevention, and chronic pain.
- Provided cognitive assessment and interventions to clients as part of Intensive Transitions Team (ITT) and Care Transitions Team (CATT) at Mental Health Center of Greater Manchester (MHCGM) to promote independence in home safety, self-care, and household tasks.
- Provided individual and group services for adolescents, teen parents, and caregivers as part of the community-based services at The Upper Room.

The three organizations, including CLM, MHCGM, and The Upper Room, had expressed interest in continuing to host UNH OT student interns to maintain and expand OT programming within their organizations. However, while the student model did provide services while presenting several challenges and obstacles to care. The most significant challenge was the lack of continuity for clients when a student completed a fieldwork experience. Most of the fieldwork took place over 12 weeks, and in this state, both universities (MCPHS and UNH) had students on fieldwork between January and the end of June. This left July through December without OT services. Even with alternative fieldwork models, it was difficult to sustain year-round services for the clients and members that CMHC services.

Additionally, OT students needed to continue receiving OT supervision to meet our program's accreditation requirements. Unfortunately, there were significant funding barriers that prevented these organizations from hiring a licensed OT to provide supervision. Also, the off-site supervisor was not familiar with the paperwork, personnel, or culture of the CMHC. Student time was spent navigating documentation and other indirect activities, at the expense of client time. Further, student services were billed as "functional service provider" as the information structure to bill OT CPT codes was not built into the CMHC documentation software. A different model was needed.

Occupational Therapy at CBHCs Pilot Project

Over several years, NHOTA and OT universities like MCPHS and UNH have paved the way to include OT in NH Medicaid reimbursement rules. The state practice act, updated and signed into law in 2023, supports OT as a mental health provider. NHOTA and university representatives advocated to DHHS and Legislative Commissions for OT inclusion in CMHCs and reimbursement. Although legislative and DHHS support appeared strong, a pilot program was seen as crucial to further demonstrate OTs' value in community behavioral health.

In late 2023, MCPHS proposed funding a per diem OT position at MHCGM and CLM, up to 40 hours weekly for 12 months, jointly funded with Network4Health committing up to \$78,000 and MCPHS providing approximately \$190,000 annually for OT malpractice insurance. MCPHS also secured a \$10,000 award for project costs.

This initiative aims to establish OT as an essential service and develop billing mechanisms, minimizing CMHC risk. It seeks to sustain OT as a reimbursable service, offering a consistent fieldwork site for student training and healthcare workforce expansion.

Structure:

Under this arrangement, grant funding would be overseen by Network4Health, with the CMHC or the occupational therapist (OT) responsible for tracking hours and submitting payment requests according to an agreed schedule. The OT hired would deliver services for the Center for Life Management and the Mental Health Center of Greater Manchester, allocating 32-40 hours per week between the two sites. The CMHCs will collaborate on integrating OT billing codes and referral structures into their documentation system. Additionally, university partners, supported by the New Hampshire Occupational Therapy Association (NHOTA), will advocate for payment reform and to get OTs listed as Qualified Mental Health Providers. Furthermore, all partners will commit to sharing non-confidential information to support academic publications on the process and implementation. This will contribute to MCPHS staff writing a study paper on all aspects of the project and getting it published in an industry journal. The program will run from March 2024 through February 2025.

Benefits to the Community and Sponsoring Organizations:

The introduction of occupational therapy (OT) services in community mental health centers (CMHCs) brings significant benefits for clients, the mental health workforce, and academic institutions. OT interventions offer diverse advantages for clients, enhancing mental health outcomes and overall well-being. Integrating OT into CMHC teams expands the mental health workforce and establishes OT as a sustainable and reimbursable service, ensuring long-term accessibility and effectiveness. Developing student programs for both Level I and Level II OT students addresses workforce shortages and contributes to the growth and scholarship of OT practice in community mental health. The ultimate goal is to secure OT reimbursement in the CMHC model, enabling sustained OT services independent of grant funding and providing valuable fieldwork opportunities for academic institutions like MCPHS School of Occupational Therapy, in line with their strategic initiative of increasing mental health awareness and workforce development.

Progress:

As of this writing, the OT has been hired by both centers and has begun receiving referrals. The OT is assessing clients to see who would be best for OT services; the IRB has been approved; work around awareness of OT services is beginning at both centers and staff are digging in to understand billing codes to be used. Additionally, DHHS has been invited to join in discussions and outreach to MCO's has begun as well.

Expansion Funds – August 2024:

In July of 2024, Network4Health discovered it had extra funds and had MHCGM and CLM submit a proposal for how they would use an extra \$75,000 in funding. They proposed to use the money in the following ways:

- Extend the pilot project for three months, starting July 2024 until June 30, 2025.
 - o This provides CBHCs with an additional 3 months of funded OT services, reducing the possibility of a gap between the end of this project and implementation of statewide reimbursement mechanisms for OT in CBHC.
 - o This provides the pilot project team with three additional months of data, allows for 1-2 billing cycles, and brings the project to the end of the fiscal year so that the agencies have more data they can use when developing a FY 25-26 budget that includes an OT position.
- Hire one or two OTAs totaling 20-30 hours per week. This could be one OTA who splits their time between the two CBHCs, like in the current project, or it could include two OTA positions, one per agency.
 - o Depending on workforce factors (i.e.: this is a per diem position that does not offer benefits), it may be easier to recruit two OTAs to work a smaller number of hours.
 - o This allows CBHCs to test “proof of concept” of the OT/OTA model of OT service provision. This would allow for the gathering of data that would allow the organizations to assess this model's feasibility and cost-effectiveness. looking at cost effective, efficient models of OT service delivery in the CBHC setting
 - o In this project, initial clinical supervision by pilot project consultants can support the OTA and OTR. However, the OTR would still need to be allowed time to clinically supervise the OTA within the CBHCs.

Reports on activities and fund spend down by the following schedule:

- 12/31/2024 (mid-point report)
- 7/1/2025 (final report)

Workforce Wednesdays

In January 2018, Network4Health created newsletter called "Workforce Wednesdays" and published it every 2 weeks – totaling over 150 issues. The newsletter offers a range of articles covering topics such as workforce development, labor markets, and emerging roles - providing valuable insights into these areas. Additionally, it advertises open grant opportunities, scholarships, and federal and state loan forgiveness programs to assist individuals seeking financial support.

Most importantly, Workforce Wednesdays provided a comprehensive listing of Network4Health (N4H) sponsored trainings, conferences, and other events, as well as those offering free Continuing Education Units (CEUs). Moreover, a dedicated section called "Manager's Corner" serves to promote best practices for recruiting and retaining workers, offering practical advice for enhancing workforce management. With a current subscription base exceeding 400 individuals, the newsletter serves as a valuable resource for our partners to stay informed about pertinent developments and opportunities in the field.

Diversity, Equity, and Inclusion Initiative

In July of 2020, members of Network4Health’s Steering Committee agreed that issues around diversity, equity, inclusion – and more specifically racism – needed to be elevated in our region. Since these factors have significant impact on health outcomes, they asked the Network4Health Workforce Development Director to conduct interviews with partners, find out what is being done, assess what is needed, and design a plan for training and education in these areas.

A focus group was conducted and found that partners have realized that they need to increase their organizational competencies in the areas of diversity, inclusion, racial/social equity, and racism. However, agencies fell across the spectrum in terms of how or if they are addressing these issues, and their readiness and capacity to do so. Partners identified needs to address these issues in areas that included, but were not limited to:

- Hiring, on-boarding and employee engagement
- Creating equitable policies
- Understanding how racism effects our communities
- How bias effects the way we deliver services to clients
- How organizations can establish themselves as sensitive to these issues not just through public statements, but also actions

...and so much more.

In late summer 2020, Network4Health engaged James McKim of Organizational Ignition to structure what was initially to be a year-long, network-wide effort to address gaps in diversity, equity, inclusion, and racism present in our region. It developed into a core service N4H provided for the rest of its existence.

By January 2021, Network4Health launched a new diversity, equity, and inclusion (DEI) initiative. The initiative aimed to enhance organizational performance and improve patient care by increasing awareness and understanding of DEI-related factors and complexities. Its goals included providing tangible strategies and tactics to address these factors at individual, programmatic, organizational, and regional levels. Through the initiative, Network4Health aimed to support its partners in creating culturally effective organizations with informed and aware staff members committed to fostering environments of respect, integrity, and care. Additionally, the initiative sought to build and leverage a diverse and inclusive workforce that reflected the communities they served, promote equity, and reduce disparities in access to healthcare and social services, ultimately leading to improved health outcomes for the region's residents. Network4Health continued its DEI work on past the official end of the waiver.

Network4Health DEI Model:

<i>Tools:</i>	
Workshops	N4H will coordinate and fund online or in-person workshops on DEI open to whole region or for specific organizations. Workshops will include topics such as: Organizational DEI; DEI for Managers; De-Biasing and others. Network4Health will also support with reimbursement funds for DEI workshops, trainings, and conferences held in NH.
Assessment	Both an assessment of the network’s capacity for DEI and determining the current state of a partner, making recommendations for org improvement, and facilitating discussion about desired future state. This could include creation of a “Network4Health Dashboard” that would track the progress of partners over time.

Planning	Providing guidance to partner organizations in identifying: <ul style="list-style-type: none"> • Where an organization wants to focus their energy for improvement, • A timeline for doing such, a plan for getting there, and • A way to measure effectiveness and success.
Train-the-Trainer	Creating a “DEI Training Certification” process where people identified in an organization are enabled to carry out training on a long-term basis.

DEI Assessments for Partners:

Pastoral Counseling Services: At the end of 2022, Pastoral Counseling Services engaged Organizational Ignition, with funding from Network4Health, to conduct a DEI assessment of their organization.

Pastoral Counseling Services (PCS) has prioritized diversity, equity, and inclusion (DEI) in alignment with its mission to address the mental and emotional needs of the local community with compassion and understanding. Recognizing the importance of embracing a broad definition of diversity, which includes factors beyond race and ethnicity, PCS embarked on an initiative to leverage DEI, seeking recommendations from Organizational Ignition following their participation in Network4Health’s Workforce Planning Project.

The assessment aimed to understand how DEI contributes to organizational performance goals, incorporation of DEI considerations into key decisions, accountability mechanisms for DEI results, and effectiveness of programs in creating an inclusive environment. Information was gathered through surveys, interviews, and discussions involving employees, board members, and clients.

The assessment categorized PCS at the Emerging maturity level with regard to DEI, noting strengths in organizational culture and attitude toward diversity. Recommendations for advancement included formalizing a DEI Committee, providing board members with DEI knowledge, enhancing the talent process for diversity, developing an Agency-wide DEI Plan with SMART goals, appointing a DEI lead, and fostering a culture of inclusivity where diverse perspectives are valued and celebrated.

Implementation of these recommendations is expected to demonstrate PCS's commitment to DEI, improve organizational communication and performance, enhance community leadership, and attract and retain a diverse workforce, ultimately benefiting both the organization and the community it serves.

Mental Health Center of Greater Manchester: Since 2000, the Mental Health Center of Greater Manchester (MHCGM) has been committed to fostering diversity, equity, and inclusion (DEI). Initially funded by the Bean Foundation and in partnership with the NH Minority Coalition, MHCGM established a multi-disciplinary team to champion this cause. Over the past twenty-five years, this team has continuously adapted its strategies based on evolving best practices and environmental factors, though a comprehensive review hasn't been conducted in some time.

In early 2023, with support from Network4Health, MHCGM engaged Organizational Ignition, a DEI consultant, to conduct a thorough assessment and provide recommendations. This initiative coincided with efforts by the Board and Senior Leadership to develop a new strategic plan. The assessment, lasting nearly a year, involved stakeholder surveys, interviews, and demographic analysis, along with DEI training for staff, management, and the Board. The consultant's final report, received in late January 2024, highlighted strengths and opportunities for MHCGM to enhance diversity, equity, and inclusion.

Following the review by the Diversity+ Committee, Senior Leadership, and the Governance Committee of the Board, DEI goals for the upcoming year were established. Action plans are now in progress, with implementation slated to begin in June. This DEI renewal effort aligns with MHCGM's broader organizational priorities, including workforce development, pursuit of NH Certified Community Behavioral Health Clinic designation, and addressing community health disparities. We are enthusiastic about embarking on this next chapter of our DEI journey.

Kate Slater Workshop Series:

In 2022, Network4Health hired Kate Slater, PhD. to run a series on DEI practices and racism for participants who are really eager to do a deep dive into creating lasting change in their organization and building a more equitable workplace.

About Kate: Kate is an anti-racist scholar and educator based in Massachusetts. Her personal mission is to facilitate an understanding of race and racism through honest and frank conversations. As a racial justice scholar and educator, she helps white people conceptualize what sustained anti-racism can look like. She is currently the National Director of College & Career Success at BUILD.org, an entrepreneurship program for underserved high school students. Previously, she was the Assistant Dean of Student Affairs at Brandeis University and the Associate Director & Manager of Programs at the Institute for Recruitment of Teachers, a nonprofit that promotes racial equity in the American educational sector. Find out more at www.kateaslater.com

Kate spoke and facilitated the conversations but also brought along special guests to discuss these topics:

9/13/22	1 – 2:30pm: Building an Anti-Racist Workplace: Why does it matter?: This session will ground the four part series. It will cover key concepts like anti-racism and will delineate why we use the language of anti-racism as opposed to “DEI” or “cultural competence”. It will also set up our key goals for the next three sessions.
9/27/22	1 – 2:30pm: Identity Work: If we don’t know where we come from, we can’t see where we’re going: In this session, each participant will discuss the critical work of understanding our own identity markers and how they might correlate with creating inequitable or hostile workplaces. We will also discuss how the intersections of our identities might augment our privileged positions or marginalized positions within an organization.
10/11/22	1 – 2:30pm: The Challenges of Building an Anti-Racist Workplace: We will break down the term “white supremacy” and why it’s such a triggering word for so many people. We will then connect that to Tema Okun’s framework of “white supremacy work culture” to discuss how certain ‘professionalism’ standards are rooted in oppressive practices and contribute to the attrition of employees of color
10/25/22	1 – 2:30pm: How Would You Score in an Equity Audit?: In this session, we’ll discuss what equity audits look like and how organizations have to look expansively and holistically at all facets of their organization that might contribute to hostile work environments for BIPOC employees.

2023: Because of the positive feedback received, we brought Kate back for another round of workshops in 2023. These were slightly different and focused on:

10/18/2023 10:00 AM - 11:30 AM	Anti-Racism versus DEI versus Allyship: What It All Means (Part 1) In session 1 of "But I Thought That's Just Good Work", participants will learn about the key facets of anti-racism. They'll learn how to apply their passion to active allyship, how to differentiate
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	<p>between key terms that describe social justice in the workplace, and they'll explore how their own identities intersect with doing anti-racist work.</p> <p><u>Co-Facilitator:</u> <i>Angel Jones, Ph.D. is an educator, activist, and critical race scholar with 15+ years of experience in K-12 and higher education. Her research explores the impact of racism on the mental health of Black students with a focus on racial microaggressions, Racial Battle Fatigue, and gendered-racism. Dr. Jones is the author of "Street Scholar" (Peter Lang), an unapologetic call to action for academics to bring research out of the ivory tower and into the community. Dr. Jones is also a public scholar who uses social media as an educational tool to increase access to academic scholarship.</i></p>
<p>11/01/2023 10:00 AM - 11:30 AM</p>	<p><u>The Urgency of Anti-Racist Action (Part 2)</u></p> <p>In session 2, participants will apply the identity work that they've explored in Part 1 to their work. They'll begin to explore how an anti-racist workplace has more potential to be creative, empathetic, positive, and humanizing. Participants will also discuss how anti-racism in the workplace is a verb, not a noun (meaning it requires constant action, as opposed to being a static state).</p> <p><u>Co-Facilitator:</u> <i>Janaya Little, M.Ed. is a current doctoral candidate at the University of Pennsylvania's Graduate School of Education, researching culturally responsive pedagogy and social justice in K-12 schools. Previously, she received her Master's from Vanderbilt University's Peabody School of Education and conducted racial equity, diversity, and social justice trainings with the New York Department of Public Health. Prior to that, she was a curriculum creator and educator in New England.</i></p>
<p>11/15/2023 10:00 AM - 11:30 AM</p>	<p><u>Challenges to Equitable Workplaces (Part 3)</u></p> <p>In the final session, participants will explore how dominant cultural norms in the workplace can create environments that are hostile and challenging towards those with marginalized identities. Participants will also explore how to disrupt those norms and create more equitable, inclusive, environments to the benefit of all.</p> <p><u>Co-facilitator:</u> <i>Caroline J. Sumlin is a writer, speaker, and educator with a passion for helping all people to reclaim their self-worth and their humanity. A former foster child turned adoptee, Caroline brings awareness, healing, and liberation to the topics of toxic white supremacy culture, systemic injustice, mental health, faith reconstruction, and bold, purposeful living to her growing audience. Caroline is the author of "We'll All Be Free: How A Culture of White Supremacy Devalues Us And How We Can Reclaim Our True Worth" (Baker Books).</i></p>

ESOL at Catholic Medical Center and Elliot Health System

Beginning in 2022, Network4Health had conversations with Elliot Hospital and CMC about offering English for Speakers of Other Language on site at each of their hospitals. Offering ESOL classes at work for employees can provide several benefits:

1. **Improved Communication:** ESOL classes help employees enhance their English language skills, leading to better communication with colleagues, supervisors, and customers. Clear communication can reduce misunderstandings, improve teamwork, and enhance productivity.
2. **Increased Confidence:** Employees who participate in ESOL classes often experience increased confidence in their language abilities. This confidence can translate into improved job performance, as they feel more comfortable engaging in workplace interactions and expressing their ideas effectively.
3. **Career Advancement:** Enhanced English language skills can open up new opportunities for career advancement. Employees who can communicate proficiently in English may qualify for promotions, leadership roles, or specialized training programs that require strong language abilities.
4. **Enhanced Diversity and Inclusion:** Providing ESOL classes demonstrates a commitment to diversity and inclusion in the workplace. It creates an environment where employees from diverse linguistic backgrounds feel valued and supported, contributing to a positive company culture.
5. **Increased Employee Retention:** Offering ESOL classes as a workplace benefit can improve employee satisfaction and loyalty. Employees are more likely to stay with an employer who invests in their professional development and well-being, reducing turnover costs and maintaining institutional knowledge.

At the same time, both hospitals were standing up new apprenticeship programs and so ESOL could provide another pipeline for career advancement for their employees. Ultimately, the group approached International Institute of New England about running the classes and IINE submitted a proposal to Network4Health for funding.

IINE proposed 3 cohorts per year per hospital. Cohorts will have met for 15 week/3 days per week/2 hours per day course providing 90 hours of contextualized ESOL instruction for up to 16 participants at each site. Graduates will have demonstrated increased knowledge and skills in the areas of ESOL, healthcare industry understanding, patient/customer service, professional writing, and professionalism/job readiness.

Unfortunately during 2022, only an instructor for Elliot was able to be arranged so CMC went a whole year without running the course. ESOL for CMC was not started until Fall of 2023.

Full reports are available outlining the accomplishments and challenges of these cohorts, but overall students showed improvement in reading and writing proficiency levels, as well as in their ability to navigate technology. They reported feeling more comfortable with tasks like sending emails and using laptops for quizzes. Additionally, they demonstrated enhanced skills in reading compound words and longer words aloud. Some students took initiative to inquire about career training or education opportunities, while others explored pathways to becoming medical interpreters. The program also provided valuable lessons on medical benefits and tax filing, empowering students to access healthcare and manage their finances. Most students found the course meaningful and felt supported by teachers in overcoming external barriers, such as obtaining citizenship or a driver's license.

Primary Care Development Corporation

In 2021 and 2022, Network4Health partnered with the Primary Care Development Corporation in NY to deliver some trainings on social determinants of health, care coordination and management, and other related topics.

About PCDC: PCDC has supported safety net community health providers since its founding in 1993 to deliver high-quality, highly accessible, and equitable health care and wraparound services to their local communities. In partnering with integrated health networks and systems of care, PCDC provides locally relevant, impactful training and capacity building support to achieve health equity.

PCDC provided comprehensive virtual trainings that were accessible to N4H's diverse membership. These trainings focused on select content crafted specifically for our partner organizations. PCDC was very helpful and responsive to the needs of various network partners.

**full reports on these trainings are available*

2021 Training Series: 3-hour sessions repeated at least once per month.

- Session 1 – Introduction to Care Management & Newer Models of Care
- Session 2 – Best Practices in Health Education/Literacy
- Session 3 – How to Improve Screening for Social Needs
- Session 4 – Essentials of Care Management & Person-Centered Care
- Session 5 – Culturally Responsive Care: Taking it to the Next Level

2022 Training Series: 3-hour sessions repeated at least once per month.

- Session 1 – Living With and Healing from COVID-19: Self-Care within a Trauma-Informed Care Lens-to include person-centered and self-care content
- Session 2 – Culturally Responsive Care for Special Populations: LGBTQ & Older Adults
- Session 3 – Culturally Responsive Care for Special Populations: Working with Recent Immigrants

All of these sessions were recorded and posted on a private YouTube channel. They were made available for all network partners through Workforce Wednesdays for the remainder of the operational period of Network4Health.

Expansion Funds Projects

In July of 2024, Network4Health discovered it had extra funds available and reached out to various partners to solicit proposals on projects to continue and launch that were in line with N4H's mission. 2 other projects were added to the ones previously mentioned (PHI expansion and the OT@CBHC project expansion).

High School to Healthcare Program (Manchester Community College (Lead), Elliot Hospital and Manchester School District):

The High School to Healthcare Pathway Project is a collaboration between The Manchester School District, Manchester Community College (MCC), and The Elliot Hospital currently. There is potential for inclusion of other school districts, CCSNH Colleges, and/or healthcare partners in the future by successfully creating a sustainable model. Over the course of 12 months, this pathway integrates a summer healthcare exploration program, a Licensed Nursing Assistant training program (as the basis for this first pathway), and a part-time employment opportunity for high schoolers. The ultimate goal is successful entry into the healthcare field for young adults that provides them both a healthcare professional credential, employment in their field, and opportunities to continue their healthcare education via future pathways already implemented through the community college system and its partner 4-year colleges.

Program Structure:

Over the next year and a half, the High School to Healthcare Pathway project will offer one full LNA pilot cycle (July, 2024 – June, 2025), as well as begin a second round. Many of the participants for the first cycle are currently part of the first phase, capitalizing on a summer program implemented by The Elliot with Manchester School District called "Beyond the Stethoscope." Therefore Module 1, Beyond the Stethoscope, is already underway.

Project Schedule:

- July – August, 2024: Beyond the Stethoscope: a healthcare career exploration program designed to ignite a spark of curiosity in young adults to enter the healthcare field.
- September – November, 2024: LNA Program
- January – June, 2025: Part-time work experience with The Elliot
- June – December, 2025: Program evaluation, recommendations to move forward, final documentation of LNA pathway, along with documentation of additional pathways in HC
- July – August, 2025: Potential to begin round 2 of pathway with Elliot's Beyond the Stethoscope summer program
- September – November, 2025: Potential to begin LNA Program round 2 (or add an identified pathway HC program)

Duration: the 12-month pathway is delivered at moderate intensity for high school students to successfully complete all of their additional high school obligations, along with this focused pathway into a healthcare career.

A total of \$20,000 was made available to this project and will be used for consulting services that will help on program design, sustainability and expansion.

MCC will be responsible for submitting a report on activities and fund spend down by midpoint of APRIL 30TH 2025, and a final report by DECEMBER 31ST,

Granite State PARTNERS Scholarship Fund:

This program is a partnership between the Community Colleges of NH Foundation and Elliot Hospital's Granite State PARTNERS Nursing Expansion Grant.

Network4Health has made available \$80,000 to set up a scholarship program for pre-requisite classes for those students participating in the Granite State PARTNERS Grant. Funds will be distributed to those participants via The Foundation for New Hampshire Community Colleges (Foundation) at the direction of Granite State PARTNERS. This Fund will support Granite State PARTNERS grant participants completing nursing program co-requisites at any Community College System of New Hampshire (CCSNH) institution. Scholarships will support tuition, labs, and fees. Granite State PARTNERS will coordinate with the Foundation to ensure smooth enrollment and tuition payment processes.

This grant will enable us to cover tuition payments for prerequisite classes offered by the Community College System of New Hampshire, thereby bridging the financial gap for participants who cannot afford these courses out-of-pocket.

This project will distribute approximately \$13,000 per semester to up to 13 awardees until September of 2027.

Training Reimbursements

From early on, Network4Health supported reimbursement for trainings for employees of our partner members, and this didn't stop post-waiver. These trainings were advertised in Workforce Wednesdays and gave a process for partner employees to get reimbursed for the cost of attending all while gaining valuable CEUs towards licensure or renewal of licensure. Organizations wishing to access these reimbursement funds would need to submit an invoice with proof of payment and attendance. Network4Health would then issue payment.

Trainings encompassed live, remote, webinars, conferences and more. Over the course of the year many hundreds of trainings were made available from NHADACA, UNH Professional Development and Training, PESI, NASW NH, Organizational Ignition, Dartmouth Health, St. Anselm's, NH Psychological Association, the DBT Institute, The Southern NH AHEC, and many more local, regional, and national organizations. Reimbursement costs equaled many tens of thousands of dollars each year.

Community Involvement and Expanding N4H's Work:

The director represented the network at many regional and statewide tables. These included:

Healthforce NH – Chair of the Healthforce Advisory Committee

HealthForce NH is an initiative aimed at addressing the healthcare workforce needs in New Hampshire. It focuses on developing strategies and programs to attract, train, and retain healthcare professionals across various sectors of the healthcare industry. HealthForce NH collaborates with healthcare providers, educational institutions, government agencies, and other stakeholders to identify workforce challenges and implement solutions to meet the growing demand for healthcare services in the state.

The initiative aims to increase the number of healthcare workers, improve their skills and competencies, and create supportive environments that promote professional growth and job satisfaction. HealthForce NH also works to address disparities in access to healthcare services by ensuring a diverse and culturally competent workforce that can meet the needs of New Hampshire's diverse population.

Southern NH Healthcare Workforce Collaborative SPI – Co-Founder, Co-Chair
Concord-Lakes Region SPI – Member

The New Hampshire Healthcare Sector Partnerships Initiative is a collaborative effort aimed at addressing workforce challenges within the healthcare industry in New Hampshire. It brings together key stakeholders including healthcare providers, educational institutions, workforce development organizations, and government agencies to identify workforce needs, develop strategies to address them, and implement solutions to strengthen the healthcare workforce.

The initiative focuses on various aspects of workforce development such as recruitment, training, retention, and advancement of healthcare workers. It aims to enhance the skills and qualifications of healthcare professionals, improve access to training and education, and promote career pathways within the healthcare sector.

By fostering collaboration and alignment among stakeholders, the initiative seeks to ensure that the healthcare workforce is adequately prepared to meet the evolving needs of patients and healthcare organizations in New Hampshire. Through targeted efforts and strategic investments, it aims to create a sustainable and resilient healthcare workforce that can deliver high-quality care to the community.

NHAHA Direct Care Worker Committee – Member

The New Hampshire Alliance for Healthy Aging Direct Care Worker Committee is a collaborative effort focused on addressing issues related to direct care workers in the state of New Hampshire. Direct care workers, such as certified nursing assistants (CNAs), home health aides, and personal care aides, play a vital role in providing essential care and support to older adults and individuals with disabilities.

The committee works to identify challenges and barriers faced by direct care workers, advocate for policies and initiatives that support their needs, and promote strategies to enhance the recruitment, retention, and training of direct care workers. By bringing together stakeholders from various sectors including healthcare providers, government agencies, advocacy organizations, and educational institutions, the committee aims to develop innovative solutions to improve the quality of care provided by direct care workers and enhance their overall well-being.

Through collaborative efforts and partnerships, the committee seeks to raise awareness about the importance of direct care workers, address workforce shortages, and create a supportive environment that recognizes the value of their contributions to the health and well-being of older adults and individuals with disabilities in New Hampshire.

NH Behavioral Health Education Roundtable – *Co-Founder, Co-Chair*

The New Hampshire Behavioral Health Education Roundtable is a collaborative initiative aimed at addressing challenges and promoting excellence in behavioral health education across the state of New Hampshire. It serves as a platform for stakeholders from various sectors including academia, healthcare providers, government agencies, community organizations, and advocacy groups to come together and discuss issues related to behavioral health education. It meets 2x per year in the spring and fall.

The roundtable focuses on identifying best practices, sharing resources, and fostering collaboration among stakeholders to improve the quality of behavioral health education and training programs. It addresses a wide range of topics such as curriculum development, clinical training, workforce development, research, and policy initiatives in the field of behavioral health.

By facilitating dialogue and collaboration among key stakeholders, the roundtable aims to enhance the capacity of educational institutions, healthcare providers, and community organizations to meet the growing demand for behavioral health services in New Hampshire. It also seeks to promote innovation and excellence in behavioral health education to better prepare professionals to address the complex needs of individuals with mental health and substance use disorders.

Endowment for Health's Forward Fund – *Advisory Committee Member*

The Endowment for Health's Forward Fund is a strategic initiative aimed at supporting innovative projects and initiatives that advance health equity and improve health outcomes for all residents of New Hampshire. It provides funding to organizations and initiatives that focus on addressing the root causes of health disparities, promoting social determinants of health, and fostering collaboration among diverse stakeholders.

The Forward Fund prioritizes projects that demonstrate a commitment to health equity, community engagement, and sustainable impact. It supports a wide range of activities, including research, policy advocacy, community-based programs, capacity-building efforts, and cross-sector collaborations.

Through the Forward Fund, the Endowment for Health aims to catalyze positive change in the health landscape of New Hampshire by investing in innovative approaches that address the underlying factors contributing to health disparities and promote equitable access to health resources and opportunities for all residents.

Engaging National Speakers:

Over the past few years, Network4Health has invited a number of national speakers to come and talk about their work in the larger context of workforce development:

- PHI
- Business Leaders United
- National Fund for Workforce Solutions – CareerSTAT
- State of Maine - Healthcare Workforce Initiatives
- Puget Sound Welcome Back Center at Highline College in Washington State

Lasting Impact:

Network4Health played a pivotal role in shifting organizational mindsets regarding the workforce shortage by emphasizing the importance of collaboration and partnerships. By promoting out-of-the-box thinking, Network4Health encouraged organizations to recognize that they couldn't address the workforce challenges alone. This approach fostered a true regional perspective, breaking down silo-like thinking and fostering collaboration among organizations that had previously viewed each other as competitors. As a result, representatives advocating for the region's workforce interests began to participate in various discussions and decision-making tables.

Through funding initiatives, Network4Health supported pilot projects and demonstration initiatives aimed at addressing the workforce shortage. Additionally, financial support for trainings and continuing education enabled employees to gain higher-level credentials, enhancing their skills and competencies. Scholarships facilitated access to higher education, allowing community members and employees to pursue further studies or complete their degrees. Moreover, investments in manager and leadership training aimed to enhance the capabilities and competence of managers across partner organizations, potentially contributing to reduced turnover rates. Overall, Network4Health's multifaceted approach helped organizations navigate the workforce challenges more effectively and collaboratively.

Sustainability:

In 2022, Network4Health partnered with Pear Associates to evaluate the intrinsic value of the network and explore potential sustainability avenues. The initial phase involved conducting interviews with key stakeholders, who identified several critical needs and opportunities within the network. Stakeholders highlighted the necessity of a neutral convener to facilitate resource sharing and collaboration, the importance of career and life coaching to support individuals along their career paths, and the need for dedicated resource development positions to secure financial support. Additionally, stakeholders noted that smaller organizations require tailored pathways, and that a local implementation process is essential given the statewide focus of HealthForce NH.

To address these needs, N4H and Pear Associates proposed establishing the Center for Healthcare Workforce Development at Manchester Community College. This initiative aims to tackle unemployment, underemployment, and healthcare workforce shortages in the greater Manchester, Salem, and Derry areas by identifying healthcare career pathways, partnering with employers, and connecting residents to skilled jobs that promote economic independence. The benefits include addressing healthcare system shortages, supporting economic and social mobility among MCC and MSD students, and incumbent employees at major healthcare and social services organizations.

The overall goals of the proposed Center include:

1. Creating a pipeline from high schools to education and training for healthcare careers in the region.
2. Providing coaching for existing MCC students, especially those on the health sciences degree track or those who did not get into or dropped out of the Nursing Program, to find alternative education and career pathways.
3. Conducting outreach to Manchester residents, particularly adults who may be unaware of educational opportunities and career pathways in healthcare, including financial support options like Pell grants.
4. Offering training and education opportunities for existing employees at employer locations to facilitate advancement within their organizations and the regional healthcare system.

The Center's efforts would be focused on optimizing career pathways to meet the needs of various organizations, reducing competition, and expanding beyond nursing to include roles such as tech support, administrative positions, medical secretaries, patient services, and respiratory therapists. Entry points such as ESL and GED/HiSET are also considered necessary to broaden access to these opportunities.

Network4Health (N4H) to Center for Healthcare Workforce Excellence: A Two-Phase Plan

Vision of CHWE:

A strong, diverse, and sustainable Greater Manchester healthcare system that promotes intellectual, cultural, and economic vibrancy for all, resulting in increased community economic mobility and improved healthcare quality.

Mission of CHWE:

Strengthen the local healthcare delivery system and regional vitality by creating educational pathways that foster economic mobility and career success. The Center will be a collaborative network of education and industry leaders supporting proactive career-connected learning in healthcare and behavioral health fields.

Target Population & Activities:

- Workforce Recruitment: Create pipelines for high school students interested in healthcare careers.
- 2-Generation Approach: Offer education and training pathways for adults exploring healthcare careers.
- Workforce Retention: Provide career advancement pathways for existing healthcare professionals.

Value Proposition:

- Address local resource limitations and high competition.
- Highlight healthcare as an economic driver.
- Leverage MCC's affordable educational pathways to meet workforce development needs.
- Utilize N4H's foundation for multisector collaboration to address workforce shortages and create opportunities.

Proposed Governance:

- MCC will be the primary governing and fiscal entity.
- Steering Committee comprised of education and industry leaders.
- Center branded as an MCC initiative.
- Existing N4H Steering Committee will become the Center's Employer Advisory Council.

Council Role:

- Inform education partners of workforce needs/skills.
- Create employment pipelines, such as earn and learn programs.
- Provide experiential learning for students.
- Identify additional council partners.

Proposed Staffing:

- **Full-time Executive Director:** Manage Center operations, maintain network relationships, analyze workforce needs and trends, and identify collaboration opportunities (current N4H Director to serve in this role).
- **Full-time Career Coach at MCC:** Coordinate apprenticeships.
- **Pipeline Project Manager:** Develop access to education and training programs and high school credit options.
- **Development Manager/Grant Writer:** Create a sustainability plan and secure funding for the Center's infrastructure and programs.

Phase One: December 2022 - August 2023

The goal for Phase One was to identify future opportunities for Network4Health (N4H). To achieve this, several activities were undertaken. The team researched national models, such as the Baltimore Alliance for Careers in Health Care, to gather insights and best practices. Additionally, key leader interviews were conducted to understand the strengths, gaps, and opportunities within the current system. Strategic advisement and facilitation support were provided to connect with potential partners and explore various options. As a result of these efforts, N4H positioned itself as a workforce intermediary, bridging the gap between healthcare and education. Manchester Community College (MCC) expressed interest in exploring the creation of a 'Center for Healthcare Workforce Excellence.'

Phase Two: November 2023 - January 2024

The goal for Phase Two was to develop an implementation plan for the Center at MCC. The activities for this phase included drafting an identity statement outlining the vision, mission, partners, roles, governance, and operations of the Center. The plan was then presented to the Steering Committee in December 2023 and to MCC in January 2024. An initial 6-12 month workplan was created, detailing goals, objectives, timelines, and performance measures. Additionally, the phase involved identifying necessary assets, potential partners, infrastructure requirements, and funding sources to ensure the successful establishment and operation of the Center.