National/State Partnership to Launch a New Respite Provider Recruitment and Training Initiative
National/State Partnership to Launch a New Respite Provider Recruitment and Training Initiative

2022 HCBS Conference
Agenda

1. Project Overview (Kim Hodges, NASHP)

2. Objective/Outcome from Direct Support Training, Core Competencies (Jill Kagan, ARCH)

3. Recruitment Strategies, Data Collection (Lisa Schneider, RCAW)

4. Pilot Project – State Example from Oklahoma (Nadine Walter, Oklahoma Department of Human Services)

5. Data Analysis/Development of Report & Toolkit (Kim Whitmore, Marquette University)
Introductions

Jill Kagan, Director, ARCH National Respite Network and Resource Center

Lisa Schneider, Executive Director, Respite Care Association of Wisconsin (RCAW)

Kim Whitmore, Assistant Professor, College of Nursing at Marquette University

Nadine Walter, Programs Administrator, Oklahoma Department of Human Services

Kimberly Hodges, Policy Associate, National Academy for State Health Policy
Project Overview

Respite and Direct Care Workforce: Promoting Best Practices, Building State Capacity
Project Partners and Goal

• Three-year collaboration between:
  • National Academy for State Health Policy (NASHP)
  • ARCH National Respite Network and Resource Center
  • Respite Care Association of Wisconsin

• Project goal: To support and foster state and national efforts, including those of the RAISE Advisory Council, in promoting access to respite for family caregivers
Project Objectives

Objective 1
Develop, test and scale a respite workforce recruitment, training and retention program;

Objective 2
Develop and field test a state-based framework and roadmap for respite system planning and development, which ties to the forthcoming National Caregiving Strategy; and

Objective 3
Strengthen and test approaches to help caregivers and families develop or strengthen their own natural support systems to include respite and other supports.
Today’s presentation will cover Objective and Outcome 1 of the project.

**Objective 1**

Develop, test and scale a respite workforce recruitment, training and retention program;

**Outcome 1**

Improve the evidence base for respite care workforce training and recruitment to better meet the respite needs of families;
RAISE Act State Policy Roadmap for Family Caregivers

- A roadmap for state officials to better understand the state policy landscape for supporting family caregivers of older adults and to identify opportunities for innovation in their own states.

- Part of the National Strategy on Family Caregiving

- Section 3A: Services and Supports for Family Caregivers
  - Focuses on funding
  - Includes respite initiatives
NASHP Respite Webpage

- Includes interactive 50-state maps with a focus on waiver and MLTSS respite coverage, as well as respite service utilization

Respite Provider Recruitment, Training and Retention Pilot

For more information: Visit archrespite.org/respnie-provider-recruitment-and-training-project
The ARCH National Respite Network and Resource Center

- **Training and Technical Assistance Division** provides support to State Respite Coalitions, service providers and families through consultation, training, evaluation, and research (archrespite.org);

- **National Respite Locator Service (NRLS)** helps family caregivers and professionals locate respite services and funding sources in their communities (archrespite.org/respitelocator);

- **National Respite Coalition** is the policy and advocacy division of ARCH (archrespite.org/national-respite-coalition); and

- **Lifespan Respite Technical Assistance Center**, funded by the U.S. Administration for Community Living, supports State Lifespan Respite grantees and their partners in developing state respite systems serving caregivers of persons of all ages and conditions (archrespite.org/ta-center-for-respite)
Obj 1
Respite Workforce Recruitment, Training and Retention Program

- **Objective:** Develop, test and scale a respite workforce recruitment, training and retention program.
- **Outcome:** Improve the evidence-base for respite care workforce training and recruitment to better meet the respite needs of families.
- **Intervention:** Field test a competency-based respite provider training curriculum and recruitment strategy to help increase the pool of trained entry-level respite providers.
Year 1 Activities

Convene
Convene an Expert Work Group to establish a set of core competencies specific to entry-level respite providers.

Scan
Identify existing core competencies and evidence-based frameworks for training direct support professionals.

Revise
Revise and enhance RCAW’s Respite Care Certificate Program (RCCP) training curriculum to align with core competencies.

Prepare
Disseminate application for pilot sites, select sites, and prepare to pilot the training.
<table>
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<th>Description</th>
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<tr>
<td>Create</td>
<td>Create recruitment and marketing campaign.</td>
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<td>Develop</td>
<td>Develop and refine survey instruments.</td>
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<td>Launch</td>
<td>Launch field test in 11 states.</td>
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Year 3 Activities

**Complete**
- Complete Field Test

**Analyze**
- Analyze Results and complete evaluation report

**Publish**
- Publish online replication toolkit with lessons learned
Core Competencies

- Developed by an Expert Work Group
- Disseminated for Public Comment
- Applied to Respite Provider Training Curriculum
- Link to Competencies: archrespite.org/images/NASHP_Project/Respite_Care_Professional_Core_Competencies.pdf
- Course Description: archrespite.org/images/NASHP_Project/Training/Respite_Care_Provider_Training_Course_Descriptions.pdf

Respite Care Professional Core Competencies

The following Respite Care Professional Core Competencies are meant to serve as a baseline for entry-level respite care professionals. Additional training may be required depending on the unique needs of the care recipient and their family.

Principles of Respite
The respite care professional understands the importance of providing meaningful short breaks for family caregivers to promote the well-being of family caregivers, care recipients, and other family members.

Person and Family-Centered Care
The respite care professional provides care that is focused on, and respectful of, family caregivers’ and care recipients’ preferences, needs, values, and goals for respite.

Cultural Competency
The respite care professional understands and provides services and supports that are respectful of the cultural preferences, traditions, and language needs of family caregivers, care recipients, and other family members.

Communication and Relationship Building
The respite care professional builds and maintains trusting relationships with family caregivers and care recipients through active listening and respectful verbal, non-verbal, and written communication that is easily understandable.

Health and Wellness
The respite care professional supports the physical health, functional ability, spiritual, and social-emotional well-being of care recipients based on the preferences of family caregivers and care recipients and in accordance with the respite care professional’s training and certification, as well as local laws and regulations.

Safety and Emergencies
The respite care professional helps protect care recipients from illness, injury, abuse, neglect, or other harm; understands how to report incidents; and responds quickly and safely during emergency situations.

Planning Respite Activities
The respite care professional works with family caregivers and care recipients to explore, define, plan, and engage in appropriate and meaningful respite activities for care recipients.

Ethics and Professionalism
The respite care professional works in an ethical and professional manner by maintaining boundaries, ensuring confidentiality, and respecting the privacy, rights, and preferences of family caregivers, care recipients, and other family members.

Professional Development
The respite care professional obtains appropriate training based on the unique needs of care recipients and seeks opportunities for ongoing education and training.

Selfcare
The respite care professional recognizes the importance of selfcare and actively engages in practices that promote their own safety, health, and well-being.
For More Information

Jill Kagan
Program Director
703.256.2084
jkagan@archrespite.org

ARCH National Respite Network
and Resource Center
archrespite.org

Lifespan Respite
Technical Assistance Center

This project was supported, in part by grant number 90LRSP0001, from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.
Pilot Project, Partners & Progress
The Respite Care Recruitment, Training, Retention Pilot Project

Project Strategy – 4 Prong:

- **Recruitment**: Develop a targeted, comprehensive, effective recruitment campaign to reach individuals interested in providing respite care.
- **Training**: Develop an online core curriculum training program that would be provided at no cost and that meets core competencies identified by a national expert work group.
- **Retention**: Develop tools to aide in creating a culture that provides long-term retention and turns respite providers into respite ambassadors for the services you provide.
- **Evaluation**: Field test the training curriculum, pre and post surveys, marketing/recruitment and campaign and data collection processes over a 12-month period.

**Project Outcomes:**

- **Increase** the number of qualified and well-trained entry-level respite care professionals.
- **Improve** respite provider recruitment and retention.
We developed and issued a National RFP to solicit States to apply to be part of the pilot project.

Originally discussed 2-3 States, but NASHP and ACL provided us with extra funds so that we could broaden that effort to 11 States.

Criteria was used to select our pilot project partners and submissions were reviewed by national reviewers, scored, and ranked.

Selections were made, and the following slide shows all of our partner states.
Arkansas: AR Dept of Human Services, Division of Provider Services & Quality Assurance

Illinois: Illinois Respite Coalition, Inc.

Kansas: Rewarding Work

Montana: Developmental Educational Assistance Program

Massachusetts: Rewarding Work

New Mexico: NM Caregivers Coalition

New York: New York State Caregiving and Respite Coalition

Nevada: Aging and Disability Services Division

Oklahoma: Oklahoma Department of Human Services

South Carolina: South Carolina Respite Coalition

Wisconsin: Respite Care Association of WI
Each State has their own training portal

- Our intent was to develop a national set of common core curriculum for training people to provide respite care.
- Each state was provided with the common core curriculum with additional slides to add their own's state specific training requirements.
Respite Care Provider Training

The Respite Care Provider Training (RCPT) is designed for people who are interested in providing respite care to individuals with varying disabilities and ages across the lifespan. Learners can work at their own pace to complete the ten required online courses, stopping and starting as needed. There is no cost for the courses in this program.

Respite Care Provider Training

The Respite Care Provider Training is designed as an entry level training program. It is suitable for individuals who have never provided respite before, along with individuals who are currently respite providers.
### Marketing / Recruitment Campaigns & Messaging

#### 1 - Build Your Cloning Machine

**Thursday, Dec. 2nd**

- **Workbook (Google Doc)** to Build Your DSP Cloning Machine
  1. Your state's folder
  2. Open "1 - YOUR_STATE - Build a Cloning Machine for Respite Care Workers"

- **Presentation** (PDF) Build Your DSP Cloning Machine

- **Video** of Build Your DSP Cloning Machine workshop

#### 2 - The Simple First Step to Your Talent Pipeline

**Thursday, Dec. 16th**

- **Workbook** go to:
  1. Your state’s folder
  2. Open "2 - YOUR_STATE Talent Pipeline"

- **Presentation** The Simple First Step to Your Talent Pipeline

- **Video** The Simple First Step to Your Talent Pipeline workshop

#### 3 - Avoid Common Outreach Traps

**Thursday, Jan. 13th at 3 pm Eastern / 11 am Pacific**

- **Workbook** go to:
  1. Your state’s folder
  2. Open "3 - YOUR_STATE - Avoid Common Outreach Traps"

- **Presentation** Avoid Common Outreach Traps

- **Video** - Avoid Common Outreach Traps

#### 4 - Make It Easier to Succeed

**Thursday, Feb. 3rd at 3 pm Eastern / 11 am Pacific**

- **Resources**
  1. Your state’s folder
  2. Open "4 - YOUR_STATE Talent Pipeline"
  3. Also reference "4 - YOUR_STATE Scorecard for Talent Pipeline"

- **Presentation** Make It Easier to Succeed

- **Video** Make It Easier to Succeed
# Aggregate Talent Pipeline SCORECARD

Week begins Monday and ends Friday  
January - June 20, 2022

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<th>Actual</th>
<th>Target</th>
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<th># Enrolled</th>
<th># Completed</th>
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Registered = Learner created an account in TalentLMS, started Intro Course 100  
Enrolled = Learner completed pre-survey at end of Course 100 and has been enrolled in the RCPT 10 course  
Completed = Learner completed all 10 courses (post test/post survey)
Marketing / Recruitment
Campaigns & Messaging
Thank You!

Lisa Schneider, Executive Director
Respite Care Association of Wisconsin
lschneider@respitecarewi.org
608-222-2033
OKLAHOMA'S PILOT PROJECT

RESPITE PROVIDER RECRUITMENT AND TRAINING INITIATIVE

OKCares

OKLAHOMA Human Services
Nadine Walter | Programs Administrator
Community Living, Aging and Protective Services
Community Engagement and Coalitions Unit
405.885.5469
nadine.walter@okdhs.org
www.OKDHS.org
Oklahoma Respite Support for Family Caregivers: Past and Present

1997 – Respite Task Force
Various state agencies partnered to build an infrastructure to address the respite needs of Oklahoma family caregivers

Vision Statement
To preserve and strengthen family caregiver's well-being and enhance care receiver's safety through increased availability and accessibility of respite supports and services
Included families, public and private agencies, advocacy groups

Family caregivers expressed the desire to select their care providers which addressed Respite Voucher Program's concerns regarding liability related issues

7 state agencies partnered to fund respite vouchers

ORRN received national recognition at various conferences
2009 – Current

ACL Lifespan Respite Grants

- Respite Voucher Program - typical, educational and emergency
- Oklahoma Caregiver Coalition - 100+ private/public partners
- Annual Family Caregiver Conference - in-person and virtual
- Sibshops - support groups for siblings that have brothers and sisters with special needs
- Relative Safety Plan - respite support for grandparents and other relatives raising children
- Respite App - directs Caregivers to the appropriate Respite Voucher Program
Challenges in Providing Respite

1. Family caregivers want self-directed respite opportunities.
2. Family caregivers do not always have family or friends to care for a loved one when issued respite vouchers.
3. Lack of direct care workforce options.
4. Providers do not have a place to post their availability.
5. COVID-19 exasperated challenges family caregivers were already facing in accessing respite.
Online Respite Provider Registry Goals

- Improve access to respite care for Family Caregivers statewide across the lifespan
- Training curriculum for Respite Providers and Caregivers
- Builds an easily, accessible Provider Workforce
- Recruitment/marketing campaign for Providers and Caregivers
- Generates data to provide elected officials the importance and cost savings of respite resources
Oklahoma's Pilot Project

CAREGIVER + VOUCHER APP + PROVIDER REGISTRY

Respite = Healthy Caregivers

RESPITE PROVIDER + PROVIDER REGISTRY + CAREGIVER
Family Caregivers

Respite Registry

Connecting Caregivers with Respite Providers

- A FREE, list of respite care providers
- Primary caregivers use it to find a respite worker when you are in need of a short break or support with their caregiving duties
- An effort to address the shortage of trained in-home respite care providers
- It is statewide directory, updated frequently

Providers must complete training to be listed on registry: https://tinyurl.com/yc7e4x62
CONNECTING CAREGIVERS WITH PROVIDERS

Caregivers request the OKCares Respite Care Registry. After reviewing their results, the primary caregiver will contact the provider, and:
- set up an interview,
- ask for a background check, and
- negotiate specific care needs and the hourly rate for providing care.

WHO IS LISTED ON THE REGISTRY?

The registry lists private in-home respite care providers who have completed our free OKCares Respite Care Provider Training.

WHO PAYS FOR THE RESPITE CARE?

It is the responsibility of the person receiving care to pay their respite care providers directly and make all arrangements related to employment.

Find payment voucher information at www.OKCares.org.

To learn more about our registry and become a member please visit contact info@okcares.org.
Respite Training
Make a difference in your community
Become a Respite Care Provider

FREE Respite Care Provider Training

The FREE Respite Care Provider Training will prepare you for an employment or volunteer opportunity. You will gain valuable skills and knowledge necessary to work with people of all abilities, ages and their family caregivers.

Learn more at https://oklahoma-respitecarewi.talentlms.com/
Help families in need • Choose your hours • Earn extra money • Change lives

Everyone needs a break, especially people caring for someone they love.

If you enjoy caring for others, you can give a family caregiver a break when you learn how to become a respite care provider.

How does the registry work?

Primary or family caregivers in need of respite services can search the registry, contact the respite provider to set up an interview and request additional information about respite care opportunities.
Project Evaluation
Overall Project Outcomes

**Outcome 1:** Establish a standard respite care training that aligns with the Core Competencies for Respite Care Professionals

**Outcome 2:** Establish a strategy for recruiting respite care providers

**Outcome 3:** Improve individual knowledge and confidence in providing respite care among training participants

- **Outcome 4:** Increase the number of trained respite care providers
- **Outcome 5:** Increase the number of people who join the respite care registry (if applicable)
- **Outcome 6:** Increase the number of people who indicate intent to provide respite care
- **Outcome 7:** Increase the number of people who are actively providing respite care (long-term)
Multi-layered Evaluation

Overall Project

Agency

Individual Learner
Individual Learner Evaluation

Intro Survey
- Demographic Questions
- Respite Experience Questions
- Confidence Questions

Pre/Post Test
- Scenario-based questions aligned with course objectives and core competencies

Post-Course Completion Survey
- Confidence Questions
- Likelihood of providing respite care in the next 6 months
- Potential barriers to providing respite care
- General course evaluation (Satisfaction and overall learning)

*Surveys built into course*
Individual Learner Evaluation

6-month follow-up survey
- Emailed survey link
- Are you currently providing respite care
- How well did the training prepare you to provide respite care?

Drop-out survey
- Why did you not complete the course?
Agency Evaluation

Will work with evaluation consultant to identify agency-specific goals

Data collected at:
- Baseline
- 6-months
- 12-months (end of pilot)
- 6-months post follow-up

• Recruitment Campaign Evaluation
  - How many people are enrolled in training?
  - How many people completed the training?
  - How many people joined the respite registry (if applicable)?
  - How many people are actively providing respite care?
Overall Project Evaluation

We will be using the RE-AIM Framework to help guide our overall project evaluation.

The goal of RE-AIM is to encourage program planners, evaluators, funders, and policy-makers to pay more attention to essential program elements including external validity that can improve the sustainable adoption and implementation of effective, generalizable, evidence-based interventions.
The RE-AIM Framework

- **Reach** - How do I reach the targeted population with the intervention?
- **Effectiveness** - How do I know my intervention is effective?
- **Adoption** - How do I develop organizational support to deliver my intervention?
- **Implementation** - How do I ensure the intervention is delivered properly?
- **Maintenance** - How do I ensure the intervention has long-term effects over time?
Year 3 Activities

Complete: Complete field test
Analyze: Analyze results and complete evaluation report
Publish: Publish online replication toolkit with lessons learned
Monthly Data Report
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*Registered = Learner created an account in TalentLMS, started Intro Course 100

*June data is through June 15th
### Enrolled RCPT

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**Training Enrolled* by State**

*Enrolled = Learner completed pre-survey at end of Course 100 and has been enrolled in the RCPT 10 course

*June data is through June 15th
# Training Completion by State

*Completed = Learner completed all 10 courses (post test/post survey)

*June data is through June 15th

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I have really enjoyed this training. I have gained so much knowledge from this respite care training.

This training was very informative. On one hand I feel more confident about what my role would be as a respite provider and on the other hand I feel overwhelmed with what a big responsibility it would be.

I am excited to learn from this program some thing I a[m] and a few thing I was not aware of. I have aging parent and a grandson with autism. I am eager to learn to take care of them myself.
Quarter 1 Report available at bit.ly/Quarter1report
For more info, go to https://arch.wildapricot.org/2022-Natl-Respite-Conference
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