

working for health

The Newsletter for *Jobs to Careers: Promoting Work-Based Learning for Quality Care*

Spring 2008

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Welcome from the National Program Office

Welcome to the inaugural issue of *Working for Health*, the *Jobs to Careers* newsletter. It will appear quarterly as a resource for *Jobs to Careers* sites, and also for anyone who shares our passion for advancing frontline health care workers.

Working for Health is a vehicle for sharing information about what our 17 program grantee sites and three research grantees have accomplished, and how they are providing the field with knowledge and guidance on critical topics, such as: leading change in the workplace; engaging employers; and collaborating with colleges in creating advancement opportunities for frontline workers. It will also identify and synthesize resources from the field and information about relevant events and conferences.

This first issue is simply an introduction for our program sites and the initiative's research grantees. Future issues will be distributed more broadly,

providing information and sharing knowledge with the field at large of what we are learning in this demonstration project.

Working for Health will update readers on activities, progress, and learnings in the three main strategy areas of *Jobs to Careers*: work-based learning; career advancement/skill development; and systems change. We hope you will tell us what you find helpful and how we can improve the newsletter to meet your needs. In addition, your contributions are welcome—lessons learned, tools developed, resources you have found beneficial—so that everyone in the field can benefit, not only the exceptional 17 sites selected for this demonstration project.

We at Jobs for the Future, which serves as the National Program Office for *Jobs to Careers*, are constantly seeking more effective ways to help project sites develop and advance their frontline workers. This reflects our own organizational mission of ensuring that all adults have the skills needed to hold jobs that pay enough to support a family. And our ability to stay on top of innovations and best practices in workforce development ensures that we will be able to provide you with the technical assistance you need to be effective. This newsletter is part of that process.

As always, we welcome your thoughts, ideas, and suggestions.



MARIA FLYNN
*Director, Jobs to Careers National
Program Office*



REBECCA STARR
*Deputy Director, Jobs to Careers National
Program Office*

ABOUT JOBS TO CAREERS

Jobs to Careers seeks to advance and reward the skill and career development of the low-wage incumbent workers who provide care and services on the front lines of our health and health care systems. *Jobs to Careers* is a \$15.8 million national initiative of the Robert Wood Johnson Foundation, in collaboration with the Hitachi Foundation and the U.S. Department of Labor. It supports partnerships of employers, educational institutions, and other organizations to expand and redesign systems to create lasting improvements in the way that institutions train and advance their frontline workers and test new models of education and training that incorporate work-based learning.

Jobs to Careers

*Promoting Work-Based Learning
for Quality Care.*

IN THE SPOTLIGHT

Wai'anae Coast Comprehensive Health Center: Building a Tradition of Economic Development

For more information on the Wai'anae Coast Comprehensive Health Center and its programs visit: www.wcchc.com



The Wai'anae Coast Comprehensive Health Center, which celebrated its 35th anniversary in 2007, has grown from humble beginnings in the underserved Leeward O'ahu community to become one of Hawaii's largest nonprofit service providers and the largest private employer in its community. Wai'anae Coast has over 450 employees and serves 25,000 predominately low-income Native Hawaiians annually through 140,000 clinical visits. Services span medical, dental, emergency, behavioral, and traditional Native-Hawaiian healing practices. Two-thirds of the center's patients have income below federal poverty standards.

"Our board of directors identified the link between health disparities and lack of a good job," states CEO Richard Bettini. "At a certain threshold of our growth, we began to realize that we could be a powerful factor in economic development in our community." The center began its efforts toward this end by organizing the Wai'anae Health Academy about 15 years ago. Through this formal partnership with Leeward Community College and Kapi'olani Community College, the health center offers college-level health career programs in the community.

"After graduating its one thousandth student recently, the health center decided to build on its success by offering a continuum of training services that would allow job growth and professional training by adding an

intriguing

new program called Graduated Competencies," Bettini adds. "When you consider that many of our frontline employees have never worked anywhere except our health center, and access to continuing education has been limited, it makes sense to bring career development to the health center campus. This is a systems approach to creating and retaining a workforce that is needed in the emerging health care environment and also to giving frontline workers the means to move up a career ladder."

Jobs to Careers support for the project has enabled the health center to move the Graduated Competencies program into a college-based curriculum. This curriculum is collaborative and includes college-credit courses that have been designed and are taught by Leeward Community College staff, as well as non-credit courses taught by senior administrators at the health center. All of the courses are based on Wai'anae Coast systems and designed to be delivered while employees are on their jobs, utilizing supervisors as university-approved preceptors. Through the program, frontline employees complete training modules in selected competencies, such as medical coding, electronic health record systems, customer service, and other skill sets urgently needed for the center's future.

The initial cohort of 11 medical receptionists and medical assistants completed the first phase of the 18-month training program in December 2007, and success is evident. Employees who once resisted challenging coursework now look forward to future career development. Each has received three college credits and a significant pay raise. The cohort also completed a non-credit graduated competency training provided by Wai'anae Coast staff, including training in health and safety, electronic medical records, coding, computer skills, and quality and performance.

A second cohort of frontline workers, comprised of 10 team office managers,



Kupuna Advisory Council at Hawaiian Healing Site.

has begun a supervisory course that will train them to be work-based preceptors. They will complete this course in the spring semester of 2008.

Two additional cohorts of medical receptionists and medical assistants, a total of 28 frontline workers, have been recruited for the spring semester. All four cohorts began a three-credit course in customer service in January 2008.

Health center employees are enthusiastic about the opportunities for additional training and career advancement. There is a waiting list to join the program, and administrators report an immediate decrease in turnover as a result of *Jobs to Careers*.

Thanks to Richard P. Bettini, executive director of Wai'anae Coast Comprehensive Health Center, for providing the information for this article.

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Peer to Peer: A Learning Collaborative for *Jobs to Careers*

To maximize the impact of *Jobs to Careers*, the funders and NPO staff have created mechanisms in which the project sites can share information. In the initiative's first year, the nine grantees benefited from a number of opportunities to learn both from one another and from outside experts through a Learning Collaborative, established and coordinated by the NPO. As the initiative has grown with the addition of eight program sites in 2008, the collaborative continues to use a variety of ways to foster communication and peer learning, including frequent roundtables, periodic webinars, conference calls to share information, semi-annual peer learning conferences, the *Jobs to Careers* Web site, and now this newsletter.

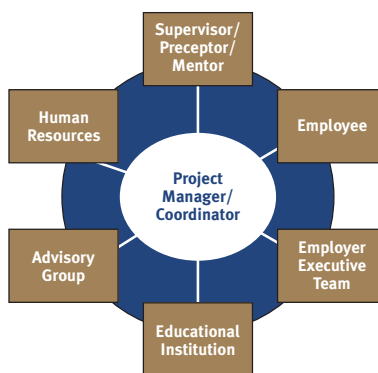
These and other occasions for dialogue and feedback also provide the NPO with information about common themes and challenges, as the sites advance frontline workers in health and health care. For example, one need identified early on centered on the challenges in designing and implementing work-based learning. This was a focus of a peer learning conference, held in Orlando, Florida, in March 2008, and it will be the topic of a forthcoming *Jobs to Careers* issue brief.

A second need that the sites have identified is for strategies to get a variety of key stakeholders to buy into the initiative early in the design stage. This is key to gaining support for creating and sustaining systemic change and for ensuring that work-based learning is effective.

The process of getting buy-in requires selling an idea to many types of key stakeholders. These

stakeholders can provide essential resources—and support—for a project. *Jobs to Careers* has at least seven types of stakeholder (see box). *continued* ▶

STAKEHOLDERS IN JOBS TO CAREERS PROJECTS



The Project Manager coordinates and manages the project activities and serves as the motivator and chief advocate who keeps all of the pieces moving.

Supervisors, Preceptors, and Mentors support work-based learning in the daily duties and functions of frontline workers to ensure their success.

Employees must meet the criteria to participate in the work-based learning project and complete all of the necessary competencies required in the workplace.

The Employer Executive Team promotes systemic change and aids the sustainability of a work-based learning project by supporting the activities involved with the operation of the program.

Educational Institutions support work-based learning by integrating academic content with applied learning across subject matter and delivering it at the workplace on the job. Educational institutions award academic credit for work-based learning.

The Advisory Group draws on the expertise of members and other sources to provide advice and make recommendations to ensure the success of the project.

Human Resources creates and/or changes the policies and culture of employer institutions to support work-based learning.

“A stable and skilled health workforce can lead to better quality of care and services.”

Sallie Petrucci George
RWJF program officer.

If projects actively include stakeholders in decision-making processes early—ideally, in the planning stages—they can develop a sense of ownership. This is far more valuable than simply providing input at key milestones.

To make this involvement concrete, each party must assume responsibility for specific aspects of the work, and “buy in” means that all parties involved understand what is expected of them to support the project.

For example, *Jobs to Careers* grantee SSTAR secured buy-in from Bristol Community College by presenting a well-constructed business case. SSTAR explained how the college’s participation in the program would increase student enrollment and

create a new pipeline of students, without any increased demand on college space or equipment.

In another example, job coaches are critical as facilitators of work-based learning at most sites. At one *Jobs to Careers* site, the Austin Healthcare Collaborative, the regular supervisors of individual front-line health care workers perform this role. The collaborative provides them with a full day of training to ensure that they are comfortable in this role and have the skills to perform it well. This is critical to their engagement with work-based learning and their success at implementing it.

Capturing What We Learn: Research in Action

To expand on the key concepts of *Jobs to Careers*, and to deliver new knowledge and practical models to the field, a program of research and program site documentation has been developed.

Three research grants were awarded in the following topic areas in December 2007:

1 *Measuring Return on Investment for Work-based Learning:* This study is investigating the return on investment for work-based learning and career advancement of frontline workers in two *Jobs*



Dr. Christopher King (left) and Dr. Burt Barnow

to Careers partnerships, both hospital-based: the Austin Healthcare Collaborative and Baltimore Alliance for Careers in Healthcare. The research is being conducted by Dr. Christopher King of the Ray Marshall Center for the Study of Human Resources, University of Texas,

Austin, and Dr. Burt Barnow of the Institute for Policy Studies, Johns Hopkins University, Baltimore.

2 *Work-based Learning for Community-based Quality Care:* This study builds on a *Jobs to Careers* project in assisted living facilities in the Portland, Oregon, region. It investigates individual and organizational readiness for work-based learning, as well as resident and family perceptions of the impact of work-based learning on the quality of care. The principal investigator is Dr. Diana White of the Institute on Aging at Portland State University.

3 *Return on Investment in Behavioral Health:* This study tests the feasibility of measuring return on investment for work-based

learning in a *Jobs to Careers* site in Philadelphia with two behavioral health facilities. The principal investigator is Maureen Conway of the Aspen Institute, Washington, DC.

In addition to the research projects, ongoing documentation creates a knowledge base for the project and the field, through describing and analyzing lessons from all 17 sites. This effort involves close observation of the projects, with an eye to identifying valuable practices involved in developing work-based learning, building career ladders, and changing systems and practices. The documentation effort will produce case studies, tools, practice briefs, research reports, and published articles on the experience of individual sites and on lessons and models that span sites.

Jobs to Careers is also building its knowledge base through the national evaluation. The evaluation is led by Dr. Jennifer Craft Morgan and Dr. Thomas R. Konrad of the Institute on Aging, University of North Carolina. Their team collects data on each *Jobs to Careers* project, as well as lessons that cross all project sites and lessons about the initiative’s major findings on work-based learning, career development, and other areas. These findings—along with data from *Jobs to Careers* research projects and documentation—will help build the case that health care employers, educators, and other stakeholders should increase their support for frontline workers.



PHOTO: OWENSBORO COMMUNITY & TECHNICAL COLLEGE

Jobs to Careers: A Year of Action and Growth

Since the official launch of *Jobs to Careers* in 2006, 17 sites have begun implementing their projects, three research projects have begun, and the NPO has established a learning collaborative across the sites.

In October 2006, nine “Round One” sites were selected to participate in *Jobs to Careers*:

Asante Health System, Medford, Oregon: A nonprofit organization providing comprehensive medical care has partnered with Rogue Community College to train frontline staff for a new role essential to 21st century healthcare: medical informatics.

Baltimore Alliance for Careers in Healthcare, Baltimore, Maryland: BACH, a nonprofit partnership of multiple hospitals, the county community college, area foundations, and the public workforce system, is providing two levels of training and internships for frontline workers in dietary, transportation, clerical, and other frontline positions, enabling them to move into patient care positions.

District 1199C Training & Upgrading Fund, Philadelphia, Pennsylvania: A union-based workforce intermediary that has served frontline health care workers in the Philadelphia area for more than 30 years has partnered with two behavioral health employers to implement a career ladder for frontline behavioral health technicians.

Northern Arizona University, Flagstaff, Arizona: Northern Arizona University in partnership with the Navajo Area Office of the Indian Health Service is providing learning and career development opportunities for Native Americans serving as public health technicians in health facilities located on the Navajo reservation.

Owensboro Community & Technical College, Owensboro, Kentucky: The Owensboro Medical Health System and the community college are providing online and work-based training for frontline workers (certified nursing assistants, pharmacy technicians, monitor techs, unit clerks, patient care techs, and environmental techs) to become Associate's degree Registered Nurses.

Portland Community College, Portland, Oregon: To improve both worker and resident satisfaction,

Portland Community College is enhancing skill and career development for pre-licensed direct care workers in assisted living facilities. The partnership hopes to create a portable, industry-recognized credential and a career ladder/lattice that includes steps for two entry-level, direct care positions and a progression from activities assistant to jobs requiring higher, degree-level credentials.

SSTAR, Fall River, Massachusetts: SSTAR, a nonprofit health care organization specializing in substance abuse treatment, is increasing the number of qualified and credentialed addictions treatment professionals in their system through two career paths leading to degrees in either counseling or nursing.

Wai'anae Coast Comprehensive Health Center, Wai'anae, Hawaii: Wai'anae Coast Comprehensive Health Center, the largest of 12 health centers in its region, is establishing a credit-preceptor model to help bridge the higher education gap and move its employees into the center's paperless records and billing system. Targeted positions are medical receptionists, medical assistants, and team office managers.

WorkSource—Greater Austin Area Workforce Board, Austin, Texas: The Austin Healthcare Collaborative, a broad partnership, will provide work-based and traditional training and career coaching for workers in two key frontline occupations: clinical assistant/patient care technician and patient access representative/unit secretary.

In January 2008, *Jobs to Careers* welcomed eight additional grantees:

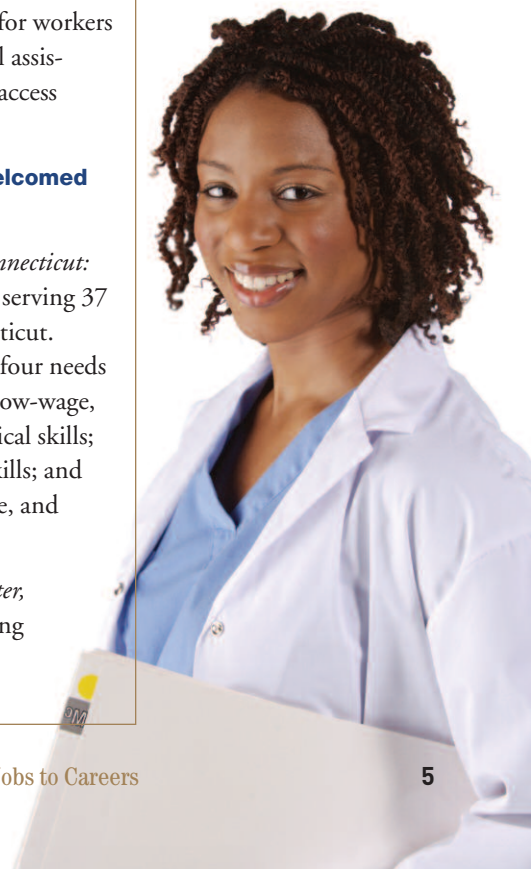
Capital Workforce Partners, Hartford, Connecticut: A regional Workforce Investment Board serving 37 municipalities in North Central Connecticut. North Central Connecticut will address four needs of certified nursing assistants and other low-wage, frontline workers in long-term care: clinical skills; basic literacy skills; basic job readiness skills; and awareness of skill-building, wage increase, and career advancement opportunities.

Charles B. Wang Community Health Center, New York, New York: The Charles B. Wang

Supported by research that shows a connection between reduced turnover and increased quality of care and service delivery, employers seeking to train and retain workers more effectively have begun to implement strategies to:

- *Improve supervision, mentoring, wages and benefits;*
- *Support training and career ladders; and*
- *Bolster human resource policies that support skill and career development.*

Jobs to Careers seeks to learn from, advance, and build on these approaches.



KEY DEFINITION:
Work-Based Learning

In Jobs to Careers, work-based learning is an approach to adult education and training that emphasizes the employee as learner and the work process itself as the source of learning. It involves methods of education and training that capture, document, formalize, and reward learning that occurs on the job.

There are a variety of other definitions of work-based learning, but this is the way it is used in Jobs to Careers.

Community Health Center and the City University of New York are partnering to address the need for skilled bilingual and bicultural health care workers who can serve the city's growing Asian-American population. Frontline workers targeted for this project are medical/dental assistants and patient services representatives who provide essential services, such as patient care, health education, linking patients to needed services, increasing patient compliance with treatment, and language access.

East Boston Neighborhood Health Center, East Boston, Massachusetts: East Boston Neighborhood Health Center, Bunker Hill Community College, Jewish Vocational Services, and World Education are partnering to create a more seamless pipeline for the health center's entry-level workers to move up career ladders to jobs within the organization that require more education.

Humility of Mary, Youngstown, Ohio: Humility of Mary Health Partners will team with local Career and Technical Centers to implement Pathways to a Brighter Future, a work-based training program in acute care hospitals in Youngstown, Warren, and Boardman, Ohio. Three frontline patient care positions will benefit from the initial work-based training: health care associate, unit clerk, and monitor technician.

MS Hospital Association, Madison, Mississippi: The Mississippi Jobs to Careers initiative is a partnership of the MS Hospital Association Health, Research & Educational Foundation, MS Office

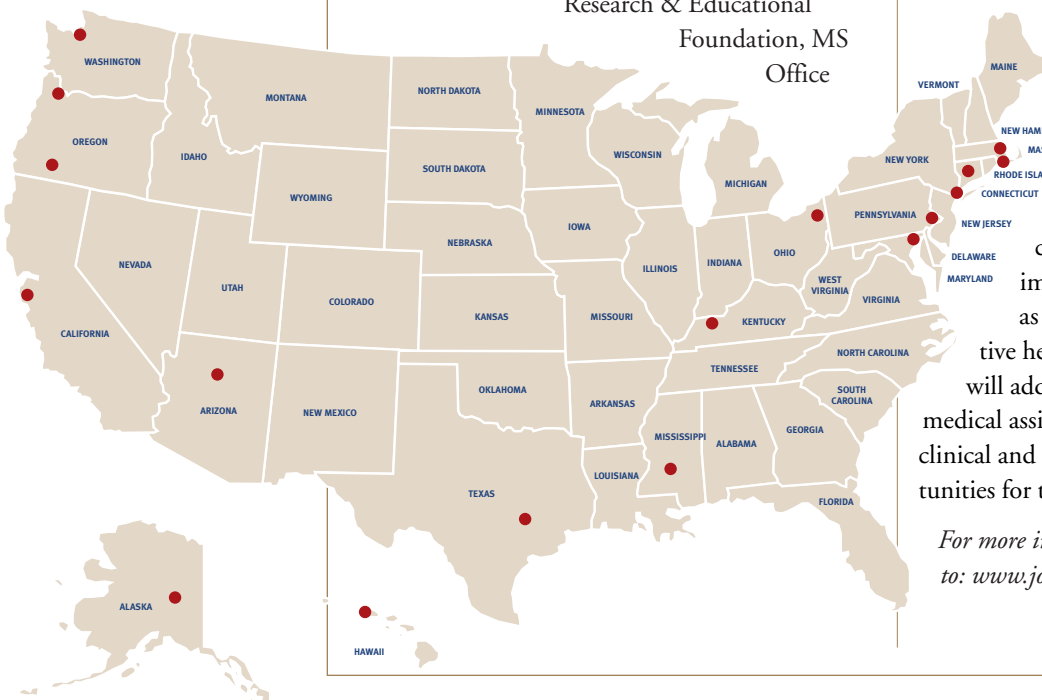
of Nursing Workforce (which manages the effort), Central MS Medical Center, and Hinds Community College. The initiative will provide frontline medical center workers with opportunities to increase their skills, thereby reducing high turnover rates and vacancies among ancillary staff and improving the quality of care provided to consumers.

Tenderloin Health, San Francisco, California: The San Francisco Community Workplace Learning Partnership will develop, implement, and assess a work-based learning initiative to increase the quality of care delivered by Tenderloin Health, a community-based health care organization. This partnership will enable Tenderloin Health to address high turnover among frontline community health workers, better integrate consumer-employees into the workforce, and increase the quality of services. Employees will receive tailored training to help them overcome educational, economic, and social barriers to career advancement.

University of Alaska, Fairbanks, Alaska: The Alaska Jobs to Careers project seeks comprehensive systems change to address the workforce development needs of frontline behavioral and mental health care employers and employees: entry-level workers; village-based counselors; substance-abuse counselors; and case managers. The project is a partnership of the University of Alaska, the Norton Sound Health Corporation, the Western Interstate Commission for Higher Education Mental Health Program, and the Annapolis Coalition.

Virginia Mason Medical Center, Seattle, Washington: Virginia Mason Medical Center and Renton Technical College will collaborate to increase the quantity and improve the quality of medical assistants as a strategy for providing better preventive health and primary care. The partnership will address many of the challenges faced by medical assistants, such as a lack of higher-level clinical and administrative skills and limited opportunities for training and advancement.

For more information about Jobs to Careers sites, go to: www.jobs2careers.org/grantees.php



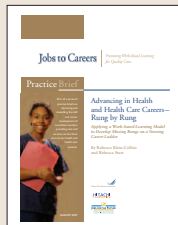
Reader's Corner

Tools on the Web

Advancing in Health and Health Care Careers—Rung by Rung: Applying a Work-based Learning Model to Develop Missing Rungs on a Nursing Career Ladder

www.jobs2careers.org/publications.php

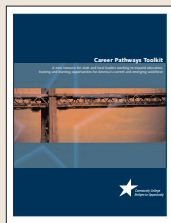
Many employers in health care are turning to “grow your own” workforce strategies that help lower-skilled, frontline workers advance to higher-skilled, higher-paying jobs. One overarching strategy that integrates these various approaches uses the framework of career ladders, a strategy that has the potential to benefit employers and workers alike, both now and in the future. This *Jobs to Careers* issue brief draws on the experience of the Baltimore Alliance for Careers in Healthcare to illustrate how one such career ladder system could work.



Career Pathways Toolkit

<http://www.communitycollegentral.org/careerpathways/index.html>

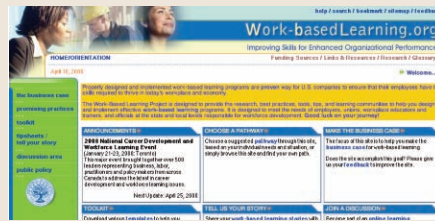
Produced by Community College Central, this is a Web-based resource for state and local leaders working to expand education, training, and learning opportunities for America's current and emerging workforce.



The Work-Based Learning Project

www.work-basedlearning.org

The Work-Based Learning Project is designed to provide research, best practices, tools, tips, and learning communities for designing and implementing effective work-based learning programs. It is geared to the needs of employers, unions, workplace educators and trainers, and offi-



cial at the state and local levels responsible for workforce development.

Workers Who Care: A Graphical Profile of the Frontline Health and Health Care Workforce

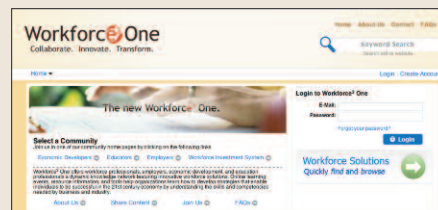
http://www.ruwjf.org/files/publications/other/workers_who_care.pdf

This chartbook provides comprehensive employment data on frontline health and health care workforce occupations. The data offer a profile of the frontline workforce at the national level, as well as a more nuanced description of the ways in which the frontline occupational outlook varies across states and regions. *Workers Who Care* was produced by Health Workforce Solutions, LLC, and published by the Robert Wood Johnson Foundation. Printed copies and a CD-Rom are available at the NPO. Contact *Joy Coates*, jcoates@jff.org



Workforce³ One

www.workforce3one.org

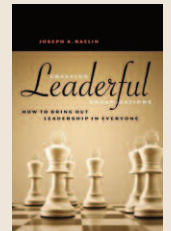


Workforce³ One, operated by the U.S. Department of Labor, provides resources and information to the public workforce system, employers, economic development professionals, and education professionals concerning high demand jobs and the labor market.

Two Valuable Books

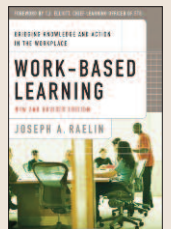
Creating Leaderful Organizations: How to Bring Out Leadership in Everyone

This book by Joseph A. Raelin presents a new model of mutual leadership, which transforms leadership from one individual's responsibility into a new way of working for everyone. It demonstrates the bottom-line benefits of the model, shows how it is already working in numerous companies, and offers guidance in implementation.



Work-Based Learning: Bridging Knowledge and Action in the Workplace

Also by Joseph Raelin, this book incorporates a number of action strategies—such as action learning, action science, and communities of practice—into a comprehensive framework to help people learn collectively with others. In this revised edition, Raelin demonstrates how to engage our reflective powers to challenge those taken-for-granted assumptions that unwittingly hold us back from questioning standard ways of operating.

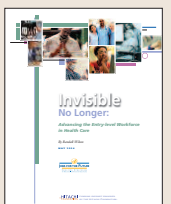


Resources from Jobs for the Future (JFF)

The JFF Web site contains a number of research and policy reports of value to *Jobs to Careers*, all of which are easily accessed from the Web site's Knowledge Center, www.jff.org/Knowledge_Center.php. Here are two:

Invisible No Longer: Advancing the Entry-level Workforce in Health Care

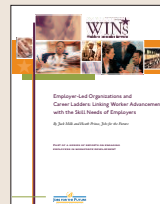
Invisible No Longer explores a wide variety



of workforce development practices that respond to this challenge, with a focus on entry-level health care workers and their quest for jobs leading to rewarding careers. It reports on where there is progress, where further investments would pay dividends, and what lessons are emerging.

Employer-Led Organizations and Career Ladders: Linking Worker Advancement with the Skill Needs of Employers

Career ladders meet both employers' needs for a workforce with the right skills and low-wage, low-skilled workers' needs for advancement opportunities. This issue brief introduces employer organizations and their potential partners to the benefits of developing and utilizing career ladders. It also reviews key elements and processes involved in creating career ladders.



Jobs to Careers Out and About



A key component of *Jobs to Careers* is bringing news of the achievements and experiences of its sites to a broad audience of workforce development and health care practitioners and policymakers. So far in 2008, staff from *Jobs to Careers* sites and the National Program Office have appeared or will be speaking about the initiative at a number of conferences.

Association for Gerontology in Higher Education

February 22, 2008, Baltimore MD

Topic: From Jobs to Careers: A Fresh Approach to Educating the Direct Care Workforce

Randall Wilson, Senior Project Manager of the NPO, with representatives from Portland Community College and the University of North Carolina (Evaluation Team)

National Alliance for Partnerships in Equity/ Women Work

April 7, 2008, Washington, DC

Topic: What Women Want...Achieving the Dream of Family Sustainable Careers

Rebecca Starr, Deputy Director of the NPO, with representatives from Owensboro Community and Technical College

American Association of Community Colleges

April 8, 2008, Philadelphia, PA

Topic: Work-Based Learning: A New Opportunity for Community Colleges

Rebecca Starr, Deputy Director of the NPO, with representatives from SSTAR

UPCOMING: Workforce Innovations 2008

July 15-17, 2008. New Orleans, LA

Topic: Career Advancement in the Health and Health Care Industry

WHO'S WHO IN THE NATIONAL PROGRAM OFFICE

Maria Flynn, the director of the NPO, is responsible for overall strategy and provides professional technical assistance to grantee sites. mflynn@jff.org

Rebecca Starr, the deputy director, directs the operations and staff of the initiative and provides professional technical assistance to grantee sites. rstarr@jff.org

Randall Wilson leads the research and documentation effort; he is the liaison to the evaluation team and provides professional technical assistance to grantee sites. rwilson@jff.org

Steven Quimby shares responsibility for the documentation effort and provides professional technical assistance to grantee sites. squimby@jff.org

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working for
health

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