



**CALIFORNIA
HOSPITAL
ASSOCIATION**

*Providing Leadership in
Health Policy and Advocacy*



ROADMAP FOR CREATING A HEALTH CARE WORK-BASED LEARNING PROGRAM



*A Guide to Creating and Expanding Health Sector Work-Based
Learning Opportunities for High School Students*

Presented by the
California Hospital Association
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This guide is presented by



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PROJECT OVERVIEW

I. Project Overview

a. Introduction: Addressing a Need

In 2015, with support from the James Irvine Foundation, the California Hospital Association (CHA) partnered with hospitals, educators, funders, and other experts to identify strategies for increasing the number of high-quality, health care, work-based learning opportunities for California high school students. Health care as a whole is one of the fastest growing industry sectors in the nation. According to the U.S. Department of Labor, Bureau of Labor Statistics, 17 of the 30 fastest growing occupations will be in the health sector. Employment in this sector from 2008-2018 is estimated to increase by 1.6 million jobs. To meet this long-term demand for health workers, a variety of strategies must be employed. Work-based learning, the result of carefully planned and executed partnerships between health employers and education, is one strategy that can increase the supply of health professionals serving California patients.

Furthermore, there is growing evidence an approach that integrates academics with real-world, hands-on learning, will improve overall student success and graduation rates. Studies show that an integrated academic and technical curriculum leads to higher test scores if implemented well. Students are more interested and engaged in learning when the curriculum is personally and/or occupationally relevant.

Career exploration, internships, and service learning provide a personal and occupational context for both core academic and career technical courses in the health pathway. Therefore, one critical element necessary for work-based learning to be successful is the creation of productive partnerships with local industry and business to inform curriculum development and to support work-based learning opportunities. This can be difficult to achieve in the health sector because of the complex, highly regulated, intensely dynamic nature of a health care setting. This is especially true in a general acute care hospital setting. For work-based learning opportunities to be

widely successful in the health care industry, there is a need to develop and eventually implement a system of coordination and cohesion among partners doing this work across the state.

There is also work to be done to educate employers about the various work-based learning model possibilities and the positive returns on such investments. Finally, health employers should be more widely recognized by the public and others for their investments and efforts to provide work-based learning to secondary students and the profound impact these investments are having on local communities.

This roadmap is the culmination of a year-long process hosted by CHA and the James Irvine Foundation to identify solutions to address these needs, the need to increase quality, work-based learning opportunities in the health sector, the need for improved coordination across partnerships and regions, and the need for employers to understand the value of these investments. As both a report and a resource, this roadmap provides guidance and tools and makes recommendations to address barriers to increasing opportunities for high school students to gain valuable, hands-on, real-world experience in health care.

b. Project Goals and Methods

In July 2014, CHA convened a Project Advisory Group to guide this project. The group is comprised of subject matter experts from around the state with specific experience, knowledge and skills related to implementing quality health care work-based learning programs for high school students. Advisory group members include representatives from the health care industry, health pathway programs, school districts, intermediary organizations, the Career Ladders Project and various community based organizations. Please see the *Appendix on page 44* for a complete list of Project Advisory Group participants. The Project Advisory Group was tasked with two main goals:

1. Recommend a system of coordination around health care, work-based learning in California that would improve and increase the number of

PROJECT OVERVIEW

opportunities for high school students in health career pathways; and

2. Identify the value to health care employers who engage in work-based learning and propose a strategy for communicating that value to other employers, as well as recognizing employers for their investments.

CHA also engaged expert consultants on this project to assist with project vision, research, and facilitation.

Melinda Stephenson of Impact Leadership Partners consulted to provide assistance with meeting facilitation and ensuring achievement of the project goals. Gustavo Loera, EdD, conducted qualitative research via phone interviews with high level executives within health employer organizations in order to identify employer value points related to investing in work-based learning experiences for high school students. Both Ms. Stephenson and Dr. Loera contributed greatly to the success of this project.

CHA, the Project Advisory Group and sub-groups, as well as the consultants on the project, met regularly over the course of a year to achieve the project goals. After productive discussions that included examination of the many barriers to achieving the desired goals in work-based learning for health care, the participants ultimately agreed to focus efforts in three distinct areas of resistance that, if addressed, would have positive impact in the field:

- 1. Employer Engagement:** A perceived low value among employers when it comes to partnering with high schools to provide work-based learning experiences was identified as a significant barrier to increasing the number of opportunities for work-based learning. While

the reasons for this are many and vary, there are health employers who see the value and are making significant contributions to this work. A workgroup was convened to identify why health care employers invest in work-based learning and to develop messaging around those values.

2. Ease of Implementation – the Importance of an Intermediary:

Developing a quality, work-based learning program requires a great

deal of resources, thoughtful planning, coordination, and communication. A well-structured intermediary can ease the burden of implementing a program. A workgroup was therefore convened to identify some core competencies that make for an ideal intermediary or coordinating entity and to develop a “best case” structure for how the partnership could be structured to ease the burden both for the employer and the

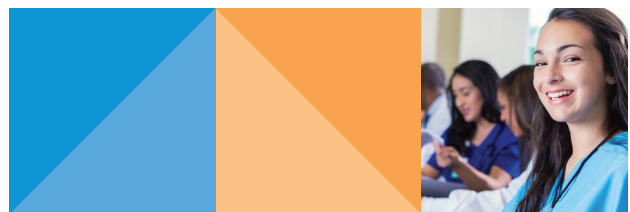
educational partner. *(Please see pages 21-23 for more on intermediaries.)*



Developing a quality, work-based learning program requires a great deal of resources, thoughtful planning, coordination, and communication.



- 3. Resources and Tools:** Although not originally one of the goals of this project, it was agreed by all participants that the creation of a roadmap, or toolkit, that can serve as a resource for employers and educators who seek to expand or create a health care work-based learning program would be valued by all stakeholders doing this work in the field. This document serves as that roadmap and resource.



II. Project Work Products

a. Work Product #1: Recommendations to Improve and Increase Health Care Work-Based Learning Experiences

Through quarterly, in-person meetings and multiple small group teleconferences, the Project Advisory Group developed recommendations in the following

two areas: *Program Design and Coordination* and *Employer Value and Communication*. If implemented, these recommendations (see Figure 1) will improve the quality and increase the number of health care work-based learning opportunities for students in California.

Figure 1
Work-Based Learning Recommendations

Design and Coordination

» *Support/funding for a backbone organization*, such as the California Health Workforce Alliance, to convene a “community of practice” of work-based learning experts and stakeholders so that there is a centralized hub for work in this area and where information from the field can emerge and better inform statewide efforts. This community of practice would:

- Serve as a central repository of best practices
- Share emerging trends
- Host dialogues for creative solutions and advocacy
- Evaluate and collect data
- Be a source of capacity building through the deployment of services as needed (technical assistance, addressing barriers, and capitalizing on opportunities)

» *Support/fund the creation of an intermediary toolkit* specific to and for use by those serving

as intermediaries or those seeking to become an intermediary or play a work-based learning coordinating role. The toolkit should include template job descriptions, partner agreements, and other resources.

» *Support the development of a training program for potential intermediaries* that could demonstrate and promote replications of the best practices in the field.

Employer Value and Communication

» Fund an expert communications firm to work for a year to further *develop and implement the key messages and communication strategies* developed through the CHA planning grant. See Section VI, page 19 of this guide for key messages and advice from the field. Examples of communication materials may include template reports that can be customized with individual program outcomes (e.g. percentage of students who pursue higher education or a career in the health profession, percent reduction in drop-out rates, etc.)

PROJECT WORK PRODUCTS

b. Work Product #2: Employer Value Research Report

To gather data and information about health care employers' perceived risk factors and their views on the value of working with high schools, as well as to identify criteria for successful models, Gustavo Loera, EdD, conducted a series of 30-minute phone interviews with industry partners that have previous experience working closely with health career pathways within high schools. Dr. Loera has prepared a separate report highlighting the key findings from these interviews.



Like the 2013 guide, this roadmap, is intended as a useful tool that will evolve over time as work-based learning expands throughout the health sector.



c. Work Product #3: Roadmap for Creating a Health Care Work-Based Learning Program

This *Roadmap to Creating a Health Care Work-Based Learning Program* serves as a resource for employers who need guidance developing or expanding their engagement with high school students. It includes tools and tips for partnering with local educational institutions, examples of model programs, and helps employers determine their readiness to launch a program given their unique situation. Its purpose is to be a resource for all health employers (not just hospitals). Not only is it intended to be used by employers developing such a program, it can also serve as a valuable tool for existing work-based learning programs. The roadmap presents a spectrum of model employer/K-12 partnerships that serve as real life examples of successful programs. You will also find turn-key forms and documents that can be used when developing a program, as well as links to additional information.

This roadmap builds on work completed in 2013 that resulted from a partnership with CHA and the California Department of Education (CDE) which created the *Health Employer's Guide to Work-Based Learning*. Like the 2013 guide, this roadmap, is intended as a useful tool that will evolve over time as work-based learning expands throughout the health sector. Capturing the lessons and tools used by successful models will be extremely valuable for hospitals, clinics, volunteer departments, educators and students alike.

d. Disclaimer

This document is offered for informational purposes only and does not constitute legal advice or a comprehensive guide to issues to be considered in creating a partnership program with schools. An organization adopting any or all of the practices described in this guide should not use it without careful legal review and necessary modifications.

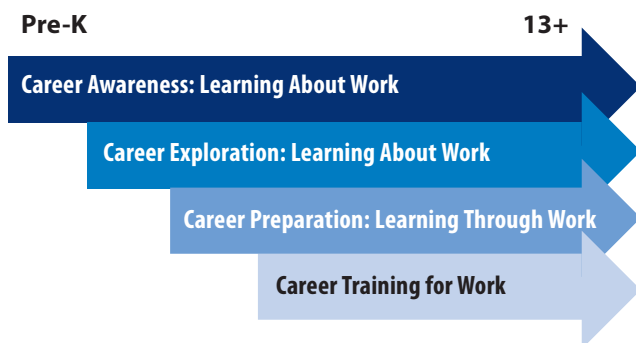


WHAT IS WORK-BASED LEARNING?

III. What is Work-Based Learning?

Work-Based Learning Continuum¹ – As an employer considers developing a work-based learning program for high school students, it may be helpful to reflect on the full continuum of work-based learning activities. The work-based learning continuum encompasses a range of experiences for students depending upon the intended goals and desired outcomes, the skill and grade level of the students, the capacity of the health employer, and the resources available. The following graphic created by the Linked Learning Alliance provides an illustration of the continuum of experiences.

a. Work-Based Learning Continuum: Awareness, Exploration, Preparation, and Training



The Linked Learning Alliance defines the various points along the continuum of work-based learning in the following way:

- » **Career Awareness: Learning ABOUT work:** Students build awareness of the variety of careers available and the role of postsecondary education. This may include hospital tours, guest speakers in the classroom, career fairs, etc. and it increases student awareness of a variety of job opportunities in the health care field.
- » **Career Exploration: Learning ABOUT work:** Students explore career options in a more targeted way for the purpose of motivating them and to inform their decision-making in high school and

post-secondary education. This may include job shadowing, an informational interview, or other direct contact with a professional in the chosen occupation. Experiences that contribute to career exploration may also include virtual student mentoring from a professional in the field.

- » **Career Preparation: Learning THROUGH work:** Students apply learning through practical experience that develop knowledge and skills necessary for success in careers and post-secondary education. Career preparation experiences might include integrated projects with multiple interactions with professionals, service learning and social enterprises with partners, or compensated internships.
- » **Career Training: Learning FOR work:** Students train for employment in a specific occupation. Career training experiences might include an internship required for a credential or entry into an occupation, a clinical experience, or other paid or non-paid work experience required.

NOTE: The term “work-based” does not mean the experience must occur at a work place or during the standard “work day.” Work-based learning always involves interaction with industry or community professionals who are not employed by the school and often takes place at a workplace. Work-based learning can also take place in the community or at school, be supported virtually via technology, or take place across a combination of all these settings. Experiences may occur during the school day, outside the school day, or at times school is not in session. Work-based learning experiences may also build upon jobs or activities that students have already arranged themselves when students, educators, and partners adapt those experiences to achieve the outcomes and to meet the quality criteria for work-based learning.² For more information on definitions, outcomes, and quality criteria for work-based learning, please see <http://linkedlearning.org/linked-learning-in-action/work-based-learning/>.

WHAT IS WORK-BASED LEARNING?

Internship

The term “internship” or “intern” is used very broadly at times. There are, however, very specific state and federal definitions for these terms. *Please see Section IV, Interns and Volunteers, page 11.*

Job Shadowing

This method of work-based learning is designed to provide students with an opportunity to discover and explore the healthcare field under the guidance of a professional, as well as to acquire occupational knowledge about the working environment. Although valuable in getting students exposure, job shadowing does not engage in hands-on practices that help to reinforce technical education or training (Alfred, Charner, Johnson, & Watts, 2013; Darche, Nayar, & Braco, 2009).⁴

Linked Learning

Linked Learning is an approach that is transforming education for California students by integrating rigorous academics with career-based learning and real-world, workplace experiences. Linked Learning Alliance is sponsored in part by a grant from the James Irvine Foundation. www.linkedlearning.org

Pre-Apprenticeship

Pre-apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant’s career pathway opportunities with industry-based training coupled with classroom instruction. For more information please see <http://www.doleta.gov/OA/preapprentice.cfm>



TYPES OF WORK-BASED LEARNING ACTIVITIES

IV. Types of Work-Based Learning Activities and Promising Models in California

It is important to understand that work-based learning programs can be customized to meet the needs of all partners. Recognizing that all employers vary in terms of size, the amount of resources available, geographic location, experience working with high school students and other characteristics, this section of the roadmap is designed to present the wide menu of options that exist and to profile a few successful programs for illustration purposes. By profiling existing models and identifying promising practices, employers can examine real-life examples as they begin to think about their own program. The programs featured here have innovative partnering methods that have boosted their success, and their successful practices can be replicated or elements can be included in the development of new models throughout the state.

a. Short-Term Options

The following are examples of short-term, or episodic, partnerships proven to impact student exposure and knowledge about the health professions.

Career Day

Employers often sponsor one-day events on their sites where they can provide information to attendees about the multiple career opportunities within the health care industry. Many times, post-secondary educators will be present highlighting their educational programs for specific health care careers. Local high school students value these opportunities to learn more and to speak one-on-one with professionals. For a small investment of time and resources, career fairs and expos can have a positive impact on students and teachers.

Job Shadowing Opportunities

These are structured experiences where students or teachers observe a “day in the life” of employees for either a few hours or a full day, to learn about a particular job or industry. This can be highly effective for teachers before they send their students to a health employer for a work-based learning experience. Educating the adult mentor or teacher about the complex environment of a hospital or clinic will go a long way in managing expectations.

Workplace Tours and Guest Speaking

Many employers also host on-site tours for students where students or educators can talk to employees and observe operations, taking valuable lessons back to the classroom. Conversely, employers often send staff from various professions to a school to speak with students about the health care industry and potential careers.

Teacher Externships

Externships can be a critical component of a work-based learning program, especially for health career academies. The collaboration between the health care industry and schools is vital to teachers who are responsible for students’ levels of proficiency in demonstrating application of industry-recognized standards.⁵ Worksite teacher externships give teachers the opportunity to engage in conversations with health care professionals and perform specific tasks that are relevant to their curriculum. Research suggests that teachers who have an externship in a real-world industry context outside of the classroom are more effective in helping prepare students for future employment.

b. Longer-Term Options

Many employers partner with their local high schools in structured, long-term relationships that last years, even decades. These long-term partnerships typically involve a greater investment of resources, but are proven to positively impact student performance, graduation rates, and skill attainment. Similar to short-term options, long-term investments can come in a variety of models.

TYPES OF WORK-BASED LEARNING ACTIVITIES

Interns and Volunteers

Under California law, an individual is presumed to be an employee unless the employer can demonstrate that he/she is either an intern or a volunteer.

The definition of an **intern** can be found in both federal and state law.

1. Labor Commissioner Opinion Letter dated April 7, 2010
www.dir.ca.gov/dlse/opinions/2010-04-07.pdf

2. DOL Fact Sheet #71
www.dol.gov/whd/regs/compliance/whdfs71.htm

The employer must show that the intern/trainee is enrolled in a bona fide internship or training program. There are six factors to determine whether the internship or training program is bona fide:

1. The training, even though it includes actual operation of the employer's facilities, is similar to that which would be given in a vocational school;
2. The training is for the benefit of the trainees or students;
3. The trainees or students do not displace regular employees, but work under their close observation;
4. The employer derives no immediate advantage from the activities of trainees or students and, on occasion, the employer's operations may be actually impeded;
5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

The definition of "**volunteer**" under federal and state law is not as well defined. The U.S. Department of Labor has stated the general rule as follows: "Individuals who volunteer or donate their services, usually on a part-time basis, for public service, religious, or humanitarian objectives, not as employees and without contemplation of pay, are not considered employees of the religious, charitable, and similar not-for-profit organizations which receive their services."

A Word About Classification

There are three possible classifications for a student: intern, employee, or volunteer. Ensuring that the student is properly classified is very important, as misclassification can implicate liability for a variety of employment-related taxes, fees and penalties.

It is relatively well-settled that an individual who donates time to a hospital to minister directly to the comfort of patients (i.e., reading, writing letters, responding to requests for drinks, snacks, etc.) is not an "employee." However, when the individual performs work that is also performed by paid staff or that is not "ministering directly to the comfort of patients," the status is less clear.

Courts and administrative agencies apply various multi-factor tests to determine whether an individual is a volunteer. Thus, whether an individual qualifies as a volunteer involves a fact-intensive analysis that generally takes into account the following factors:

1. Whether the organization is for-profit or not-for-profit;
2. Whether the services performed by the individual are for humanitarian, public service, or religious reasons;
3. The nature of the entity receiving the services;
4. Whether the individual performs services without contemplation of payment;
5. Whether the individual is subject to the organization's employment policies;
6. The amount of time that it takes the individual to complete the work;
7. Whether the individual is reimbursed for expenses;
8. Whether the "economic realities" are indicative of an employment relationship;
9. Whether the individual eliminates the need for employees or reduces the amount of work available to employees;

TYPES OF WORK-BASED LEARNING ACTIVITIES

10. Whether the individual signed an agreement which reflects the parties' intent to create a volunteer relationship; and
11. The amount of control exercised over the "volunteers."

Employment

There are times when students are actually employees of the hospital. Many times, this is in conjunction with federally funded summer youth programs, which help offset the salary of the student. When employed, students are treated like any other employee of the hospital and must live up to all of the expectations set forth for all employees.

"The Health Academy has afforded me opportunities and experiences that many of my peers did not have access to. I have actually been exposed to various careers in health care and I'm able to apply my experiences to my pursuit of a health care career."
– Cedars-Sinai Program Alumni

Examples of Youth Employment Models

The Youth Employment & Development (Y.E.D.) Health Careers Academy hosted by Cedars-Sinai Medical Center (CSMC), provides Los Angeles youth from Fairfax High School with employment and training opportunities. Y.E.D. Health Careers Academy aims to provide career exposure, worksite values, and skills to high school students. The program is designed with three components: (1) school-based learning/health academy, (2) work-based learning (CSMC), and (3) mentoring. Together, these components allow participants to strengthen their scholastic, technical, and work-related skills. Depending on the student's class schedule, a common week for an average student in the program would be as follows: 2-5 p.m. on Monday, Wednesday, and Friday and a weekly Health Academy class taught by a LA Unified School District regional occupational credentialed instructor who incorporates the concepts of what they learn in class and how it is applied at the worksite.

Best-in-Class Examples

Throughout California, there are many wonderful organizations and models of work-based learning that serve as best practices. The following are some examples of California programs with structured curricula, some intricately embedded within the school's curriculum and others functioning as supplemental components.

California Partnership Academies

Launched by state legislation in 1984, the California Partnership Academies (CPA) model is a three-year program, grades 10 through 12, structured as a school-within-a-school. There are currently 340 funded programs throughout California. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. CPA represents a high school reform movement focused on smaller learning communities with a career theme. Motivational activities with private sector involvement encourage academic and occupational preparation, such as: integrated and project-based curriculum, mentor programs, classroom speakers, field trips, and exploration of post-secondary and career options. Furthermore, workplace learning opportunities such as job shadowing, student internships, and work experience enrich students' educational experiences.

Contact Information

California Partnership Academies

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TYPES OF WORK-BASED LEARNING ACTIVITIES

Health and Science Pipeline Initiative (HASPI)

HASPI is a collaborative effort in San Diego County and throughout California to improve students' ultimate success in health care careers. The initiative supports middle and high school health career pathway programs, as well as student transitions to higher education. HASPI is a network of middle schools, high schools, community colleges, universities, industry, and community organizations that are actively preparing students for college science courses and health training programs. The course sequence includes Medical Earth, Life Science, and Physical Science for middle school, and Medical Biology, Medical Chemistry, Medical Anatomy and Physiology for high school students. Community college partners are engaged in student outreach and advising and local industry partners support career exploration activities, including internship programs. HASPI provides teacher and counselor professional development, curriculum resources, and other program development/coordination assistance at no charge, in a variety of locations throughout the state. www.HASPI.org

Contact Information

HASPI

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Health Science Capacity Building Project

The California Health Science Capacity Building Project, authorized by the Governor's Career Technical Education Initiative, is coordinated by the CDE and the California Community Colleges Chancellor's Office. The primary purpose of the project is to build quality pipeline programs throughout the state to prepare students to transition into health care occupations and post-secondary education programs that will result in qualified workers to meet the critical health workforce shortages. Approximately 40 applicants are awarded up to \$75,000 in urban, suburban, and rural communities in California. CDE makes final award determinations based on application quality and geographic location. Selected programs must be structured to allow participating students to explore a variety of careers in healthcare beginning in grade seven. In grades nine through 12, students begin developing knowledge and skills to prepare them for the transition to post-secondary education and specific careers in health care.

Contact Information

Health Science Capacity Building Project

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TYPES OF WORK-BASED LEARNING ACTIVITIES

FACES for the Future

The FACES for the Future Coalition is a collaborative of programs throughout California working to address health equity for all communities through the training and empowerment of young people. A pipeline education program focused on preparing youth to become the future leaders, FACES for the Future offers health career exploration, academic support, psychosocial intervention and youth leadership development. There is great focus on youth from underserved communities; however, during the Coalition's development it has become imperative that all youth interested in the health professions be aware of health disparities and the impacts of culture.

Consequently, FACES provides exciting and dynamic education of health professions to all youth, and supplies necessary tools for development of skills as caring clinical providers. FACES for the Future's goals are two-fold: (1) to transform the lives of young people by supporting them toward successful careers in the health professions, and (2) changing the health outcomes in underserved communities by diversifying the health workforce through the presence of FACES students in those careers. While the immediate impact is on the individual student, in broader context, the efforts of FACES will change the community. <http://facesforthefuture.org/>

HOSA Future Health Professionals

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Science Education Division of the Association for Career and Technical Education. HOSA has a two-fold mission: (1) promoting career opportunities in health care for secondary and post-secondary health science and career education students, and (2) enhancing the delivery of compassionate, quality health care to all people. Founded in 1976, HOSA has experienced steady growth with nearly 120,000 current members through 47 chartered HOSA state associations and approximately 3,200 secondary and post-secondary/collegiate chapters in 2009-2010. HOSA is a powerful instructional tool integrated into the health science education curriculum and classroom for development of the person as a whole. The constantly evolving health care system calls for dedicated workers who possess the appropriate technical skills and who are people-oriented and capable of both leadership and followership roles as part of a health care team. HOSA provides opportunities for knowledge, skill and leadership development for students throughout the nation, preparing a qualified workforce to meet the needs of the health care system and the diverse communities it serves. www.cal-hosa.org

Contact Information

FACES for the Future

If you are interested in learning more about the FACES for the Future Coalition, please send an e-mail to info@facesforthefuture.org

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EMPLOYER SELF-ASSESSMENT

V. Employer Self-Assessment: How ready is your organization? What design is best?

a. Purpose of the Employer Self-Assessment Tool⁶

This questionnaire is designed to help employers assess their degree of readiness to start dialogue and to engage with their high schools to develop and implement a work-based learning program for secondary students. The use of this tool is intended for those within an organization who seek to determine their organization's capacity to partner with a high school and to make the case for work-based learning to executive leadership. The questions can also start a conversation around workforce development and guide an internal "thought process" that can later inform positive message points for leadership when seeking approval to plan and launch a work-based learning program.

This tool was developed using the input from: 1) health care para-professionals and professionals with experience working with high school students and providing them with work-based learning opportunities, and 2) educators with successful partnerships with health care employers. It is important to note that this tool has not been tested for validity and reliability. Therefore, it should only be used for informational purposes and as a guide to help employers think critically through their own institution's circumstances and policies before planning and launching a program.

b. Employer Self-Assessment Tool

With your own organization in mind, respond by using the ratings to the right. Red circles shown here are for illustration purposes only. A blank Employer Self-Assessment Tool can be found in the *Appendix on page 45*.

1. To what extent are the following aligned with your organization's mission and goals?	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
1.1 Developing or strengthening partnerships with local schools.	1	2	3	4	0
1.2 Developing or strengthening a work-based learning program.	1	2	3	4	0
1.3 Becoming the main employer to students in a work-based learning program.	1	2	3	4	0
1.4 Supporting students' personal and professional development within the community.	1	2	3	4	0
2. To what extent are the following a priority in your organization?	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
2.1 Improving the quality of the workforce.	1	2	3	4	0
2.2 Increasing the workforce supply for your organization.	1	2	3	4	0
2.3 Working with schools to ensure that they are providing students with adequate industry education and training.	1	2	3	4	0
2.4 Becoming an organization that promotes the social and economic development of the community.	1	2	3	4	0
2.5 Growing your own workforce.	1	2	3	4	0

EMPLOYER SELF-ASSESSMENT

3. In the last 24 months, how often did the following occur within your organization?	Never	Seldom	Sometimes	Often	Don't Know
3.1 Met with a local school to explore starting a work-based learning program.	1	2	3	4	0
3.2 Participated in partnership meetings with other stakeholders, in addition to schools, to discuss work-based learning activities.	1	2	3	4	0
3.3 Informed internal organization's human resource department and clinical staff about work-based learning activities for high school students.	1	2	3	4	0
3.4 Approved work-based learning placements for high school students.	1	2	3	4	0
3.5 Encouraged other organization staff to participate in work-based learning activities.	1	2	3	4	0
4. How much institutional <u>experience</u> does the organization have in the following areas?	None	Little Experience	Some Experience	A Great Deal of Experience	Don't Know
4.1 Hosting high school students in a work-based learning capacity.	1	2	3	4	0
4.2 Collaborating with high schools to discuss workforce issues.	1	2	3	4	0
4.3 Collaborating with other health care agencies to discuss workforce issues.	1	2	3	4	0
4.4 Working closely with the local community, K-12 schools and students on any topic of concern.	1	2	3	4	0
5. As an organization, how much <u>capacity</u> do you have in the following areas?	No Capacity	A Little Capacity	Some Capacity	A Great Deal of Capacity	Don't Know
5.1 Capacity to host several high school students in a work-based learning capacity across several departments.	1	2	3	4	0
5.2 Time to collaborate with high schools to discuss workforce issues.	1	2	3	4	0
5.3 Capacity to partner with other health care agencies (clinics, etc.) on health workforce issues.	1	2	3	4	0
5.4 Capacity to dedicate staff time for mentors in work-based learning activities.	1	2	3	4	0

EMPLOYER SELF-ASSESSMENT

6. Please rate the organization's perceived value in...	None	Little Value	Some Value	A Great Deal of Value	Don't Know
6.1 Having high school students on our site to expose them to current and emerging careers?	1	2	3	4	0
6.2 Being equipped to offer on-the-job training competencies or skills to high school students?	1	2	3	4	0
6.3 Knowing how the number of high school students with current and previous on-site internship experience informs our human resources department about their hiring assessments?	1	2	3	4	0
6.4 Maintaining strong partnerships with educational institutions (secondary, post-secondary, or otherwise).	1	2	3	4	0
6.5 Committing time from a program manager.	1	2	3	4	0
6.6 Dedicating time and attention from staff that are teaching and mentoring youth.	1	2	3	4	0
6.7 Sustaining programs beyond grant or one-time funding.	1	2	3	4	0
7. Please rate the organization's experience in creating or increasing...	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
7.1 Fundraising opportunities in general.	1	2	3	4	0
7.2 Internal investments in work-based learning.	1	2	3	4	0
7.3 In-kind support from an internal or external source.	1	2	3	4	0
7.4 Philanthropic opportunities from foundations.	1	2	3	4	0

Add the total score for each of sections 1-7 and record below

Scoring At-a-Glance	Total Score	# of Items	Section Mean*
Total Score of Section 1: Alignment with Mission and Goals	9	4	2.25
Total Score of Section 2: Workforce as a Priority	16	5	3.20
Total Score of Section 3: Internal Commitment and Passion for the Work	8	5	1.60
Total Score of Section 4: Experience	10	4	2.50
Total Score of Section 5: Capacity	11	4	2.75
Total Score of Section 6: Value	17	7	2.43
Total Score of Section 7: Financial Resources and Sustainability	11	4	2.75
Composite Score for All Sections:	82	33	2.48
OVERALL MEAN:	2.48		
<i>* Total of all scores for that section divided by the number of questions in that section.</i>			

BUSINESS CASE FOR WORK-BASED LEARNING IN HEALTH CARE

VI. Making the Business Case for Work-Based Learning in Health Care

a. Engaging Health Employer Leadership

As any health care leader knows, there are many barriers when it comes to developing or expanding a work-based learning program for high school students. Obstacles to implementation often center on the investment of finances and time and the complexities of having students present in a hospital or other health care environment. This section is designed to help health employer staff and others engage leadership on this topic and to provide value statements based on real conversations with hospitals and other partners already invested in this work.

b. Potential Returns on Investments

Each hospital is different, but they are all businesses with finite resources. A solid business case for investing in work-based learning is essential when engaging leadership. When building partnerships, educators and others must demonstrate business value to hospital leadership. The good news is that there are positive returns to be had. The following “value points” were developed by an expert sub-committee of the Project Advisory Group and through research completed by Dr. Loera as a consultant to this project. Members of this sub-committee have experience engaging employers and know well the value perceived by employers who are invested in work-based learning activities.

c. Advice From the Field: Tips for Making Your Case to Leadership

When engaging hospital leadership about implementing a work-based learning program, it is important to provide data and evidence that supports how the program can help improve the culture of the organization, aid in innovation, and/or transform patient experience/satisfaction. Gathering data from existing programs is important.

In addition, the positive outcomes of such a program may go beyond the walls of the hospital. For example, studies indicate that hospitals value the community relations benefit of providing work-based learning opportunities. Students, because of their experience in the hospital, become community ambassadors for the hospital and can promote the good work of the organization.

Third-party evaluations of a program can also speak volumes. A program evaluation can demonstrate the larger impact a program is having on a community beyond the single student participating in the work-based learning experience.

Last, gaining a deep understanding of the various investments and work-based learning activities in a region is important. Leadership will want to easily “connect the dots” across the various projects, pathways, funding, and scale-up efforts in the region. Leadership will want assurances that they are not the only stakeholder providing support for the program. Demonstrating that you understand the landscape and can leverage other resources and efforts will speak volumes to decision makers.

Figure 2 on the next page highlights some important message points for executive leadership that have proven to increase the engagement of decision makers within an organization.

d. Recognizing Employers for Their Investments and Contributions

For all of the great work that hospitals and other health employers are doing to provide work-based learning, there is very little recognition of these investments from policy-makers, educators or the public. Many of these efforts lack visibility and acknowledgment, which not only impedes the sharing of best practices, but also makes it difficult to make the case for future or additional funding. It is vital that we recognize the quiet leaders of this important work.

There are many ways to recognize employers for their contributions, both on a small and large scale. One of the best ways to bring about awareness is through digital media. In 2014, CHA set out to increase visibility of some of the great work that hospitals are doing in this area. One of the lessons learned is that although there is no lack of good examples of investments in the field, due to the hectic nature of the hospital industry, taking time to share those stories is challenging in and of itself. However, when presented with the opportunity to film and discuss their work-based learning programs by communications experts and journalists, hospitals jumped at the chance.

BUSINESS CASE FOR WORK-BASED LEARNING IN HEALTH CARE

As a result, CHA, through its digital advocacy program, created a video at the following link about a medical biology academy hosted by John Muir Health in Contra Costa County: <http://www.calhospital.org/general-information/medical-biotechnology-academy>

Sponsored by Kaiser Permanente, Dignity Health, and Sutter Health, Stockton's Health Careers Academy is another partnership that needs more

visibility. Our Health California recognized this program in early 2015 on its website:

<http://www.ourhealthcalifornia.org/blog/article/health-careers-academy>

Commitment to telling more stories such as these is crucial for employers and educators to learn from one another and so that we can spotlight the champion employers dedicated to giving students amazing hands-on opportunities.

Figure 2

While requiring a significant investment of time and resources, creating a work-based learning program for high school students can actually positively impact certain metrics in a hospital/health facility in the short-term. For example, the tasks a student takes on can improve efficiencies in a department and the presence of youth can have a positive impact on employee morale and can positively impact the patient experience.

When students have a positive work-based learning experience in a hospital, they are likely to share that story with their extended family and community members thereby generating positive public relations for the hospital.

Work-based learning opportunities can change the lives of students in a positive way. For example, 94 percent of students participating in the Cedars-Sinai Youth Employment and Development Program in Los Angeles pursue degrees in higher education and 70 percent enroll in a health care related program.

Investing in these students is a long-term investment in the future workforce supply of the organization and improves workforce diversity throughout the organization.

Providing work-based learning experiences enables youth in a community to gain critical skills and understanding about careers and work in a way that a classroom alone cannot convey. The experience gained by these young people increases the likelihood that they will go on to attain some level of post-secondary education. Students who attain some post-secondary education are more likely to be gainfully employed and have access to employer sponsored health coverage, thereby impacting the rates of un- or underinsured and reducing health disparities.

It is important to have industry at the table as a partner so that education can ensure students are gaining the skills and competencies valued by health employers. By providing students with these experiences, industry and education are partnering in ensuring quality outcomes for both employers and students.

Successful models are very attractive to outside funders, such as private philanthropy. Industry support for these programs demonstrates to funders that employers value this work and increases the likelihood of attracting resources to increase capacity.

THE ROLE OF THE INTERMEDIARY

VII. The Role of the Intermediary

a. What is an Intermediary?

For purposes of this document, workforce intermediaries are organizations that help employers address workforce needs by coordinating local partnerships that provide an infrastructure for workforce development in a specific sector. Intermediaries include all of the relevant stakeholders, including students, educators, employers, and others in the development of partnerships and they become a hub of coordination and collaboration between employers, educators, trainers, recruitment and placement organizations, and so on. This document will focus on the role an intermediary can play relative to health career pathways for high school students, but the complete universe of roles that a workforce intermediary can play in workforce development is much broader and encompasses many other points along the workforce continuum, such as incumbent workers (current employees), dislocated workers, and post-secondary students and new graduates.

b. What Value Can an Intermediary Bring?

Working with an intermediary or other coordinating entity can be tremendously valuable to an employer interested in offering real-life work experiences to high school and other students. A highly skilled intermediary organization understands the workforce and skills needed by industry. They have a “big picture” view of the regional resources available for workforce development. Intermediaries are well connected to educators and the training programs, and even provide training themselves. Due to their interconnectedness, they can provide ample support to work-based learning programs, thereby reducing the burden on employers and educational partners alike. Typically, they are an outside entity and not housed within the employer’s organization. Sometimes employers pay for this service, and in other situations, an intermediary organization is financially supported through public or foundation resources.

Successful intermediaries in the world of health care serve as the liaison between industry, college, and high schools in coordinating various work-based learning and educational activities, such as tours, guest speakers, job shadows, internships, and summer programs. They provide work-readiness training for health pathway students so that the students are well prepared to enter the workplace and understand an employer’s expectations. The intermediary can also provide specialized training for students, such as Health Insurance Portability and Accountability Act, better known as HIPAA, training. Cultivating and maintaining relationships between all partners is time consuming and requires an in-depth understanding of partner needs and requirements. This can be overwhelming and burdensome to a health employer, especially a small hospital or clinic. Therefore, an intermediary increases the chances of long-term success and the potential for positive outcomes by providing and maintaining the infrastructure for employer partners to offer opportunities to students without having to over-dedicate staff time and resources to the day-to-day process and overall care and feeding of relationships.

c. Ideal Intermediary Frame Work for High School Health Career Pathways

One of the goals of this grant-funded project was to design a system of coordination around health pathways and work-based learning. The funder recognized that although pockets of excellence exist and best practices have been identified, they are very limited in supply and inconsistent in quality, so it remains challenging to bring this work to full scale. Therefore, one of the goals early on in this work was to identify how to improve coordination in order to improve outcomes and so that employers feel more compelled to engage in this work. The Project Advisory Group came to the consensus that one of the best ways to alleviate some of the burden on employers when providing these opportunities is to utilize an intermediary, or a “hub”, that can serve as the central contact point for both education and the employer. There was also consensus among members of the sub-committee that an ideal intermediary would

THE ROLE OF THE INTERMEDIARY

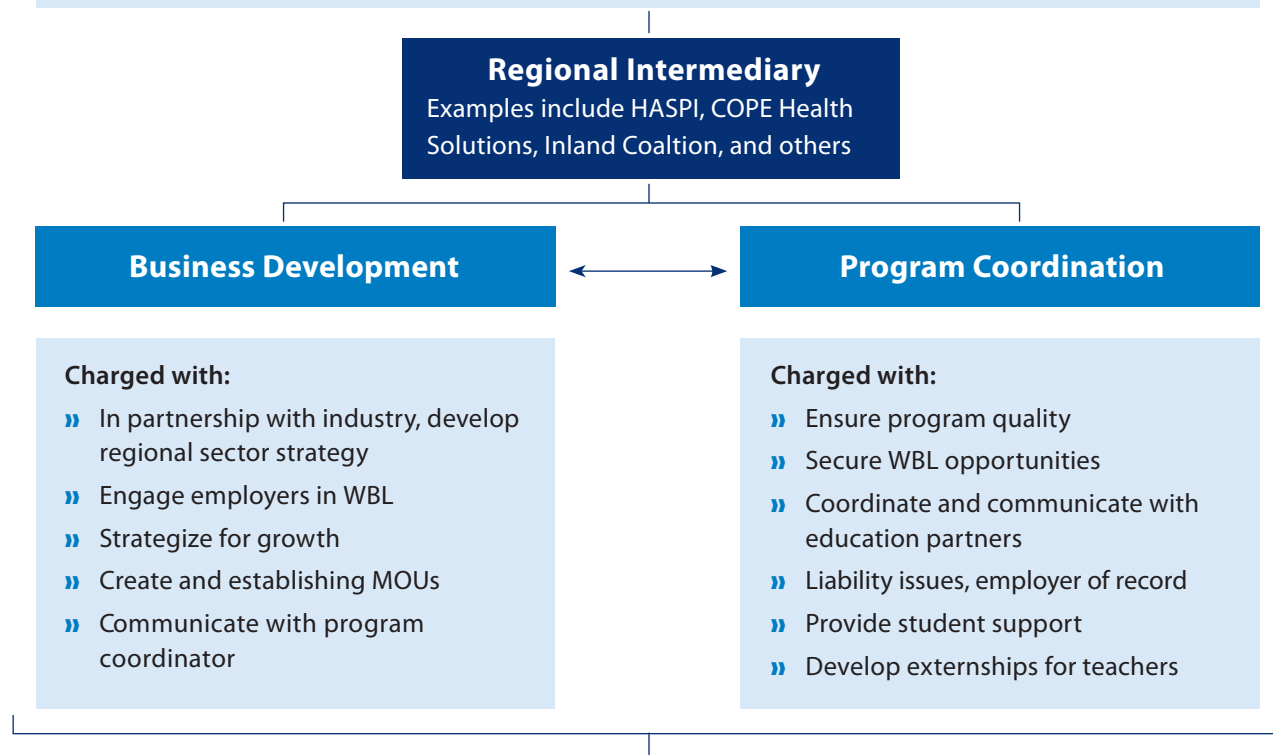
have two positions, one for business development and one for program coordination. The Project Advisory Group formed a sub-committee of experts tasked with designing an ideal infrastructure for a

highly functioning intermediary. *See figure 3* below for an illustration that includes the activities of an intermediary and the core competencies that make it successful.

Figure 3

Model Intermediary Structure to Support Work-Based Learning for High School Students in Health Careers Pathways

Backbone Organization: Can play a statewide role in supporting regional intermediaries. Multi-stakeholder group. Various funding sources, including industry. Supports and coordinates with regional intermediaries and is a statewide resource for all work. Provides a venue for sharing best practices and works to improve employer engagement statewide.



Core Competencies

- » The intermediary must be engaged and serious in the care and cultivation of relationships.
- » The intermediary must play a translator role between education and industry.
- » A mature intermediary would provide IT support so that there are assurances about where students are in the process and where they are assigned.
- » An intermediary must understand the liability aspects for employers, employees, and students.
- » A well-developed intermediary model operates almost like a franchise, providing a consistent product throughout.

THE ROLE OF THE INTERMEDIARY

d. Sample Role Description

Below is sample language for an intermediary, or industry coordinator, role or job description.

General Job Description Intermediary/Industry Connections Coordinator (ICC)

RESPONSIBILITIES AND PROJECT OVERVIEW:

The ICC will serve as the liaison between industry, college, and high schools in coordinating various work-based learning and educational activities, such as tours, guest speakers, job shadows, internships, and summer institute programs. The ICC will also visit high school campuses to provide work-readiness trainings for students. The ICC will maintain existing and form new industry, college, and community partners to provide industry and educational exposure opportunities benefiting students, graduates, teachers, and counselors of the high school Health Career Pathway programs.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- » Health industry workforce needs and typical challenges/barriers
- » Industry and community partner-development strategies
- » Career-Technical Education and high school Health Career Pathway program objectives

Ability to:

- » Understand and use health facility and college policies, procedures and operations
- » Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, sexual orientation, disability, and ethnic backgrounds of students and teachers
- » Demonstrate strong oral and written communication skills
- » Work independently with minimal direction
- » Effectively manage and prioritize multiple, concurrent project tasks

Duties:

- » Serve as the liaison between industry/college/community partners and high schools in coordinating various work-based learning and educational activities including:
 - Industry and college tours
 - Classroom guest speakers
 - Job shadows at industry facilities
 - Internships and summer institute programs including recruitment, pre-screening, and onboarding
- » Visit high school campuses to provide work-readiness trainings for students
- » Maintain existing and form new industry, college, and community partners
- » Develop list of college programs within sectors
- » Maintain list of high school pathways within sectors
- » Conduct exit interviews with health pathway completers
- » Submit reports on industry, college and community partnerships and related activities
- » Work in alignment with curriculum coordinators
- » Assist with event planning

VIII. Funding and Sustainability

One of the most challenging aspects of any partnership is the issue of financial support and sustainability. This section only scratches the surface when it comes to sources of funding to support work-based learning in the health sector. What is increasingly becoming an imperative, however, is the importance of braiding funding and leveraging resources for this work. It is no longer possible, nor sustainable, for programs to be relying upon one source of funding.

a. Educational Funding

Public funding for health pathway programs and career technical education in California is complicated and derived from a combination of federal and state sources. At the federal level, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 supports career technical student organizations and related activities. The Act defines “career and technical student organizations” as “an organization of individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. Such organizations may have state and national units that aggregate the work and purposes of instruction in career and technical education at the local level.” In California, the state supported career and technical student organizations include Health Occupations Students of America (HOSA), as well as many others.

At the state level, as was previously stated in this document, the California Health Science Capacity Building Project, authorized by the Governor’s Career Technical Education Initiative, is coordinated by the CDE and the California Community Colleges Chancellor’s Office. The primary purpose of the project is to build quality pipeline programs throughout the state to prepare students to transition into health care occupations and post-secondary education programs that will result in qualified workers to meet the critical health

workforce shortages. Approximately 40 applicants are awarded up to \$75,000 in urban, suburban, and rural communities in California. CDE makes final award determinations based on application quality and geographic location. Selected programs must be structured to allow participating students to explore a variety of careers in healthcare beginning in grade seven. In grades nine through twelve, students begin developing knowledge and skills to prepare them for the transition to post-secondary education and specific careers in health care.

State legislation launched the California Partnership Academies (CPAs) in 1984. CPAs exemplify the career academy model for preparing high school students to succeed in both college and careers. Career academies are small learning communities within larger high schools, usually enrolling students in grades 10-12. Each year, students take classes together, including core academic subjects and at least one career-technical course related to the academy’s career theme. A team of teachers works with the same group of students over several years, linking instruction across disciplines and over time. ***Employers provide internships and other opportunities for students to learn outside the classroom.***⁷ Each CPA is required to receive financial or in-kind support from the host school district in an amount at least equal to the CPA grant from the state. The CPA law also requires each academy to receive financial or in-kind contributions from employers that equal or exceed the amount of the state grant. ***In 2009-10, 93% of CPAs met the employer matching requirement.***

Most recently, in July 2014, the California Legislature passed and the Governor signed into law the Budget Act of 2014, which created the California Career Pathways Trust. Over the course of two years, funds in the amount of \$250 million annually were made available to school districts, county superintendents of schools, direct-funded charter schools, regional occupational centers or programs operated by a joint powers authority, and community college districts

FUNDING AND SUSTAINABILITY

in the form of one-time competitive grants. Grant funding was for the purpose of supporting specialists in work-based learning, to convene, connect, measure, or broker efforts to establish or enhance a locally defined career pathways program that connects school districts, county superintendents of schools, charter schools, and community colleges with business entities, among other activities.

b. Employer Funding

Employers throughout the state invest in work-based learning for high school students. Despite these investments, there remains a shortfall of available experiences for all health pathway students. In health care, employers have sponsored programs through workforce planning and development budgets, community benefit dollars, human resource budgets, as well as volunteer services.

It is important that decision-makers are provided data that supports how the program can help improve the culture, aid in innovation, transform patient experience/satisfaction, and improve scores and/or image. In addition, studies indicate that hospitals value the community relations benefit of providing work-based learning opportunities. The students, because of their experience in the hospital, become a community ambassador for the hospital and can promote the good work of the organization.

Third-party evaluations of a program can also speak volumes. An evaluation can demonstrate the larger impact a program is having on a community beyond the single student participating in the work-based learning experience.

Last, gaining a deep understanding of the various investments and work-based learning activities in a region is important. Leadership will want to easily “connect the dots” across the various projects, pathways, funding, and scale-up efforts in the region. Demonstrating that you understand the landscape and can be a source of value in leveraging other efforts, this will speak volumes and improve employer engagement.

c. Workforce Investment System Resources

The federal Workforce Innovation and Opportunity Act (WIOA), which was signed into law in 2014, outlines a broader youth vision that supports an integrated service delivery system and gives a framework through which states and local areas can leverage other federal, state, local, and philanthropic resources to support in-school and out-of-school youth. If you are implementing or expanding a work-based learning partnership, it would be worth a conversation with your local workforce investment board. More information on the youth component of WIOA can be found at http://www.doleta.gov/wioa/pdf/WIOA_YouthProgram_FactSheet.pdf

d. Private and Philanthropic Funding

In California, many philanthropic foundations are engaged in work-based learning, including the funders of this roadmap, the James Irvine Foundation. Other foundations interested in this work include The California Endowment, J.P Morgan Chase, Foundation for California Community Colleges, and others.

In conclusion, there is much activity in the world of experiential learning and there is educational, employer, philanthropic and other funding to support the goals. Ever-diminishing public resources require that partners braid their funding from various sources in order to fully support a program. In addition, it is imperative that programs have a built-in sustainability plan so that as grant or other public funding recedes, there is a foundation and safety-net in place to keep the work going.



IX. Protection for All

a. Sample Liability Form

In the interest of protecting all parties, it is a good practice to clearly outline expectations in writing. The following section is meant to be used as a resource as you develop a work-based learning program. The resources are based on forms used by other health employers who work regularly with K-12 students. Again, these forms are offered for informational purposes only and do not constitute legal advice or a comprehensive guide to issues to be considered in creating a partnership program with K-12 schools. An organization adopting any or all of this tool kit should not use it without careful legal review and necessary modifications.

Sample Liability Form

School's responsibilities:

1. School shall provide and maintain Commercial General Liability and Property Damage Insurance (bodily injury, property damage, personal and advertising injury, products, and completed operations coverage), or a program of self-insurance, that is as broad with no limiting endorsements, for claims resulting in bodily injury including death, personal injury, and property damage with minimum limits of at least One Million Dollars (\$1,000,000) each occurrence and annual aggregate limits of not less than Three Million Dollars (\$3,000,000) with an additional insured endorsement naming Agency Indemnities as additional insured's on School's policy.
2. School shall provide and maintain professional liability coverage for all students and school instructors while students and instructors are at the Agency. Such insurance shall be in an amount not less than \$1,000,000 covering injuries including death to any one or more persons in any one occurrence and \$3,000,000 in the aggregate per year, with an additional endorsement naming Agency as an additional insured on school's policy. Insurance policies shall be written by carriers reasonably satisfactory to each party. School shall

provide a copy of such insurance policy to Agency prior to the time Student begins his/her experience under this agreement. School will notify Agency at least ten days prior to any change in coverage. Upon the Agency's request, the school shall also provide the Agency with certificates of insurance of self-insurance.

3. School shall provide and maintain Worker's Compensation Insurance as required by California law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or health care coverage throughout their assignment at Agency.
4. School shall indemnify and hold harmless health employer and its employees (each, an indemnity) from and against any and all claims, losses, damages, liability, costs, expenses (including reasonable legal expenses), judgments or obligations whatsoever, incurred by or on behalf of the Agency in connection with injury (including death) or damage to any person or property to the extent resulting from the negligent act or failure to act or willful misconduct of the health employer, its officers, directors, employees, agent, or teachers.

Agency's Responsibilities:

1. Agency shall provide during the terms of this Agreement such commercial general liability and property damage, professional liability, and other insurance or self-insurance as shall be necessary to insure or self-insure the Agency and its employees against any claim or claims for damages arising out of Agency's and its employees' act or omissions under this Agreement, including claims arising by reason of personal injury or death in connection with the Program, or use of any property or facility pursuant to this Agreement. The Agency shall notify the School at least ten days prior to any change in or cancellation of such insurance or self-insurance. Upon the School's request, the Agency shall also provide the School with certificate of insurance or proof of self-insurance.

PROTECTION FOR ALL

2. Agency shall assume full responsibility for all loss or expenses (including costs and reasonable legal expenses) resulting from liability imposed by laws upon the Agency because of injury or death to any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due to the negligence or wrongful conduct of the Agency, its officers, directors, shareholders, agents, or employees.
3. Agency shall indemnify and hold harmless School and its employees (each, an indemnity) from and against any and all claims, losses, damages, liability, costs, expenses (including reasonable legal expenses), judgments, or obligations whatsoever, incurred by or on behalf of the School in connection with injury (including death) or damage to any person or property to the extent resulting from the negligent act or failure to act or willful misconduct of the School, its officers, directors, employees, agent, or teachers.

b. Student Safety in the Workplace

Facilities should have in place a work place safety orientation that covers the following:

» **Organization's Infection Prevention Policies**

» **Organization's Infection Control and Infection Prevention Resources**

- How infections and diseases are spread (blood-borne, droplet, airborne, contact, ingestion, vector)
- Preventable diseases (hepatitis B, measles, mumps, rubella, varicella, influenza, tetanus, hepatitis A, meningitis, pertussis whooping cough)
- Infection prevention
 - ◆ Isolation rooms
- Protecting oneself
 - ◆ Hand washing, not entering isolation rooms
 - ◆ Proper handling of bio-hazardous waste
 - ◆ Immunizations

» **Organization's Safety Policies**

- Organization's safety codes
 - ◆ Will be different organization to organization
 - ◆ Such as code red, blue, pink, gray, silver, orange, shelter in place, baby security, etc.
- How to call an emergency
- Material Safety Data Sheet (MSDS)

This may vary slightly depending on specific organizational policies. As an employer you may also want to create a student health survey that the students sign and return with supporting documentation regarding immunizations. *See example on the next page.*



PROTECTION FOR ALL

Sample Non-Employee Personnel Health Clearance

Name:	
Address:	
Date of Birth:	Home Phone:
Student ID Number:	Department:
Supervisor/Contact:	Location:

HEALTH REQUIREMENTS

IMPORTANT: Please provide written documentation for each requirement listed below.

TUBERCULIN SKIN TEST (TST – PPD)

Candidates with a history of “negative” tuberculin skin tests and who are over the age of 21 will need to provide documentation of two (2) negative TSTs within the previous twelve (12) months. Candidates age 21 and under will need to provide documentation of one (1) negative TST within the previous twelve (12) months.

Candidates with a history of “positive” tuberculin skin tests will need to provide a radiology report of a “negative” Chest X-Ray within the previous twelve (12) months

PROOF OF IMMUNITY TO MEASLES, MUMPS AND RUBELLA (MMR)

Candidates will need to provide documentation of receiving two (2) doses of MMR vaccine OR laboratory evidence of immunity (blood test/titre).

CHICKENPOX

Candidates need to provide documentation of receiving two (2) doses of varicella vaccine OR documentation of laboratory evidence of immunity (blood test/titre).

HEPATITIS B (Only for those candidates who will provide direct patient care).

Candidates will need to provide documentation of receiving three doses of the hepatitis B vaccine OR laboratory evidence of immunity (blood test/titre).

Tdap VACCINE & SEASONAL FLU SHOT

Candidates will provide documentation of receiving one (1) dose of the Tdap (Tetanus, Diphtheria and Pertussis) as well as documentation of receiving a seasonal influenza shot during influenza season.

I certify that the above information is true and complete to the best of my knowledge.

Signature:	Date:
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CHECKLISTS, TEMPLATES AND OTHER RESOURCES

X. Checklists, Templates and Other Resources

a. Sample Parental Consent Forms

These forms are offered for informational purposes only and do not constitute legal advice or a comprehensive guide to issues to be considered in creating a partnership program with K-12 schools. An organization adopting any or all of this tool kit should not use it without careful legal review and necessary modifications.

Sample Parental Consent Form

Enrollment Consent: I consent to the enrollment of my son/daughter during their 5th and/or 6th period (name of high school) in the (name of program).

Student Information	
Last Name:	First Name:
Home Phone:	
Address:	City, State, Zip:
Field Trips/Tours:	Photo Release Authorization:
Permission is granted for my son/daughter to participate in tours while participating in the (name of program). <input type="checkbox"/> Yes <input type="checkbox"/> No Initials _____	Permission is granted to photograph my son/daughter for promotional and educational purposes. <input type="checkbox"/> Yes <input type="checkbox"/> No Initials _____
Address of Parent/Legal Guardian:	Workplace of Parent/Guardian:
Name:	Name:
Address:	Address/Department:
City, State, Zip:	City, State, Zip:
Phone:	Phone:
Other Emergency Contact Person:	My child may be released to:
Name/Relationship:	Name/Relationship:
Phone:	Phone:
Signature/Relationship:	Date:
Name of Insurance Company:	

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

b. Sample Memorandums of Understanding and Other Agreements

Sample Agreement

This Agreement is entered by and between (“agency”), located at (agency address) and (“school”), located (school address).

I. RECITALS

- 1.01 The School requires sponsoring health care organizations to provide volunteer work settings and experiences for students in the (name of class/program/academy).
- 1.02 The Agency has facilities available to furnish such experience and, as a community service, is willing, under certain conditions, to allow School to utilize certain of the Agency facilities and health professional mentors to support program students in achieving work experience across certain health care and technical fields.

II. RESPONSIBILITIES

THEREFORE it is agreed:

2.01 GENERAL RESPONSIBILITIES OF THE PARTIES:

A. It is understood and agreed by the parties that the education program be conducted pursuant to this Agreement is an educational program of school and not of Agency, and that students participating in the program at all times shall be under the exclusive jurisdiction of school. Notwithstanding the foregoing, the time, place and subject matter of all education hereunder shall be subject to the approval of Agency, and school hereby assumes responsibility for assuring that students observe the rules and regulations of Agency, including recognition of the confidential nature of information on patients and their records, and that they do nothing which might prove detrimental to Agency or its patients. At no time shall students be permitted to take any active role in the provision of health care to any Agency patient, including the review of patient care records.

B. In order to provide the coordination and cooperation essential to the conduct of an effective program, school and Agency each shall appoint one or more persons to work together in planning and implementing the educational program and, in this connection, they shall advise one another of the philosophy, objectives, policies and regulations of their respective institutions and establish such matters as the time and place of education and the number of students to participate in any program at any given time. Agency representative will be the Coordinator of Workforce Planning and Development or designee.

C. The program to be conducted hereunder shall be conducted without the payment of any monetary consideration by School and Agency to the other or by or to any student participating in the program.

D. The parties shall comply with all applicable accrediting body standards, as well as all applicable federal, state and local law, regulations and ordinances.

2.02 RESPONSIBILITIES OF THE SCHOOL

The School shall:

A. Designate a teacher and an alternative through which the Agency will communicate and coordinate working relationships.

B. Carefully screen students and coordinate assignments with the Agency Coordinator of Workforce Planning and Development or designee, subject to the right of the Agency to terminate any student’s participation for any cause deemed sufficiently by Agency, and provide list of students, date of affiliations, and other pertinent information to Agency.

C. Provide a copy of the performance objectives for the student’s work experience.

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

D. Furnish to Agency, written evidence on each student of current:

1. PPD skin test with negative results within the previous 12 months, valid and no older than 12 months through the end of the internship, and if positive, a written, negative chest x-ray result.
2. Proof of MMR x2 or positive rubella titre.
3. Proof of MMR x2 or positive rubeola titre.
4. Proof of MMR x2 or positive Mumps titre.
5. Proof of hepatitis B series, positive hepatitis B antibody titre, or initiate vaccine series.
6. Proof of varicella vaccine x2 or positive chickenpox history, or positive varicella titre.
7. Proof of compliance with all childhood immunization requirements and boosters.
8. Other immunizations, vaccines, lab work or verification, as deemed necessary by Agency.

E. Assure that students are informed about and adhere to laws on HIPAA and confidentiality of medical information.

F. Demonstrate evidence of quality review of the program.

G. Arrange for periodic conferences between school and Agency representatives to evaluate student progress and the program, as appropriate.

H. Provide and be responsible for the care and control of all School's educational supplies, materials, and equipment used for instruction during program.

2.03 RESPONSIBILITY OF AGENCY

The Agency shall:

- A. When possible, make available to the students work areas, equipment and reference materials needed for work assignment, and orient the student to policies and procedures of Agency.
- B. Assign to a student a "mentor" supervisor to oversee the student and provide feedback to the School and Workforce Development Coordinator

or designee about student performances.

C. Ensure that at all times students are not involved in the direct care of patients, but may observe patient care and be assigned non-clinical or other patient support tasks under the mentor's supervision.

D. Work cooperatively with School to provide a satisfactory learning environment for students and learning experiences from among the ongoing activities of Agency.

E. Allow access to the cafeteria and other areas provided by Agency for its staff for the purpose of taking meals. All meal costs shall be borne by the student.

F. Provide emergency health care or first aid in the event a student sustains an injury or illness needing immediate attention. Such cost shall be borne by the student or school as appropriate.

G. Retain the right to terminate any student participation for cause deemed sufficient by Agency.

H. Maintain at all times full responsibility for care of its patients; retain professional and administrative responsibility for services rendered.

III. INSURANCE AND INDEMNIFICATION

- 3.01 School shall provide and maintain Commercial General Liability Insurance using Insurance Services Office occurrence form CG 00 01 with an edition date prior to 2004 (bodily injury, property damage, personal and advertising injury, products, and completed operations coverage) or an equivalent form, or a program of self-insurance, that is as broad with no limiting endorsements, for claims resulting in bodily injury including death, personal injury, and property damage with minimum limits of at least Three Million Dollars (\$3,000,000) each occurrence and annual aggregate limits of not less than Three Million Dollars (\$3,000,000) with an additional insured endorsement naming Agency Indemnitees as additional insureds on School's policy; and

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

3.02 School shall provide and maintain professional liability coverage for all students and school instructors while students and instructors are at the Agency. Such insurance shall be in an amount not less than \$1,000,000 covering injuries including death to any one or more persons in any one occurrence and \$3,000,000 in the aggregate per year, with an additional endorsement naming Agency as an additional insured on School's policy. Insurance policies shall be written by carriers reasonably satisfactory to each party. School shall provide a copy of such insurance policy to Agency prior to the time Student begins his/her experience under this Agreement. School will notify Agency at least ten days prior to any change in coverage.

3.03 School shall provide and maintain Worker's Compensation Insurance as required by California law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or health care coverage throughout their assignment at Agency.

3.04 School shall indemnify, defend, and hold harmless Agency against: (i) any and all liability arising out of School's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the negligent operations, acts, or omissions of the School's employees, students, or agents relating to or arising out of their services under this Agreement; and (ii) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of the Agency in connection with the defense of such claims.

3.05 Agency shall indemnify, defend and hold harmless School against: (i) any and all liability arising out of Agency's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the negligent operations, acts or omissions of the School's employees, students or agents relating to or arising out of their services under this Agreement, and (ii) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of the Agency in connection with the defense of such claims.

3.06 The parties hereunder agree that Agency is responsible only for the actions of its respective officers, employees, and agents, and that while participating in the program hereunder, students and instructors are not employees or agents of Agency, regardless of the nature and extent of the acts performed by them. Agency shall not assume any liability under any worker's compensation or employer liability law on account of any injury to or act of student or instructor performing pursuant to the Agreement, and that student or instructor while performing or traveling pursuant to this Agreement.

IV. TERM AND TERMINATION

4.01 The term of this Agreement shall commence on (Date) and shall continue to be in effect for five (5) years or until terminated by either party with or without cause, upon giving at least ninety (90) days written notice to the other.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates indicated.

AGENCY: (Name of Agency)	SCHOOL: (Name of School)
By: (Name)	By: (Name)
Title:	Title:
Date:	Date:

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

c. Student Training Agreement

Sample Student Training Agreement

(Signed by student, parent, teacher, employer)

I, _____, understand that as a (name of academy) student at _____ I will be required to follow the standards of appropriate workplace conduct listed below while I am on the job:

- » I will be punctual and conscientious in the fulfillment of my commitment and duties
- » I will accept supervision graciously.
- » I will conduct myself in a dignified, courteous, and considerate manner.
- » I will take any problems, criticisms, or suggestions to my supervisor.
- » I will follow all company policies and procedures.
 - (Dress code, safety training, etc.)
- » I will always knock on closed doors.
- » I will not chew gum or eat food while working.
- » I will not bring friends to the work site.
- » I will not accept tips (see Medical Center policy).
- » I will always notify my supervisor if I am not able to report for work.
- » I will only work when and where assigned.
- » I will refrain from loud talking and laughing (appropriate places).
- » I will not use company phones for personal calls.
- » I will not discuss race, religion, or politics with customers.

Academy Students are required to follow the same code of conduct as other members of the team. Always remember that you are representing our company to the public.

Academy Student Signature:	Date:
Supervisor's Signature:	Date:

One copy for the department file – please send original to (name of program) office.

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

d. Sample Program Contract

Sample Program Contract

The Department of _____ agrees to accept the placement of a high school student as part of the (name of academy).

The primary/secondary supervisor agrees to provide the following:

- » Department orientation
- » Assigning and monitoring work
- » On-the-job-training
- » Maintaining department time and attendance records
- » Time off to attend required training or classes
- » Three month and year-end evaluations
- » Providing students with educational experiences
- » Monthly job shadows

The (name of program) department agrees to provide the following:

- » Student wages, including adjustments as appropriate, etc.
- » General orientation, including safety requirements
- » Assistance to the supervisor
- » Counseling and coaching to the student as appropriate
- » Liaison to the high school program coordinator/parents
- » Tracking and monitoring student progress
- » Maintenance of student records

If, for any reason, the placement of the student becomes problematic, the department supervisor agrees to bring it to the attention of the (name of program) program coordinator and/or the (name of academy) instructor. I have read and understand the responsibilities of the department.

Primary Supervisor	
Print Name:	
Signature:	Date:
Department Location:	Fax:
Signed (Department Director Signature):	Date:
Signed (Youth Employment and Development Program):	Date:

(copy will be sent for your records)

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

Sample Program Contract (continued)

Health Careers Academy Department Information	
PART ONE	
Students must be supervised at all times. Supervisors will be responsible for student assignment including monthly job shadow.	
Department (please print):	Location:
Primary Supervisor:	
Extension:	Fax:
Secondary Supervisor:	
Location:	Fax:
Number of students requested for area _____	
If requesting students for several areas within your department please designate a "lead" for the area and include all supervisors, department areas, locations, extensions and business hours.	

PART TWO	
Please attach a departmental student job description for each position requested. The Director of Recruitment & Workforce Planning and Program Coordinator will review all job descriptions (see sample).	
DEPARTMENT SPECIFIC	
Department Name:	
<p>Computer Access</p> <p>If a student will be assigned projects that require computer usage, please complete the following information. All (name of program) students will be given an account during their orientation. (name of program) will be responsible for the distribution and management of all accounts. Students will <u>not</u> have access to Web/VS.</p>	
Department System (specify):	
Institution Systems (specify):	
<p>Please check the skills your student will need and/or will be exposed to as part of their assignment:</p> <p><input type="checkbox"/> Word-processing (e.g. Word)</p> <p><input type="checkbox"/> Spreadsheets (e.g. Excel)</p> <p><input type="checkbox"/> Graphics</p> <p><input type="checkbox"/> Working with patients (please specify) _____</p> <p><input type="checkbox"/> Customer Service (please specify) _____</p> <p><input type="checkbox"/> Receptionist Duties</p> <p><input type="checkbox"/> Phones</p> <p><input type="checkbox"/> Filing: Patient _____ Employee _____ Other (please specify) _____</p>	

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

e. Sample Job Description

Job Title:

Student, Liver and Kidney Transplant

Reports to:

Administrative Services Coordinator and Department Program Coordinator

Job Summary:

Under the general direction of administrative services coordinator and the department (name of program) coordinator in the Liver and Kidney Diseases and Transplantation Department, the (name of program) student shall assist in special projects in the clerical aspects of administrative support to various team members in the department.

Essential Job Duties:

Prepare and assemble pre-transplant patient education and evaluation material. Assist with mail distribution, obtaining signatures for documents such as check requests and distribution assignments around the facility.

Work collaboratively for various clinical program coordinators and management assistants within the department.

(Name of program) student has the opportunity to learn the administrative and clinical protocol in the department. Has the opportunity to learn functions of the Liver and Kidney Diseases and Transplantation program and see the jobs available in the department. (Name of program) student will meet regularly to consult with administrative services Coordinator and Department (name of Program) coordinator to insure academic and career goals are met.

During the course of academic element of department (name of Program) program and if assigned, student under the strict supervision of clinical coordinator will learn to log outside patient labs on manual lab flow sheet, assist in confirming patient clinic appointments, files correspondence in patient shadow chart. Lessons will include general clinical education relating to the basics of Organ Transplantation.

Student will participate in job shadowing once a month.

Each academic year, student will participate in one extracurricular assignment relating to organ and tissue donor awareness.

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

f. Sample Student Application

Sample Student Application

Applicant Information			
Last Name:	First:	M. I.:	Date:
Address:		Apartment/Unit #:	
City, State, Zip:			
Home Phone:		Cell Phone:	
Date of Birth:	Social Security No.:	11th:	12th:
Counselors Name:	Email Address:		
Semester School Schedule			
Course	Teacher	Room Number	
Period 1:			
Period 2:			
Period 3:			
Period 4:			
Period 5:			
Period 6:			
Please list the different health or medical related careers in which you are interested:			
Explain WHY and HOW participating in the work-based learning experience will benefit you.			
Do you have family, relatives or friends that work in the health care profession or at (individual health facility)?			

CHECKLISTS, TEMPLATES AND OTHER RESOURCES

List any volunteer or part-time work experience that you have had or currently have.

--

Please check all computer programs you are comfortable with:

Word Excel PowerPoint Other Please specify _____

Have you taken computer classes at school? If so, which one _____

Typing speed: _____ wpm Other related skills _____

In addition to English, in which language(s) are you fluent?

--

What is your definition of a good employee?

--

In order for your application to be processed, you must include your 10 or 20 week report card (grades) and two letters of recommendations from an academic teacher.

I understand that the (name of program) is a partnership between (hospital name) and (high school name). I have read the requirements and understand this program takes the place of a 5th and/or 6th period and there can be no participation in after school sports or programs.

Student's Signature:	Date:
Parent's Signature:	Date:
Parent's Name (printed):	Work Phone Number:

PROGRAM EVALUATION

XI. Program Evaluation

a. Worksite Student Evaluation (Completed by the Health Facility)

Sample Worksite Student Evaluation

Please rate student worker in each area below. Place a check mark in front of the number that best describes the student. Use the space provided for any additional comments regarding specific job skills, basic communications or general remarks.

Student Name:	Date:
---------------	-------

ACCURACY OF WORK	CARE OF WORKING AREA	USE OF EQUIPMENT/MATERIALS
<input type="checkbox"/> Careless/makes many errors <input type="checkbox"/> Work frequently must be redone <input type="checkbox"/> Work usually passable <input type="checkbox"/> Careful/makes few errors <input type="checkbox"/> Consistently accurate	<input type="checkbox"/> Always untidy <input type="checkbox"/> Not very clean & tidy <input type="checkbox"/> Reasonably clean & orderly <input type="checkbox"/> Very clean & tidy <input type="checkbox"/> Exceptionally clean & orderly	<input type="checkbox"/> Rough & wasteful <input type="checkbox"/> Sometimes careless <input type="checkbox"/> Exercises adequate care <input type="checkbox"/> Careful & economical <input type="checkbox"/> Very careful & economical
SPEED IN PERFORMING DUTIES	ATTENDANCE	USE OF WORKING TIME
<input type="checkbox"/> Very slow <input type="checkbox"/> Slow <input type="checkbox"/> Adequate <input type="checkbox"/> Fast <input type="checkbox"/> Exceptionally fast	<input type="checkbox"/> Infrequent & sporadic <input type="checkbox"/> Absent often <input type="checkbox"/> Absent occasionally <input type="checkbox"/> Seldom absent <input type="checkbox"/> Never absent	<input type="checkbox"/> Very wasteful <input type="checkbox"/> Wastes time occasionally <input type="checkbox"/> Usually keeps busy <input type="checkbox"/> Always busy <input type="checkbox"/> Busy & productive
JOB LEARNING APPLICATION	RELIABILITY	INITIATIVE
<input type="checkbox"/> Little or no learning <input type="checkbox"/> Learns with difficulty <input type="checkbox"/> Adequate <input type="checkbox"/> Learns with ease <input type="checkbox"/> Exceptional ability	<input type="checkbox"/> Unreliable <input type="checkbox"/> Somewhat dependable <input type="checkbox"/> Usually dependable <input type="checkbox"/> Dependable & conscientious <input type="checkbox"/> Exceptionally dependable & conscientious	<input type="checkbox"/> Doesn't exhibit any <input type="checkbox"/> Waits for others to get started <input type="checkbox"/> Sometimes initiates <input type="checkbox"/> Needs little direction <input type="checkbox"/> Self-motivated/creative

PROGRAM EVALUATION

ATTITUDE TOWARD SUPERIORS	PUNCTUALITY	ATTITUDE TOWARD JOB & TRAINING
<input type="checkbox"/> Disrespectful/resentful <input type="checkbox"/> Poor or no interaction <input type="checkbox"/> Cooperates when asked <input type="checkbox"/> Cooperates willingly <input type="checkbox"/> Very respectful/helpful	<input type="checkbox"/> Frequently late <input type="checkbox"/> Often late <input type="checkbox"/> Late occasionally <input type="checkbox"/> Seldom late <input type="checkbox"/> Never late	<input type="checkbox"/> Disinterested in job & training <input type="checkbox"/> Accepts training with reservations <input type="checkbox"/> Shows varied degree of motivation <input type="checkbox"/> Interested & well motivated <input type="checkbox"/> Exceptionally interested & motivated
ATTITUDE TOWARD CO-WORKERS	SAFETY	PERSONAL APPEARANCE
<input type="checkbox"/> Does not get along <input type="checkbox"/> Poor or no interaction <input type="checkbox"/> Gets along satisfactorily <input type="checkbox"/> Works well with others <input type="checkbox"/> Excellent relationships	<input type="checkbox"/> Ignores safety rules <input type="checkbox"/> Often careless <input type="checkbox"/> Takes average precautions <input type="checkbox"/> Safety conscious <input type="checkbox"/> Very safety conscious	<input type="checkbox"/> Improperly dressed for job <input type="checkbox"/> Often untidy <input type="checkbox"/> Acceptable dress & grooming <input type="checkbox"/> Neat, well groomed & in good taste <input type="checkbox"/> Exceptionally well groomed & in good taste
GENERAL ESTIMATE	Additional comments:	
<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Fair <input type="checkbox"/> Good <input type="checkbox"/> Very good <input type="checkbox"/> Outstanding		

Rated By:	For Period From:
Title:	Phone:
Is the evaluator the student's immediate supervisor? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Please return completed form to:	
Student's Signature:	Date:

PROGRAM EVALUATION

b. Sample Survey for Gathering Employer Feedback on a Program

Gathering feedback from those working directly with the students can be very valuable to improving and/or expanding a program. Below is a sample employer survey utilized by one of the experts involved in this project.⁸ It can very easily be the foundation for an electronic survey tool, such as Survey Monkey.

Q1. How helpful were the students that you were assigned?	Limited	Sometimes Helpful	Helpful	Very Helpful	Don't Know
Q2. To what extent would you agree with the statement, "I enjoyed hosting the students?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q3. To what extent would you agree with the statement, "I had a positive experience working with the students?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q4. To what extent do you agree with the statement, "I think the students had valuable learning experience?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q5. To what extent do you agree with the statement, "I feel like I made a difference in the life of a student?"	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q6. What suggestions do you have for improving the program? (optional)	Open ended question				
Q7. Is there any advice you have for next year's students? (optional)	Open ended question				
Q8. Is there anything else you would like to share? (optional)	Open ended question				



APPENDIX

XII. Appendix

a. Partnership Matrix⁹

This matrix can be a guide as you consider what type of K-12 partnership is the best fit for your organization.

REQUIREMENT MODEL	Long-term/ Short-term	Career Exposure	Paid	Hospital- Funded	Other Funding Available through grants, education, etc.	Health Provider Space Requirement	Health Provider Coordinating Staff Needed
Student Visits	Short-term	Yes	No	Minimal, if any	Yes	No	Yes
Speakers/Classroom Demonstrations	Short-term	Yes	No	Minimal, if any	No	No	No
Career Day/Career Fairs	Short-term	Yes	No	Minimal	Yes	No	Yes
Volunteer Opportunities	Both	Optimally, yes but not always	No	Minimal	No	Minimal	Yes
After School Programs	Both	Optimally, yes	No	No	Varies	No	Yes
Health Occupations Students of America	Long-term	Yes	No	No	State/Federal	Minimal	Yes
California Partnership Academies	Long-term	Yes	No	No	State/Federal	Minimal	No
Health Science Capacity Building Project	Long-term	Yes	No	No	State/Federal	Minimal	No
FACES for the Future	Long-term	Yes	No	Yes	Philanthropy	Yes	Yes
Health and Science Pathway Initiative	Long-term	Yes	No	No	State	Minimal	No
Internships	Long-term	Yes	Optional	Yes	Various	Yes	Yes
Employment	Both	Yes	Yes	Yes	Various	Yes	Yes

APPENDIX

b. Links to Valuable Resources

The following links can be considered as resources for you as you develop your K-12 partnership. CHA is providing these links as information only, as we do not specifically endorse them in any way.

CHA Repository of Promising Practices

With generous support from The California Endowment, CHA has created a web-based repository for health workforce partners statewide to share their successful models and practices with others. Dynamic and continuously growing, the repository provides hospitals with template materials, links to other resources and information regarding successful strategies.

<http://www.calhospital.org/partnering-success>

California Health Workforce Alliance (CHWA)

CHWA is an active partnership of key health players in California to support the overall needs of work force demand. CHWA acts as an unbiased broker to create positive momentum in health workforce development. The breadth of membership enables the Alliance to serve as an ideal platform to increase knowledge, coordinate strategies, rapidly disseminate innovations, and establish shared agendas for policy advocacy and institutional reform.

<http://calhealthworkforce.org/>

Health Jobs Start Here

Health Jobs Start Here lists good healthcare jobs in California and helps individuals figure out which might be the best fit for them. This resource contains local postings, training programs, and advice on how to find financial aid. Health workers also share what they find rewarding and challenging about their jobs to allow individuals a real perspective into the profession.

<http://www.healthjobsstarthere.com/?gclid=CLWY3dSVmrMCFQhyQgodYkwA2w>

Linked Learning Alliance

Linked Learning is a proven approach that is transforming education for California students by integrating rigorous academics with career-based learning and real-world workplace experiences. Linked Learning ignites high school students' passions by creating meaningful learning experiences through career-oriented pathways in fields such as engineering, health care, performing arts, law, and more. When students love what they're learning, they work harder, dream bigger, and learn more. By turning high school education into a personally relevant, engaging experience for all students, Linked Learning exposes them to previously unimagined college and career opportunities. The California Department of Education, The James Irvine Foundation, and the California Community Colleges are contributing new funding for the 63 new pilot districts, ensuring that more districts, schools, and community colleges have the resources to develop Linked Learning pathways. Download the Linked Learning fact sheet for more information.

http://linkedlearning.org/wp-content/uploads/2013/03/101197-003IrvineFactsheets_EduAdmin_r11.pdf

National Academy Foundation (NAF)

NAF is a leader in the movement to prepare young people for college and career success. For more than 30 years, NAF has refined a proven educational model that includes industry-focused curricula, work-based learning experiences, and business partner expertise from five themes: finance, hospitality and tourism, information technology, engineering, and health sciences. More than 5,500 business professionals volunteer in classrooms, act as mentors, engage NAF students in paid internships, and serve on local advisory boards. Explore NAF's guide to work-based learning.

http://naf.org/files/WorkBasedLearningGuide2012_sm.pdf

APPENDIX

c. Participants

CHA extends warmest thanks to all of the participants who gave generously of their time and expertise to the creation of this roadmap and to the project in general.

Name	Title	Organization
Carol Allbaugh	Director, Inland Coalition	Reach Out
Cindy Beck	Education Programs Consultant	California Department of Education
Susan Benz	Manager, Career Readiness Linked Learning Office	Oakland Unified School District
Kristen Birtwhistle	Medical Group Administrator	Kaiser Medical Group, Stockton Health Academy
Brooke Briggance	Program Manager	Public Health Institute, FACES program
Mary Contreras	Chief Nursing Officer	Community Medical Centers
Michele Coughlin	Administrative Assistant	California Hospital Association
Tanja Hester	Senior Vice President	GMMB
Peggy Hilden	HealthCare Education Management Director	Kaiser Permanente
Tamra Kaplan	Chief Operating Officer	Long Beach Memorial Medical Center
Heather Kenward	Workforce Development	John Muir Health
Sonia Lira	Industry & College Connections Coordinator	Health and Science Pipeline Initiative
Gustavo Loera	Consultant	
Laura Long	Director, National Workforce Planning & Development	Kaiser Permanente
Cathy Martin	Vice President, Workforce Policy	California Hospital Association
Will Mellman	Vice Principal and Internship Director	Health Sciences High and Middle College
Ellese Mello	HWI Health Pathway Coordinator, Far North Region	HWI
Traci Miller	Principal	Health Careers Academy High School
Andrea Perry	Workforce Program Administrator	Cedars-Sinai
Trisha Ramirez	KP Launch, Internship Programs	Kaiser Permanente
Natalie Ray	Program Director	Health and Science Pipeline Initiative
Leah Rosengaus	Regional Director, Health Care Talent Innovations	COPE Health Solutions
Julie Sinai	Director	North/East Bay Pathways Consortium
Anette Smith-Dohring	Workforce Development Manager	Sutter Health
Melinda Stephenson	Leadership Development Program Designer	Impact Leadership
Sheila Thornton	VP, Workforce Excellence	Coachella Valley Economic Partnership
Tara Westman	Program Associate	The California Endowment
Michael Williamson	Consultant	Career Ladders Project
Donna Wyatt	Manager	CTE Curriculum & Instruction, Linked Learning

APPENDIX

d. Employer Self-Assessment Tool

With your own organization in mind, respond by using the ratings to the right.

1. To what extent are the following aligned with your organization's mission and goals?	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
1.1 Developing or strengthening partnerships with local schools.	1	2	3	4	0
1.2 Developing or strengthening a work-based learning program.	1	2	3	4	0
1.3 Becoming the main employer to students in a work-based learning program.	1	2	3	4	0
1.4 Supporting students' personal and professional development within the community.	1	2	3	4	0
2. To what extent are the following a priority in your organization?	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
2.1 Improving the quality of the workforce.	1	2	3	4	0
2.2 Increasing the workforce supply for your organization.	1	2	3	4	0
2.3 Working with schools to ensure that they are providing students with adequate industry education and training.	1	2	3	4	0
2.4 Becoming an organization that promotes the social and economic development of the community.	1	2	3	4	0
2.5 Growing your own workforce.	1	2	3	4	0
3. In the last 24 months, how often did the following occur within your organization?	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
3.1 Met with a local school to explore starting a work-based learning program.	1	2	3	4	0
3.2 Participated in partnership meetings with other stakeholders, in addition to schools, to discuss work-based learning activities.	1	2	3	4	0
3.3 Informed internal organization's human resource department and clinical staff about work-based learning activities for high school students.	1	2	3	4	0
3.4 Approved work-based learning placements for high school students.	1	2	3	4	0
3.5 Encouraged other organization staff to participate in work-based learning activities.	1	2	3	4	0

APPENDIX

4. How much institutional <u>experience</u> does the organization have in the following areas?	None	Little Experience	Some Experience	A Great Deal of Experience	Don't Know
4.1 Hosting high school students in a work-based learning capacity.	1	2	3	4	0
4.2 Collaborating with high schools to discuss workforce issues.	1	2	3	4	0
4.3 Collaborating with other health care agencies to discuss workforce issues.	1	2	3	4	0
4.4 Working closely with the local community, K-12 schools and students on any topic of concern.	1	2	3	4	0
5. As an organization, how much <u>capacity</u> do you have in the following areas?	No Capacity	A Little Capacity	Some Capacity	A Great Deal of Capacity	Don't Know
5.1 Capacity to host several high school students in a work-based learning capacity across several departments.	1	2	3	4	0
5.2 Time to collaborate with high schools to discuss workforce issues.	1	2	3	4	0
5.3 Capacity to partner with other health care agencies (clinics, etc.) on health workforce issues.	1	2	3	4	0
5.4 Capacity to dedicate staff time for mentors in work-based learning activities.	1	2	3	4	0
6. Please rate the organization's historical ability to...	No Ability	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
6.1 Maintain strong partnerships with educational institutions (secondary, post-secondary, or otherwise).	1	2	3	4	0
6.2 Dedicate time and effort from a program manager.	1	2	3	4	0
6.3 Dedicate time and attention from staff that are teaching and mentoring youth.	1	2	3	4	0
6.4 Sustain programs beyond grant or one-time funding.	1	2	3	4	0

APPENDIX

7. Please rate the organization's experience in creating or increasing...	Not at All	To a Small Extent	To a Considerable Extent	To a Great Extent	Don't Know
7.1 Fundraising opportunities in general.	1	2	3	4	0
7.2 Internal investments in work-based learning.	1	2	3	4	0
7.3 In-kind support from an internal or external source.	1	2	3	4	0
7.4 Philanthropic opportunities from foundations.	1	2	3	4	0

Add the total score for each of sections 1-7 and record below

Scoring At-a-Glance	Total Score	Section Mean*
Total Score of Section 1: Alignment with Mission and Goals	9	2.25
Total Score of Section 2: Workforce as a Priority	16	3.20
Total Score of Section 3: Internal Commitment and Passion for the Work	8	1.60
Total Score of Section 4: Experience	10	2.50
Total Score of Section 5: Capacity	11	2.75
Total Score of Section 6: Value	17	2.43
Total Score of Section 7: Financial Resources and Sustainability	11	2.75
All Sections Combined:	82	2.48
Total Overall Mean Score:		
* Total of all scores for that section divided by the number of questions in that section.		

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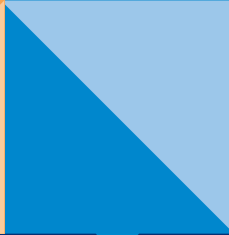
Endnotes

- 1 Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, Linked Learning, 2012, page 2.
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- 3 Ray, Natalie, Lira, Sonia, Health and Science Pipeline Initiative, 2015 Job Description.
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- 8 Mellman, Will, Health Sciences High and Middle College, San Diego, CA (2015)
- 9 Martin, Catherine, (2013), *Health Facility Work-based Learning Program Guide: Health Employer / K-12 Partnerships*, funded by the California Department of Education, page 24.



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