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ABSTRACT

This document is intended to assist health care organizations in designing and implementing a school-to-career (STC) initiative within their organization. Section 1 presents an overview of STC that discusses the following topics: skills needed by the health care industry's future workforce; the definition of STC; special needs of the health care industry; and reasons employers should get involved in STC. Section 2 explains how employers can get involved in STC at the school, local partnership, and school district levels and how they can participate in the following types of STC activities: field trips; job shadowing; career exploration; mentoring; and internships. Section 3 profiles five STC programs in Georgia, Maine, Massachusetts, California, and New York that feature extensive involvement by employers in the health care field. Each program description contains the following elements: program model; student profile; background information; program profile; discussion of partners; returns from participation; and a contact person's name and address. Section 4 details the following steps in establishing an STC initiative: learn about STC; contact educational partners; build commitment of internal stakeholders; plan the initiative; and launch the initiative. Section 5 describes five useful resources and references. Section 6 presents six sample forms for use in STC initiatives. (MN)

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A Guide to School-to-Career Involvement for Health Care Employers

December 1997

Jobs for the Future with funding from The Commonwealth Fund

One Bowdoin Square
Boston, Massachusetts 02114
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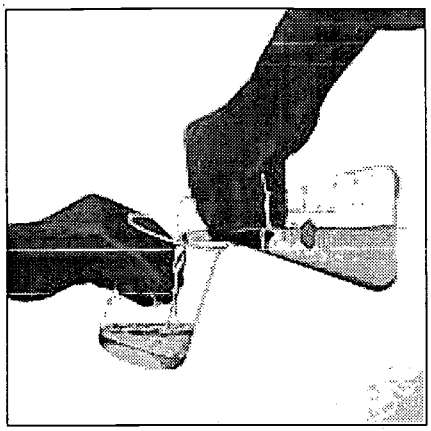

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I. Overview

Purpose of This Guide

This guide has been designed for health care organizations that are considering starting a school-to-career (STC) initiative. It is specifically intended for all those who will be involved in designing and implementing a STC initiative within these organizations.

A school-to-career initiative provides students with the opportunity to explore career options, solve real-life problems, and develop transferable workplace readiness skills through practical, work-related learning experiences. School-to-career initiatives offer health care organizations and other employers the opportunity to create their own pool of qualified workers and ensure that the students of today become the world-class workforce of tomorrow. School-to-career initiatives can help health care employers close skills gaps in particular health care occupations, lower recruitment costs, increase company morale, lower employee turnover, improve local student educational outcomes, and foster a positive public image in the community.

This guide provides basic information about school-to-career, discusses possible levels of involvement, provides a list of issues to consider before getting started, and describes the basic steps necessary to design and implement a STC initiative. This guide is not a comprehensive introduction to the school-to-career movement. For example, it does not address the school side of a STC initiative, nor does it describe all of the actions required to put in place and maintain a work-based STC initiative at your health care organization. Rather, it is designed to address the specific issues that a health care employer should consider when designing and implementing a STC initiative.

For further reading, an annotated list of resources is provided at the end of this guide. For more information on school-to-career in the health care field, please contact Jobs for the Future at One Bowdoin Square, Boston, MA 02114, (617) 742-5995.

What Will the Health Care Industry Need From Its Future Workforce?

In spite of current downsizing and restructuring, the U.S. health care industry is expecting significant growth over the next decade due to its aging population. It will need a steady inflow of skilled workers. In addition to the expected growth of the health care workforce, careers in the health care industry will be changing dramatically in the near future. The demands of the workplace are rapidly changing as careers that require a limited set of skills and follow a single track are disappearing. Jobs in health care are shifting to multi-tasked positions, and workers with a wide range of skills are in high demand.

A physical therapist who is also an x-ray technician will have a greater number of opportunities in the future job market. Everyone from administrative workers to clinical professionals will need to have interactive computer skills so that they can work independently. Yet, as important as cutting-edge technological skills are, interpersonal and communication skills will continue to form the foundation of quality patient care and customer service. All levels of workers must be able to interact with a diverse patient population. Workers who are multilingual will also be highly valued in the industry.

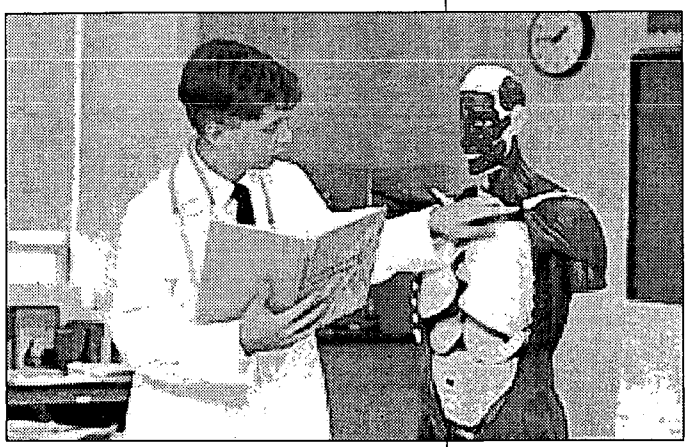
Unfortunately, our system of education does not prepare all students well for the rapidly changing nature of work: more than 50 percent of U.S. employers say they cannot find qualified applicants for entry-level positions. To address this issue, American business spends an estimated $30 billion on training and retraining its workforce.[1] These figures will likely rise until we fully address the mismatch between what and how students are learning and what they must know and be able to do to ensure successful careers.

[1] National School-to-Work Opportunities Office. *The School To Work Opportunities Act: Learning and Earning*. Fact Sheet. May, 1995.

If American businesses, including hospitals and health care organizations, are to be competitive in the 21st century, schools and businesses must join together. This effort must go beyond the school/business partnerships of the past, which often stopped at a donation of computer equipment for classrooms. Now, employers and educators must sit together at the table as true partners and work toward mutual goals. This means leading students from school to career.

What Is School-to-Career?

The school-to-career movement promises to change dramatically the way young people learn and how they enter the workforce. It will also transform how businesses recruit employees and how they train entry-level workers. The school-to-career approach to learning is based on the fact that individuals learn best by doing and by relating what they learn in school to their experiences as workers. In the workplace, there are no textbooks with questions to be answered at the back of each chapter. Instead, workers learn by doing, acquiring knowledge as necessary to complete projects and improving their skills through daily use. School-to-career provides the missing link between student's school experiences and their lifetimes as adult workers.



The school-to-career movement builds partnerships among businesses, schools, and community organizations. These partnerships help students gain the skills necessary for them to succeed in the workplace of the 21st century. Through school-to-career, young people have the opportunity to create career pathways and chart their future academic and work direction.

This exciting movement is underway. Large and small health care employers throughout the country—from major, urban health care centers to private practitioners—are participating in school-to-career initiatives. In nearly every city and locality engaged in a serious school-to-career initiative, health care employers are central players in local efforts. A recent national survey of members of the American Hospital Association (AHA) revealed widespread involvement in STC, with the majority of hospitals surveyed engaged in a wide variety of school-to-career activities. Health care employers can join forces in their local communities with schools, create dynamic approaches to learning, integrate work-based and school-based instruction, and provide input which will help build successful programs.

What Is Special About the Health Care Industry?

While school-to-career initiatives can be implemented by virtually every industry, it is particularly appropriate for the health care industry for several reasons:

- The history and culture of the health care industry, particularly within hospitals, lend themselves to the kind of "learning by doing" education promoted by school-to-career initiatives.
- Health care employers are stable influences within their communities, providing a relatively consistent set of diverse employment opportunities; they are far less mercurial than factories that pick up and move.
- Finally, most people who work in health care—individuals like yourself—care about people and want to make a difference in the lives they touch.

By the nature of their mission and services offered, health care organizations have a very strong stake in the economic and social "health" of the community. Health care organizations are major employers in many communities, and many health care organizations also have experience in teaching health care workers.

Why Get Involved?

School-to-career is a long-term strategy designed to address the potential skills gap in the health care industry. School-to-career offers health care organizations an opportunity to develop a multi-skilled, loyal, experienced, and local workforce and to reduce costs of recruiting, selecting, and training employees. Health care organizations receive direct, tangible benefits from their active participation in STC, including:

- **Qualified entry-level workers:** A recent national survey of members of the American Hospital Association (AHA) indicated that 65 percent of survey respondents cite "increasing the supply of entry-level workers" as a primary reason for starting or expanding their STC initiatives. Students who complete internships often acquire skills which qualify them for paid entry-level positions after they graduate from high school. In addition, students who participate in intensive work-based learning experiences develop the kind of skill-flexibility which is becoming increasingly critical for the health care workforce.
- **Lower recruitment costs and lower turnover:** When students who have participated in work-based learning experiences are hired, the often substantial cost of recruiting, selecting, and training new workers is reduced. For example, a recent study found that every hospital involved in Boston's ProTech–Health Care program currently has at least one ProTech graduate (and usually three or four) working at their hospital full or part-time. Hiring young people who have had a positive relationship with the organization can result in long-term employees committed to the organization and, ultimately, lower turnover.
- **Increased company morale:** The enthusiasm of young people can be contagious and frequently has a positive impact on employees. Adults often feel pride in sharing their expertise with students and find new excitement for their jobs when they are around young people who are interested in what they do and who want to learn from them. *(For example, see box.)*
- **Investment in the future:** Connecting students with the workplace gives them a clearer sense of the demands, opportunities, and responsibilities associated with being productive citizens, consumers, parents, and policymakers. Students also develop a heightened appreciation for the role that health care organizations play in the economy and in contemporary society. The more knowledge students have about health care, the better off all of us will be in the future.
- **Demonstration of the organization's commitment to the community:** Health care organizations are usually closely tied to the communities in which they reside. Playing a visible role in partnership with schools and students helps promote a positive public image, and fulfill a commitment to civic responsibility, and, in an increasingly competitive economic climate, may provide a competitive advantage.

As a long-term education and workforce development strategy, STC initiatives are typically used by health care employers to achieve a number of these goals at the same time. Perhaps most compelling to many health care employers has been the new pressures exacted by both the changing economy and the changing local com-

A teaching hospital sponsored several internships for students. A technician in the phlebotomy lab was impressed with the students' enthusiasm, but was embarrassed that she often could not answer their questions. Worried that she might misinform them, she began studying in the evenings. After several months she decided to take the certification exam. Although her supervisor had suggested several times that she do this, she had always lacked the self-confidence, but working with the students motivated her. When she passed the exam her supervisor gave her more responsibility in the lab and with the students, which helped her enjoy her job more and do it better.[2]

[2] Northwest Regional Educational Laboratory and Jobs for the Future. *Connections—Linking Work and Learning: Employer Recruitment & Orientation Guide*. 1996. Portland, OR: Northwest Regional Educational Laboratory and Jobs for the Future, p. 28.

munities in which they reside. To succeed in today's highly competitive economy, and simultaneously respond to the changing health care needs of local populations, health care organizations have found it imperative to train today's students to meet tomorrow's workforce needs.

Now it is time for your health care organization to share in the benefits of school-to-career. With your own strategic vision, a dedicated team, and a carefully crafted blueprint, you can build a firm foundation for your company's future workforce and for America's youth.

Any business that's going to be successful has to be part of the partnership with the community and with the people that live in that community because it's an obligation we have and because if the community is not strong, we're not strong. No matter how you look at it, if we don't have a qualified workforce, I can't pick up the hospital and move it someplace where there is a workforce. Business today spends about 30 billion dollars on educating its workforce. So it's really not an issue of spending money. It's when and how you do it.

George Kaye
Corporate Director of Training and Diversity for Partners Healthcare Systems, Inc.
Boston, Massachusetts

How Can Your Health Care Organization Become Involved?

Your organization can become involved in STC in a number of different ways, both at the student and community levels, tailored to the desires and resources that you bring to the effort.

At the student level, for those organizations whose resources allow only limited initial involvement in STC, there are opportunities to host **field trips** for local students; to provide **job-shadowing** opportunities for students and school staff so they can relate the world of work to classroom experience; and to help students with **career exploration** by speaking at career days about the range of job opportunities in the health care industry and the skill and education requirements of those jobs.

For those health care organizations whose resources allow for deeper involvement, there are opportunities to offer students focused **work-site learning experiences** which reinforce school-based learning, such as **career rotations** in which students work in different departments to explore different occupations within the health care organization; to supply students with a worksite **mentor** who provides guidance and encouragement on career-related matters; and to organize both paid and unpaid student **internships**. *(See chart on next page for a detailed summary of the Spectrum of Work-Based Learning Experiences for students.)*

In addition to working directly with students and teachers, there are other ways to get involved in STC. Health care organizations can get involved in STC at the **school** level; the **community** or **local partnership** level; and the **school district** level. The following are a few examples of involvement at each level.

At the **school level**, a health care organization can participate in the design of STC curriculum, offer teachers the opportunity to visit a local worksite ("teacher externships"), contribute to the design of a health care career pathway, or devise standards for assessing student performance in a work-based learning situation.

At the **local partnership** level, an organization can participate in the governance, design, implementation planning, measurement and evaluation of a local STC effort by working with other local business leaders in the partnership.

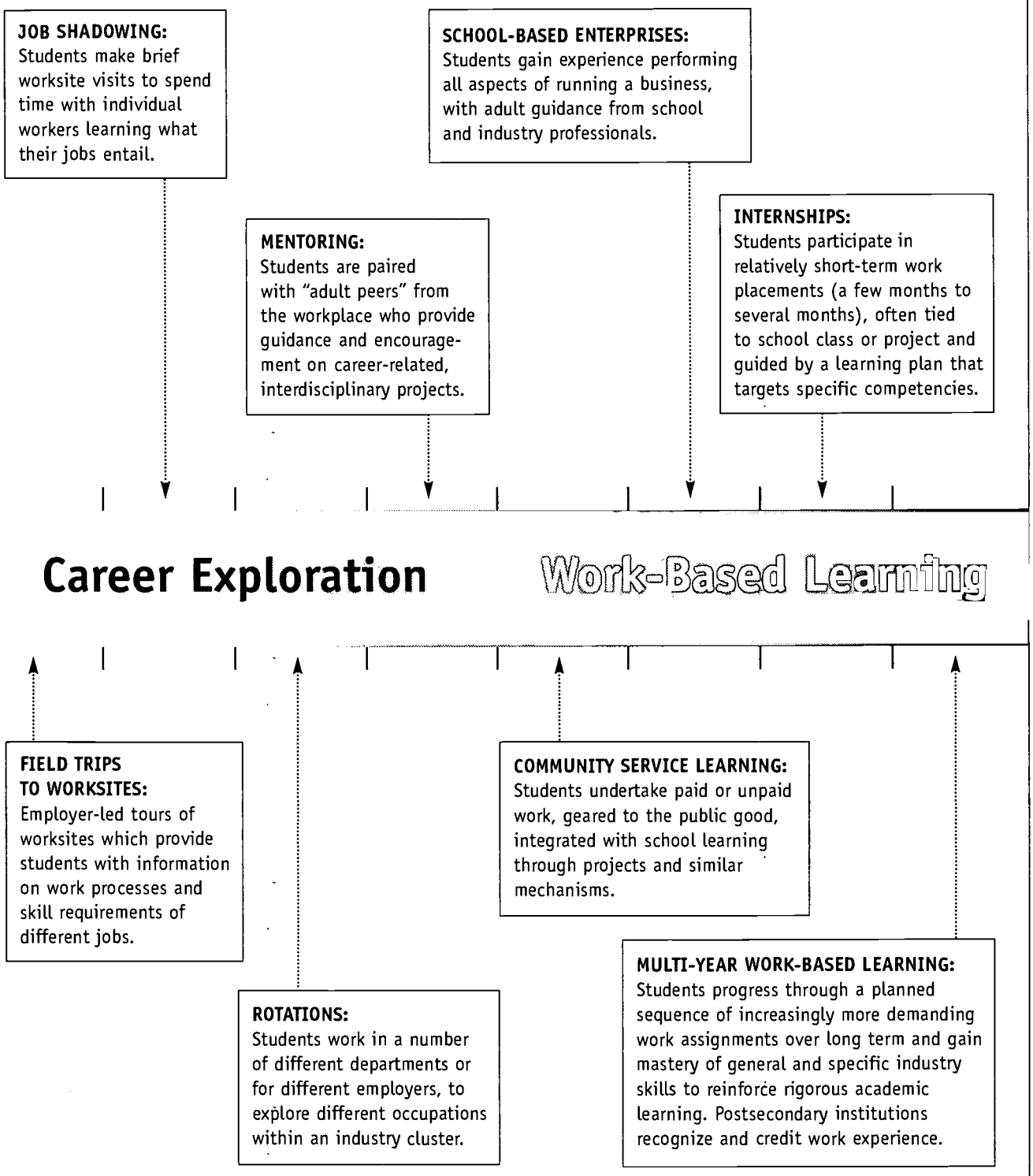
At the **school district** level, a health care organization can participate in the design of the STC organizational structure, such as a magnet career academy (e.g., the Oakland Health and Bioscience Academy in California); the planning and coordination of the working relationship between the school district and local employers; and the design of implementation mechanisms (e.g., standard agreements between the district and individual employers).

Activities

There are many ways to become involved in STC efforts. Providing career and work-related activities is one of the most direct and rewarding experiences for both students and employers.

The following are descriptions of five examples of popular activities at the student level that employers can offer—field trips, job shadowing, career exploration, mentoring, and internships. The activities are described in order of complexity, therefore the later ones may require more preparation. Some profiles of student experiences with these activities are included with these descriptions. For any of these five activities, however, the use of a well-structured learning plan can help ensure that the experience provides the greatest benefits to both the student and the employer. *(See "What Is a Learning Plan?" on page 7.)*

Spectrum of Work-Based Learning Experiences



Activities of greater intensity often include components of lesser intensity (e.g., rotations within internships).

What Is a Learning Plan?

A learning plan is a tool designed to maximize the student's educational experience at the worksite and help reinforce school learning. A good learning plan should describe learning objectives for the student's placement; activities and work tasks the student will engage in to achieve these objectives; and methods to document and assess mastery of learning objectives. *(For an example, please see Tool #3: ProTech Learning Plan.)* The basic elements of a learning plan can be adapted to a variety of worksite learning experiences including paid internships, career explorations, and job shadowing.

The "core components" of a work-based learning plan include:

- a list of specific work tasks or objectives;
- a list of broader competencies that will be developed through work-based learning;
- a method of tying the work task or objectives to the broader competencies;
- a mechanism for assessing the achievement of objectives and competencies; and
- a process by which the plan is used effectively.

A work-based learning plan should be:

- short enough for the employer to want to use;
- simple enough for the student to understand and own;
- rigorous enough to represent real learning;
- flexible enough to be used in a variety of settings; and
- professional enough for everyone to take it seriously.

A work-based learning plan helps both employers and students to:

- structure the placement so that more productive work can be done;
- tie together specific work tasks and objectives with broader competencies;
- document and evaluate student employees on their performance; and
- articulate expectations of employer and student, for fewer misunderstandings.

1. Field Trips

A field trip is a worksite experience (typically one to three hours) during which a group of students, escorted by worksite and school staff, tour an organization and speak with employees. A field trip is appropriate for any grade level; however, the tour's format and the information presented should be tailored to the age of the students and should, if possible, be linked to some in-school class or program.[3] For instance, a field trip to a hospital for 5th grade students might focus on the broader functions and organization of the hospital, whereas a field trip for 11th grade students might focus on specific departments and tasks that are necessary to perform a specific job.

A field trip should help students accomplish the following:

- Gain broader exposure to the world of work by visiting a workplace in the community.
- Get an overview of how a health care organization operates by touring the different departments and areas of a workplace.
- Expand their understanding of the variety of jobs in the health industry.
- Learn about the academic and technical skills and knowledge required to do different jobs.
- Increase their vision of career opportunities.
- Understand the connections between school, work, and achieving their goals.

The role of a worksite coordinator during a field trip is to give students a picture of careers, technologies, organizational structures, departments, skill demands, working styles, and environments while touring the workplace. The worksite coordinator can answer students' questions as well as engage them in conversation by asking questions about the things they see and the people they meet during the field trip.

[3] Northwest Regional Educational Laboratory and Jobs for the Future, 1996, p. 44.

2. Job Shadowing

Job shadowing is a worksite experience (typically three to six hours) during which a student spends time one-on-one with an employee, observing daily activities and asking questions about the job and workplace. Some students do only one job shadow per year, but many STC initiatives are realizing the benefit of multiple job shadows to help students better assess their areas of career interest. Most schools use job shadowing for students in the 7th through 12th grades.[4]

Job shadowing should help students accomplish the following:

- Observe the daily routine of adult workers.
- Begin to identify possible career interests.
- Gain an awareness of the academic, technical, and personal skills required by particular jobs.
- Develop and apply communication skills by interacting with and interviewing employees.
- Realize that different jobs are characterized by different work cultures and working environments.
- Navigate the community by traveling to and from the job shadowing worksite.
- Understand the connections between school, work, and achieving their goals.

Job shadow hosts can conduct regular daily work while talking about it with the student. They can help the student understand how their job fits into the organization by visiting other departments and describing how they work with other employees. If the student has a job shadowing workbook, the job shadow host should help him or her complete the assignments (by agreeing to be interviewed, for example).

Gricel's Experience

Gricel Batista is an 11th grader at Walton High School in the Bronx, NY and was recently an intern in the Career Paths component of the Walks of Life Program. As part of the program, she had the opportunity to shadow a nurse working in the Surgery unit of a New York hospital. In the following synopsis, she discusses what she learned during her job shadowing experience:[5]

"My favorite activity was when Jessica arranged for me to spend half a day at the hospital, because I told her that I wanted to be a doctor when I grew up. I went to St. Lukes-Roosevelt Hospital at the Roosevelt Hospital Division. I met with Nurse Carol Gilman and she gave me a tour of the 5th floor, which was where she worked that day. She showed me the OR, or Operating Room, where the actual operations take place; the recovery room, where patients go after they are operated, or until the anesthesia wears off and they are ready to be moved to their room; and the waiting room, where the patient's family members wait until the patient is operated.

Ms. Gilman went into one of the operating rooms being used and asked the physicians if they would mind if I stayed and watched the surgery they were doing. They said they didn't mind and I went inside. The very first thing I saw was a man's leg cut open. Ms. Gilman had warned me and had tried to explain to me what was going on, but I don't think I was ready for that. I have to admit that it wasn't as bad as I thought it was going to be. I expected it to be bloodier; I actually expected to see blood gushing out of a person's body.

The doctors were removing a diabetic man's vein in his leg. They were going to replace it with a synthetic one. They were going to turn the vein into an artery by changing the blood flow. First, they took the vein out. They stopped blood from coming into the vein by putting these tiny clamps at both ends of the vein. Then, they cut it out. After the vein was removed, they had to repair any damages it had. They took a syringe with some clear liquid and pressed it into the vein. Wherever there was a hole in the vein a stream of the liquid would come gushing out. At this

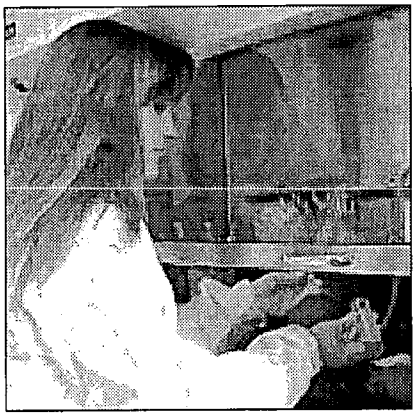
4 Northwest Regional Educational Laboratory and Jobs for the Future, 1996, p. 47.

5 Example courtesy of New York Hospital Foundation, Inc. and Walton High School in The Bronx, NY.

point, one of the doctors came up to me and tried to explain to me what they were doing. I think he thought I was a medical student or something because he kept using these big complicated medical terms. That day I even helped one of the surgeons put on his gown. Ha! They had told me I couldn't do anything, and I got away with doing that."

3. Career Exploration

Career exploration (also called career "rotations") is a worksite experience typically lasting 10 to 30 hours over the course of several days or weeks. During the career exploration, the student observes and interacts with employees, does hands-on activities, and completes assignments to learn about the workplace and the skills and knowledge required by different jobs. In order to get the most benefit out of career exploration, a student should complete several experiences across a variety of departments. Through multiple explorations, the student becomes aware of a variety of work settings and career areas. In many ways, a well-planned career exploration can parallel the kind of experience medical students receive when they go through rotations in medical school. Most schools use career exploration for students in the 9th through 12th grades.[6]



A career exploration should help students accomplish the following:

- Broaden awareness of different jobs and careers across industries.
- Identify personal interests and abilities.
- Begin to decide which careers to investigate further.
- Increase self-esteem by engaging in hands-on tasks and interacting with adult workers.
- Understand the interrelationship of all the different aspects of an industry such as how long-term care links to acute care, home care, and ambulatory services.
- Develop and apply decision-making and information-processing skills.
- Develop and practice a variety of basic employability skills.
- Challenge assumptions and stereotypes about different jobs and careers.
- Understand the connections between school, work, and achieving their goals.

The employee's role is to help the student understand whether or not this is a career area of interest to him or her by providing opportunities to interact with employees, do hands-on tasks, ask questions, and get answers. If the student has a career exploration packet, the employee can help the student do or see the things at the worksite that are needed to complete assigned exercises.

An Example of a Career Exploration from the ProTech Program[7]

When Brighton High School student Catherine Payen heard about Project ProTech last spring, she decided that successfully completing the program could really make a difference in her life.

"It gives you the opportunity to learn about many things, in not too much time," she said. This past summer, Catherine worked in the Department of Pathology at Massachusetts General Hospital (MGH), where human tissue is processed for the diagnosis of cancer and infection. Catherine began doing clerical work, but according to Chief Technologist Mike Frederickson, quickly demonstrated her eagerness to learn, so the other technicians taught her to do almost everything in the lab. Catherine described her summer job as an interesting learning experience. "I worked with patient tissue. I learned to

6 New York Hospital Foundation, Inc., p. 50.

7 "ProTech Profile." *Project ProTech News: Education at Work*, A Newsletter of Project ProTech. November, 1991, p. 1.

cut and imbed the tissue (to preserve the specimen), to coverslip the slide, and to print out labels for the specimen," she said. "I cannot say what I liked most, because it was all interesting. Everything was perfect."

Through ProTech, Catherine acquired the training and skills she needed to pursue a health care career, an industry she is interested in because she enjoys helping people. She describes this as the most important and rewarding aspect of working in this field. Catherine also realized that the ProTech curriculum, which rotates the students through many different departments and areas of the hospital, and the ProTech job experiences she will have over the next four years, will allow her to explore many different health care careers. This fall, because of her skills and experience, Catherine will be working part-time in place of a permanent staff person who is out. "For Catherine, this job was an invaluable chance to express her interest and aptitude in the medical field in a way that spoke louder than words," said MGH recruiter Pam DeNobile.

4. Mentoring

Mentoring is based on a sustained one-to-one relationship between a student and a more experienced person. Mentors advise students in the social and personal aspects of work, serve as role models, and provide a strong connection to a committed and reliable adult.

Mentoring is designed to be a long-term effort (typically one to two years duration) where the mentor and mentee meet at least once every two weeks. Unlike other STC activities, mentoring can take place at the workplace or away from the workplace. Dinners, community events, and entertainment events are popular mentoring activities. It is in these sometimes less formal environments that students and mentors have an opportunity to explore the personal and social aspects of work and education.

Mentoring can provide students with an opportunity to:

- Explore career development opportunities.
- Interact with a positive role model.
- Develop an increased awareness of their own growth in personal and social aspects of work.
- Progress toward their career and educational goals.
- Develop an understanding of the impact their interactions with others may have on other relationships, including work relationships.

The role of a mentoring program coordinator is to recruit employees who would make excellent mentors. Some basic considerations are: the degree to which health care employers are willing to engage in mentor selection, recruitment and training; the level of interest an employee shows in participating as a mentor; the level of communication skills (both listening and speaking) a potential mentor has; and the time a potential mentor would have to meet with a student.

An Example of What Mentoring Can Be[8]

Despina Pakiakis is a senior at the Manhattan Center for Science and Mathematics High School in East Harlem, New York. Through a partnership with Mount Sinai Medical Center, students from her school have been involved in the Youth Mentoring Program, which offers students support and guidance from adults as they engage in serious scientific pursuits.

Despina worked with Dr. Marie Grace, a Ph.D. in the Department of Human Genetics, who is a scientist researching Gaucher's disease, a crippling and sometimes fatal genetic disorder.

Despina soon developed a keen interest of her own in Gaucher's disease. The work has been challenging from the start. "What I do in the lab at Mount Sinai is much more complex than what we do in school," says Despina. "I have to deal with genetics and DNA and manipulate it. School helped me prepare for the lab work though, and the lab work definitely helps me with school." Despina has entered her work in the Westinghouse Talent Search, a prestigious nationwide competition in math, science, and engineering for high school seniors. Westinghouse has been a year-long commitment, one that has both tested and strengthened the relationship between student and mentor. The work has been by turns painstaking and rewarding. "You really have to understand what you are doing. It takes a lot of work and patience. Things go wrong."

Says Dr. Grace: "She has to learn that research doesn't always go well. Sometimes she takes failure in the lab very personally. I hope to help her gain perspective." Recently, Dr. Grace has noticed that her efforts, coupled with her mentee's increasing commitment, are beginning to pay off. "I witnessed Despina become more assertive. Last summer, if something went wrong, she would wait for help. Now she trouble-shoots. I think the turning point was her starting to work on the Westinghouse Project. Then it stopped being my research and started being hers."

Dr. Grace says her mentee has enlightened her about the aspirations and challenges faced by a younger generation. "Being a mentor has kept me in touch with what it's like to be a high school student. Being on the verge of independence, while your parents are hesitating about letting go." As Despina awaits the results of Westinghouse, she can scarcely believe her good fortune to have been part of the Mount Sinai scholars. "A teenager in a lab working with real scientists! It's been a great experience."

5. Internships

An internship is a worksite experience (typically 3 to 18 weeks) during which a student—with guidance and supervision from an employee—completes a planned series of activities, a set of learning objectives, or a project(s) designed to give a broad understanding of a business or occupational area. By integrating the internship activities or projects at the workplace with school-based learning, the student develops both job and academic skills. An internship culminates in a demonstration (product or presentation) of learning that is jointly evaluated by school and worksite staff. Most schools use internships for students in the 11th and 12th grades.[9]

An internship should allow students to accomplish the following:

- Develop transferable academic, technical and employability skills.
- Apply basic skills and knowledge to real world settings.
- Learn new skills relevant to the organization hosting the internship.
- Increase self-esteem by assuming real responsibilities in adult work settings.
- Focus career interests by experiencing a job and career area in depth.
- Understand the culture of the workplace and the finer points of interacting with co-workers and supervisors.
- Understand the connections between school, work, and achieving their goals.

8 "Everything That Mentoring Can Be." *Mentoring News: A Quarterly Publication for Youth Mentoring Program Participants*. The Johns Hopkins Hospital, Dept. of Human Resources and Organizational Effectiveness. Baltimore, MD. Fall 1995, Vol. 1, No. 3, p. 1.

9 Northwest Regional Educational Laboratory and Jobs for the Future, 1996, p. 54.

An internship coordinator can collaborate with the student and his or her teacher to structure the internship by setting outcomes and identifying activities to achieve them. Once the internship begins, the internship coordinator can instruct, supervise, and support the student. When it is complete, they can evaluate his or her performance.

An Example of an Internship from the Cornell Youth and Work Program[10]

"Michael Williams, a biomedical technology apprentice at Lourdes Hospital, works two hours a day learning how to service monitoring equipment, life support devices, analytic equipment, and other machines used in the hospital.

During his first year, Mike learned to test and repair the units and he became aware of non-technical aspects of his job, particularly the need for teamwork and responsibility. We observed Mike learning how to calibrate the heating element on a neonatal unit during one of his first weeks as an apprentice. With the housing removed to expose the unit's inner workings and a photocopied repair manual in front of them, Mike and his coach, Joe Ruby, worked together.

Joe explains to Mike how to put the machine in a self-test mode. Then he continues to read aloud the directions in the manual, giving pointers to the process: "Make sure, if the power is off, to see that the needle is at 90. If not, you'd adjust it at this point." Joe explains that different resistances programmed during these tests substitute for the temperatures of patients that would be recorded if a patient probe were connected to the unit. Over the next few minutes they tests the resistance and internal calibration of several systems within the unit, including the temperature selector, the timer reset light, and the fluorescent lights.

After running several tests, Joe shows Mike how to set the calibration resistance box. He repeats the number of ohms so that Mike can get it right. He tells Mike to set the register for 3000. After Mike sets it, the register shows more than 3000. Joe asks Mike: "Sure that's right?" Mike replies, "Yeah." Joe points to the register to show the error. He then explains: "I always reset the register to 0000 before I start setting the register on new numbers so I'm sure where I start."

Mike resets the register to 0000 and tries again to set the correct number. He succeeds. Joe continues to call the numbers and Mike sets them on the register. While they work, Joe gives Mike a bigger picture of the job. "We perform preventive maintenance to reduce unexpected breakdowns. We do it on all the equipment in the hospital to make sure things are running properly."

Although Mike gained considerable proficiency at these tasks, he was limited by not knowing the basic principles of electronics. After the observation, the manager of the department explained that his team had an instructional kit for basic electronics that could be set up for Mike. Some weeks later, Ben Wood and the department manager located an appropriate electronics course in an adult education program and negotiated with the school so Mike would not have to pay for it. On days when he attended the course, the hospital excused him from work but paid him."

10 Hamilton, Mary Agnes and Stephen F. *Cornell Youth and Work Program: Toward a Youth Apprenticeship System*. Cornell Youth and Work Program, Dept. of Human Development and Family Studies, Cornell University, Ithaca, NY. January, 1993, p. 12.

Many members of the health care industry are currently involved in STC initiatives, including hospitals, long-term care facilities, and insurance companies. The following profiles describe five outstanding STC initiatives in the health care industry.

Clarke County Youth Apprenticeship Program—Athens, GA

Program Model

The Clarke County School District's Youth Apprenticeship Program is a partnership between the school district and the two local medical centers. The program is a "2 + 2" model, which engages students in the last two years of secondary education and the first two years of postsecondary education.

Student Profile

The program involves 20 high school juniors, 19 seniors, and 10 students in postsecondary schools. Twenty sophomores will begin the program in the fall of 1997.

Background

Clarke County School District has developed a school-to-career model outlining a progressive continuum of work and learning beginning very early in students' school lives. The district is comprised of 19 schools: 13 elementary schools, four middle schools, and two senior high schools. All schools are involved in school-to-career efforts. The youth apprenticeship program is the largest in the state with medical apprenticeships at Athens Regional Medical Center and St. Mary's Health Care System, Inc.

The vision of this cohesive Athens-Clarke School-to-Work Initiative 2000 was sparked by a Tom Brokaw special early in 1993. Jim Hanks, Vocational Director for the school system, saw the special, *The Lost Generation*, where a group known as ProTech, in Boston, was featured for the development and implementation of their youth apprenticeship program.

Program Profile

In the Youth Apprenticeship Program, students learn about their chosen career through volunteer work, orientation, and exposure in the hospital setting during the last two years of high school. As soon as possible, the hospital makes certain paying positions available to the students, who, as paid apprentices, rotate through different departments in the hospital under the supervision of appointed mentors. The paid positions are based on actual hospital needs and are not created or underwritten specifically for this program.

Under the "2+2" model, after graduating from high school, the students continue their apprenticeship with one of the hospitals. During their junior college or technical school experience, students continue to study a health care curriculum while training and working at the hospital. The hospital aggressively attempts to provide meaningful part-time work experiences for the students as they pursue their degree or certification.

Staff support from the Medical Center includes coordination for student visits, orientation, training, and tours. Other administrative support for the program is provided on a daily basis. The personnel department provides counseling and coaching for job interviews and assists the students in attempting to obtain paid positions with the Medical Center.

Partners

The Youth Apprenticeship Program is a partnership between the Clarke County School District, the Athens Regional Medical Center, and Saint Mary's Health Care System, Inc. Other partners include Clarke Central High School, Cedar Shoals High School, Athens Chamber of Commerce, Georgia Department of Labor, and Athens Area Technical Institute.

Returns
Upon completion of the program, a portable skill certificate is awarded to the student that is recognized by the health care industry. The program has had a "ripple effect" through both of the high schools in raising the awareness of and interest in health care career opportunities. In addition, hospital staff are given the chance to mentor and share the benefits of, as well as some frustrations with, their jobs. The medical centers are now able to hire these students who have spent 12 to 24 months on their campuses.

Notes
This is the first time that the two medical centers in Athens have collaborated on a long-term program. It also has been expanded into other industries such as banking and financial services. The program is funded by a variety of private and public sector sources acquired by the local school board.

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James E. Hanks
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Clarke County School District
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Athens, GA 30603
(706) 353-3438

Portland Hospital Youth Mentoring Program—Portland, ME

Program Model
The Portland Hospital Youth Mentoring Program strives to improve the life skills of young people by providing them opportunities to experience the multiple rewards of a one-to-one relationship with an adult. The mentoring effort was spearheaded and is coordinated by Maine Medical Center (MMC), one of the city's major employers. Hospital employees volunteer to mentor students for a minimum of one year, while high school students agree to commit to the program for all four years, or until they graduate from high school.

Student Profile
Students are selected from Portland High School's entering freshman class. All students are eligible, including special education students and those with limited support at home. The program is designed to support students in grades 9-12, or until they graduate from high school. Approximately 30 students are currently involved.

Background
Maine Medical Center's involvement in mentoring grew out of its participation in a range of community partnership education efforts, including the state-sponsored Maine Youth Apprenticeship Program. The mentoring program is supervised by the Director of Vocational Services at MMC and builds on the Center's work in career development, vocational rehabilitation, and placement of persons with disabilities.

In Portland, the mentoring program is closely tied to the MMC's goals of being a good corporate citizen and giving employees opportunities for meaningful community involvement. Mentors are drawn from employees who work at one of several community hospitals, making this a hospital community effort.

Program Profile
Mentors and students are expected to meet weekly at the hospitals, school, or in the community. Mentors are charged with building a relationship and friendship with the student, helping the student stay in school, and assisting in career exploration. Mentors attend classes with students early in the school year to gain a firsthand understanding of the student's school experiences. This also gives mentors an opportunity to connect with teachers. The Program is committed to providing students with at least one paid work experience during their time in the program. The Program will help students interested in other careers find jobs through the Department of Vocational Services'

network of employers. Regularly scheduled meetings between mentors and students are held after school by counselors and social workers. These meetings provide students an opportunity to share thoughts about the mentoring relationship and to improve their communication skills.

Partners

The primary partners of the Portland Hospital Youth Mentoring Program are Maine Medical Center, Jackson Brook Institute (JBI), and Health South, Inc.; all are located in the Greater Portland area. The vision is embraced by an expanding partnership of organizations in the community, which have come together to form the Portland Mentoring Alliance. The Portland Mentoring Alliance currently combines the efforts of the Portland Hospital Youth Mentoring Program, the Portland Partnership mentoring program, and the UNUM Insurance Corporation mentoring program, to best serve the needs of Portland High School students. The Alliance engages in joint mentor recruitment, as well as joint mentor support and training.

Returns

It is expected that students will learn to be good citizens, reflected in attendance and disciplinary records as well as develop a sense of "career-mindedness." Program personnel are committed to ongoing changes in how the Center sees itself and its relation to other health care providers and the community. They want to be personally involved in a community-wide approach to Portland's challenges.

Notes

MMC is also involved in the Ambassadors in Education program, an approach developed by RJR Nabisco. To broaden support in local communities for education, this effort provides tools to educate employees to influence the education process; how to be an informed citizen regarding education; and how to expand this concern to the larger community.

For more information, please contact:

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Director
Department of Vocational Services
Maine Medical Center
22 Bramhall Street
Portland, ME 04102
(207) 871-2088

ProTech–Health Care—Boston, MA

Program Model

ProTech–Health Care, now in its sixth year of operation, is a program sponsored by the Boston Private Industry Council and the Boston Public Schools. ProTech–Health Care is a "2 + 2" apprenticeship model, which engages students in the last two years of secondary education and the first two years of postsecondary education. However, students are not formally terminated after the "2 + 2" model and most continue to participate for additional years.

Student Profile

Over 600 students, high school juniors and seniors, and high school graduates are involved in the program.

Background

ProTech is a multi-year school-to-career initiative that combines school and work-based learning with work experience to prepare students for occupations in the health care industry.

ProTech evolved from the 1982 Boston Compact, in which the business community agreed to give hiring priority to Boston Public School graduates in return for a focus by the school system on improving academic performance and reducing the drop-out rate. In 1989, the Compact partners agreed to emphasize the development of high-skilled employment opportunities and the preparation of Boston's public high school students to qualify for these opportunities.

Program Profile

Students spend their junior and senior years of high school and at least two years at a postsecondary organization learning and developing basic technical, and work-readiness skills in the health care industry.

During their junior year, the emphasis is on work-readiness. Students develop work-readiness skills in part-time hospital jobs if they meet grade and attendance requirements. Students attend introductory hospital seminars and rotate through a number of different clinical departments. Hospital-based training becomes more occupation-specific as students progress through the program. Hospital staff assigned to mentor a student during the three-hour weekly rotation follow a training plan which specifies learning objectives and activities for that department. Students are clustered in core academic classes and tutoring is provided when needed. A College Board assessment is given in the spring to determine remediation needs.

In the senior year, emphasis is placed on career development and college preparation. Part-time paid positions and clinical rotations ground students in a dozen targeted occupational fields. During the senior year, the part-time job becomes the focus of the hospital curriculum. Under the tutelage of hospital staff, seniors pursue their occupational interest and develop marketable skills while contributing as productive employees. Seniors serve as peer counselors to ProTech 11th graders. They are also required to complete a Senior Project which connects school, work, and rotation experiences. The postsecondary emphasis is on degree certification and employment. Students enter a program of choice for occupational credential. They continue to benefit from support services.

Partners

Beth Israel/Deaconess Hospital, Boston Medical Center, Brigham & Women's Hospital, Children's Hospital, Dana-Farber Cancer Institute, Partners HealthCare System, Inc., New England Medical Center, St. Elizabeth's Medical Center, Spaulding Rehabilitation Hospital, and Genzyme Corporation.

Returns

Students graduate from the four year program with an Associate Degree and professional certification as an allied health technician in one of more than a dozen fields.

Hospital partners in ProTech–Health Care have seen organizational benefits outweigh costs. The main program costs to hospitals are:

- Staff time of hospital employee(s) designated to coordinate delivery of the hospital-based portion of the program (five to twenty-five hours per week depending on the size of the program at the hospital).
- Student wages for part-time and summer jobs.
- Staff time of hospital employees who serve as mentors and coaches for clinical rotations and on-the-job apprenticeship training.
- Staff time of upper management in program planning and governance.

Important long-term resource benefits hospitals gain from ProTech include:

- Reduction of employee recruitment costs.
- Diversification of their technical workforce to better represent the cultural and ethnic backgrounds of the patients they serve.
- More skilled and flexible workers.
- Student contributions more than offset wage costs during the last two years of their apprenticeship.
- Increase in staff morale and job enrichment for employees.
- A more culturally aware and sensitive staff.

Notes

The ProTech youth apprenticeship program prepares students for occupations not only in the health care industry, but also in the financial services, environmental services, and the utilities/communications industries.

For more information, please contact:
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ProTech Coordinator
Partners HealthCare System, Inc.
Charles River Plaza
185 Cambridge Street
Boston, MA 02114
(617) 726-5741

Sutter Health—Sacramento, CA

Program Model
A school-to-career partnership between Sutter Health, a regional, integrated health delivery system, and school districts in communities it serves throughout Northern California. The model is based on a marriage between the California Partnership Academies model, and a "2 + 2" apprenticeship model. This combination results in a seamless path of development from Grade 10 through Grade 14 (sophomore year of high school to an Associate of Arts degree).

Student Profile
The school-to-career initiative at Sutter Health serves approximately 1,000 students in eight different communities.

Background
The recruitment of qualified employees has become increasingly difficult over the past decade. Therefore, the establishment of a qualified labor pool is a primary driver for employer engagement with school-to-work/career. This labor pool must provide three fundamental levels of workers: entry, technical, and professional. The Sutter model provides for all three worker levels. Through partnerships with K-12 school districts, community colleges, Regional Occupation Programs (R.O.P.'s), private postsecondary institutions, and 4-year postsecondary institutions, this model integrates academic curricula with work-based learning.

Program Profile
The Sutter school-to-career model was piloted with Encina Health Careers Academy, at Encina High School in Sacramento, CA. The pilot partnership consists of three key systemic components:

- Classroom Learning, wherein the curriculum is integrated across subject frameworks, as well as industry focus. An Academy-dedicated teaching team is able to focus on and address academic, social, and behavioral problems as they arise. This team shares common prep periods, as well as the flexibility of a block teaching schedule.
- Workplace Learning, wherein the students are exposed to the application of classroom lessons, and are also challenged with health delivery problems beyond the confines of the classroom. Students are initially exposed to a wide variety of career opportunities through the use of Career Exploration Rotations (job shadowing events in an organized rotation of departments). During their Senior year, students gain in-depth knowledge of specific departments by working as an apprentice or intern in a given clinical or support area.
- Connecting Activities, wherein the Academy and Sutter coordinators work to assure smooth logistic transitions between the classroom and the workplace. These logistic issues include, but are not limited to, transportation between school and work, debriefing meetings at the work site, classroom speakers from industry, grading, time cards for paid positions, performance reviews, and selection interviews.

Student assessment is continuous. In the classroom, students are assessed with a variety of traditional and authentic assessment techniques. These include: written testing, portfolios, oral presentations, and projects. In the workplace, skill sets are constantly assessed utilizing the techniques of return demonstration on demand. In addition, senior and postsecondary students undergo a formal, written performance evaluation every six months.

Partners

Partners of this school-to-career model include: Sutter Health (34 hospitals and 57 outpatient clinics throughout Northern California); San Juan Unified School District; Sacramento Unified School District; Roseville Joint Union High School District; Elk Grove Unified School District; Tracy Unified School District; Marysville Union High School District; Antioch High School; Davis Senior High School; Modesto Unified School District; Oakland Unified School District; Los Rios Community College; Sierra Community College; Western Career College; California State University, Sacramento; California State University, Stanuslaus; and University of California, Davis.

Returns

At both the secondary and postsecondary levels, the students are taking liberal arts courses which will enable them to fulfill lower division, general education requirements for the California State University and the University of California systems. Upon completion of the program, students will have earned a high school diploma, Industry Skills Certificate, and an Associate or Baccalaureate degree.

Sutter Health enjoys a distinct organizational advantage through participation in this partnership. Sutter gains a cost effective, positive, public image as well as trained, entry-level and technical-level workers for the health care system. Every student with a positive experience and image of Sutter as the result of this project is a prospective loyal employee and/or customer.

Notes

Sutter Health has entered into the Sacramento Health Employers and Educators Consortium (SHEEC), sponsored by LEED-Sacramento. LEED-Sacramento is a recipient of a Federal School-to-Work site grant. A major goal of SHEEC is to provide for the rational distribution of finite health provider resources for education and training in the community-at-large. Members of SHEEC include: Kaiser Permanente Sacramento; Mercy Healthcare Sacramento (a member organization of Catholic Healthcare West); University of California, Davis Medical Center; and Sutter Community Hospitals (the Sacramento division of Sutter Health); as well as key representatives of the education community (both adult re-entry and traditional providers).

For more information, please contact:

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Education and Organization Development
Sutter Health
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Sacramento, CA 95816-0727
(916) 554-6660

Walks of Life—New York City, NY

Program Model

Walks of Life is a multi-industry/education partnership spearheaded by the Greater New York Hospital Foundation, Inc. (a not-for-profit affiliate of Greater New York Hospital Association) in collaboration with New York City Public Schools. Walks of Life is designed to:

- provide a comprehensive school-to-work system encompassing grades K-12;
- institute a coordinated set of school-based, work-based, and connecting activities across a continuum of grades;
- serve all students in participating schools;
- promote new instructional techniques (particularly student-centered learning strategies) and high academic standards;
- offer career majors that are integrated with school curricula;
- provide age-appropriate career awareness and education opportunities beginning in elementary school; and
- offer staff development for educators and industry representatives to equip them to provide high quality, meaningful school- and work-based learning activities.

Partners/Student Profile

Walks of Life is implemented in two school "clusters." Each cluster consists of a high school and its main feeder middle and elementary schools. One cluster is located in the Bronx and the other in Brooklyn. The two clusters include nine schools and serve an estimated 13,000 students annually. Eight of the nine are Title I schools.

Program Profile

Walks of Life blends the programs and services of several nationally acclaimed organizations with programmatic strategies designed especially for Walks of Life. School-to-career activities occur at all grade levels.

- Ventures in Education provides staff development and technical assistance in state-of-the-art curriculum and instructional techniques (grades K-12).
- KAPOW (Kids and the Power of Work) partners employee volunteers from local businesses to teach children about the world of work (grades 2 and 4).
- Junior Achievement educates young people to value free enterprise, understand business and economics, and be workforce ready (grades K and 1).
- National Helpers Network provides a curriculum to link young adolescents with long-term care facilities and integrate "real world" out-of-school experiences with students' academic learning (grade 5).
- The WAVE In Schools curriculum (Work, Achievement, Values and Education) teaches practical, work-related skills, attitudes, and values (grades 6-12).
- The Career Paths Program offers high school students credit-bearing internships, career-related research projects, and special college preparation seminars (grades 11 and 12).
- The Walks of Life Industry Coalition (grades K-12), which numbers nearly 400 private and public sector organizations from a broad array of industries, provides classroom presentations, company visits, career days, community service/service learning opportunities, job shadowing, Career Paths internships, and paid summer experiences. Of these organizations, over 25 percent are from the health industry (grades K-12).

Career Paths Program

The Career Paths program constitutes the culminating component of Walks of Life. It offers the opportunity for all qualifying high school juniors (and seniors who did not qualify as juniors) to participate in a one-day-a-week, semester long, unpaid work experience in an organization that is related to one of three Walks of Life Career Paths chosen by each student (Business Management; Science and Technology; or Arts, Communications, and Humanities). In preparation for the internship, students must participate in a variety of preliminary activities that include pre-employment seminars and screening interviews. During the internship, students must maintain passing grades in all subject areas. Students also complete research papers on an occupation that is related to their Career Path and participate in college preparation seminars.

Returns

Upon completion of the entire Career Paths program, students receive a special Certificate of Completion along with their high school diploma.

Notes

Walks of Life has been supported primarily by a grant from the DeWitt Wallace-Reader's Digest Fund. The United Hospital Fund of New York, The Aaron Diamond Foundation, and the New York State Departments of Health and Education have provided supplemental funding.

For more information, please contact:

Barbara Green, Executive Director
or
Jessica Arkin, Project Liaison
Greater New York Hospital Foundation
555 W. 57th Street
New York, NY 10019
(212) 246-7100

IV. How to Get Started

The following steps should be considered when planning a STC initiative. The specific steps required, and the sequence of the steps, will vary depending on your organization's specific circumstances.

If your health care organization is initiating the STC activity, for example, the specific steps and their sequence may be different from what they would be if your organization is considering participation in STC as a result of having been approached by a local education organization.

In either case, your organization will have to take some steps unilaterally and take other steps in collaboration with community partners such as schools, local government, community-based organizations and local employer intermediaries (i.e., local chambers of commerce). As with most multi-step action plans, some of the steps will be carried out simultaneously.

Learn About School-to-Career

1. The goals, strategies, intent, and spirit of the National School to Work Opportunities Act and your state's school-to-career legislation and initiatives.
2. The options, roles, and responsibilities of employers in STC initiatives, in particular in providing work-based learning experiences for students.
3. The level of resources required to implement the various types of work-based STC activities.

Who to call for more information about STC in a health care setting:

- The National School-to-Work Learning & Information Center at (800) 251-7236;
- Jobs for the Future at (617) 742-5995;
- Your state School-to-Work office (contacts can be obtained by calling your Governor's office or State Department of Education);
- The National Alliance of Business at (202) 289-2888;
- The U.S. Chamber of Commerce at (202) 659-6000; and
- The National Employer Leadership Council at (202) 822-8027.

Contact Educational Partners

1. Contact the local school STC coordinator and the high school principal or headmaster to discuss opportunities for involvement in STC efforts.
2. Contact a STC partnership intermediary organization (e.g., the Chamber of Commerce or the Private Industry Council) to determine how it works with local employers.
3. Contact other health care providers in the community who are involved in STC to explore potential collaborations.

Build Commitment of Internal Stakeholders

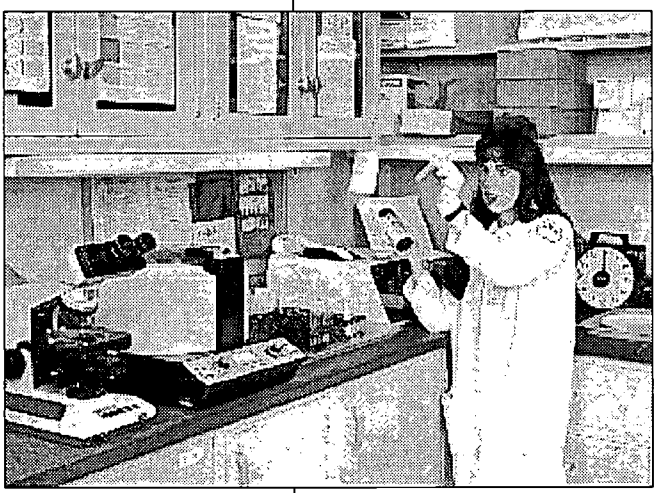
1. Identify how and why your institution would benefit.
2. Identify an internal senior management "champion" for your STC initiative.
3. Discuss participation in a STC initiative with the heads of those departments who are best positioned to offer quality work-based learning experiences to STC students and who have the most difficulty finding qualified entry-level workers.
4. Educate internal stakeholders about how health care employers around the country are involved in STC.

5. Identify what other organizations are involved in STC in your community and how best to partner with them.
6. Make the case for STC in both economic (short- and long-term) and civic responsibility and workforce preparation terms.

Plan the Initiative

1. Determine desired level of involvement.
   a. Determine the organization's ability to offer quality work-based learning experiences to students.
   b. Assess the level of commitment of the key stakeholders in the organization toward participation in a STC initiative.
   c. Estimate the level of available resources that the organization has to dedicate to the STC initiative.

2. Design the STC initiative.
   a. Determine the type and size of STC initiative you want to implement—remember, you can become involved in increments that build success.
   b. Identify which departments will participate in the initiative.
   c. Select the kinds of activities and experiences to be offered to students.
   d. Determine the roles and responsibilities of the organization's staff.
   e. Determine how much training or preparation would be necessary for student supervisors/mentors and worksite coordinators.



3. Develop the budget for the initiative.
   a. Estimate the in-kind and out of pocket expenses.
   b. Gather cost information from local educational partners and other health care employers with similar initiatives.

4. Make initiative decisions.
   a. Will student workers be paid?
   b. How will students be selected?
   c. Under what circumstances would a student be terminated?

5. Assign resources to the initiative.
   a. Recruit a STC liaison or coordinator for your organization.
   b. Recruit supervisors and/or mentors for students.

Launch the Initiative

1. Orient worksite staff to STC, your specific initiative, and work with students.

2. Conduct informational orientation sessions for interested students, parents or guardians, and teachers.

3. Identify potential participants (e.g., students).
   a. Develop selection criteria.
   b. Work with school personnel to identify potential participants.

4. Conduct initiative kick-off/orientation meeting.
   a. Design the meeting for student "candidates."
   b. Provide basic information about the initiative, roles and responsibilities, and the expectations of students.

5. Select students for the initiative.
   a. Ask interested students to engage in activities (e.g., interviews and essays) that demonstrate their level of commitment to the initiative, maturity level, and clarity of personal goals.
   b. Select students.
   c. Notify selected students.
   d. Schedule students' first visit to the organization.

6. Match supervisors and/or mentors with students.
   a. Determine the criteria for matching.
   b. Analyze supervisor, mentor, and student attributes and characteristics, schedule constraints, and expectations.
   c. Match individual supervisors and mentors with individual students.

7. Develop learning plans for students.
   a. Identify job tasks.
   b. Determine skills the student can learn from the job tasks.
   c. Structure job activities.
   d. Devise assessment methods.

How to Get Started Checklist

- ❍ **Learn About School-to-Career**
- ❍ **Contact Educational Partners**
- ❍ **Build Commitment of Internal Stakeholders**
- ❍ **Plan the Initiative**
- ❍ **Launch the Initiative**

V. Additional Resources and References

1. School-to-Work at Work: A Guide for the Health Care Industry

Jobs for the Future and the National Alliance of Business

This Guide was written especially for employers in the health care industry who are eager to develop, enhance and further strengthen their school-to-work initiatives. It is based on a set of principles identified as essential to the success of a school-to-work initiative, and includes information on:

- The six critical components of any successful school-to-work initiative, illustrated with examples of how companies address those challenges;
- Issues of worksite safety and labor laws;
- Case studies of current programs; and
- Tools from highlighted companies to serve as guidelines and templates.

Cost: NAB member $35; non-member $45.

Ordering Information: Contact: The National Alliance of Business, Publications Order Department, P.O. Box 501 Annapolis Junction, MD 20701, or call (800) 787-2848.

2. Connections: Linking Work and Learning

Northwest Regional Educational Laboratory*

This is a comprehensive set of products and services designed to help both educators and employers integrate academic and community-based learning. Products in the series include:

A. Career Exploration Guide for Students/Career Exploration Guide for Staff

The *Career Exploration Guide for Students* helps a student explore all aspects of a job/career over the course of several days at a worksite. It contains activities to structure each stage of learning at the worksite. The activities incorporate SCANS skills and competencies, as well as "all aspects of the industry."

The Career Exploration Guide for Staff describes how to set up career explorations, covering everything from liability to logistics, from placement to parental consent. Useful tools in the staff guide include a sample learning agreement, an insurance and liability fact sheet, reflection exercises, and much more.

Cost: $19.95 for 1 student and 1 staff.

B. Employer Recruitment and Orientation Guide

The *Employer Recruitment and Orientation Guide* offers strategies and no-nonsense tips for getting employers involved with work-based learning. It includes the nuts and bolts of recruiting and orienting employers, roles and responsibilities of partners, and a handy glossary of terms. Separately packaged are 15 camera-ready fact sheets that answer employer questions about subjects such as insurance, liability, confidentiality, child labor laws, union involvement, and the different types of work-based learning.

Cost: $18.00

****A, B, and C in collaboration with Jobs for the Future.***

C. Job Shadow Guide for Students/Job Shadow Guide for Staff

The *Job Shadow Guide for Students* contains activities to structure each stage of the job shadow experience. The *Job Shadow Guide for Staff* details the logistics of coordinating job shadow experiences, including orienting partners, placing students at worksites, and connecting the job shadow with learning in school. Useful tools in the staff guide include fact sheets, consent forms, and reflection exercises.

Cost: $19.95 for 1 student and 1 staff.

D. Learning Site Analysis Form

The Learning Site Analysis Form is an easy-to-use instrument to identify the knowledge and skills a student can learn at the worksite. The Analysis Form can then be used by school staff and employers to design activities that integrate worksite and classroom learning.

Cost: $18.20

E. Integrated Workplace Learning Projects

Integrated Workplace Learning Projects contains a step-by-step planning tool to help you work with students to organize rigorous projects that connect school- and work-based learning, and a "toolbox" of ideas on how to design projects that integrate students' interests, worksite skills/knowledge, and rigorous learning objectives.

Cost: $21.30

F. Survival Skills Guide

The *Survival Skills Guide* offers a set of suggested skills teachers and students have identified as critical; strategies to recruit community experts who can "certify" that your students can demonstrate the skill, and a format for guiding students through the process—from identifying a survival skill to getting it certified.

Cost: $17.20

G. Learning in the Community: From A to Z

Learning in the Community is a quick reference guide to the basic concepts and issues associated with community-based learning, with a special emphasis on work-based learning. Written in a user-friendly, easygoing style, this handbook assists staff as well as community partners who need examples to answer specific questions like, "Can rural towns do this?" or "Why do so many students want to visit a veterinarian?" While defining current buzz words and acronyms using plain talk, the guide also gives the big picture about successful ways students of all ages can learn using non-traditional resources in your local community.

Cost: $12.10.

Ordering Information: Contact: Northwest Regional Educational Laboratory Document Reproduction Service at (800) 547-6339, ext. 519

3. Work-Based Learning Experiences Module

The Johns Hopkins Hospital Youth Mentoring Program

This module is part of a larger compendium titled *Work It!: A Program in a Box*, to be published in 1998. It is intended for mentors and supervisors in a youth mentoring program who need information to teach, train and coach students. The module provides

detailed "how-to" steps in creating quality work-based learning experiences at the job site. It also provides strategies and resources to help supervisors and mentors strengthen their relationship with students.

Cost: $39.00 for the entire box set.

Ordering Information: Contact: Deborah Knight-Kerr, The Johns Hopkins Hospital Youth Mentoring Program, 600 Wolfe Street, Houck Building, Room 316, Baltimore, MD 21287-1454, or call (410) 955-1488.

4. School-to-Work Toolkit: Building a Local Program

Jobs for the Future

This encyclopedic guide contains the know-how teachers, school administrators, employers, and community leaders need to develop and build a solid STC initiative from the ground up. The Toolkit contains:

- **color-coded cards** that summarize different aspects of school-to-work in plain English—from planning and design to implementation—and features case studies of leading programs.
- **a 500-page notebook of "tools"** used by successful programs that bring to life the principles of school-to-work, including actual contracts, curricula, application forms, learning plans, and more!
- **a comprehensive overview of school-to-work, profiles of leading programs, a diagnostic checklist** to measure your program's success against some of the best programs nationwide.
- a **recommended reading list and glossary**

Cost: $191.00 (discounts available for bulk orders).

Ordering Information: Contact: Jobs for the Future, One Bowdoin Square, Boston, MA 02114 (617) 742-5995.

5. A Portable Action Lab for Creating Quality Student Projects for Health Care Careers

Jobs for the Future

In this work, JFF has distilled the principles used in one of its more frequent workshops or "action labs"—creating quality integrated projects—and adapted it into a written guide for use in health care careers. Written for teachers and community partners who wish to undertake or evaluate their own efforts, this guide includes:

- general concepts behind quality project-based learning;
- the process used by many practitioners to create these learning experiences;
- descriptions of six projects that have been implemented in real settings; and
- a list of sources, as well as good ideas for further reading and exploration.

Cost: $25.00

Ordering Information: Contact: Jobs for the Future, One Bowdoin Square, Boston, MA 02114 (617) 742-5995.

VI. Tools

The following tools are representative of those needed to design and implement a STC initiative.

Table of Contents:

1. Application Form (Career Partners, Inc.)	1 page
2. Kick-off Agenda (St. Christopher's Hospital for Children)	2 pages
3. Learning Plan (ProTech)	6 pages
4. Training Agreement (Oakland Unified School District)	2 pages
5. Student Selection Criteria (Career Partner's Inc.)	1 page
6. Certificate of Completion (Education for Employment)	2 pages

Career Partners, Inc.
Application Form
Fall 1995

(PLEASE PRINT or TYPE)

All Career Partners, Inc. applicants must answer the following questions. Attach additional pages if necessary.

1. What field are you most interested in through Career Partners, Inc.? _____
_____
_____

2. What do you want to do when you graduate from High School? What are your career goals? _____
_____
_____

3. Why are you interested in CPI's _____ program?
_____
_____

4. Provide a work history (odd jobs, baby sitting, lawn mowing, etc.), and the name and phone number of your summer employer. _____
_____
_____

5. Provide the name and school of two education references (teacher, counselor, etc.) _____
_____
_____

6. List clubs, organizations, and extra-curricular activities in which you have participated. _____
_____
_____

7. List any awards you have received. _____
_____
_____

2. Kick-off Agenda (St. Christopher's Hospital for Children) side one

ST. CHRISTOPHER'S HOSPITAL FOR CHILDREN

A non-profit, nonsectarian children's medical center

HEALTH TECH 2000
SCHOOL TO CAREER PROGRAM
KICK-OFF
NOVEMBER 13, 1995

AGENDA

9:00–10:00 a.m.	Welcome, Introduction Atrium	Douglas H. Allen Vice President Human Resources
	Welcome, Overview to students and guests -Photographs taken with students Atrium	Calvin Bland President & CEO
	Comments Atrium	Mary Jane Clancy Executive Director Office of Education for Employment
	Breakfast Atrium	
10:00–10:30 a.m.	Orientation and In-processing of students Nursing Education Conference Center Room 2	Margo Vance Director Human Resources
10:30–10:45 a.m.	Mission of SCHC Philosophy of care Hospital Ethics & Confidentiality Nursing Education Conference Center Room 2	Debra O'Connor Staffing and Recruitment Coordinator Human Resources

Erie Avenue at Front Street, Philadelphia, Pennsylvania 19134-1095 • 215-427-5000

Department of Pediatrics, Temple University School of Medicine

A Major Teaching Affiliate of the Medical College of Pennsylvania and Hahnemann University

A member of Allegheny Health, Education and Research Foundation

ST. CHRISTOPHER'S
HOSPITAL FOR CHILDREN

A non-profit, nonsectarian children's medical center

HEALTH TECH 2000
SCHOOL TO CAREER PROGRAM
KICK-OFF
NOVEMBER 13, 1995

AGENDA CONTINUED

10:45–11:00 a.m.	Personal Health Body Fluids Universal Precautions Immunizations/Boosters Incidents Reports	Ruth Wariger R.N. Employee Health Services
11:00 a.m.–12:45 p.m.	Orientation Safety & Security Nursing Education Conference Center Room 2	Jack Brehm Safety Officer/ Fire Marshall
12:45–1:45 p.m.	Lunch—Cafeteria	
1:45–2:15 p.m.	Patient Rights Patient Relations & Customer Service Press Ganey Survey	Joanne Schwab Coordinator Patient Relations
2:15–3:00 p.m.	Description of Program: Goals Schedules Rules Reporting lines Activities Evaluations and reports	Barbara A. Liccio Director of Volunteer Services
3:00–3:30 p.m.	Photo ID's Security Department	Eric Orr Director

Erie Avenue at Front Street, Philadelphia, Pennsylvania 19134-1095 • 215-427-5000
Department of Pediatrics, Temple University School of Medicine
A Major Teaching Affiliate of the Medical College of Pennsylvania and Hahnemann University
A member of Allegheny Health, Education and Research Foundation

3. Learning Plan (ProTech) side one

ProTech Learning Plan

Student: _____ School: _____

Supervisor: _____ Company: _____

Step One: Write a brief (2–4 sentences) job description here:

Step Two: In more detail, list 6–10 objectives, tasks, and/or projects that the student must accomplish at work:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step Three: Review the eleven competencies enumerated on pages 2–4 (competencies are explained in detail in attached manual). Match objectives, tasks, and projects undertaken by the student to the approximate competencies. You may find that one objective fits two competencies (e.g., "uses phone to handle customer questions and complaints" could apply equally well to "Communicate and Understand Ideas and Information" and "Interact with Others"). Try not to use the same objectives for more than two competencies.

Step Four: Using the scoring grid below, evaluate the student's progress in each of the eleven competencies (scoring rubic is explained in detail in attached manual). Mark your evaluation of each competency in the space provided at the top of pages 2 and 3.

EE = Extremely Effective	ND = Needs Development To Be Effective
VE = Very Effective	IE = Ineffective
EF = Effective	NA = Not Applicable

Step Five: After completing all 4 pages, sign and date the completed Learning Plan.

Student Signature	/ 1st Review Date	/ 2nd Review Date	Supervisor Signature	/ 1st Review Date	/ 2nd Review Date
Teacher Signature	/ 1st Review Date	/ 2nd Review Date	ProTech Coordinator Signature	/ 1st Review Date	/ 2nd Review Date

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Competency	1. Communicate Understand Ideas and Information		2. Collect, Analyze, and Organize Information		3. Identify and Solve Problems		4. Understand and Work within Complex Systems		5. Use Mathematical Ideas & Techniques	
First Review										
Second Review										

COMPETENCY	WORKSITE	SCHOOL
1. Communicate and Understand Ideas and Information	• • • Comments and Goals:	• • • Comments and Goals:
2. Collect Analyze, and Organize Information	• • • Comments and Goals:	• • • Comments and Goals:
3. Identify and Solve Problems	• • • Comments and Goals:	• • • Comments and Goals:

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3. Learning Plan (ProTech) side three

6. Use Technology		7. Initiate and Complete Entire Activities		8. Act Professionally		9. Interact with Others		10. Learn and Teach on an Ongoing Basis		11. Take Responsibility for Career & Life Choices	

COMPETENCY	WORKSITE	SCHOOL
4. Understand and Work within Complex Systems	• • • Comments and Goals:	• • • Comments and Goals:
5. Use Mathematical Ideas & Techniques	• • • Comments and Goals:	• • • Comments and Goals:
6. Use Technology	• • • Comments and Goals:	• • • Comments and Goals:

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COMPETENCY	WORKSITE	SCHOOL
7. Initiate and Complete Entire Activities	• • • Comments and Goals:	• • • Comments and Goals:
8. Act Professionally	• • • Comments and Goals:	• • • Comments and Goals:
9. Interact with Others	• • • Comments and Goals:	• • • Comments and Goals:
10. Learn and Teach on a Ongoing Basis	• • • Comments and Goals:	• • • Comments and Goals:
11. Take Responsibility for Career and Life Choices	• • • Comments and Goals:	• • • Comments and Goals:

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Learning Plan Progress Report

Section A: Comments on Progress

1. Communicate and Understand Ideas and Information: Score

2. Collect, Organize and Analyze Information:

3. Identify and Solve Problems:

4. Understand and Work Within Complex Systems:

5. Use Mathematical Ideas and Techniques:

6. Use Technology:

7. Initiate and Complete Entire Activities:

8. Act Professionally:

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9. Interact with Others: Score

10. Learn and Teach on an Ongoing Basis:

11. Take Responsibility for Career and Life Choices:

Section B: Detailed Comments

Supervisor Signature

Coordinator Signature

Student Signature

Date

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4. Training Agreement (Oakland Unified School District) side one

OAKLAND UNIFIED
SCHOOL DISTRICT

TRAINING AGREEMENT
HEALTH OCCUPATIONS PROGRAM
CLINICAL EXPERIENCE

KAISER PERMANENTE
MEDICAL CENTER

Student _____ Date: _____

By this agreement the Kaiser Permanente Medical Center will permit the above-named student to enter its establishment to participate in an on-site training experience.

This clinical experience provides basic, but highly specialized and intensive training for students with a sincere desire to investigate and pursue a career in the medical, nursing or allied health field. It will provide exposure to the theory, skills and educational requirements necessary to work in the health field. Finally, the apprenticeship section will provide the student with the opportunity for serious work and study in 1 chosen hospital department. In addition, the course incorporates the specific guidelines mandated by the State Department of Education and California State Department of Health Services.

Because of its nature the Oakland School District and Kaiser Hospital expect that students will respond maturely to the challenge provided. In order to make this opportunity a meaningful experience, all persons jointly agree to the following:

STUDENT WILL:

1. Understand that it is his/her responsibility to attend daily, to arrive promptly (on duty time 8:30), and to remain throughout the scheduled hours. Failure to attend clinical experience regularly will result in dismissal from the program.
2. Understand the responsibility of completing all required work; also understand that it is equally important to achieve in the theoretical work as well as in the clinical work, and understand the grading criteria for scholarship and citizenship for report cards evaluation.
3. Demonstrate honesty, productivity, punctuality, courtesy, a cooperative attitude, proper grooming habits, and a willingness to learn.
4. Inform coordinator of any changes or problems concerning his/her program.
5. Complete all forms and training session instruction assignments required by the program.
6. Wear regulation uniform and I.D. badge at all times when on duty.

PARENT WILL:

1. Support and encourage the student in his/her endeavors and responsibilities.
2. Assist student in his/her adjustment to work responsibilities.

COMMUNITY CLASSROOM WILL:

1. Provide training from _____ to _____, five days a week for _____ hours per day.
2. Provide realistic work stations for student to secure on-site training related to his/her high school Vocational Training.
3. Provide an immediate supervisor to assign student work.
4. Advise the on-site coordinator if problems arise concerning student.
5. Complete weekly student evaluation sheet.
6. Certify that student has successfully performed the skills listed on Training Plan Sheet #2 under the direct supervision of on-site trainer and/or instructor of record.

PROGRAM WILL:

1. Provide Workman's Compensation Insurance for students.
2. Make periodic visits to the job station to observe the employee and to consult with the on-site training concerning progress and training of student.
3. Provide training session instruction for the student pertaining to clinical experience procedures during orientation period.
4. Maintain attendance records, evaluation forms, and orientation session.

(Student Signature)	(Date)	(Community Facility Coordinator's Signature)	(Date)
(Name of Community)	(Classroom Facility)	(Parent's Signature)	(Date)
(Address of Community Classroom)		(On-Site Coordinator's Signature)	

Copies: White – School Coordinator
Yellow – Community Facility Coordinator
Pink – Student

5. Student Selection Criteria (Career Partner's Inc.)

CAREER PARTNERS, INC.
SELECTION CRITERIA

Student's Name _____

1. SPECIAL TALENT: up to 2 points. Special talents may be in several areas, including art, athletics, music, etc. If the student is talented in more than one area, (s)he may get more than 2 points.

2. EXTRA-CURRICULAR ACTIVITIES: Up to 1 point. If the student is involved in any extra-curricular activity, even outside of school, (s)he may get 1 point.

3. LEADERSHIP: Up to 1 point. If the student has been selected to any office while participating in any extra-curricular activities (s)he may get 1 point.

4. STUDENT REFERENCE SHEET: Up to 3 points. School officials (teacher, counselor, etc.) at the student's current school are requested to evaluate the student using the Career Partners, Inc. Reference Sheet and considering the following criteria: academic ability, extra-curricular contribution, personal qualities, leadership, desire to learn, classroom behavior, respect of authority, completion of assignments and ability to get along with peers. Students may receive up to 3 points.

5. GRADE POINT AVERAGE: Up to 3 points. All available grades will be averaged beginning with 7th grade. If the student is in the 10th, 11th, or 12th grade, the computation of the average begins with the freshman year. The point breakdown is as follows (round up): 2.0 - 2.9 = 1 point; 3.0 - 3.9 = 2 points; 4.0 = 3 points.

6. ATTENDANCE: Up to 4 points. If the student has 95% or better attendance for the previous year, (s)he gets 4 points; 90% - 94% (s)he gets 3 points; 85% - 89% (s)he gets 2 points; 80% - 84% (s)he gets 1 point; below 80% (s)he gets no points. (It is recommended to check attendance records for several years to determine if there is a pattern).

7. TEST SCORES: Up to 1 point. The applicant's total array of standardized test scores will be used. If the student is above the 75th percentile, (s)he gets 1 point.

8. SPECIAL CONSIDERATIONS: Up to 3 points. Includes motivation, self-discipline, emotional maturity, personal commitment, leadership potential, persistence in overcoming obstacles, diligence,resourcefulness, attitude toward school or work, demonstrated support from parent(s) or other significant adult(s), or other estimations of character. A student may receive one point for each of several considerations, or several points for one exceptional consideration.

Note: The applicant's full points are added together. Maximum tally is 18 points.

CERTIFICATE
OF COMPLETION

June 1993

_____

has completed a one-year program in

Health Occupations I

and attained competency in the skills listed on the back of this certificate.

_____ Instructor

_____ EfE Director

Education for Employment

EfE

6. Certificate of Completion (Education for Employment) side one

43

HEALTH OCCUPATIONS I

The following outcomes make up the Education for Employment training program. Those marked by the teacher indicate competence by the student.

GENERAL COMPETENCIES
1 - Meets Standards
2 - Exceeds Standards
3 - Not Applicable

PROFESSIONAL ATTRIBUTES
___ Demonstrates cooperation
___ Accepts constructive criticism
___ Demonstrates initiative
___ Demonstrates responsibility
___ Maintains a positive attitude
___ Reports on time

HEALTHCARE CONCEPTS
___ Demonstrates awareness of legal/ethic issues and patient rights
___ Maintains confidentiality
___ Demonstrates desirable personal qualities for healthcare workers
___ Demonstrates basic communications skills
___ Demonstrates knowledge of computers in healthcare

BODY STRUCTURE AND FUNCTION CONCEPTS
___ Demonstrates knowledge of basic anatomy and physiology
___ Demonstrates knowledge of human growth and development

ACTIVITIES RELATED TO NUTRITION
___ Demonstrates knowledge of nutrition
___ Describes and explains purpose of therapeutic diet
___ Creates sample menus using basic food groups

SAFETY
___ Employs safe practices in activities, procedures and use of equipment
___ Maintains proper body mechanics
___ Observes fire safety and disaster procedures

OBSERVING, REPORTING, RECORDING AND PLANNING
___ Demonstrates skills in metric conversion
___ Demonstrates skills in medical terminology
___ Demonstrates skills in medical abbreviations
___ Graphs temperature, pulse & respiration (TPR) and blood pressure (BP)
___ Weighs and measures adults

EMPLOYABILITY SKILLS
___ Investigates employment information
___ Prepares a resume
___ Writes a letter of application
___ Completes a job application
___ Completes a job interview
___ Completes portfolio

SKILL COMPETENCIES
1 - Task performed with assistance
2 - Task performed independently with supervision
3 - Not Applicable

VITAL SIGNS/DIAGNOSTIC PROCEDURES
___ Cleans the thermometer
___ Measures and records body temperature-oral
___ Measures and records body temperature-auxiliary
___ Measures and records body temperature-rectal
___ Measures and records body temperature-electronic
___ Measures and records body temperature-tympanic
___ Measures and records radial pulse
___ Measures and records apical pulse
___ Measures and records respirations
___ Measures and records blood pressure

PATIENT CARE AND COMFORT
___ Makes a closed and open bed
___ Makes an occupied bed
___ Assists patient with ambulation/wheelchair
___ Demonstrates transfer techniques

MAINTAINING MEDICAL ASEPSIS
___ Washes hands
___ Handles sterile equipment and supplies
___ Demonstrates universal precautions

MAINTAINING ISOLATION PROCEDURES
___ Dons and removes isolation apparel
___ Demonstrates knowledge of isolation techniques

THERAPEUTIC TREATMENTS
___ Demonstrates range of motion exercises
___ Applies local cold treatments
___ Applies local heat treatments

SPECIAL CERTIFICATES
Date Course Completed

___ Completed American Red Cross Standard First Aid Course
___ Completed American Red Cross Adult Cardiopulmonary Resuscitation

INSTRUCTOR COMMENTS:

Kalamazoo Valley Consortium
Health Occupations Program
11 Healthcare Plaza
Kalamazoo, MI 49007
Phone (616) 341-6058
Fax (616) 341-8438
Information on procedures and standards can be obtained at the above address.

12-12-96

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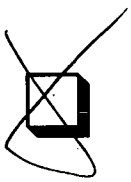

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