

### APPLICATION COVER PAGE

Project Name: <b>Regional Healthcare Pathways: Innovation in Education</b>
Amount Requested: <b>\$455,208</b>

Project Director: Kristin Gunson		
District, School or ESD: Lane Education Service District		
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District or ESD: Lane Education Service District		
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	Participating High School or Middle School Name (add additional rows as needed)	Lead Contact Name	Grade Levels	Student Enrollment
1.	Cascade MS (Bethel)	Chris Parra	6-8	402
2.	Shasta MS (Bethel)	Chris Parra	6-8	525
3.	Willamette HS (Bethel)	Chris Parra	9-12	1,580
4.	West Lane Tech	Ken Woody	9-12	76
5.	Cottage Grove HS (South Lane)	Krista Parent	9-12	799
6.	Lincoln MS (South Lane)	Krista Parent	6-8	548
7.	Creswell MS (Creswell)	Todd Hamilton	6-8	325
8.	Creswell HS (Creswell)	Todd Hamilton	9-12	374
9.	Crow MS/HS (CAL)	Aaron Brown	7-12	145
10.	Oaklea MS (Junction City)	Kathleen Rodden-Nord	5-8	526
11.	Junction City HS (Junction City)	Kathleen Rodden-Nord	9-12	519
12.	Lowell Jr/Sr HS (Lowell)	Kay Graham	7-12	124
13.	Oakridge Jr. High (Oakridge)	Don Kordosky	7-8	87
14.	Oakridge HS (Oakridge)	Don Kordosky	9-12	147
15.	Pleasant Hill MS/HS (Pleasant Hill)	Tony Scurto	7-12	430

Please check all that apply:

This project directly involves Career and Technical Student Organizations  
Please note page of proposal that describes this relationship. Page: 24

This project has a clear connection to STEM  
Please note page of proposal that describes this relationship. Page: 27

## BUSINESS, INDUSTRY, LABOR, SECONDARY AND POST SECONDARY EDUCATION PARTNERS

The following individuals and/or organizations have reviewed, discussed, and agreed to their part in implementing the project proposed in this grant application.

	ORGANIZATION	NAME	TITLE
1.	Area Health Education Center of Southwest Oregon	Chris Guastafarro	Executive Director
2.	Bethel School District	Chris Parra	Asst. Superintendent
3.	Community Health Centers of Lane County	Eric Van Houten	CEO/Division Manager
4.	Creswell School District	Todd Hamilton	Superintendent
5.	Crow Applegate Lorane School District	Aaron Brown	Superintendent
6.	Four Hooves	Jeff Pelton, DVM	Veterinarian & Owner
7.	HOSA	Danielle Tolentino Tuason	Oregon HOSA State Advisor
8.	Junction City School District	Kathleen Rodden-Nord	Superintendent
9.	Lane Community College	Sheryl Berman	Dean, Health Professions
10.	Lane Community College	Al King	Dean Cooperative Education
11.	Lane Community College	Lynn Lodge	Disability Resources Coordinator
12.	Lane Education Service District	Larry Sullivan	Superintendent
13.	Lane Workforce Partnership	Chuck Forster	Executive Director
14.	Lowell School District	Kay Graham	Principal
15.	Oregon CIS	Laura McCoid	Director
16.	Oregon Department of Human Services	Keith Ozol	Youth Transition Program, Coordinator
17.	Oregon Imaging	Heather McBride	Director, Human Resources
18.	Oregon Office of Rural Health	Scott Ekblad	Director
19.	Oregon Student Access Commission - ASPIRE	Lori Ellis	Administrator
20.	PeaceHealth: Cottage Grove Community Medical Center Foundation	Amy Callahan	Director
21.	Pleasant Hill School District	Tony Scurto	Superintendent
22.	Sheldon Park Assisted Living	Kim Frederick	Executive Director
23.	South Lane School District	Krista Parent	Superintendent
24.	University of Oregon	Dr. Dawn Rowe	Research Associate
25.	West Lane Technical	Ken Woody	Director

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## **Regional Healthcare Pathways: Innovation in Education**

The nation and region face a crisis as waves of skilled healthcare workers — from medical assistants to registered nurses — retire. Far too few trained professionals are available to fill the gaps, leaving many communities, especially rural, without essential medical care. Further, the road to attaining a job in the health field is full of obstacles, including confusing points of entry to healthcare higher education and training for the complex array of jobs.

In Lane County, there is a huge need for skilled health workers, with the overall 10-year job growth rate projected to be 31% — more than double the overall employment growth rate, according to the Oregon Employment Department (Appendix, 1). The good news is that bright, eager, technologically savvy future healthcare workers can be found in Lane County high schools. But these youth and their families urgently need a jump-start in exploring and navigating the complex pathways to a fulfilling and vital healthcare career. The future of our Healthcare providers depends on it.

Healthcare industry leaders, educators, and other community partners have teamed up to create the Lane County Regional Healthcare Pathways: **Innovation in Education**. This 18-month pilot project will require a requested \$459,568 to roll out. This requested amount will be enhanced by Lane Education Service District (LESD) and the project partners with cash and in-kind financial support valued at **\$114,800**. This project will train existing educators in nine school districts to teach a two-year healthcare career curriculum to a demographically diverse body of high school students in the mid-Willamette Valley. In its first year, the program will enroll 85 students. This **evidence-based** curriculum, including extended **internships**, will give students a strong

foundation in the healthcare field, enabling well-prepared candidates to move into advanced training programs and from there into rewarding healthcare careers.

## **REVITALIZATION VISION**

### **INNOVATION:**

The program's innovations improve on the status quo and will immediately increase **three-fold** the number of students in a healthcare pathway in Lane County. Centralized teacher training with a curriculum developed by Lane Community College will foster a high-quality and consistent approach in all participating schools. The teachers in each high school will be backed up by the program's regional support team and a healthcare mentor.

The program reaches out to rural high schools, most in low-income communities, providing healthcare education opportunities to under-represented residents. Rural districts committed to the project include: Oakridge, Lowell, Creswell, Junction City, Pleasant Hill, Crow-Applegate-Lorane, and Cottage Grove. West Lane Tech, a charter school in rural Elmira, and Bethel, a low-income district in northwestern Eugene are also participating. The program innovates by recruiting a wide range of healthcare professionals as partners to provide mentoring and internships. These include major regional hospitals such as PeaceHealth to a small Cottage Grove dental practice. Students will benefit from an unprecedented array of internship opportunities.

Currently, students and parents face a complex healthcare career marketplace, lacking a central provider of quality information explaining the types of careers available and the training required. Healthcare occupations range from medical transcriptionists and lab technologists to physical therapy assistants and registered nurses. It can, at times, seem impossible for students and their families to determine the type of work

each job involves, the training needed, the cost, and the job prospects. This is a substantial impediment to underserved, rural and low-income students. Our program will break this logjam and will provide **all students** interested in a healthcare career the leg-up and access they need to pursue this career path.

### **INTEGRATION:**

This project will bring together diverse academic and community elements into a well-integrated undertaking. The project aims to build a stable of Career & Technical Education (CTE) endorsed teachers at participating high schools to teach the Health Services Pathways curriculum. This and other program components will further a student's essential skills in reading, mathematics, and oral and written communication. The training will be embraced by teachers because it will give them special qualifications in an important emerging field of education. School districts are eager to launch healthcare pathways curricula but are impeded by lack of trained teachers and regional oversight. This program will ensure both and be strongly woven together with Lane Community College (LCC), which has developed the training curriculum.

The program will be integrated into the post-high-school academic environment because it will offer students the possibility of earning dual credit in College Now, a program where high school students earn both high school and college credit to be applied toward study at community colleges and also at some other colleges and universities. The core of the program is LCC's Health Records Technology, Basic Health Care Career Pathway Certificate of Completion (BHC) (Appendix, 2-3). All six required courses are offered through College Now. Health Services Pathways is embedded in the BHC. Through Health Services Pathways required 40 hours of

internships, the program will be closely integrated into private-sector healthcare providers. A centralized support team will ensure high and consistent standards throughout the programs at the nine participating high schools.

### **EXPANSION AND GROWTH:**

The program is structured as a pilot project in nine high schools. It is **scalable** and **expandable**. With funding from this proposed CTE grant, we expect about **85** students at the nine participating high schools to enroll. The largest districts, Bethel and Cottage Grove should have at least 35 students; while Junction City, Pleasant Hill, and Crow-Applegate-Lorane each expect 10 students. Creswell will contribute 8; Oakridge and Lowell will both have 5; and West Lane Tech will have 2 students minimum. These numbers represent a huge step forward for CTE healthcare career pathway training in Lane County.

With a centralized and uniform process for training teachers in the curriculum and establishing the program in these first nine high schools, it becomes easy for other districts to join. Many are eager to participate and to expand the pilot project into a permanent career-focused fixture in Lane County's high school network structure.

### **EXPERIENTIAL LEARNING:**

Workplace experiences are a cornerstone and hallmark of CTE and this project. To complete their Health Services Pathway program of study, students will need to complete 40 hours of workplace experience. Workplace partners include: PeaceHealth, Sheldon Park Assisted Living in Eugene, Cottage Grove Hospital, Birch Avenue Dental in Cottage Grove, South Lane Medical Group in Cottage Grove, Oregon Imaging in Eugene, and Community Health Centers of Lane County – to name a few.

The existing Cottage Grove High School (CGHS) Health Services Pathways program, which has been strongly supported by internship programs at professional healthcare organizations, is an exemplary model for the project. To date, more than 50 professional healthcare organizations have provided internships for Cottage Grove High School (students. The CGHS CTE endorsed Instructor and Education Coordinator have agreed to assume the roles of Regional Instructor and Regional Healthcare Coordinator, ensuring a foundation of experienced staff.

Workplace internships will be structured and monitored by Lane Community College to ensure a valuable experience and dual credits. Additional workplace experiences will include: hospital and other volunteering, job shadows, internships, Saturday and Summer academies; and mentoring by college students already training for healthcare careers.

Since the first dual credit BHC class is available in the ninth grade, we will integrate healthcare career exposure programs in **middle schools**. In addition, the project features **cutting-edge technology**, including an ALS Simulator, a patient simulator, which will be taken to the participating high schools to provide hands-on learning (Appendix, 4). The experiential work will enhance a core academic workplace-focused curriculum that includes anatomy, physiology and medical terminology.

## **PROJECT DESCRIPTION**

### **A. Project Outcomes and Progress Markers**

The following are the outcomes and progress markers of the new healthcare pathways pilot project in Lane County:



➤ **Improved and sustainable partnerships with business, industry, labor, and educational providers.**

- The program will track all of its partnerships, which includes the healthcare industry and educational providers. All will have a voice on the **Advisory Committee** which will meet quarterly.
- We already have long-established and sustainable relationships with our principal educational partners, including Lane Community College.
- In addition, there have been commitments from our nine participating school districts, a significant increase from the status quo. The Regional Healthcare Coordinator will make **monthly visits** to each districts' middle and high schools.
- The Regional Team, including the on-site Healthcare School-To-Career Coordinators, will meet monthly.
- We are establishing internship opportunities throughout the Eugene-Springfield area, a significant expansion of the localized internship opportunities currently available. We will increase our existing Community Partners through the implementation of **CIS-Connection**, a web-based tool that connects schools to businesses and businesses to schools. It links business information and employment opportunities to students and job seekers. This program, currently unavailable in Lane County, has been extremely successful in the Portland Area. All members of the Advisory Committee will contribute. Our goal is **100 industry partners** who will sponsor healthcare career related student experiences.

- The program will partner with the **Oregon Healthcare Workforce Institute** (OHWI) to develop metrics and methods of evaluating project success. OHWI's focus includes supply and demand data, educational program and clinical expansion, and public policy. This information will allow us to celebrate our successes and redirect - strengthening our partnerships.
- **Improved student access to CTE programs of study.**
  - Currently in the greater Eugene-Springfield metro area, there are only 25 students in Wellness Occupations. We will increase that number to **85 students** at a total of nine high schools throughout central and eastern Lane County. Once this pilot program is established, we will increase the total beyond 85 as more high schools join. In April, 2015 we will survey Lane County school districts to determine interest in program participation.
- **Increased rigor in technical and academic content aligned to diploma requirements, industry-recognized technical standards such as the Oregon Skill Sets, and employability skills.**
  - The program will further a student's essential skills in reading, mathematics and oral and written communication. Many students experience math anxiety, deterring them from healthcare careers. Lane Community College Health Professions and Math departments will collaborate to develop a **contextual math curriculum**.
  - The program will be integrated into the post-high-school academic environment because it will significantly increase the number of students

earning **College Now** credit to be applied toward study at community colleges and also at some other colleges and universities.

- The core is the Lane Community College Health Records Technology **Basic Health Care Career Pathway Certificate of Completion**. All six required courses are offered through College Now, a dual credit program for high school students to earn both high school and college credit. Students completing the BHC will be supported in taking Introduction to Medical Coding: Lane Community College HO 114. **Medical Coding** is a key step in the medical billing process. This annual median salary for this high-wage, high-demand job is \$32,000. These courses will be offered through the Regional Healthcare Pathways program.
- The **Career and Technical Education Consortium of States (CTECS)**, nationally recognized for its expertise in developing standards and assessment systems based on a valid occupational analysis process, will develop a competency-based career and technical healthcare assessment for our students. CTECS educational assessments are validated by business, industry and labor. Students will take a pre and post assessment.
- Internships, an integral component of the program, align with the **Extended Application**, the application of knowledge and skills in the context of the student's career interests and post-high school goals. Based on the principles of contextual learning, students connect academic studies to real life experiences.

- Through **Senior Project** students have the opportunity to synthesize knowledge and skills gained through participation in the Regional Healthcare Pathways. Requirements for Senior Project vary from district to district and may include a research paper, a portfolio, and/or a public demonstration or presentation. Historically, students enrolled in Health Services Pathways complete their Senior Project on their chosen healthcare career.
- **Increased career opportunities for students that may include access to career and technical student organizations.**
  - Better career opportunities will be achieved by students completing the two-year Health Services Pathways program. They will also have the option of acquiring the **Basic Healthcare Certificate**; obtaining through classes and internships a better understanding of available healthcare careers and the additional training needed to pursue such careers.
  - **Advanced trainings**, including EMT First Responder, Certified Nursing Assistant (CNA) and Pharmacy Technician and will be included.
  - Participants will develop contacts, and communication and teamwork skills through participation in the **Health Occupations Students of America** (HOSA) chapters that will be established.
- **Improved ability to meet workforce needs in the region.**
  - The whole goal of the program is for students to emerge from high school with the skills and goals that will enable them to move briskly forward into well-paying and engaging jobs in the healthcare industry. **Eighty-five percent**

of the programs 85 participants will successfully complete the Health Services Pathways program of study as measured by CTE.

- Our program will potentially expose over **10,000** middle and high school students in the Lane Education Service District consortium to healthcare career options. They will be able to choose among an array of career options that are becoming available as an aging healthcare workforce moves into retirement.
- Students will know what further training they need in order to pursue particular career options, and where to get that training. Many high school students currently are not aware of the available range of well-paying healthcare careers that are within reach (as they do not require years and years of training plus backbreaking student loans). Success will be measured by the number of students articulating to post-secondary programs of study or entering the workforce.
- **WorkKeys®**, Skill Standard Network of Oregon, will identify student skills required to perform effectively in the workplace. This assessment certifies the students' current skill levels - Mathematics, Locating Information, and Reading for Information - and determines additional training needed for career entry. Employers recognize WorkKeys® as a valuable hiring tool - providing a standard skill matrix for employee selection. Students are awarded the **National Career Readiness Certificate** ((NCRC) Acquisition of the NCRC increases employability – a win-win for employer and student!

Many Lane County employers will give preference to job candidates with the NCRC (Appendix, 5).

## **B. Career and Technical Education Program of Study Design**

The Regional Healthcare Pathways Program is designed to develop and enhance the current very limited offerings in Lane County. It will align with relevant state academic content standards, industry-recognized technical standards, and employability skills. It will prepare students technically and academically for further education beyond high school; and it will provide a clearly aligned educational pathway that leads to high-wage and high-demand careers.

To accomplish this objective, the Regional Healthcare Pathways program will align with the Oregon Skill Set: Health Services. Additionally, it will include College Now credits, the Health Services Pathways approved CTE Program of Study and the Basic Health Care Certificate to meet relevant state academic content standards and industry recognized technical standards. The program will provide students with a valuable leg-up in seeking further training.

Our program is specifically designed to prepare students for a variety of healthcare career paths, most of which require further education beyond high school. Through this program, students will understand the educational and training requirements for their healthcare career choices and how to pursue them. The program provides the foundation for choosing from among a number of healthcare careers, including areas where training — to become an Emergency Medical Technician, a Certified Nursing Assistant, or a Pharmacy Technician, for example — can be obtained relatively swiftly through a community college, even while attending high school. We will

offer 20 full or partial **scholarships** for these advanced trainings to program participants. Other choices, such as Registered Nurse, Physical Therapist, or Medical Services Manager, will require more extensive training.

This program provides a clearly aligned education pathway that leads to high wage and high demand careers. Healthcare occupations are projected to grow in Oregon by 31% in the decade ending 2020. This is twice the average job growth rate for all employment categories. According to Lane Workforce Partnership, virtually all categories of healthcare work in Lane County will experience significant numbers of job openings in coming years. Wages in these jobs are high. The Oregon mean wage for a registered nurse is \$78,530; for a physical therapy assistant, \$54,230; for a medical records technician, \$39,150.

The Healthcare partners that collaborated on the design of this CTE revitalization project expressed the dire need for a huge increase in the pool of well-trained candidates for the wide array of health service careers in demand. For instance, Lane Community Health Centers has experienced such a dramatic staffing shortage recently that they were forced to close clinics on Saturdays and in the evenings and have turned away new adult patients for the past three months. Our program will clearly articulate to students what training they will need, and where to get it, to pursue their chosen healthcare field. It will also give students a strong grounding in anatomy, physiology and medical terminology; will provide internship experiences connected to future employers; as well as other relevant, hands-on and community-based experiences. Our program and course of study will enable students to embark on their journey to a meaningful and well-paid career.

### **C. Student Diversity**

The program will benefit numerous underserved/underrepresented student populations including: economically disadvantaged students; ethnic minority students; English language learner students; and students with learning disabilities. The project will also benefit the male student population, a group substantially underrepresented in the healthcare industry, especially in fields related to nursing.

Our pilot project focuses strongly on economically struggling rural school districts, where students are hungry for promising, high-wage careers. Eight of the nine high schools participating are rural districts. Rural Oregon school districts, including the great majority of those in our pilot project, are heavily comprised of economically disadvantaged communities and families. For example, the unemployment rate in Cottage Grove is 13%; in Creswell, 15%; and in Veneta, 17%, according to the Oregon Employment Department. The statewide rate is far lower, at 8%. The ninth high school participating in the program, Willamette High School in the Bethel School district, represents predominantly lower-income neighborhoods in the Eugene urban area.

Household incomes in the participating school districts are much lower than the averages in Lane County and in the state. For example, the average household income in Cottage Grove is \$37,500, well below the countywide average of \$42,600, and the statewide average of \$49,900, according to the Employment Department. Many students who will enter our healthcare pathways program and proceed to further training at college will be **First Generation**, the first students in their family to attend college. Improved access to Health Services career pathways can effectively disrupt the generational cycle of poverty.



We will partner with the Gear Up and ASPIRE access programs to ensure everyone who seeks to participate in our program will be given a chance. **ASPIRE** (Access to Student Assistance Programs in Reach of Everyone) provides students with information about career and college options and provides each student with a mentor who works one-on-one with them through the year, helping the student and their families understand college applications, scholarship applications, and related issues.

Dr. Dawn Rowe of the **National Post-School Outcomes Center**, an expert in post-school experiences of youth with disabilities, will guide and provide input regarding curriculum design and instruction, work-based learning, and evidenced-based practices for students with disabilities. The program will also work closely with **Disability Resources** at Lane Community College to serve this population. HOSA's competitive events program includes four events specifically designed for students with disabilities. Additionally, we will partner with the Oregon Department of Human Services, **Youth Transition Program**. YTP received an international award for "Best Practices". Eight of the nine participating districts have established YTP programs staffed by a Transition Specialist.

To accelerate recruitment from all student populations of each high school, a Regional Healthcare Coordinator will meet with counselors of each school to provide information to help students enroll; staff will develop action plans to improve programs and services for underrepresented groups. We will present orientations for minority groups and other underrepresented groups at student club meetings and other venues. In addition, we will include career advising to help students and their parents navigate

the complexities of healthcare training. And For English Language learners, we will provide language specific materials as needed.

#### **D. Diploma Connections**

The program meets core academic requirements. Credits earned in Health Services Pathways and Basic Healthcare Certificate will count toward graduation requirements and articulate to Lane Community College. The development of students' ability in reading, writing and math and student engagement in the dual credit College Now program are central to this project. For example, core academic requirements are embedded in the CTE dual credit classes by design. In addition to traditional, newly trained onsite teaching staff, the program will provide support through the program's regional instructor; Lane Community College's healthcare advisor; and the team's regional healthcare coordinator. Tutoring will be available for students who need it.

The program provides career-related learning experiences that support essential skills. The exploration of healthcare careers via internships will complement core classes and a high school experience that culminates in a Senior Project. The internships will stress the applicability of math skills, the use of teamwork, and the value of real world experiences.

#### **E. Sustainability and Communication**

This project will be sustainable and expandable, and it will be strongly publicized in Lane County. This project enables leaders to work across conventional boundaries by establishing a centralized training procedure and curriculum for teachers at a number of different school districts and a central team that backs up teachers in the classroom and oversees high and consistent standards throughout. It has been due to leaders working

across boundaries that this project has carried on thus far, transcending school district boundaries, linking education and industry.

The project will recognize and congratulate initiatives taken by all participants. Teachers who pursue the Health Services Pathways training will obtain valuable new skills; successful students will obtain knowledge of healthcare, advanced trainings and some the Basic Healthcare Certificate. Program staff will evaluate progress at each of the participating high schools, recognizing examples of excellence and innovation. Student successes will be recognized in public awards ceremonies, with parents, teachers, industry, and advisory board members invited. A blog on the Lane Education Service District Web site will post weekly updates and anecdotes about the program. The Steering and Advisory committees will use an annual dinner to highlight examples of excellence and hard work.

Media exposure will be a focal point of the project. The program's launch and progress will be highlighted in the media, via news releases, one-on-one media contacts, interviews, and other measures. We will obtain exposure on television, in newspapers, and on newspaper web sites, as well as in school district media, including newspapers and web sites.

Our project will establish new protocols by training teachers in the healthcare pathways curriculum and by bringing the curriculum into high schools; it will also establish new lines of communication between our project team, our high schools, and our healthcare partners in the community to foster ongoing, sustainable internship opportunities. On an ongoing basis we will collect and analyze data about the program's participation rates and effectiveness. This proposal for CTE Revitalization funding will

enable us to start and establish the program building long-term capacity to place the program in a sustainable mode throughout Lane County.

Trained teachers will be in place at participating high schools. Instructors will be supported by on-line and virtual classes as well as experienced Healthcare School-To-Work Coordinators. Technology, equipment and the Career Center, paid for with grant funding, will continue with the program. Carl Perkins funds will also provide an additional source for sustaining the program.

Our partner, Area Health Education Center of Southwest Oregon, received a Rural Health Planning grant for the Lane County Regional Healthcare Pathways program development and is forming a 501(c)3. Additional funding from industry and grants will assure sustainability and provide for expansion.

Further CTE grant funding will not be required.

## F. Activities and Timeline

### Outcome Key: Project Outcomes & Progress Markers

**A.** Improved, Sustainable Partnerships; **B.** Improved Student Access to CTE; **C.** Increased Rigor in Technical & Academic content; **D.** Increased Student Career Opportunities; **E.** Improved Ability to Meet Workforce Need.

Date	Project Activities	Outcome
Nov '13	Meeting with OHWI to establish Metrics & Evaluation	A, E
Jan '14 ~ Ongoing	Advisory Committee Meeting ~ Quarterly meetings: Jan.'14, Apr. '14, Jul. '14, Oct. '14, Jan. '15, Apr. '15, Jul. '15.	A, E
Jan '14	Order texts & materials for curriculum	B,C
Jan '14	Recruit and hire of regional staff	A, B, C, D, E
Jan '14	Regional Healthcare Coordinator ~ Industry contacts: Goal 100 ~ 6 '15	A, D, E
Jan-Mar, '14	Recruit and hire on site School-to-Career staff	A, B, D
Jan-May '14	Technology Infrastructure: Order ALS Simulator, Training	C, D
Jan-Mar '14	Identify potential Instructors for CTE endorsement	B, D, E
Jan-Mar '14	Design & print promotional materials for targeted sectors: Students, Parents, Districts, Industry	A, B, D, E
Jan-Mar '14	CIS Connections: Launch	A, D, E

Feb '14	Regional Team Meets ~ Monthly Ongoing	A, B, C, D, E
Mar '14	Write Contextualized Math Curriculum	B, C, E
Mar–Jun '14	BHC Promotion: High Schools ~ Counselors, Students	B, C, D, E
Mar- Jun '14	Out-of School Programming	
April, '14	LESD Blog designed & launched	A, B, D, E
April '14	ASPIRE~ Meet with Districts to implement program	A, B, D, E
April, '14	Survey of Student Interest/ Identify 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> grades) Student enrollment in AHEC & Summer programs	B, C, D, E
May '14	Student Enrollment in CTE Pathways scheduled for 2014 – 2015 year ~ 85 Students	B,C, D
May-Aug '14	Advanced Trainings: Promote, Applications, Acceptance	B, D, E
Jun–Aug '14	Train the Teachers: CTE Teacher Endorsement	B, D
Summer '14	Summer Career Exploration activities: AHEC & LCC	D, E
Summer '14	Teen Volunteer Program Launched	B, D
Aug '14 – Jun '15	School-To-Career staff meets monthly with Regional team. Complete monthly reports	A, B, D
Sep '14	CTECS engaged to develop assessment	C, E
Sep '14	Student Enrollment in College Now Healthcare Math	B, C, E
Sep '14	Advanced Student Trainings - Ongoing – Jun '15	B, D, E
Sep '14-May '15: Ongoing	Student Healthcare Related Experiences, HOSA Chapters established	D, E
Spring '15	ODE Health Services Career Cluster industry skill set assessment	C
Apr '15	Survey Lane County School Districts 2015- 2016 Program Participation	A, B, C, D, E
Apr '15	Student Assessments: WorkKeys & CTECS Healthcare	C,E
Jun '15	Two or more teachers complete CTE endorsement process	B,D
Jun '15	Survey Students: Post-Secondary Plans: College/Career	B, C, D, E
Jun '15	OHWI evaluates program metrics & generates report	A, E

Additional Statements of Rationale for Activities: Related to Chart above

1. Advisory Committee Meeting: The Advisory Committee will define and clarify our vision. We have met individually with each partner; however, in order to develop leadership and establish committees, our first priority is to bring the partners together.

2. Recruit and Hire Regional and School-to-Career Staff for the Project: Staffing is integral to the success of the project. Regional staff will be involved in every phase of development and implementation; therefore, early recruitment and hiring is important.
3. Out-of-School Programming: We will utilize the proven, successful models of our partner, Area Health Education Center of Southwest Oregon. These will include: hospital Teen Volunteer Program, Diagnosis Days, A Day in the Life, Internship Immersion and Med Stars, to name a few.

## **G. Evaluation**

The program will partner with the **Oregon Healthcare Workforce Institute** (OHWI) to develop metrics and methods of evaluating project success. OHWI's focus includes supply and demand data, educational program and clinical expansion, and public policy. Evaluation data will include: How many students enter the program; whether some students want to enter the program and for some reason cannot; how many complete each class or credit; how many start and complete the required internships; assessment of the internship experience by the student, teacher, internship provider and Lane Community College; a student employability assessment test at end of grant cycle; evaluation at end of grant cycle to see how many program graduates intend to articulate to a post-secondary institution.

We will have monthly check-in meetings with teachers from the districts to refine and individualize the program of study at each high school. Student focus groups will identify what is and is not working to help guide modifications from site to site. We will also solicit feedback from students' families about the program to further guide the

improvements that can be made. Once the CTE-funded period expires, we will continue robust evaluation. This will include collecting and analyzing data on: the number of students completing the program; the number of students enrolling in internships and other workplace preparation opportunities; the number of students completing the BHC or advanced trainings; the number of students who pursue healthcare careers including the career type, further training needed, and the specific job they will perform. We will also evaluate how many students discontinue their participation in the program and opt for a career outside of health services, including the reasons why.

A primary goal is to offer the program to other high schools beyond the nine in this pilot. Evaluation data will be used to fine-tune the program prior to this future expansion.

## **PARTNERSHIPS**

Project partners played a vital role in developing this concept and proposal. We formed a Steering Committee of secondary and post-secondary education leaders and others who advised on recruiting partners, roles for partners, components to strengthen the curriculum, and Advisory Board structure. These included: Sheryl Berman, LCC Dean, Health Professions; Al King, LCC Division Dean, Cooperative Education; LCC College Now staff; Jennell Ives, Oregon Department of Education; Chris Guastaferrero, Executive Director, AHECSW; Regional CTE Coordinator Kristin Gunson; and South Lane School District Health Services Pathways staff. An Advisory Committee of 30 members was formed and includes the nine school districts, PeaceHealth, Oregon Imaging, Oregon Department of Rural Health, Lane Workforce

Partnership, ASPIRE, Oregon CIS, HOSA, Oregon Department of Human Services and others. The roles of the partners are clearly defined and delineated.

The program's fundamental elements will be implemented by the participating high schools and their trained teachers, with guidance and supervision by the program's support team at Lane Education Service District and by Lane Community College. The Advisory Committee will provide a sounding board to help steer the program's overall direction, troubleshoot overarching issues that may arise, and identify new opportunities to continually innovate the student experience and community involvement. The professional healthcare organizations will serve as valued providers of internship opportunities – an essential part of the gateway into high-wage and high-demand jobs. Lane Education Service District CTE staff has spent the last 12 years developing strong partner relationships with Lane County school districts, agencies, and businesses to orchestrate high-quality programs driven by student interest that focus on individualized career development.

Additionally, this proposal received critical guidance from the Data and Bridge Groups in the Regional Achievement Collaborative, Connected Lane County. Guided by two important Connected Lane County focal points, to increase dual credit options and to create new first generation college pathways portals, Lane Education Service District will maintain a critical leadership role in revitalizing CTE in Lane County by providing all necessary guidance, support, and cohesion to the partnerships and objectives embedded in this project. Importantly, Lane Education Service District will also contribute a mini bus purchased with American Recovery and Reinvestment Act



(ARRA) funds. This vehicle can transport 15 students and equipment and will provide transportation for program participants.

The program's trained teachers will develop strong connections with the program's industry partners. The teachers' training will include visits to industry partners. Teacher buy-in will be strong, in part because the training will be offered on-line, evenings, weekends, and in weeklong blocks during the summer.

Demonstrating the overwhelming enthusiasm, interest, and dedication to this proposed project, cash and In-Kind contributions from our partners **will exceed \$114,800**. Letters of Commitment from our BUSINESS, INDUSTRY, LABOR, SECONDARY AND POST-SECONDARY EDUCATION PARTNERS are attached.

### **BONUS NARRATIVE**

As outlined, the Lane County Healthcare Pathways also includes Career and Technical Student Organizations (CTSOs), a middle school component, out-of-school time programming, and a focus on regional, statewide or system changes.

#### **A. Career and Technical Student Organizations:**

We will form a regional Health Occupations Students of America (HOSA) chapter. Through the chapter, participants in our program will be involved with leadership development and motivation, and student recognition via local and state conferences. Our HOSA chapter will work with a regional advisor who will help students in each high school organize themselves into a chapter. The student organizations will help students gain skills in personal development, problem solving, communication, and teamwork. The CTSO will also accelerate the students' paths into career development

by bringing them into contact with other similarly motivated students at the high school and college levels, as well as healthcare professionals in the marketplace.

HOSA is already established at many community colleges and universities nationwide. As students leave our nine high schools, they will find that their HOSA activities prepared them to advance in their training, into further internships, and into employment. A HOSA letter of commitment is attached.

### **B. Middle School Component**

The program will initiate exposure for healthcare careers for middle schools via presentations in all participating districts, parent nights, classroom speaking opportunities for the Healthcare partners, tours of local healthcare institutions, and health career pathways symposiums. So, before they reach high school, students and their families will be aware their high schools offer this special career-focused option. We recognize that middle school career exposure is a proven method of accelerating a student's career development. We have already begun discussions with middle school principals to evaluate how their existing strategies could meld into our new program.

### **C. Out-of-School Time Programming**

The project's primary out-of-school programming will be the 40 hours of internships required per student for recognition of successful completion of Health Services Pathways. The intensity and duration of this amount of time committed to on-site internship placement demonstrates the commitment by both schools and community partners to ensure that students develop an in-depth understanding of the field and sustained interest to carry them onwards down this path.

The project will also feature other out-of-school time programming including the Teen Volunteer Program (TVP), Jr. MedStars, MedStars, Student Internship Immersion Program ~ participants engage in three 10-week site rotations ~ and Diagnosis Days programs that will be brought to Lane County by our partner, Area Health Education Center of Southwest Oregon (AHECSW). This organization, established in 1980, offers students a myriad of opportunities for healthcare career exploration ~ all out-of-school. The Lane County Regional Healthcare Pathways coordinator will work closely with AHEC staff to ensure the seamless integration of these programs.

The program will also offer other out-of-school time healthcare opportunities during the summer and weekends. We will utilize existing models such as Saturday Academy in Portland, A Day in the Life and Camp MD. In addition, we will host competitions sponsored by Health Occupation Students of America (HOSA).

#### **D. Focus on Regional, Statewide, or System Changes**

At its core, the **Regional Healthcare Pathways: Innovation in Education** institutes regional systemic change. The region and the state are experiencing and will increasingly experience a shortage of numerous categories of healthcare workers. There currently exists no Lane County-wide network to introduce and train high school students in the basics of employment in the healthcare field. School districts and their high schools face financial problems that hinder them from launching their own in-house Health Services Pathways programs; even though demand among students and their families for such initiatives is high. Our program, through use of pooled resources universally applied, creates a regional solution to this systemic bottleneck.

Our project also seeks to remedy the apparent disconnect between industry's clear need for increased numbers of healthcare workers and the needs of Lane County students for meaningful and well-paying jobs. As we progress through the proposed timeline in the first 18 months of the project, we will have an emphasis on continual quality improvement with the goal of not only sustaining this effort regionally but also providing a model for other regions to replicate. This project will significantly expand Lane County's Healthcare Career Technical Education programs, and, if successful, will provide the framework for expansion for the entire region and state. This collaboration and intensity is imperative if we are to prepare our students for high-wage, high-demand jobs. And it is critical if we are to meet the urgent needs of our communities and regional healthcare industry to provide high-quality healthcare for our citizens.

#### **E: Science, Technology, Engineering, and Mathematics (STEM)**

Many students with math anxiety have shied away from careers in healthcare. The **contextual healthcare specific math curriculum** developed by LCC will demystify math, provide hands-on relevance, and offer the chance for students to consolidate their knowledge of math and science concepts in an applied setting. Studies have shown that course outcomes improve when students experience the practical application of subject matter in a high-interest setting. Additionally, the utilization of cutting edge **medical simulation technology**, the Laerdal ALS Simulator, will expand hands on learning opportunities for program participants and create an even richer, more realistic learning experience. The healthcare setting requires familiarity and comfort with complex technological tools; the Laerdal ALS Simulator and other featuring technologies in the

program will not only be a great hook for student interest, but also vital preparation for their pathway in the field.