

STRATEGY SESSION: State Policy/Finance

Steering Committee Member:

Katharine M. Oliver
*Assistant State Superintendent
Career Technology & Adult Learning
Maryland State Department of Education*

Best Practice Speakers:

Kathy Gallacher
*Career Connections Coordinator
Maryland State Department of Education*

As Career Connections Coordinator, Kathy has regional responsibilities for Anne Arundel County Public Schools and Anne Arundel Community College, the Upper Shore which includes the school systems of Dorchester, Kent, Queen Anne's, Somerset, and Talbot, along with Chesapeake Community College and the Lower Shore with the school systems of Caroline Wicomico, and Worcester and Wor-Wic Community College. Kathy is cluster lead for Health and Bioscience.

Kathy joined the Division of Career Technology and Adult Learning in 2001 as an education specialist with responsibilities for *High Schools That Work*, Making Middle Grade Work, cosmetology, and certified nursing assistant programs. Kathy's previous experiences include Manager of Marketing and Program Development at the Georgian Bay Center in Ontario, Canada, a teacher of technology, business education and cooperative education supervisor. She also has a business background and served as a buyer and Director of Imports for various retail companies in the northeast. Her background includes a B.A. in Distributive Education and a minor in Business Education from Montclair State University, New Jersey.

Gail Quinn
*Program Specialist
Career and Technology Education
Maryland State Department of Education*

Gail Quinn is a Program Specialist for the Career and Technology Education Instructional Branch at the Maryland State Department of Education (MSDE). She has served in this position for over nine years. For the past two years, she has coordinated the employer focus group sessions for the development and validation of Maryland's 10 career clusters. She provides technical assistance and oversight to the implementation of career clusters in high schools participating in MSDE's High School Reform Grant and the Citigroup Career Connections High School Improvement Institutes. The goal is high school organization into smaller learning communities based on Maryland's career clusters, including the implementation of a career development and guidance system for students. Prior responsibilities at MSDE included oversight and technical assistance for Career Connections, Maryland's system of school-to-careers. Gail holds a master's degree in education administration from the California State University, Dominguez Hills.

Facilitator:

Mark Gratzer

Manager

Training & Development

LifeBridge Health, Inc.

Currently, Mark is the Manager of Training and Development for LifeBridge Health in Baltimore, Maryland. His role is to design, develop and deliver leadership and personal effectiveness curriculum for all levels of employees at LifeBridge Health.

Mark started his working career as a computer systems analyst at Eastman Kodak Co. in Rochester, NY. While at Kodak, he also performed several other roles in Human Resources including Technical/Computer Trainer, Human Resource Development Consultant, and Manager of Kodak Career Services (internal career/learning centers). In 1994, Mark, moved to Baltimore and started a Human Resource Development consulting business. He has consulted with numerous organizations in manufacturing, finance, aerospace/defense and healthcare including: British Aerospace,, Northrop Grumman Corporation, McCormick & Company, Inc., Giant Food, Inc., T. Rowe Price, Spacenet, Inc.(Gilat), Exide Technologies, Inc., Eureka Broadband Inc., Johns Hopkins University, Day & Zimmermann, Inc., Maryland-National Capital Park & Planning Commission, LifeBridge Health, and Children's National Medical Center

State Policy and Financial Incentives Strategy Session

- Provide public policy and incentives to support the needs of the healthcare workforce
- Demonstrate a public commitment to attracting, developing, and retaining the healthcare workforce

Recommended Initiatives:

Encourage the development of new, more rigorous, high school and middle school healthcare programs to promote health career awareness and better-prepare students for entrance in high-skill employment and further education

Need addressed:

- Informing students of healthcare career options
- Recruiting and retaining students into healthcare programs
- Better preparing students for entrance into high-skill, high-wage employment and further education

Outcome achieved:

- Student awareness and career exploration of the health care fields
- Increased number of students entering healthcare programs and ultimately the future Maryland healthcare workforce
- Development of high school healthcare programs that require prerequisites and increased academic rigor

Link healthcare scholarships to Maryland employment need

Need addressed:

- Scholarships needed by students to pursue healthcare careers
- Significant staffing shortfalls experienced in a number of healthcare fields
- Limited funding for financial aid

Outcome achieved:

- Provide financial support to students entering programs to be offered in fields determined to have the most severe shortages
- Distribute scholarship funding according to occupational need
- Promotion of scholarship funding and service obligations to potential students

State Policy Best Practice

Maryland State Department of Education

The Career Pathway Framework for Health and Biosciences

The Maryland State Department of Education and industry representatives from the Health and Bioscience sector in Maryland are developing a career pathway framework for the industry. The framework is developed through facilitated, employer focus group sessions. Participating employers represent Maryland business organizations.

The framework includes:

- A map that defines the scope of the industry in Maryland: This map identifies the major types of business functions critical to State competitiveness and growth of the industry.
- The career pathways related to the core business functions and career opportunities: Occupations, reflecting all education levels for each pathway, and industry certifications and degree programs are included in the description. The occupational information aligns with State and federal systems.
- Technical content standards for each career pathway: Critical business activities are used to identify standards. These standards also represent complete functions or end-to-end processes, higher-level responsibilities or roles, and applications across all projects and processes. They link to Maryland's academic content standards and the Skills For Success (i.e. Thinking, Communication, Interpersonal/Teamwork, Technology and Learning).
- Foundation standards representative of the scope of the industry and related career development: This set of standards represents a cross-section of the pathway technical content standards, the academic skills, and Skills For Success. They are the basis for a foundation or first course in a program sequence that introduces students to the industry. The standards are used to develop curricula and assessments.

During the first phase of development, the map and career pathways were produced. In phase two, the pathway technical content standards were drafted. Next year, related academic content standards will be integrated with the technical standards. A career development curricular and guidance model will also be prepared.

Source: Maryland State Department of Education, August 2003

Initiative Evaluation Criteria

Need Addressed

- Identification of targeted population(s) served
- Need identified to address population(s) need

Outcome Attainment

- Potential outcomes of recommended initiatives
- Adequate in resolving need
- Potential to add value to goals of strategy

Ease of Implementation

- Commitment and coordination of stakeholders
- Political viability
- Institutional capacity to achieve objective

Opportunity for Public/Private Partnership

- Potential for outcome attainment through partnership
- Initiative aided by joint support of public and private sectors

Maryland Best Practices

State Policy and Finance

Encourage and Educate K-12 Students to Study Math and Science So That They Will Be Prepared to Enter Training Opportunities in Healthcare

Baltimore City Public School System

Goal: Create school-to-work strategy for healthcare to make school more relevant and engaging to students

Key Components:

- Used Career Academy as a model to restructure all comprehensive high schools;
- Newly formed academy of assistive technology for medical prosthetics field;
- Received a one-year planning grant from a consortium of foundations to develop an academy of nursing and have submitted an implementation grant.

Source: "Career Academies" by Craig Winger and Alan Barber and the Maryland Hospital Association

The New Paul Laurence Dunbar High School for Health Professions

Goal: provide rigorous college preparatory program leading to health careers

Key Components:

- Beginning its second cohort of students;
- State of the art college preparatory program focusing on science, mathematics and health professions.

Source: Maryland State Department of Education

Eastern Technical High School Goal: Create an innovative college preparatory allied health program

Key Components:

- Very strong four-year college prep curriculum with AP academies;
- Broad curriculum for multiple career pathways within the health care field;
- Unique course offerings within the Allied Health pathway, such as forensics, training and conditioning, and pain theory and control;
- Exceptional rigorous senior independent projects;
- Effective internships and dual enrollment;
- Strong partnerships with Community College of Baltimore;
- Very high rates of postsecondary enrollment in Allied Health careers;
- Innovative team of academic and technical teachers working together to deliver instructions;
- Strong program model for Allied Health at a variety of secondary settings.

Results:

- In 2002, program was designated an 'exemplary' program with the "Sharing and Celebrating Exemplary and Promising Career and Technical Education Programs" Project by the National Dissemination Center for Career and Technical Education at The Ohio State University.

Source: Maryland State Department of Education

Howard County Public School System Goal: Create a Health and Bioscience four-year college preparatory magnet program

Key Components:

- Students major in either a health clinical career or a Bioscience laboratory career program;
- Required to take four years of math and four years of science;
- Science includes two years of biology and at least one of chemistry;
- Created a health career program for students who are interested in obtaining just the GNA/CNA/PCT training and either going straight to work or to a two-year college;
- Health Career program is part of a dual enrollment partnership with Howard Community College (HCC) that allows students to pool resources and when complete certification program can enter the LPN/RN program with advanced standing at HCC.

Source: Maryland State Department of Education

Allegany Community College Goal: Create "ladder" approach for nursing students

Key Components:

- The first year of the Registered Nursing (RN) program is identical to the Practical Nursing (PN) program so students who began in the PN program can switch into the RN program without starting over;
- Students who have PN credentials from other schools can get 18 articulated credits toward their RN degree;
- Articulation agreements with area career centers giving Certified Nursing Assistant completers guaranteed admissions into the college's allied programs. Programs include Medical Laboratory Tech, Nursing (RN and PN), Occupational Therapy Assistant, Radiologic Tech, Respiratory Therapist Asst, and Therapeutic Massage. All of these programs have long waiting lists so guaranteed admission is a big advantage;
- In the Physical Therapist Assistant program the first year is academic course work and the second year is skill training so students can attend their home community college for the first year and pay the lower in-county tuition. Medical Laboratory Tech is considering doing the same thing in their program;
- Just completed a three-year FIPSE grant (Fund for the Improvement of Postsecondary Education) called "An Integrative Curriculum Approach To Developmental Mathematics And The Health Professions Using A Problem Based Learning Model". It will integrate math into the health courses and integrate health curriculum into math courses;
- Developed an "Exploring Health Careers" course for those who are interested but not fully committed to an allied health field. This course includes job shadowing;
- Career awareness demonstrations that can last from an hour to all day for area high school students. Includes hands-on demonstrations;
- Student tutoring arrangements in nursing that pair freshmen and sophomores in a buddy system to help freshmen.

Source: Maryland State Department of Education

Link Healthcare Scholarships to Maryland Employment Need

Maryland Higher Education Commission
Goal: Increase number of physicians in underserved areas of Maryland

Key Components:

- Office of Primary Care and Rural Health maintains list of opportunities in underserved areas;
- If receive Loan Assistance Repayment are obligated to work in underserved areas;
- Foreign physicians who want a Federal J-1 Visa Waiver to stay in this country upon finishing their medical education can also fulfill their obligation by working in these practice sites.

Maryland Hospital Association
Goal: Provide financial assistance to Maryland students in healthcare and life sciences

Key Components:

- Created Maryland Hospital Association Hospitals Scholars Program;
- Students are required to be Maryland residents enrolled in a Maryland school and within two years of receiving a degree or certificate in a health care related field;
- Students must demonstrate financial need, success in school and involvement with a member hospital, either as an employee or volunteer;
- BD Diagnostic Systems is the primary sponsor of the program and has provided \$50,000 in total funding since 2002. MHA is looking to expand this program to other corporate sponsors.

Source: Maryland Hospital Association

Other State Stories

State Policy And Financial Incentives

Encourage and Educate K-12 students to study Math and Science so that they will be prepared to enter training opportunities in healthcare.

STATE STORIES: CALIFORNIA

Tenet Healthcare Corporation

Goal: Increase interest in healthcare careers

Key Component:

- Promoting health careers through high school career fairs and outreach into the community.

STATE STORIES: PENNSYLVANIA

J.P. McCaskey High School in Lancaster County, PA

Goal: Increase high school education opportunities in health careers

Key Components:

- 9th grade students choose small learning communities, students and teachers working together around a theme such as Science and Technology and Vocational and Technical Careers for students interested in specific career areas including the health field;
- School District of Lancaster and Lancaster Health Alliance developed Introduction to Health Careers course for seniors with at least a 3.0 GPA, an Early Enrollment in Health Professional Education Programs and Scholarships.

STATE STORIES: NATIONAL

Health Occupations Students of America (HOSA)

Goal: improve the quality of healthcare by fostering academic, technical, leadership and personal skills in health occupations students

Key Components:

- 70,000 members – approximately 35% chose nursing as a career;
- Provides students with learning opportunities that exceed entry-level technical skills;
- Provide students with leadership and teaming skills.

STATE STORIES: OHIO

OhioHealth's Hospitals in Columbus, OH

Goal: Get elementary school children interested in nursing careers

Key Component:

- Nurses at hospitals created a coloring and activity book about nursing for elementary school children.

Source: the American Hospital Association's www.hospitalconnect.com

STATE STORIES: OHIO

Mount Carmel College of Nursing in Mount Carmel, OH

Goal: Stimulating interest in healthcare careers among youth to reduce future healthcare worker shortage

Key Components:

- Sponsored a week-long summer day camp for 30 central Ohio teens and preteens called "Camp Mount Carmel: Adventures in Healthcare."
- Designed for students entering grades 7, 8, and 9 who have expressed interest in healthcare professions;
- Students experienced many facets of healthcare careers through activities and programs included: A visit to a surgical suite, which featured live surgical procedures being performed at Mount Carmel West via videoconference; tours of hospital areas; Shadowing/mentoring tracks with various healthcare professionals; visit to community outreach centers/soup kitchens; art activities and a session on art and healing at The Columbus Museum of art; a "dorm" overnight in the College of Nursing;
- Professionals in respective fields conducted the camp and specially selected student nurses served as camp counselors;
- Students accepted into the camp on a first-come, first-registered basis.

Results:

- A waiting list of students this year;
- Mount Carmel College of Nursing will expand the program next year to meet the demand.

Source: Mount Carmel College of Nursing, www.ohanet.org/workforce/practices/files/camp.pdf, accessed 2/27/03

Link Healthcare Scholarships to Maryland Employment Need

STATE STORIES: FLORIDA

Polk Community College in Winter Haven, FL. (Central Florida)

Goal: Increase the number of nursing graduates

Key Components:

- 5 hospitals pledged \$1.3 million over the next three years;
- Hired a nursing recruiter for prospective students and be a student mentor;
- Created scholarship program for nursing students;
- Added additional nurse faculty members for the expected increase in enrollment.

STATE STORIES: CALIFORNIA

Los Rios Community College in Sacramento, CA

Goal: Increase nurse graduates

- Four Sacramento area hospitals joined together to fund tuition-free nurse training programs;
- One hospital pledged \$15 million to educate hundreds of nurses at state schools in the area.

STATE STORIES: MISSOURI

Community Hospital Association (CHA) in rural Missouri

Goal: Maintain highly trained workforce through loan program

Key Components:

- Created loan program through CHA's Foundation;
- Created scholarship program through the hospital's Development Council and Auxiliary;
- Employees and non-employees can advance their career by receiving assistance with tuition and school-related expenses;
- Recipients of loan must work for the organization for a specific number of years or repay CHA;
- CHA encourages students to work at the organization while they are in school and coordinates working hours with the students' school schedule.

STATE STORIES: NATIONAL

Department of Health and Human Services Health Resources and Services Administration

Goal: Increase number of nurses through scholarship program

Key components:

- Accepting applications for an estimated \$3.8 million in nursing scholarships for FY 2003;
- Recipients must serve at least 2 years at a hospital or other healthcare facility with a critical shortage of nurses.