

Health Science & Medical Technology (HSMT): Building Capacity Through Partnerships and Strategic Planning



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Health Science Capacity Building (HSCB) Project Project: Vision and Mission

- Our vision is simple: *Career Technical Education is fundamental to students' career and college readiness and the future of the healthcare industry*
- With cornerstones of partnership, leadership, integrity and diversity, HSCB project model advances collaborative efforts to ensure that students reach their full academic and career potential

Strategic Planning in a Career Technical Education Context

- *Strategic-planning flow* – reaching the ultimate collegial experience characterized by:
 - High level of enjoyment
 - Complete immersion in real time reciprocal conversations
 - Continuous intrinsic interest in the team's tasks
- FIVE Strategic Planning Aims

Five Strategic Planning Aims

Aim 1: Collective expectations

Aim 2: Identify goals, gaps, and solutions

Aim 3: Make accountability everyone's job

Aim 4: Evaluate and fine tune solutions/strategies

Aim 5: Build capacity

Causes of Performance Gaps in Strategic Planning

1. *Knowledge* – People don't know how
2. *Motivation* – People won't do it
3. *Organizational alignment* – The school does not support it

Health Science Capacity Building (HSCB) Project: Purpose

- The HSCB project centers on five key strategic planning components:
 1. Administrative support
 2. Interdisciplinary pathway team
 3. Professional development
 4. Student learning and motivation
 5. Community partnerships

Strategic Planning Components

1. Establish administrative involvement and structure at the secondary (middle and high schools) and post-secondary levels
2. Create an interdisciplinary team to work on curriculum development, course alignment and career development activities

Strategic Planning Components (cont.)

3. Develop academic strategies to engage students in a CTE program of study that consist of:
 - Integrated standards-based curriculum
 - Diversified teaching strategies
 - Work-based learning/experiential learning
 - Use of technology
 - Multi-measure assessments

Strategic Planning Components (cont.)

4. Offer professional development opportunities to strengthen the secondary, post-secondary, and industry partnerships. Which include:
 - Coordination of curricula between the secondary level and the occupational certification/licensure programs.
 - Increase the educators' knowledge of healthcare concepts
5. Strengthen community partnerships to support the CTE project

Part One: Assemble a Team

Activity:

What I value the most?

Interdisciplinary Team

1. High School Administrator
2. Career Technical Instructor
3. Core Academic Teacher
4. Guidance Counselor
5. Middle School Administrator/Educator
6. Post-Secondary Representative
7. Industry/Community Partner
8. School District Representative

High School Administrator(s)

- Roles and Responsibilities:
 - Provide leadership and guide decision making
 - Encourage and supports curriculum development and alignment efforts
 - Ensure that educators have necessary resources to carry out team goals
- *Short discussion*

CTE Instructor(s)

- Roles and Responsibilities:
 - Advance CTE standards-based instruction
 - Institute current industry-relevant expertise
 - Collaborate with colleagues on interdisciplinary curricula
- *Short discussion*

Core Academic Teacher(s)

- Roles and Responsibilities:
 - Provide academic standards-based instruction
 - Establish academic subject matter expertise
 - Collaborate with colleagues on interdisciplinary curricula
- *Short discussion*

Guidance Counselor(s)

- Roles and Responsibilities:
 - Provide career exploration and guidance to students
 - Work with students and parents to develop, implement, and monitor student's personal education and career plan
 - Generate college and career readiness data
- *Short discussion*

Middle School Administrator(s)/Educator(s)

- Roles and Responsibilities:
 - Ensure students a successful transition from middle school to high school
 - Help students develop an awareness of health science and careers
 - Work with high school teachers to align selected 7th and 8th grade courses with high school HSMT courses
- *Short discussion*

Post-Secondary Representative(s)

- Roles and Responsibilities:
 - Ensure students a successful transition from high school to college
 - Provide advanced technical training through dual credit courses
 - Help students transition from college to careers in healthcare
- *Short discussion*

Industry/Community Partner(s)

- Roles and Responsibilities:
 - Provide work-based learning opportunities
 - Offer resources to schools to help shape students' career interests
 - Offer teachers professional development opportunities
 - Offer mentors and guest lecturers to schools to enhance students' career awareness
- *Short discussion*

School District Representative(s)

- Roles and Responsibilities:
 - Support CTE projects and program components
 - Ensure that administrators and teachers engage in ongoing professional development activities
 - Support innovative and state-of-the-art learning facilities, equipment, and technology
- *Short discussion*

Discussion

Part Two:
Strategic Pathway
Assessment and Work Plans

Health Science Educators' Institute

- The focal basis of the Educators' Institute

Key outcomes include:

- Gaining a stronger network of colleagues
- Developing new teaching strategies
- Incorporating experiential learning strategies
- Increasing knowledge of current healthcare concepts
- Aligning current healthcare topics into their curriculum
- Gaining strategies to engage community and educational stakeholders

HSCB Strategic Planning Process

- Team assessment using the Strategic Pathway Assessment Scale (PAS)
- Team completes the Strategic Pathway Work Plan using their PAS assessment. Specifically developing:
 - Global goal
 - Educational goals
 - Performance objectives/activities

Strategic Pathway Assessment Scale (PAS)

- The team work together to assess their program on following areas:
 - Administrative support
 - Interdisciplinary team
 - Student learning [and motivation]
 - Professional development
 - Partnerships

Strategic Pathway Work Plan

Global Goal: All of Health Science Pathway students will increase their knowledge of employment opportunities, employability requirements, and educational resources required to pursue careers in health care.

1.0 Administrative Support Components: 1.1 Administrative involvement, 1.2 Shared Planning Time, 1.3 Flexible Schedules, and 1.4 Data Driven Pathway

Educational Goal	Measures	Outcomes	Responsible Person (Name & Role)	Performance Objectives/Activities (Two or More Performance Objectives)	Timeline	Product	Budget Line Item with Cost
Educational Goal 1: [Administrative involvement] – Increase agreements with health care partners by three with 10 work-based learning placements for students by 12/2011.	Number of participating health care providers.	Outcome: Students' hands-on experience in health sciences careers will increase.	John Kates (Coordinator) Terri Jones (Nursing) Patrick Morrow (English)	Performance Objective 1: Will research and create a list of potential health care partners Performance Objective 2: Will create agreements and meet with individual health care partners to establish internship opportunities. And, organize the work placements for 10 students.	By 10/15/11 By 11/1/11	Product: Three signed agreements; 10 student placements; student WBL assessments.	1000 - \$3,000
Educational Goal 2: [Flexible schedule] – Increase the opportunity for academic and CTE teachers to collaborate on culminating activities for students beginning with the 2011-12 school year.	Number of culminating activities.	Outcome: Students have increased knowledge and interest in health science/public services careers.	John Kates (Coordinator) Richard Meeks (ROP/CTE) Joanne Little (Science) Patrick Morrow (English)	Performance Goal 1: Will work with academic and CTE teachers to schedule and carryout a block-type schedule. Performance Goal 2: Will examine existing curricula and identify areas of interest and collaboration. Performance Goal 3: Will work with CTE & academic instructors to organize culminating activities into 1 student "end-of-year" project.	By 11/1/11 By 11/15/11 By 1/15/12	Product: End-of-year student project report on a healthcare-related topic linked to work-based learning.	1000 - \$7,000

Causes of Performance Gaps

1. *Knowledge* – People don't know how
2. *Motivation* – People won't do it
3. *Organizational alignment* – The school does not support it

Goals for CTE students

Global Goal

By June 2012 pass all 11th grade CTE classes with a B grade or better.

Educational Goal

By December 2011 have an 90% attendance rate.

By spring break 2012, have completed 90% of assignments.

Performance Goal

Dedicate 30 minutes per week modifying schedule.

Sign up to attend morning tutoring 30 minutes/day.

Devote 2 hrs. every day on homework assignments.

Complete a minimum of 2 weekly literature reviews.

Performance Gaps

Never done it.

Is aware of the tutoring session, but has not signed up.

Currently spends approx. 20 minutes per day.

0 literature reviews completed because no access to research articles.

Causes of Performance Gaps

Knowledge gap

Motivation gap

Motivation gap

Organizational gap

Final Thoughts

Discussion and Questions

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