



**CALIFORNIA
HOSPITAL
ASSOCIATION**

*Providing Leadership in
Health Policy and Advocacy*

HEALTH FACILITY WORK-BASED LEARNING PROGRAM GUIDE

(Health Employer / K-12 Partnerships)



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I. Introduction

a. Background: Making the Case for Work-Based Learning

Health care as a whole is one of the fastest growing industry sectors in the nation. According to the U.S. Department of Labor (DOL), Bureau of Labor Statistics, 17 of the 30 fastest growing occupations are in the health sector. Employment in this sector is estimated to increase by 1.6 million jobs from 2008-2018. In order to meet this long-term demand for health workers, a variety of strategies must be employed. Work-based learning, the result of carefully planned and executed partnerships between health employers and education, is one strategy that can increase the supply of health professionals.

Work-Based Learning Facts

- A recent report from the National Conference of State Legislatures shows that students who participate in work-based learning are more motivated in school, more likely to attend college or advanced training and are less likely to drop out.
- A survey of 1,200 California parents by Ogilvy Public Relations found that nine out of 10 parents endorsed the concept of work-based learning.
- A study by the National Employer Leadership Council shows companies average a 2:1 return on investment from participation in work-based learning.

Work-based learning, such as internships, job shadowing, volunteering, and career mentoring, provides the connections that bring learning to a new level. The results are more motivated, high-performing students who have the skills to succeed in college, careers and life. For students interested in the health sector, work-based learning plays a critical role in exposing students to the wide variety of jobs available in the health sector. For example, while students are aware of career paths to becoming a doctor or nurse, they seldom consider other health professions, such as those in allied health including clinical laboratory scientists and physical

therapists. Exposing students to these options allows them to assess whether a career in the health sector fits their personal interests and capabilities. In addition to occupations that focus on direct patient care, students can explore administrative and other roles within a health care delivery environment. Work-based learning in such a highly structured and regulated industry allows students to gain skills valued in any industry. Such useful skills include the ability to interact with people of different backgrounds, professionalism, and strong organizational and communication skills.

In addition to providing students with exposure and skills, work-based learning benefits industry partners through:

- Increased student productivity in the workplace.
- Increased employee morale and leadership skills.
- Development of vibrant schools and communities.
- Positive public exposure.

b. Purpose and Defined Use of This Guide

This Health Facility Work-Based Learning Program Guide has been developed through a partnership between the California Department of Education (CDE) and the California Hospital Association (CHA) in response to requests from industry for information, tools and tips for partnering with local K-12 educational institutions. The guide's purpose is to provide a resource for all health employers (not just hospitals) seeking work-based learning partnerships with local K-12 institutions. Not only is it intended to be used by employers developing such a program, it can also serve as a valuable tool for existing work-based learning programs. The guide presents a spectrum of model employer/K-12 partnerships that serve as real life examples of successful programs. You will also find turn-key forms and documents that can be used when developing a program, as well as links to additional information.

All too often, health employers and educators speak different languages. Educators are often uncertain about how to navigate the complex environment of a busy

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hospital, and unsure of the most effective way to get industry to engage with them around work-based learning opportunities. Health employers, on the other hand, are bombarded with requests for career exposure programs, school field trips, volunteer opportunities and internship requests, which can cause them to feel overwhelmed, leading to disengagement.

This guide is intended to be a useful tool that can evolve over time as work-based learning expands throughout the health sector. The lessons and tools it captures are used by successful models and can be extremely valuable for hospitals, clinics, volunteer departments, educators and students alike.

This guide is offered for informational purposes only and does not constitute legal advice or a comprehensive guide to issues to be considered in creating a partnership program with K-12 schools. An organization adopting any or all of the information in this guide should not use it without careful legal review and necessary modifications.

II. Common Work-Based Learning Principles

There are key elements that should be practiced and set in place to ensure a high quality work-based learning experience is designed to meet the needs of both the industry partner and the student. Following are some common work-based learning principles that all health employers, educational partners and students should aspire to practice.

- Work-based learning experiences are opportunities to acquire career skills and investigate fields of interest related to the student's career goals.
- Work-based learning activities should include career preparation that links learning to skills and attributes needed to enter and succeed in the work of a particular industry.
- Work-based learning experiences may compensate youth for their work in a manner that rewards them for their efforts, thereby mirroring the real-world workplace; this compensation need not be monetary, but may include class credit or other appropriate incentives or rewards.

- Work-based learning activities must ensure that students are given appropriate support during the experience to maximize their growth and development in the work field.
- Work-based learning plans and objective should all be youth-centered, written, individualized and differentiated for youth skill levels.
- Work-based learning experiences help employers develop their future workforce while creating long-term, sustainable partnerships that link the education of youth with the goals and efforts of the host organization.

III. Various Partnership Models in California

It is important to identify promising practices already in existence and use these successful models as a starting point in building new partnerships. These programs have innovative partnering methods that have enabled them to succeed. Their successful practices can be replicated or be included in the development of new models throughout the state.

a. Exploration and Career Exposure

i. Student visits to health employers (K-12)

Following are examples of simple partnering activities proven to impact student performance and growth:

- Job shadowing: Provides structured experiences for students or teachers to observe a "day-in-the-life" of employees for either a few hours or a full day to learn about a particular job or industry.

This can be highly effective for teachers before they send students to a health employer for a work-based learning experience. Educating the adult mentors or teachers about the complex environment of a hospital or clinic will go a long way in helping them and students understand how complex and sensitive the hospital environment can be.

- Workplace tours and guest speaking: Employer hosted visits to the work site allow students or educators to talk to employees and observe a typical day, taking valuable lessons back to the classroom. Employees

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can provide a similar experience by visiting a school to speak with students about their business, industry and/or career field.

b. Extra-Curricular and Curricular Programs

Following are some examples of programs in California with structured curricula, some intricately embedded within a school's curriculum and others functioning as supplemental components.

i. Health Occupations Students of America

Health Occupations Students of America (HOSA) is a national student organization endorsed by the U.S. Department of Education and the Health Science Education Division of the Association for Career and Technical Education. HOSA has a two-fold mission: (1) promoting career opportunities in health care for secondary and post-secondary health science and career education students, and (2) enhancing the delivery of compassionate, quality health care to all people. Founded in 1976, HOSA has experienced steady growth with nearly 120,000 current members through 47 chartered HOSA state associations and approximately 3,200 secondary and post-secondary/collegiate chapters in 2009. HOSA provides a powerful instructional tool that can be integrated into the health science education curriculum and classroom for developing the person as a whole. The constantly evolving health care system calls for dedicated

workers who possess the appropriate technical skills, are people-oriented and capable of both leadership and followership roles as part of a health care team. HOSA provides opportunities for knowledge, skill and leadership development for students throughout the nation, preparing a qualified workforce to meet the needs of the health care system and the diverse communities it serves.



Contact Information

National HOSA

6021 Morriss Road, Suite 111
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Phone: (800) 321-HOSA
Website: www.hosa.org

Cal-HOSA/California Department of Education

1430 N Street ■ Sacramento, CA 95814
Phone: (916) 319-0470
Website: www.cal-hosa.org

ii. California Partnership Academies

Launched by state legislation in 1984, the California Partnership Academies (CPAs) model is a three-year program, grades ten through twelve, structured as a school-within-a-school. There are currently 340 funded programs throughout California. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships. CPAs represent a high school reform movement focused on smaller learning communities with a career theme. Motivational activities with private sector involvement encourage academic and occupational preparation, such as integrated and project-based curriculum, mentor program, classroom speakers, field trips, and exploration of post-secondary and career options. Furthermore, workplace learning opportunities, such as job shadowing, student internships, and volunteer experience, enrich students' educational experiences. According to the California Department of Education, research indicates that for the 2009-2010 academic years, students from CPAs averaged a higher pass rate than the general population for both the English Language Arts test and mathematics exam on the California High School Exit Exam (CAHSEE). Academies also had a higher rate of graduation than that of the statewide population.

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Contact Information

California Department of Education California Partnership Academies

Jerry Winthrop, Education Programs Consultant
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E-mail: jwinthrop@cde.ca.gov

iii. Health Science Capacity Building Project

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

Contact Information

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iv. FACES for the Future Coalition

The FACES for the Future Coalition is a collaborative of programs throughout California working to address health equity for all communities through the training and empowerment of young people. A pipeline education program focused on preparing youth to become future health care leaders. FACES offers health career exploration, academic support, psycho-social intervention and youth leadership development. The coalition focuses on helping youth from underserved communities; however, it also emphasizes the importance of educating all youth interested in health professions about health disparities and the impact of culture on health care.

Consequently, FACES provides exciting and dynamic education to all youth, and supplies necessary tools for developing their skills as caring clinical providers. FACES' goals are two-fold: (1) to transform the lives of young people by supporting their path to successful careers in health professions, and (2) changing health outcomes in underserved communities by diversifying the health workforce through the presence of FACES students in those careers. While the immediate impact is on the individual student, FACES will change the community.

Contact Information

FACES San Diego

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Rady Children's Hospital – San Diego
Program Manager
Youth Development Programs
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v. Health and Science Pipeline Initiative

Health and Science Pipeline Initiative (HASPI) is a collaborative effort among entities in San Diego County to improve students' ultimate success in health care. HASPI consists of middle schools, high schools and community colleges that are actively preparing students for college science courses and health training programs, and is intended for students of all academic levels and backgrounds. HASPI has three primary goals: (1) increase health care career awareness, (2) improve performance in high school and college science courses, and (3) strengthen transition and retention rates in college programs. HASPI high school educators recognize it is imperative to expose students to highly contextualized sciences before they reach college, especially since enrollment in prerequisite courses has proven to be a challenge. Thus, HASPI exposes its students to a variety of courses such as medical biology, physiology, and sports medicine. Furthermore, HASPI ensures that these courses, while providing exposure and a unique perspective to learning, also fulfill University of California and California State University requirements.

Contact Information

HASPI

Kim Brooks
Statewide Resource Coordinator
Phone: (619) 644-7061
Fax: (619) 644-7935

vi. Regional Occupational Centers and Programs

Regional Occupational Centers and Programs (ROCPs) were established in 1967 and are funded under Proposition 98 through the annual Budget Act. In California, there are currently 74 ROCPs in California serving 555,000 high school students and adults annually. ROCPs provide exemplary career education, career development and workforce preparation to contribute to student academic and career success. ROCPs strive to prepare students to (1) enter the workforce with the skills and competencies necessary to succeed, (2) pursue advanced training in higher educational institutions, and/or (3) upgrade existing skills and knowledge. ROCPs were established as regional centers or programs to allow students from various schools or districts to attend career technical training programs regardless of their geographic location. A study conducted by the University of California in 2004 compared students in 21 ROCPs throughout the state to a control group of similar high school students not enrolled in ROCP programs. The study found that high school ROCP students improved their high school grade point averages, had better twelfth grade attendance rates and enrolled in post-secondary education in large numbers. The study also found that ROCP students earned higher wages than comparison group peers and had more success in securing raises and promotions on the job.

Contact Information

ROCP

California Department of Education
Career & College Transition Division
Career Technical Education Leadership and
Instructional Support Office
1430 N Street, Suite 4503
Sacramento, CA 95814

Lloyd McCabe, PhD
Administrator
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IV. Interns and Volunteers

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

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

a. Intern

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

1. State Labor Commissioner Opinion Letter, April 7, 2010
www.dir.ca.gov/dlse/opinions/2010-04-07.pdf
2. DOL Fact Sheet #71
www.dol.gov/whd/regs/compliance/whdfs71.htm

The employer must be able to show that the intern/trainee is enrolled in a bona fide internship or training program based on six criteria:

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

b. Volunteer

The definition of “volunteer” under federal and state law is not as well defined. The DOL has stated the general rule as follows: “Individuals who volunteer or donate their

services, usually on a part-time basis, for public service, religious, or humanitarian objectives, not as employees and without contemplation of pay, are not considered employees of the religious, charitable, and similar not-for-profit organizations which receive their services.”

It is generally agreed that individuals who donate their time to a hospital to minister directly to the comfort of patients (i.e., reading, writing letters, responding to requests for drinks, snacks, etc.) are not “employees.” However, when individuals perform work that is also performed by paid staff or work that is not “ministering directly to the comfort of patients,” the status is less clear.

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

1. Whether the organization is for-profit or not-for-profit.
2. Whether the services performed by the individual are for humanitarian, public service or religious reasons.
3. The nature of the entity receiving the services.
4. Whether the individual performs services without contemplation of payment.
5. Whether the individual is subject to the organization’s employment policies.
6. The amount of time that it takes the individual to complete the work.
7. Whether the individual is reimbursed for expenses.
8. Whether the “economic realities” indicate an employment relationship.
9. Whether the individual eliminates the need for employees or reduces the amount of work available to employees.
10. Whether the individual signed an agreement that reflects the parties’ intent to create a volunteer relationship.
11. The amount of control exercised over the “volunteers.”

Volunteer “work rule” policies should be written to first minimize organizational risk and second to meet the mission of the hospital.

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Organizations should consider the potential liability for volunteers acting as their agents. Volunteer leaders who write “work rule” organizational policies based solely on recommendations and information from their peers in the volunteer sector may place their organizations at risk. It is recommended that hospitals consult with risk management and/or legal counsel to develop “work rule” policies based on organizational interpretation of:

- 1) Fair Labor Standards Act (FLSA) ■ DOL publishes an FLSA Advisory on Volunteers, www.dol.gov/elaws/esa/flsa/scope/er16.asp.

DOL opinion letters on volunteers are available at www.dol.gov/whd/opinion/flsa.htm.
- 2) California Wage and Hour Law ■ For more information, go to www.dir.ca.gov/dlse/OpinionLetters-bySubject.htm to find opinion letters touching on this subject.
- 3) Organizational Considerations
 - a. Insurance policies.
 - b. Union agreements.
 - c. Requirements of regulatory agency, such as California Department of Public Health, as well as accrediting organizations, such as The Joint Commission.
 - d. Culture.
 - e. Needs.

Educators should note that hospitals often list volunteer opportunities and applications on their websites. A great way to seek out and to take advantage of these opportunities is to view the websites of your local hospitals.

V. Employment

There are times when students are hospital employees. This is in conjunction with federally funded summer youth programs that help offset student salaries. When employed, students should be treated like other hospital employees.

a. Examples of Youth Employment Models

The Youth Employment & Development (Y.E.D.) Health Careers Academy, hosted by Cedars-Sinai Medical Center (CSMC), provides employment and training opportunities for Los Angeles youth, selected from Fairfax High School. Y.E.D. Health Careers Academy aims to provide career

exposure, work site values and skills to high school students. The program is designed with three components: (1) school-based learning/health academy, (2) work-based learning (e.g. CSMC), and (3) mentoring. Together these components allow participants to strengthen their scholastic, technical and work-related skills. Depending on a class schedule, an average week for a student in the program might include a work shift from 2:00 p.m.-5:00 p.m. on Monday, Wednesday, and Friday; a Health Academy Class on Tuesday and Thursday, mandated by LA Unified School District.

VI. Partnership Development

a. Identify the Best Type of Partnership/ Model for Your Organization

A matrix in the Appendix (Section X) can be utilized to help determine which type of K-12 partnership might be the best fit for your organization. It includes a variety of options with varying levels of funding and staff requirements.

b. Communication 101

i. Tips for educators seeking partnerships with health employers

- ✓ Do not start a partnership conversation with a funding request. Hospitals and health employers are often generous within the community and receive many requests for funding projects. A better approach is to develop a relationship with an industry partner first, before making any requests for monetary support. When industry partners see proven value, they are more likely to fund projects or initiatives.
- ✓ Plan ahead and be specific with your request. Be timely and professional. Do not make last minute requests. Hospitals are extraordinarily busy places. Last minute requests are often denied.
- ✓ Make partnering as simple as possible so that industry partners can engage easily. If the burden of the partnership is on the employer, your chances for success are low.
- ✓ Train students and participants prior to the start date about appropriate attire and etiquette when working in a hospital or for another health employer. Are there sensitivities to their specific assignment and are students prepared to handle them?

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ii. Tips for health employers when communicating with education partners

- ✓ Familiarize education partners with terms and acronyms commonly used in the health care industry. It may take some patience before both partners are communicating fluently.
- ✓ Specify for education partners what you can and cannot provide at your facility. This will limit requests to what is possible.
- ✓ Host an “adult-mentor day” or “teacher day” at your facility to demonstrate to the adult education partners how complex the hospital environment can be.
- ✓ Designate an individual or team of individuals to oversee and guide students.
- ✓ Provide orientation for students once the program begins to ensure they understand the expectations, rules and how to comply with state and federal laws and regulations.
- ✓ Provide feedback to education partners on a regular basis so that there is clear communication about all aspects of the partnerships.

VII. Protection for All

a. Liability Issues

In the interest of protecting all parties, should something go wrong, it is a good practice to have a few things spelled out in writing. The following section is meant to be used as a resource as you develop a work-based learning program. The resources are based on forms used by other health employers who work regularly with K-12 students. Again, these forms are offered for informational purposes only and do not constitute legal advice or a comprehensive guide to issues to be considered in creating a partnership program with K-12 schools. An organization adopting any or all of this information should not use it without careful legal review and necessary modifications (see top of page 8).

Sample Liability Language

School’s responsibilities:

1. School shall provide and maintain Commercial General Liability and Property Damage Insurance (bodily injury, property damage, personal and advertising injury, products and completed operations coverage), or a program of self-insurance, that is as broad with no limiting endorsements, for claims resulting in bodily injury, including death, personal injury, and property damage with minimum limits of at least \$1 million for each occurrence and annual aggregate limits of not less than \$3 million with an additional insured endorsement naming Agency Indemnities as additional insured’s on School’s policy.
2. School shall provide and maintain professional liability coverage for all Students and School instructors while Students and instructors are at the Agency. Such insurance shall be in an amount not less than \$1 million covering injuries including death to any one or more persons in any one occurrence and \$3 million in the aggregate per year, with an additional endorsement naming Agency as an additional insured on School’s policy. Insurance policies shall be written by carriers reasonably satisfactory to each party. School shall provide a copy of such insurance policy to Agency prior to the time Student begins his/her experience under this Agreement. School will notify Agency at least ten days prior to any change in coverage. Upon the Agency’s request, the School shall also provide the Agency with certificates of insurance or self-insurance.
3. School shall provide and maintain workers’ compensation insurance as required by California law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or health care coverage throughout their assignment at Agency.
4. School shall indemnify and hold harmless health employer and its employees (each, an indemnity) from and against any and all claims, losses, damages, liability, costs, expenses (including reasonable legal expenses), judgments or obligations whatsoever, incurred by or on behalf of the Agency in connection with injury (including death) or damage to any person or property to the extent resulting from the negligent act or failure to act or willful misconduct of the health employer, its officers, directors, employees, agent or teachers.

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Agency's Responsibilities:

1. Agency shall provide during the terms of this Agreement such commercial general liability and property damage, professional liability, and other insurance or self-insurance as shall be necessary to insure or self-insure the Agency and its employees against any claim or claims for damages arising out of Agency's and its employees' act or omissions under this Agreement, including claims arising by reason of personal injury or death in connection with the Program, or use of any property or facility pursuant to this Agreement. The Agency shall notify the School at least ten days prior to any change in or cancellation of such insurance or self-insurance. Upon the School's request, the Agency shall also provide the School with certificate of insurance or proof of self-insurance.
2. Agency shall assume full responsibility for all loss or expenses (including costs and reasonable legal expenses) resulting from liability imposed by laws upon the Agency because of injury or death to any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due to the negligence or wrongful conduct of the Agency, its officers, directors, shareholders, agents or employees.
3. Agency shall indemnify and hold harmless School and its employees (each, an indemnity) from and against any and all claims, losses, damages, liability, costs, expenses (including reasonable legal expenses), judgments, obligations whatsoever, incurred by or on behalf of the School in connection with injury (including death) or damage to any person or property to the extent resulting from the negligent act or failure to act or willful misconduct of the School, its officers, directors, employees, agent or teachers.

b. Student Safety in the Workplace

Each facility should have in place a workplace safety orientation that covers the following:

- **Organization's infection prevention policies**
- **Organization's infection control and infection prevention resources**
 - How infections and diseases are spread (blood-borne, droplet, airborne, contact, ingestion, vector).
 - Preventable diseases (Hepatitis B, measles, mumps, rubella, varicella, influenza, tetanus, hepatitis A, meningitis, Pertussis (Whooping Cough)).
 - Infection prevention
 - Isolation rooms.
 - Hand washing, not entering isolation rooms.
 - Proper handling of bio-hazardous waste.
 - Immunizations.
- **Organization's safety policies**
 - Organization's safety codes.
 - Variation among organization includes code red, blue, pink, gray, silver, orange, shelter in place, baby security, etc.
 - How to call an emergency.
 - Material Safety Data Sheet (MSDS).

The orientation may vary slightly depending on specific organizational policies. Employers may also want to create a student health survey or clearance form for students to sign and return with supporting documentation regarding immunizations. (See example on the next page.)



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SAMPLE NON-EMPLOYEE PERSONNEL HEALTH CLEARANCE

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

HEALTH REQUIREMENTS

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

TUBERCULIN SKIN TEST (TST – PPD)

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

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

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

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

CHICKENPOX

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

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

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

Tdap VACCINE & SEASONAL FLU SHOT

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

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

Signature:	Date:
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VIII. Checklists, Templates and Other Resources

a. Sample Parental Consent Forms

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

SAMPLE PARENTAL CONSENT FORM

Enrollment Consent: I consent to the enrollment of my child during his/her 5th and/or 6th period at (Name of High School) in the (Name of Program).

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

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b. Sample Memorandums of Understanding (MOUs) and other Agreements

SAMPLE MOU AGREEMENT

This Agreement is entered by and between (“Agency”), located at (Agency Address) and (“School”), located (School Address).

I. RECITALS

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

II. RESPONSIBILITIES

THEREFORE it is agreed:

2.01 GENERAL RESPONSIBILITIES OF THE PARTIES:

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

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

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

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

2.02 RESPONSIBILITIES OF THE SCHOOL

The School shall:

- A. Designate a teacher and an alternative through which the Agency will communicate and coordinate working relationships.
- B. Carefully screen students and coordinate assignments with the Agency Coordinator of Workforce Planning and Development or designee, subject to the right of the Agency to terminate any student’s participation for any cause deemed sufficient by Agency, and provide list of students, date of affiliations, and other pertinent information to Agency.
- C. Provide a copy of the performance objectives for the student’s work experience.
- D. Furnish the Agency with written evidence on each student of current:
 1. PPD skin test with negative results within the previous 12 months, valid and no older than 12 months through the end of the internship, and if positive, a written, negative chest X-ray result.

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2. Proof of MMR x2 or positive rubella titre.
 3. Proof of MMR x2 or positive measles titre.
 4. Proof of MMR x2 or positive mumps titre.
 5. Proof of hepatitis B series, positive hepatitis B antibody titre, or initiate vaccine series.
 6. Proof of varicella vaccine x2 or positive chickenpox history, or positive varicella titre.
 7. Proof of compliance with all childhood immunization requirements and boosters.
 8. Other immunizations, vaccines, lab work or verification, as deemed necessary by Agency.
- E. Assure that students are informed about and adhere to laws on HIPAA and confidentiality of medical information.
- F. Demonstrate evidence of quality review of the Program.
- G. Arrange for periodic conferences between School and Agency representatives to evaluate student progress and the program, as appropriate.
- H. Provide and be responsible for the care and control of all School's educational supplies, materials, and equipment used for instruction during program.

2.03 RESPONSIBILITY OF AGENCY

The Agency shall:

- A. When possible, make available to students, work areas, equipment and reference materials needed for work assignments, and orient students to policies and procedures of the Agency.
- B. Assign to a student a "mentor" supervisor to supervise the student and provide feedback to the School and Workforce Development Coordinator or designee about student performances.
- C. Ensure that at all times students are not involved in the direct care of patients, but may observe patient care and be assigned non-clinical or other patient support tasks under the mentor's supervision.
- D. Work cooperatively with School, to provide a satisfactory learning environment for students and learning experiences from among the ongoing activities of the Agency.
- E. Allow access to the cafeteria and other areas provided by Agency for its staff for the purpose of taking meals. All meal costs shall be borne by the student.
- F. Provide emergency health care or first aid in the event a student sustains an injury or illness needing immediate attention. Such cost shall be borne by student or School as appropriate.
- G. Retain the right to terminate any student participation for cause deemed sufficient by Agency.
- H. Maintain, at all times, full responsibility for care of its patients; retain professional and administrative responsibility for services rendered.

III. INSURANCE AND INDEMNIFICATION

- 3.01 School shall provide and maintain Commercial General Liability Insurance using Insurance Services Office occurrence form CG 00 01 with an edition date prior to 2004 (bodily injury, property damage, personal and advertising injury, products and completed operations coverage) or an equivalent form, or a program of self-insurance, that is as broad with no limiting endorsements, for claims resulting in bodily injury including death, personal injury, and property damage with minimum limits of at least \$1 million each occurrence and annual aggregate limits of not less than \$3 million with an additional insured endorsement naming Agency Indemnites as additional insureds on School's policy; and
- 3.02 School shall provide and maintain professional liability coverage for all Students and School instructors while Students and instructors are at the Agency. Such insurance shall be in an amount not less than \$1 million covering injuries including death to any one or more persons in any one occurrence and \$3 million in the aggregate per year, with an additional endorsement naming Agency as an additional insured on School's policy. Insurance policies shall be written by

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carriers reasonably satisfactory to each party. School shall provide a copy of such insurance policy to Agency prior to the time Student begins his/her experience under this Agreement. School will notify Agency at least ten days prior to any change in coverage.

- 3.03 School shall provide and maintain Workers' Compensation Insurance as required by California law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or health care coverage throughout their assignment at Agency.
- 3.04 School shall indemnify, defend and hold harmless Agency against: (i) any and all liability arising out of School's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the negligent operations, acts or omissions of the School's employees, students or agents relating to or arising out of their services under this Agreement; and (ii) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of the Agency in connection with the defense of such claims.
- 3.05 Agency shall indemnify, defend and hold harmless School against: (i) any and all liability arising out of Agency's failure to comply with the terms of this Agreement, and any injury, loss, claims, or damages arising from the

negligent operations, acts or omissions of the School's employees, students or agents relating to or arising out of their services under this Agreement, and (ii) any and all costs and expenses, including reasonable legal expenses, incurred by or on behalf of the Agency in connection with the defense of such claims.

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

IV. TERM AND TERMINATION

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

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

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

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c. Student Training Agreement

SAMPLE STUDENT TRAINING AGREEMENT

(Signed by student, parent, teacher, employer)

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

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

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

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

One copy for the department file – please send original to (Name of Program) Office

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d. Sample Program Contract

SAMPLE PROGRAM CONTRACTS

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

The primary /secondary supervisor agrees to provide the following:

- Department orientation
- Assigning and monitoring work
- On-the-job-training as appropriate
- Maintenance of department time & attendance records
- Time off for students to attend required training or classes
- Three-month and year-end evaluations
- Provide work-based learning experience for students
- Monthly job shadow

The department agrees to provide the following:

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

If, for any reason, the placement of the student becomes problematic, the department supervisor agrees to bring it to the attention of the (Name of Program) Program Coordinator and/or the (Name of high school) Instructor. I have read and understand the responsibilities of the department.

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

(copy will be sent for your records)

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SAMPLE PROGRAM CONTRACTS (continued)

Health Careers Program Department Information	
PART ONE	
Students must be supervised at all times. Supervisors will be responsible for student assignment including monthly job shadow.	
Department (please print):	Location:
Primary Supervisor:	
Extension:	Fax:
Secondary Supervisor:	
Location:	Fax:
Number of students requested for area _____	
If requesting students for several areas within your department please designate a "lead" for the area and include all supervisors, department areas, locations, extensions and business hours.	
PART TWO	
Please attach a departmental student job description for each position requested. The Director of Recruitment & Workforce Planning and Program Coordinator will review all job descriptions (see sample).	
DEPARTMENT SPECIFIC	
Department Name:	
If requesting students for several areas within your department, please designate a "lead" for the area and include all supervisors, department areas, locations, extensions and business hours.	
Department System (specify):	
Institution Systems (specify):	
Please check the skills your student will need as part of their assignment and/or situations they will be exposed to:	
<input type="checkbox"/> Word-processing (ie: Word)	
<input type="checkbox"/> Spreadsheets (i.e. Excel)	
<input type="checkbox"/> Graphics	
<input type="checkbox"/> Working with patients (please specify) _____	
<input type="checkbox"/> Customer Service (please specify) _____	
<input type="checkbox"/> Receptionist Duties	
<input type="checkbox"/> Phones	
<input type="checkbox"/> Filing: Patient _____ Employee _____ Other (please specify) _____	

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e. Sample Job Description

SAMPLE JOB DESCRIPTION

Job Title:

Student Worker
Liver and Kidney Diseases and Transplantation Department

Reports to:

Administrative Services Coordinator and Department Program Coordinator

Job Summary:

Under the general direction of Administrative Services Coordinator and the Department (Name of Program) Coordinator in the Liver and Kidney Diseases and Transplantation Department, the (Name of Program) student shall assist in special projects by providing clerical support to various team members in the department.

Essential Job Duties:

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

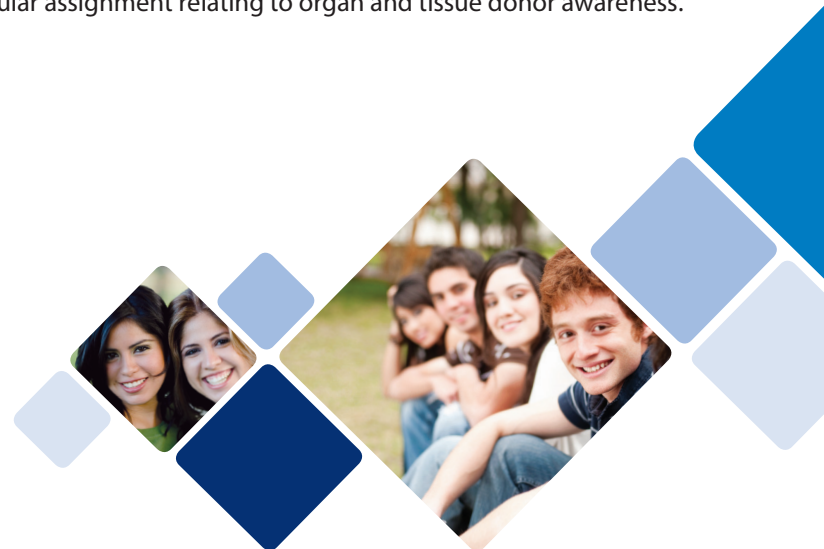
Works collaboratively for various clinical program coordinators and Management Assistants within the department.

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

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

Student will participate once a month in job shadowing.

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



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f. Sample Student Application

SAMPLE STUDENT APPLICATION

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

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

Please check all computer programs you are comfortable with:

Word
 Excel
 PowerPoint
 Other
 Please specify _____

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

Typing speed: _____ wpm Other related skills _____

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

What is your definition of a good employee?

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

I understand that the Health Careers Program is a partnership between (name of individual health facility) and (name of high school). I have read the requirements and understand this program takes the place of a (specific period).

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

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IX. Program Evaluation

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

SAMPLE WORKSITE STUDENT EVALUATION

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

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

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

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

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X. Appendix

a. Partnership Matrix

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

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

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b. Links to Valuable Resources

CHA Repository of Promising Practices

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

www.calhospital.org/partnering-success

Health Careers Education (HCE)

HCE is a program through CDE that is based on the comprehensive needs assessment of vocational education programs in the state plan submitted under the Carl D. Perkins Vocational and Technical Education Act of 1998. HCE aims to establish a health careers path that is rich, rigorous, and integrative of both state standards and health industry context and workplace needs. Its goal is to serve students from every school in the state, following them from kindergarten through employment. Establishing quality programs that are accessible to all students will enable them to fulfill their individual career goals while assisting in meeting the workforce demands of the health care industry.

www.cde.ca.gov/ci/ct/hc/

California Health Workforce Alliance (CHWA)

CHWA is an active partnership of key health stakeholders in California that acts as an unbiased entity able to create positive momentum in health workforce development. The breadth of membership enables CHWA to coordinate strategies, rapidly disseminate innovations, and establish shared agendas for policy advocacy and institutional reform.

calhealthworkforce.org

Health Jobs Start Here

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

www.healthjobsstarthere.com

Health and Science Pipeline Initiative (HASPI)

HASPI is a collaborative network of K-16 educators, industry representatives, and community organizations that are actively engaged in the common effort to improve students' ultimate success in health care professions.

HASPI preparation focuses on contextualized learning and is intended for students of all academic levels and backgrounds. Resources ranging from lesson plans to laboratory procedures and scientific readings can be found on the HASPI site to help with contextualized learning.

www.haspi.org

California Health Professions Consortium (CHPC)

CHPC is a statewide consortium, comprised of organizations and individuals with a vested interest in increasing diversity in California's health workforce. The members of CHPC represent various sectors, including direct service providers, policy and advocacy organizations, academic institutions health pipeline programs, and other entities.

www.calhpc.org

Cal-HOSA

Cal-HOSA is the California chapter of HOSA, a national student organization endorsed by the U.S. Department of Education and the Health Science Education Division of the Association for Career and Technical Education. HOSA has a two-fold mission: (1) promoting career opportunities in health care for secondary and post-secondary health science and career education students, and (2) enhancing the delivery of compassionate, quality health care to all people.

www.cal-hosa.org

FACES for the Future Coalition

The FACES for the Future Coalition is a collaborative of programs throughout California working to address health equity for all communities through the training and empowerment of young people. A pipeline education program focused on preparing youth to become the future leaders of health care, FACES for the Future offers health career exploration, academic support, psycho-social intervention and youth leadership development.

facesforthefuture.org

California Healthcare Workforce Clearinghouse

The California Healthcare Workforce Clearinghouse has been developed by the Office of Statewide Health Planning and Development, Healthcare Workforce Development Division to serve as the central source of healthcare workforce and educational data in the state. The Clearinghouse is responsible for the collection, analysis and distribution of information on the educational and employment trends for healthcare occupations in the state. Resources include facts sheets, supply and demand and education on various health professions.

www.oshpd.ca.gov/hwdd/hwc/



www.calhospital.org

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