



# Partnerships and Programs Planning Guide

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College of the Sequoias Tech Prep Consortium  
Larry Dutto, Tech Prep Director  
Kris Costa, Tech Prep Coordinator

Prepared by:  
Tulare County School-to-Career  
Tulare County Office of Education  
2637 W. Burrel  
Visalia, Ca 93278-5091  
(559) 733-6101  
[randyw@tcoe.org](mailto:randyw@tcoe.org)

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## **Introduction:**

Over the past several years the College of the Sequoias (COS) has worked closely with School-to-Career, Workforce, Education and Economic Development partners in fully developing partnership elements that connect state and federal funding. As a working practice, tech prep planning benefits from an on-going dialog through these partnerships. Partnerships have allowed the consortium to fully develop and utilize industry driven networks, develop a P-16 education partnership and integrate industry-specific workforce collaborative that drive demand for qualified graduates and tech prep participants.

The Tech Prep Health Care Alliance project will expand health career projects in the area and build upon the collaborative academic and career course work needed for today's allied healthcare environment. Working with industry partnerships established and facilitated through workforce and economic development partners, the COS Tech Prep Consortium will invite successful K-12 health career pathway and academy sites to partner with the COS Allied Health Programs. Through this, programs will work to expand articulation and co-enrollment programs that meet a diversified and expanded set of health-related occupations. Representatives from an expanded Tech Prep family will play integral roles in fully designing the Tech Prep Health Care Alliance.

## **Program Priorities:**

- Implement comprehensive strategies between High School based programs and partners to ensure joint planning and avoid duplicative services with possible expansion of health career academy and pathways.
- Improve documentation of accountability and infrastructure for monitoring the effectiveness of Tech Prep health career pathways.
- Review Health industry clusters for new and emerging technical occupational areas and pathways linked to high-wage, high-skill careers as identified by a local gap analysis and mapping activity.

## **High School Partners:**

Hanford High School  
Exeter High School  
Woodlake High School  
Golden West High School

Corcoran High School  
Lemoore High School  
Porterville High School

Hanford West High School  
Tulare Tech Prep High School  
Lindsay High School

## **Planning Guide Instructions:**

The Planning Guide provides project schools step-by-step instructions to evaluate and develop health care related program proposals and school memorandums of understanding. This guide is required for full health care investments at each of ten project schools.

## **How to use the Guide:**

Each project site will develop a site team. Team members will work together to analyze current programs, review information and develop a working plan for the coming school year. A site lead will provide coordination for the team and the tech prep coordinator will be available for consultation and assistance.

## **Step- by- Step Planning Process:**

- ✓ Form a health care site panel to take charge of health career program planning.
- ✓ Provide copy of planning guide to each member of the site team.
- ✓ Conduct assessment of what you are currently doing, and what the logical next steps will be, towards developing or enhancing Tech Prep Health Care pathways.
- ✓ Select goals and write objectives for the next year.
- ✓ Identify resource needed to accomplish these objectives.
- ✓ Develop a proposed budget.
- ✓ Summarize goals, objectives and budget into a memorandum of understanding.
- ✓ Submit completed all required material to Tech Prep Coordinator for review and approval.

## **Industry and Education Trends**

From June 2003 to June 2004, enrollment in health-education programs grew an average of 9.8 percent, and it is projected to grow 10.1 percent from June 2004 to July 2005, according to "Health Education: Consumer Demand Drives New Opportunities for Institutions," released by Eduventures Inc., a consulting company in Boston.

The report says that the individual programs with the largest increase were medical assisting (cited by 23 percent of health-care institutions as exhibiting recent growth), dental assisting (13 percent), and massage therapy (12 percent).

The findings are based on a survey by Eduventures of 43 institutions accredited by the Accrediting Bureau of Health Education Schools. Eighty-six percent of the respondents were for-profit institutions, though the report says the findings support the "assessment of trends identified through other primary research across a broader spectrum of institution types."

The report also contains the results of a national online survey, conducted by Eduventures in January, that drew 125 responses from people who said they were interested in pursuing a college degree or certificate in a health-related field during the next three years.

The survey found, among other things, that:

- Forty-four percent of respondents selected nursing as being among the top three areas in which they had an interest in pursuing a degree.
- Fifteen percent of respondents listed programs in ultrasound technology, and 11 percent placed pharmacy technician among the top three areas of interest.
- Respondents said that whether or not a college was accredited by an agency recognized by the U.S. Department of Education or the Council on Higher Education Accreditation was the most important factor in selecting a program. The second-most-important factor was price.
- Prospective health students place significantly more importance on career-placement services and selectivity in admissions than do students who wish to pursue other disciplines.

- Fifty percent of survey respondents were age 36 and over, and 44 percent said that they were interested in a college program in health because they were changing careers.

#### **SIGNIFICANT POINTS- UNITED STATES DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS**

- As the largest industry in 2002, health services provided 12.9 million jobs— 12.5 million jobs for wage and salary workers and about 382,000 jobs for the self-employed.
- Ten out of 20 occupations projected to grow the fastest are concentrated in health services.
- About 16 percent of all new wage and salary jobs created between 2002 and 2012 will be in health services— 3.5 million jobs, which is more than in any other industry.
- The majority of jobs require less than 4 years of college education, but health diagnosing and treating practitioners are among the most educated workers.

About 518,000 establishments make up the health services industry; all vary greatly in terms of size, staffing patterns, and organizational structures. Three-fourths of all health services establishments are offices of physicians, dentists, or other health practitioners. Although hospitals constitute only 2 percent of all health services establishments, they employ 41 percent of all workers.

The health services industry includes establishments ranging from small-town private practices of physicians who employ only one medical assistant to busy inner-city hospitals that provide thousands of diverse jobs. Almost 3 out of 4 non-hospital health services establishments employed fewer than 10 workers. By contrast, more than 2 out of 3 hospital employees were in establishments with more than 1,000 workers. The health services industry consists of the following nine segments:

*Hospitals.* Hospitals provide complete medical care, ranging from diagnostic services, to surgery, to continuous nursing care. Some hospitals specialize in treatment of the mentally ill, cancer patients, or children. Hospital-based care may be on an inpatient (overnight) or outpatient basis. The mix of workers needed varies, depending on the size, geographic

location, goals, philosophy, funding, organization, and management style of the institution. As hospitals work to improve efficiency, care continues to shift from an inpatient to outpatient basis whenever possible.

***Nursing and residential care facilities.*** Nursing care facilities provide inpatient nursing, rehabilitation, and health-related personal care to those who need continuous nursing care, but do not require hospital services. Nursing aides provide the vast majority of direct care. Other facilities, such as convalescent homes, help patients who need less assistance.

***Offices of physicians.*** More than a third of all health services establishments fall into this industry segment. Physicians and surgeons practice privately or in groups of practitioners who have the same or different specialties. Many physicians and surgeons prefer to join group practices because they afford backup coverage, reduce overhead expenses, and facilitate consultation with peers.

***Offices of dentists.*** About 1 out of every 5 health services establishments is a dentist's office. Most employ only a few workers, who provide general or specialized dental care, including dental surgery.

***Home healthcare services.*** Skilled nursing or medical care is sometimes provided in the home, under a physician's supervision. Home healthcare services are provided mainly to the elderly. The development of in-home medical technologies, substantial cost savings, and patients' preference for care in the home have helped make this once-small segment of the industry into one of the fastest growing in the economy.

***Offices of other health practitioners.*** This segment of the industry includes the offices of chiropractors, optometrists, podiatrists, occupational and physical therapists, psychologists, audiologists, speech-language pathologists, dietitians, and other miscellaneous health practitioners. Demand for the services of the segment is related to the ability of patients to pay, either directly or through health insurance.

***Outpatient care centers.*** Among the diverse establishments in this group are kidney dialysis centers, outpatient mental health and substance abuse centers, health maintenance organization medical centers, and freestanding ambulatory surgical and emergency centers.

***Other ambulatory healthcare services.*** Included in this relatively small industry segment are ambulance services, blood and organ banks, and other miscellaneous ambulatory healthcare services, such as pacemaker monitoring services and smoking cessation programs.

***Medical and diagnostic laboratories.*** Medical and diagnostic laboratories provide analytic or diagnostic services to the medical profession or directly to patients following a physician's prescription. Workers may analyze blood, take x rays and computerized tomography scans, or perform other clinical tests.

## Selecting Your Site Team:

The site team learns about, advocates, plans and helps implement teach prep health care programs or pathways at each site. Team members will be expected to meet periodically to build relationships, assess needs and monitor program improvement or development.

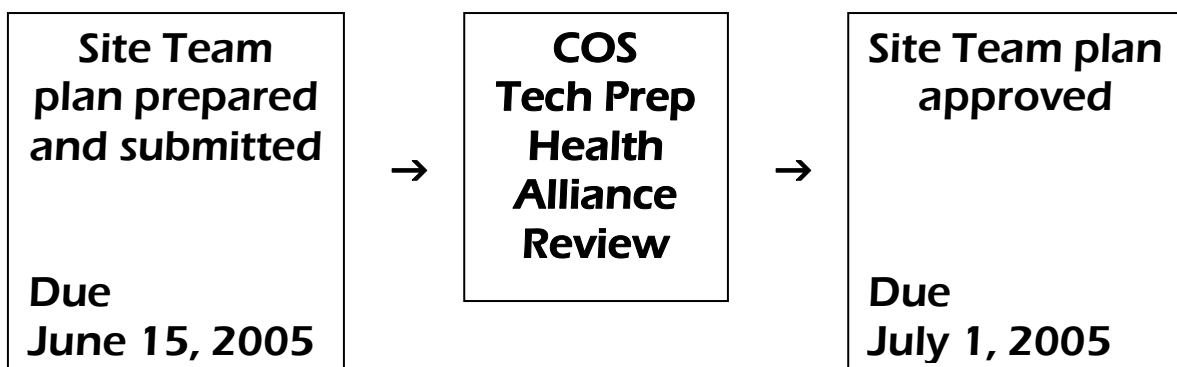
## Who Should be Represented:

Diversity is essential. The list below outlines some of the perspectives that should be represented by the team. While it may be difficult to recruit representatives in each category, try to enlist support and feedback from as many as possible.

Administration  
Guidance and Counseling  
Academic Staff (Science, Math, etc.)  
Career and Technical Education Staff (ROP)  
Industry and Employee (Advisory)  
Parents  
Students

## Role of the Team Lead:

The Team Lead is responsible for facilitating the planning process at each site. This includes gathering the information requested in the guide, and getting that information to the Tech Prep Coordinator. In addition, Team Lead works with colleagues from other sites to coordinate and prioritize individual site plans into a cohesive consortium-wide plan.



**Planning Components:**

**Pathway and  
Program  
Evaluation**

**School-Based  
Activities**

**Worksite-Based  
Activity**

**Assess current strengths and opportunities for the development of improved health career pathway based upon worksheet priorities**



**Brainstorm and select possible goals/opportunities for program improvement based upon worksheet priorities**



**Select goals and write objectives**



**Identify resources and develop budget**



**Complete proposal cover sheet and submit to Tech Prep Alliance with all support documents**

## **Partners and Program Evaluation Worksheet**

### **Priorities:**

- Programs at this site are reviewed and advised by community partners
- Pathway mission, goals and priorities have been established and clearly communicated.
- Tech Prep Programs are integrated with other educational reform.
- Evaluation information is available and used to review student success in academic core areas (science, English/language arts, math, etc.).
- Evaluation information available and used to measure student success in post-secondary articulation.
- Evaluation information is available and used to document acquisition of career and technical skills and certification.

### **Successes:**

### **Opportunities:**

## **School Based Learning Worksheet**

### **Priorities:**

- Academic courses integrate or support career and technical skills
- Career and technical courses support academic competencies
- School and workplace integration is supported in the classroom
- School counselors and teachers are able to describe and support student health career pathway choices.
- Post secondary credit or advanced standing in health care related pre-requisites or technical courses can be earned in high school.
- Advanced placement in post-secondary health career programs is guaranteed upon successful completion of high school courses.
- Academic courses and technical training is accepted by local post-secondary institutions

### **Successes:**

### **Opportunities:**

## **Work Based Learning Worksheet**

### **Priorities:**

- Instruction is provided in general workplace competencies-positive work attitudes, employability and interpersonal skills
- Employers provide sufficient worksite opportunities and work experience (clinical placement, job shadowing, mentoring, etc.)
- Industry placements are provided to all students
- Students are effectively matched with employers
- Students are engaged in productive real world worksite opportunities
- Worksite activity specifically enforces academic and technical lessons
- Responsibility for liability, insurance and workers' compensation is clearly outlined and establishes for all worksite experiences and learning.

### **Successes:**

### **Opportunities:**



## Proposal Coversheet

School: \_\_\_\_\_

Name of Program: \_\_\_\_\_

Team Lead: \_\_\_\_\_

Street and Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Proposal Content and Backup

- Coversheet (this page)
- Goals and Objectives (pages 12 and 13)
- Budget (Page 14)
- Attachments
  - Brochures
  - Pathway description
  - Planning team roster and meeting schedule (Page 15)

**The attached proposal has been reviewed and approved by the site planning team. As indicated above all forms and support documents have been provided.**

### Site/District Administrator

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

### Team Lead:

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Signature

## Proposal Narrative and Workplan

**Brief Description of Proposed Project**

**Goal (select from priorities in Area 1 pg. 16)**

**Objective (select from Area 1 objective statements pg. 16):**

<b>Activity</b>	<b>Timeline</b>

**Objective (select from Area 1 objective statements pg. 16):**

<b>Activity</b>	<b>Timeline</b>

## **Proposal Narrative and Workplan Continued**

**Goal (select from priorities in Area 2 pg. 16)**

**Objective (select from Area 2 objective statements pg. 16):**

<b>Activity</b>	<b>Timeline</b>

**Objective (select from Area 2 objective statements pg. 16):**

<b>Activity</b>	<b>Timeline</b>



**Proposal  
Budget**

**1000-2000 Personnel**

<u>Description</u>	<u>Amount</u>
	\$

**3000 Benefits**

<u>Description</u>	
	\$

**4000 Curriculum, books and supplies**

<u>Description</u>	\$

**5000 Contract services, travel and technical assistance**

<u>Description</u>	\$

**7000 Other**

<u>Description</u>	\$

<b><u>Total</u></b>	<b>\$</b>
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**No Equipment**

**Attachment 1**

**COS Tech Prep Health Care Alliance**  
**Team Roster and Attendance**

Membership should be representative of the student population.  
(E.g. ethnicity, language, gender, etc.)

<b><u>Category</u></b>	<b><u>Name(s)</u></b>	<b><u>Meeting Date1:</u></b>	<b><u>Meeting Date2:</u></b>	<b><u>Meeting Date3:</u></b>
<b><u>Site Administrators</u></b>				
<b><u>Academic Teachers</u></b>				
<b><u>Career and Technical Education Teachers</u></b>				
<b><u>Guidance Staff</u></b>				
<b><u>Industry parts/advisory</u></b>				
<b><u>Parents</u></b>				
<b><u>Students</u></b>				

## **Attachment 2**

### **Sample Objectives**

#### **Area 1 : Expand and strengthen local networks and collaborative between secondary education, postsecondary education, and industry partners**

##### **Objective:**

- **Expand local networks and collaborative partners.**
- **Implement comprehensive strategies between programs and partners to ensure joint planning and avoid duplicative services.**
- **Provide documentation of accountability and infrastructure for monitoring the effectiveness of Tech Prep implementation and pathways.**
- **Focus on industry clusters with new and emerging technical occupational areas and pathways linked to high-wage, high-skill careers as identified by a local gap analysis and mapping activity.**
- **Identify transferable skill sets between industry cluster pathways to provide interconnectivity and transferability between industry clusters.**
- **Expand information for counselors, guidance, and resources for Tech Prep pathways and programs.**

#### **Area 2: Expand and increase student access to Tech Prep pathways and programs within the Health Industry Cluster.**

##### **Objective:**

- **Improve description of Tech Prep pathways, programs, and partnerships for health careers.**
- **Increase access to individual student pathways, building on pathways and programs already in place.**
- **Review courses and programs to ensure that students are being taught the skills needed to make successful transitions from high school to further education and training and into the workforce.**
- **Provide a sequence of courses and programs that are academically and technically rigorous and create strong linkages between high school and technical training beyond high school.**
- **Increase and formalize articulation agreements between the secondary and postsecondary participants in the consortium.**
- **Continue collaboration between academic and career technical programs and use of work-based and worksite learning in conjunction with business and all aspects of an industry.**
- **Maintain a standards-based curriculum and assessment that builds student competencies in mathematics, science, etc.; and workplace skills through applied and contextual teaching and learning.**