Roadmap for Creating a Healthcare Work-Based Youth Learning Program

2018

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Thank you to the hospital leaders of New Mexico who work tirelessly to deliver compassionate care and support their communities every day. These leaders support youths in their communities to get invaluable exposure, experience, and guidance for health professional careers. They provide opportunities from shadowing different health professionals to scholarships that allow them to complete their education.

Many hospitals in New Mexico offer youth workforce engagement activities in their community. We would like to give a special “shout out” to those who contributed to this document:

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- Sandra Dominguez, CHRISTUS St. Vincent Regional Medical Center
- Valarie Lopez, Presbyterian Healthcare Services
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- Jeremey Murdock, Presbyterian Hospital
- Todd Oberheu, Lincoln County Medical Center
- Thomas Whelan, Cibola General Hospital

Disclaimer
This document 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 schools. An organization adopting any or all of the practices described in this guide should not use it without careful legal review and necessary modifications.

Cover Photo courtesy of Cibola General Hospital
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## Roadmap to Creating a Healthcare Work-Based Learning Program

A Guide to Creating and Expanding Health Sector Work-Based Learning Opportunities for High School Students

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I. Addressing a Need

Healthcare is one of the fastest growing industry sectors in the nation. According to the U.S. Department of Labor, Bureau of Labor Statistics, 17 of the 30 fastest growing occupations will be in the health sector. Healthcare is a huge and very rapidly growing industry due to many factors, including an aging population and dwindling healthcare workforce. This is a national trend that applies to New Mexico as well. Some of the fastest growing jobs in the state right now are: medical assistants, home health aides, pharmacists, and mental health and substance abuse social workers. As many jobs in the medical field face potential shortages, facilities and universities are working hard to train and recruit a qualified workforce. 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 serving New Mexico patients.

There is growing evidence that an approach that integrates academics with real-world, hands-on learning will improve overall student success and graduation rates. Studies show that an integrated academic and technical curriculum leads to higher test scores if implemented well. Students are more interested and engaged in learning when the curriculum is personally and/or occupationally relevant.

Career exploration, internships, and service learning provide a personal and occupational context for both core academic and career technical courses in the health pathway. Therefore, one critical element necessary for work-based learning to be successful is the creation of productive partnerships with local industry and business to inform curriculum development and to support work-based learning opportunities. This can be difficult to achieve in the health sector because of the complex, highly regulated, intensely dynamic nature of a healthcare setting. This is especially true in a general acute care hospital setting. There is a need to develop and eventually implement a system of coordination and cohesion among partners doing this work across the state.

There is also work to be done to educate employers about the various work-based learning model possibilities and the positive returns on such investments. Finally, health employers should be more widely recognized by the public and others for their investments and efforts to provide work-based learning to secondary students and the profound impact these investments are having on local communities.

This roadmap identifies solutions to address the need to increase quality, work-based learning opportunities in the health sector; the need for improved coordination across partnerships and regions; and the need for employers to understand the value of these investments. The creation of a roadmap, or toolkit, that can serve as a resource for employers and educators who seek to expand or create a healthcare work-based learning program would be valued by all stakeholders doing this work in the field.
II. What is Work-Based Learning?

**Work-Based Learning Continuum** - As an employer considers developing a work-based learning program for high school students, it may be helpful to reflect on the full continuum of work-based learning activities. The work-based learning continuum encompasses a range of experiences for students depending upon the intended goals and desired outcomes, the skill and grade level of the students, the capacity of the health employer, and the resources available. The following graphic created by the Linked Learning Alliance [http://www.linkedlearning.org/en/](http://www.linkedlearning.org/en/) provides an illustration of the continuum of experiences.

### a. Work-Based Learning Continuum: Awareness, Exploration, Preparation, and Training

<table>
<thead>
<tr>
<th>Pre-K</th>
<th>13+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Awareness: Learning About Work</td>
<td></td>
</tr>
<tr>
<td>Career Exploration: Learning About Work</td>
<td></td>
</tr>
<tr>
<td>Career Preparation: Learning Through Work</td>
<td></td>
</tr>
<tr>
<td>Career Training for Work</td>
<td></td>
</tr>
</tbody>
</table>

The Linked Learning Alliance defines the various points along the continuum of work-based learning in the following way:

- **Career Awareness: Learning About Work**: Students build awareness of the variety of careers available and the role of postsecondary education. This may include hospital tours, guest speakers in the classroom, career fairs, etc. and it increases student awareness of a variety of job opportunities in the healthcare field.

- **Career Exploration: Learning About Work**: Students explore career options in a more targeted way for the purpose of motivating them and to inform their decision-making in high school and post-secondary education. This may include job shadowing, an informational interview, or other direct contact with a professional in the chosen occupation. Experiences that contribute to career exploration may also include virtual student mentoring from a professional in the field.

- **Career Preparation: Learning Through Work**: Students apply learning through practical experience that develop knowledge and skills necessary for success in careers and post-secondary education. Career preparation experiences might include integrated projects with multiple interactions with professionals, service learning and social enterprises with partners, or compensated internships.

- **Career Training: Learning For Work**: Students train for employment in a specific occupation. Career training experiences might include an internship required for a credential or entry into an occupation, a clinical experience, or other paid or non-paid work experience required.

**NOTE**: The term “work-based” does not mean the experience must occur at a work place or during the standard “work day.” Work-based learning always involves interaction with industry or community professionals who are not employed by the school and often takes place at a workplace. Work-based learning can also take place in the community or at school, be supported virtually via technology, or take place across a combination of all these settings. Experiences may occur during the school day, outside the school day, or at times school is not in session. Work-based learning experiences may also build upon jobs or activities that students have already arranged themselves when students, educators, and partners adapt those experiences to achieve the outcomes and to meet the quality criteria for work-based learning. For more information on definitions, outcomes, and quality criteria for work-based learning, please see [http://linkedlearning.org/linked-learning-in-action/work-based-learning/](http://linkedlearning.org/linked-learning-in-action/work-based-learning/).
b. 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 designed to meet the needs of both the industry partner and the student. Following are some common work-based learning principles, which 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.
- Activities should include career preparation that links work-based learning to skills and attributes needed to enter and succeed in the world of work in a particular industry.
- Youth receive compensation 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.
- It is important to ensure that students are given appropriate support during the experience to maximize their growth and development in the work field.
- All work-based learning plans and objectives are 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.

c. Common Healthcare Work-Based Learning Terms and Vocabulary
Below you will find some common terms and vocabulary used in the world of work-based learning.

Career Technical Education
Career technical education, or more widely known as CTE, is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

Intermediary or Industry Coordinator
The intermediary or industry coordinator serves as the liaison between industry, college, and high schools in coordinating various work-based learning and educational activities such as tours, guest speakers, job shadows, internships, and summer institute programs. The intermediary also visits high school campuses to provide work-readiness trainings for students. The intermediary maintains existing and forms new industry, college, and community partnerships to provide career exposure opportunities for students. Please see Section VI, Role of the Intermediary, for more information on intermediaries.

Internship
The term “internship” or “intern” is used very broadly at times. There are, however, very specific state and federal definitions for these terms. Please see Section IV, Interns and Volunteers.

Job Shadowing
This method of work-based learning is designed to provide students with an opportunity to discover and explore the healthcare field under the guidance of a professional, as well as to acquire occupational knowledge about the working environment. Although valuable in getting students exposure, job shadowing does not engage in hands-on practices that help to reinforce technical education or training (Alfred, Charner, Johnson, & Watts, 2013; Darche, Nayar, & Braco, 2009).
III. Types of Work-Based Learning Activities and Promising Models

It is important to understand that work-based learning programs can be customized to meet the needs of all partners. Recognizing that all employers vary in terms of size, the amount of resources available, geographic location, experience working with high school students and other characteristics, this section of the roadmap is designed to present the wide menu of options that exist and to profile a few successful programs for illustration purposes. By profiling existing models and identifying promising practices, employers can examine real-life examples as they begin to think about their own program. The programs featured here have innovative partnering methods that have boosted their success, and their successful practices can be replicated, or elements can be included in the development of new models throughout the state.

a. Short-Term Options

The following are examples of short-term, or episodic, partnerships proven to impact student exposure and knowledge about the health professions.

Career Day
Employers often sponsor one-day events on their sites where they can provide information to attendees about the multiple career opportunities within the healthcare industry. Many times, post-secondary educators will be present highlighting their educational programs for specific healthcare careers. Local high school students value these opportunities to learn more and to speak one-on-one with professionals. For a small investment of time and resources, career fairs and expos can have a positive impact on students and teachers.

Job Shadowing Opportunities
These are structured experiences where students or teachers 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 their students to a health employer for a work-based learning experience. Educating the adult mentor or teacher about the complex environment of a hospital or clinic will go a long way in managing expectations.

Workplace Tours and Guest Speaking
Many employers also host on-site tours for students where students or educators can talk to employees and observe operations, taking valuable lessons back to the classroom. Conversely, employers often send staff from various professions to a school to speak with students about the healthcare industry and potential careers.

Teacher Externships
Externships can be a critical component of a work-based learning program, especially for health career academies. The collaboration between the healthcare industry and schools is vital to teachers who are responsible for students’ levels of proficiency in demonstrating application of industry-recognized standards. Worksite teacher externships give teachers the opportunity to engage in conversations with healthcare professionals and perform specific tasks that are relevant to their curriculum. Research suggests that teachers who have an externship in a real-world industry context outside of the classroom are more effective in helping prepare students for future employment.

b. Longer-Term Options

Many employers partner with their local high schools in structured, long-term relationships that last years, even decades. These long-term partnerships typically involve a greater investment of resources, but are proven to positively impact student performance, graduation rates, and skill attainment. Similar to short-term options, long-term investments can come in a variety of models.

Interns and Volunteers
The definition and test for unpaid Interns and Students can be found at United State Department of Labor (DOL) Wage and Hour Division http://www.wagehour.dol.gov
1. **Internships in New Mexico**

Internships are jobs with learning objectives, designed to provide students or adult professionals with practical work experience and skill development within a desired occupation or profession. Some are paid, some are unpaid.

Information from the New Mexico Department of Workforce Solutions can be found here: [https://www.dws.state.nm.us/internships/InternshipEmployers#top5](https://www.dws.state.nm.us/internships/InternshipEmployers#top5)

**FACT** – Employers hiring anyone under the age of 18 must follow child labor laws for the protection of youth from exploitation and to ensure safe working conditions. Read more. [https://www.dws.state.nm.us/Labor-Relations/Labor-Information/Child-Labor](https://www.dws.state.nm.us/Labor-Relations/Labor-Information/Child-Labor)

**Background**

In January of 2018, The Department of Labor (DOL) announced that they are changing the way they determine the difference between interns and employees, specifically adopting a more flexible seven-factor test to determine if an intern is, in fact, an employee under the federal government’s guidelines. Unlike the DOL’s past assessment, where an intern was considered an employee unless each of six criteria was met, under this new test the DOL has stated that no single factor is a determiner. The Fair Labor Standards Act (FLSA) requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their labor.

**The Test for Unpaid Interns and Students**

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.

DOL Fact Sheet #71 Internships under the Fair Labor Standards Act
[https://www.dol.gov/whd/regs/compliance/whdfs71.htm](https://www.dol.gov/whd/regs/compliance/whdfs71.htm)

This test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

- The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
- The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
- The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
- The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
- The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
- The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
- The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.
Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case. If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information
This publication is for general information and is not a regulation. For additional information, visit the Wage and Hour Division Website: http://www.wagehour.dol.gov and/or call a toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

2. Volunteers in New Mexico
NM Administrative Code 7.7.2.19 http://164.64.110.134/parts/title07/07.007.0002.html

Under New Mexico law NMAC 7.7.2.19 (C) the use of and required policies for volunteers is defined:
(1) the scope of volunteer activities shall be delineated in hospital policies and procedures and shall cover periods of routine operation and periods of disaster and emergency operation;
(2) volunteers may assist with patient care only under direct supervision of appropriate hospital personnel and after appropriate, documented in-service training; volunteers may not perform procedures permitted only by a licensed healthcare provider;
(3) no volunteer under 16 years of age may assist with or render direct patient care.

The definition of “volunteer” under federal and state law is not as well defined. The U.S. Department of Labor 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 relatively well-settled that an individual who donates time to a hospital to minister directly to the comfort of patients (i.e., reading, writing letters, responding to requests for drinks, snacks, etc.) is not an “employee.” However, when the individual performs work that is also performed by paid staff or 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, whether an individual qualifies as a volunteer involves a fact-intensive analysis that generally considers the following factors:

- Whether the organization is for-profit or not-for-profit;
- Whether the services performed by the individual are for humanitarian, public service, or religious reasons;
- The nature of the entity receiving the services;
- Whether the individual performs services without contemplation of payment;
- Whether the individual is subject to the organization’s employment policies;
- The amount of time that it takes the individual to complete the work;
- Whether the individual is reimbursed for expenses;
- Whether the "economic realities" are indicative of an employment relationship;
- Whether the individual eliminates the need for employees or reduces the amount of work available to employees;
- Whether the individual signed an agreement which reflects the parties’ intent to create a volunteer relationship; and
- The amount of control exercised over the “volunteer
Best in Class Examples

Many hospitals in New Mexico work with their communities to offer young adults the opportunity to explore health careers. Here is a sample of some of the programs.

CHRISTUS St. Vincent Regional Medical Center

CHRISTUS St. Vincent Regional Medical Center offers 3 different programs, funded by the St. Vincent Hospital Foundation:

- Healthcare Exploration Program
- Mentorships
- High School-to-College Scholarship

They partner with local high schools, the Santa Fe Fire Department, and the community college to offer a variety of opportunities. Watch a webinar that describes the different programs: https://youtu.be/jPBZp1gMzg.

Lincoln County Medical Center (Presbyterian) MASH Camp

Lincoln County Medical Center, Ruidoso, New Mexico
575.257.8200
https://lincoln-county-medical-center.phs.org/Pages/default.aspx

This program was created to encourage middle school students (6th through 9th grade) from rural areas to pursue careers as health professionals. The program increases awareness of different career pathways available in healthcare professions and encourages a commitment to an academic future while instilling values of community service.

The MASH Camp offers an opportunity to engage with health professionals from emergency, cardio-pulmonary, laboratory, surgery, radiology, infection prevention, acute hospital care, physical therapy, Emergency Medical Services (EMS), and health management during the school year. Students must complete an interest statement, and an application.

Photo courtesy of Lincoln County Medical Center
San Juan Regional Medical Center

It takes a village to raise a child. As a community owned and operated non-profit hospital, San Juan Regional Medical Center collaborates with local school districts to offer a five-star student volunteer program.

Students interested in healthcare careers, as well as those looking to give back to their community, are welcome to join the VolunTeen program starting at age 14. Teens must complete an application with references and participate in an interview with the Volunteer Services manager, much like they would for any job. They receive a background check and provide proof of vaccinations. Once complete, it’s on to orientation which covers core hospital-required education.

All teen volunteers complete a rotation of service at the Information Desk. Some transfer to other service areas depending on their interests and work skills and gain a deeper knowledge and understanding of various career paths in healthcare. Students also have the opportunity to shadow in other hospital departments. They are placed with a preceptor who supervises them at all times. This is strictly an observation only program.

The San Juan Regional Medical Center Auxiliary offers students who participate in either program the opportunity to apply for generous scholarships sponsored by both the Medical Center and the Auxiliary.

Cibola General Hospital

Cibola has two community-oriented programs. The first is a job-shadowing program designed for students aged 14 years or older who are exploring career options and want to learn more about a particular field of healthcare.

The second program is an introductory program for youths of various ages from local schools. They tour the hospital, learn about the equipment, and are educated on proper handwashing techniques and the education behind why it is important to wash their hands. If it is an older group of students, they practice with Glo Germ and an ultraviolet light. For younger students, gloves and red paint are used to demonstrate handwashing. The children sign and scrub their hands to a handwashing song.

HOSA-Future Health Professionals (formerly known as 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 healthcare for secondary and post-secondary health science and career education students, and (2) enhancing the delivery of compassionate, quality healthcare 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. HOSA is a powerful instructional tool integrated into the health science education curriculum and classroom for development of the person as a whole. The constantly evolving healthcare system calls for dedicated workers who possess the appropriate technical skills and who are people-oriented and capable of both leadership and followership roles as part of a healthcare 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 healthcare system and the diverse communities it serves.

The University of New Mexico (UNM) Health Sciences Center Office for Diversity

The UNM HSC offers several opportunities to gain experience in the healthcare field through various student programs. Students can gain exposures to various health professions while building science, math, and leadership skills. [https://hsc.unm.edu/programs/diversity/student-programs/path.html](https://hsc.unm.edu/programs/diversity/student-programs/path.html). Programs offered include:

- Dream Makers Health Careers Program – middle-school and high school students
- NM Clinical Education Program - pre-application to UNM School of Medicine
- Health Careers Academy - 11th-12th grade
- Professional Achievement Training for Transdisciplinary Health (PATH) – 12th grade
- Science, Technology, Engineering, Arts, Math and Health (STEAM-H) – 3rd through 12th grade
- Undergraduate Health Science Enrichment Program (UHSEP) – summer before 1st year of college

Albuquerque Public Schools (APS)

APS offers a career exploration program known as Running Start for Careers. Running Start for Careers is a coordinated public-private effort to decrease New Mexico’s high school drop-out rate while creating and integrated system critical to the state’s sustainable economic success.

Running Start for Careers programs utilize high school elective credits so that students who participate in the approved programs are able to graduate with their classmates while learning valuable skills in in-demand industries. Students who complete the program graduate with an industry certificate showing career development training or pre-apprenticeship that can be submitted to potential employers.

It is offered during 11th and 12th grade years. The program pairs a credited high school class with vocational study in various fields, including healthcare. The program partners with local industry in an effort to engage students and get them thinking about career pathways by placing them in real-world learning environments

- Internship Type: unpaid internship
- When: school year
- Duration: 1 semester

Running Start for Careers

office 505-767-5800

[http://www.aps.edu/students-parents/running-start-for-careers](http://www.aps.edu/students-parents/running-start-for-careers)

office 505-224-4764
IV. Employer Self-Assessment: How ready is your organization?  
What design is best?

a. Purpose of the Employer Self-Assessment Tool

This questionnaire is designed to help employers assess their degree of readiness to start a dialogue and engage with their high schools to develop and implement a work-based learning program for secondary students. The use of this tool is intended for those within an organization who seek to determine their organization’s capacity to partner with a high school and to make the case for work-based learning to executive leadership. The questions can also start a conversation around workforce development and guide an internal “thought process” that can later inform positive message points for leadership when seeking approval to plan and launch a work-based learning program.

This tool was developed using the input from: 1) healthcare para-professionals and professionals with experience working with high school students and providing them with work-based learning opportunities, and 2) educators with successful partnerships with healthcare employers. It is important to note that this tool has not been tested for validity and reliability. Therefore, it should only be used for informational purposes and as a guide to help employers think critically through their own institution’s circumstances and policies before planning and launching a program.
## Employer Self-Assessment Tool

With your own organization in mind, respond by using the ratings to the right. Red circles shown here are for illustration purposes only. A blank Employer Self-Assessment Tool can be found in the Appendix.

### 1. To what extent are the following aligned with your organization’s mission and goals?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Developing or strengthening partnerships with local schools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.2</td>
<td>Developing or strengthening a work-based learning program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.3</td>
<td>Becoming the main employer to students in a work-based learning program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.4</td>
<td>Supporting students’ personal and professional development within the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 2. To what extent are the following a priority in your organization?

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<tr>
<th></th>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Improving the quality of the workforce.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.2</td>
<td>Increasing the workforce supply for your organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.3</td>
<td>Working with schools to ensure that they are providing students with adequate industry education and training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.4</td>
<td>Becoming an organization that promotes the social and economic development of the community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.5</td>
<td>Growing your own workforce.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 3. In the last 24 months, how often did the following occur within your organization?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Met with a local school to partner to explore starting a work-based learning program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.2</td>
<td>Participated in partnership meetings with other stakeholders, in addition to schools, to discuss work-based learning activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.3</td>
<td>Informed internal organization’s human resource department and clinical staff about work-based learning activities for high school students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.4</td>
<td>Approved work-based learning placements for high school students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.5</td>
<td>Encouraged other organization staff to participate in work-based learning activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. How much institutional experience does the organization have in the following areas?</td>
<td>None</td>
<td>Little Experience</td>
<td>Some Experience</td>
<td>A Great Deal of Experience</td>
<td>Don't Know</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.1 Hosting high school students in a work-based learning capacity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4.2 Collaborating with high schools to discuss workforce issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4.3 Collaborating with other healthcare agencies to discuss workforce issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4.4 Working closely with the local community, K-12 schools and students on any topic of concern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. As an organization, how much capacity do you have in the following areas?</th>
<th>No Capacity</th>
<th>A Little Capacity</th>
<th>Some Capacity</th>
<th>A Great Deal of Capacity</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Capacity to host several high school students in a work-based learning capacity across several departments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5.2 Time to collaborate with high schools to discuss workforce issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5.3 Capacity to partner with other healthcare agencies (clinics, etc.) on health workforce issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5.4 Capacity to dedicate staff time for mentors in work-based learning activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Please rate the organization’s perceived value in...</th>
<th>None</th>
<th>Little Value</th>
<th>Some Value</th>
<th>A Great Deal of Value</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Having high school students on our site to expose them to current and emerging careers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.2 Being equipped to offer on-the-job training competencies or skills to high school students?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.3 Knowing how the number of high school students with current and previous on-site internship experience informs our human resources department about their hiring assessments?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.4 Maintaining strong partnerships with educational institutions (secondary, post-secondary, or otherwise).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.5 Committing time from a program manager.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.6 Dedicating time and attention from staff that are teaching and mentoring youth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6.7 Sustaining programs beyond grant or one-time funding.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Please rate the organization’s experience in creating or increasing...</th>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Fundraising opportunities in general.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>7.2 Internal investments in work-based learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>7.3 In-kind support from an internal or external source.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>7.4 Philanthropic opportunities from foundations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Add the total score for each of sections 1-7 and record on the next page.
### Scoring At-a-Glance

<table>
<thead>
<tr>
<th>Section</th>
<th>Total Score</th>
<th># of Items</th>
<th>Section Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score of Section 1: Alignment with Mission and Goals</td>
<td>9</td>
<td>4</td>
<td>2.25</td>
</tr>
<tr>
<td>Total Score of Section 2: Workforce as a Priority</td>
<td>16</td>
<td>5</td>
<td>3.20</td>
</tr>
<tr>
<td>Total Score of Section 3: Internal Commitment and Passion for the Work</td>
<td>8</td>
<td>5</td>
<td>1.60</td>
</tr>
<tr>
<td>Total Score of Section 4: Experience</td>
<td>10</td>
<td>4</td>
<td>2.50</td>
</tr>
<tr>
<td>Total Score of Section 5: Capacity</td>
<td>11</td>
<td>4</td>
<td>2.75</td>
</tr>
<tr>
<td>Total Score of Section 6: Value</td>
<td>17</td>
<td>7</td>
<td>2.43</td>
</tr>
<tr>
<td>Total Score of Section 7: Financial Resources and Sustainability</td>
<td>11</td>
<td>4</td>
<td>2.75</td>
</tr>
<tr>
<td>Composite Score for All Sections:</td>
<td>82</td>
<td>33</td>
<td>2.48</td>
</tr>
</tbody>
</table>

**OVERALL MEAN:** 2.48

*Total of all scores for that section divided by the number of questions in that section.*

**Directions:** Divide your total score with your # of items to get a section mean or average. Do the same for the rest of the sections. Once each section is scored, add your total score column and this will get you your composite score for all sections. Do the same for the # of items column. Then, divide your composite total score (i.e., 82) with your composite # of items (i.e., 33) for your overall mean or average (i.e., 2.48).

Generally speaking, the closer the mean score in each section is to 1, the lower the degree of readiness an organization may have in that area, such as alignment or capacity. The closer a mean score is to a 4, the higher degree of readiness an organization might have, for instance workforce priority. In this example, the composite or overall mean score of 2.48 for all sections indicates a slightly below moderate degree of readiness. However, there is one area that indicated a moderately high mean was workforce priority (3.20). This implies that developing a workforce is a priority for this organization. Other areas that might be worthy of exploration or conversation are capacity and financial resources and sustainability, both with a 2.75 mean. The value of this instrument and mean scores is the interpretation and conversation that follows and help you gain a better understanding of your level of readiness.

Other questions to reflect upon may include your position within the organization and the level of influence you have over investments such as this and the sustainability of such investments, what type of facility you represent (hospital, clinic, other), and the number of employees within the organization.

c. **Considering the Options**

As an organization considers the range of options for program design, it may be helpful to think about what types of models would be most likely to garner support. Does your organization like to pilot and progress slowly? Does your organization prefer to invest and reap the rewards, even if the return on investment will take a few years? Are there other local partnerships that serve as good examples? Who are the reputable partners in the region? Employers need to determine what type of model is best suited for the organization, who will be supportive, who may resist, and what partners are needed (both internally and externally). The Partnership Matrix in the Appendix may help you visualize what option might be the best path for your organization.

**Fun Fact:** According to Nancy Hoffman, author of *Schooling in the Workplace: How Six of the World’s Best Vocational Education Systems Prepare Young People for Jobs and Life*, compared to 12 other countries, U.S. students spend the least amount of time learning in a work setting. Furthermore, work-based learning opportunities for American students are not available to all who want them, and they vary widely in quality. “Schools [in the United States] do not have systematized connections with employers, nor do employers see it in their self-interest to provide work-based learning.” The result of the relative lack of investment in high-quality work place learning for students is that U.S. youth have very few of the applied skills or credentials that employers are seeking (Casner-Lotto & Barrington, 2006).
V. Making the Business Case for Work-Based Learning in Healthcare

a. Engaging Health Employer Leadership
   As any healthcare leader knows, there are many barriers when it comes to developing or expanding a work-based learning program for high school students. Obstacles to implementation often center on the investment of finances and time and the complexities of having students present in a hospital or other healthcare environment. This section is designed to help health employer staff and others engage leadership on this topic and to provide value statements based on real conversations with hospitals and other partners already invested in this work.

b. Potential Returns on Investments
   Each hospital is different, but they are all businesses with finite resources. A solid business case for investing in work-based learning is essential when engaging leadership. When building partnerships, educators and others must demonstrate business value to hospital leadership. The good news is that there are positive returns to be had. The following “value points” were developed by the California Hospital Association Project Advisory Group. Members of this sub-committee have experience engaging employers and know well the value perceived by employers who are invested in work-based learning activities.

   While requiring a significant investment of time and resources, creating a work-based learning program for high school students can actually positively impact certain metrics in a hospital/health facility in the short-term. For example, the tasks a student takes on can improve efficiencies in a department and the presence of youth can have a positive impact on employee morale and can positively impact the patient experience.

   Providing work-based learning experiences enables youth in a community to gain critical skills and understanding about careers and work in a way that a classroom alone cannot convey. The experience gained by these young people increases the likelihood that they will go on to attain some level of post-secondary education. Students who attain some post-secondary education are more likely to be gainfully employed and have access to employer sponsored health coverage, thereby impacting the rates of un- or underinsured and reducing health disparities.

   When students have a positive work-based learning experience in a hospital, they are likely to share that story with their extended family and community members thereby generating positive public relations for the hospital.

   Work-based learning opportunities can change the lives of students in a positive way. For example, 94 percent of students participating in the Cedars-Sinai Youth Employment and Development Program in Los Angeles, CA pursue degrees in higher education and 70 percent enroll in a healthcare related program.

   It is important to have industry at the table as a partner so that education can ensure students are gaining the skills and competencies valued by health employers. By providing students with these experiences, industry and education are partnering in ensuring quality outcomes for both employers and students.

   Investing in these students is a long-term investment in the future workforce supply of the organization and improves workforce diversity throughout the organization.

   Successful models are very attractive to outside funders, such as private philanthropy. Industry support for these programs demonstrates to funders that employers value this work and increases the likelihood of attracting resources to increase capacity.
c. Advice From the Field: Tips for Making Your Case to Leadership

When engaging hospital leadership about implementing a work-based learning program, it is important to provide data and evidence that supports how the program can help improve the culture of the organization, aid in innovation, and/or transform patient experience/satisfaction. Gathering data from existing programs is important.

In addition, the positive outcomes of such a program may go beyond the walls of the hospital. For example, studies indicate that hospitals value the community relations benefit of providing work-based learning opportunities. Students, because of their experience in the hospital, become community ambassadors for the hospital and can promote the good work of the organization.

Third-party evaluations of a program can also speak volumes. A program evaluation can demonstrate the larger impact a program is having on a community beyond the single student participating in the work-based learning experience.

Last, gaining a deep understanding of the various investments and work-based learning activities in a region is important. Leadership will want to easily “connect the dots” across the various projects, pathways, funding, and scale-up efforts in the region. Leadership will want assurances that they are not the only stakeholder providing support for the program. Demonstrating that you understand the landscape and can leverage other resources and efforts will speak volumes to decision makers.

d. Recognizing Employers for Their Investments and Contributions

For all of the great work that hospitals and other health employers are doing to provide work-based learning, there is very little recognition of these investments from policy-makers, educators or the public. Many of these efforts lack visibility and acknowledgment, which not only impedes the sharing of best practices, but also makes it difficult to make the case for future or additional funding. It is vital that we recognize the quiet leaders of this important work.

There are many ways to recognize employers for their contributions, both on a small and large scale. One of the best ways to bring about awareness is through digital media.

Commitment to telling more stories such as these is crucial for employers and educators to learn from one another and so that we can spotlight the champion employers dedicated to giving students amazing hands-on opportunities.

VI. The Role of the Intermediary

a. What is an Intermediary?

For purposes of this document, workforce intermediaries are organizations that help employers address workforce needs by coordinating local partnerships that provide an infrastructure for workforce development in a specific sector. Intermediaries include all of the relevant stakeholders, including students, educators, employers, and others in the development of partnerships and they become a hub of coordination and collaboration between employers, educators, trainers, recruitment and placement organizations, and so on. This document will focus on the role an intermediary can play relative to health career pathways for high school students, but the complete universe of roles that a workforce intermediary can play in workforce development is much broader and encompasses many other points along the workforce continuum, such as incumbent workers (current employees), dislocated workers, and post-secondary students and new graduates.

b. What Value Can an Intermediary Bring?

Working with an intermediary or other coordinating entity can be tremendously valuable to an employer interested in offering real-life work experiences to high school and other students. A highly skilled intermediary organization understands the workforce and skills needed by industry. They have a “big picture” view of the regional resources available for workforce development. Intermediaries are well connected to educators and the training programs, and even provide training themselves. Due to their interconnectedness, they can provide ample support to work-based learning programs, thereby reducing the burden on employers and educational partners alike. Typically, they are an outside entity and not housed within the employer’s organization. Sometimes employers pay for this service, and in other situations, an intermediary organization is financially supported through public or foundation resources.
Successful intermediaries in the world of healthcare serve as the liaison between industry, college, and high schools in coordinating various work-based learning and educational activities, such as tours, guest speakers, job shadows, internships, and summer programs. They provide work-readiness training for health pathway students so that the students are well prepared to enter the workplace and understand an employer’s expectations. The intermediary can also provide specialized training for students, such as Health Insurance Portability and Accountability Act, better known as HIPAA, training. Cultivating and maintaining relationships between all partners is time consuming and requires an in-depth understanding of partner needs and requirements. This can be overwhelming and burdensome to a health employer, especially a small hospital or clinic. Therefore, an intermediary increases the chances of long-term success and the potential for positive outcomes by providing and maintaining the infrastructure for employer partners to offer opportunities to students without having to over-dedicate staff time and resources to the day-to-day process and overall care and feeding of relationships.

c. Ideal Intermediary Frame Work for High School Health Career Pathways

One of the goals of California’s grant-funded project was to design a system of coordination around health pathways and work-based learning. The funder recognized that although pockets of excellence exist, and best practices have been identified, they are very limited in supply and inconsistent in quality, so it remains challenging to bring this work to full scale. Therefore, one of the goals early on in this work was to identify how to improve coordination in order to improve outcomes and so that employers feel more compelled to engage in this work. The California Project Advisory Group came to the consensus that one of the best ways to alleviate some of the burden on employers when providing these opportunities is to utilize an intermediary, or a “hub”, that can serve as the central contact point for both education and the employer. There was also consensus among members of the sub-committee that an ideal intermediary would have two positions, one for business development and one for program coordination. The Project Advisory Group formed a sub-committee of experts tasked with designing an ideal infrastructure for a highly functioning intermediary. See the next page for an illustration that includes the activities of an intermediary and the core competencies that make it successful.
**Model Intermediary Structure to Support Work-Based Learning for High School Students in Health Careers Pathways**

**Backbone Organization:** Can play a statewide role in supporting regional intermediaries. Multi-stakeholder group. Various funding sources, including industry. Supports and coordinates with regional intermediaries and is a statewide resource for all work.

**Regional Intermediary**

- **Business Development**
  - Charged with:
    - In partnership with industry, develop regional sector strategy
    - Engage employers in WBL
    - Strategize for growth
    - Create and establishing MOUs
    - Communicate with program coordinator

- **Program Coordination**
  - Charged with:
    - Ensure program quality
    - Secure WBL opportunities
    - Coordinate and communicate with education partners
    - Liability issues, employer of record
    - Provide student support
    - Develop externships for teachers

**Core Competencies**

- The intermediary must be engaged and serious in the care and cultivation of relationships.
- The intermediary must play a translator role between education and industry.
- A mature intermediary would provide IT support so that there are assurances about where students are in the process and where they are assigned.
- An intermediary must understand the liability aspects for employers, employees, and students.
- A well-developed intermediary model operates almost like a franchise, providing a consistent product throughout.
d. **Sample role description**

Below is sample language for an intermediary, or industry coordinator, role or job description.

**General Job Description**

**Intermediary/Industry Connections Coordinator (ICC)**

**RESPONSIBILITIES AND PROJECT OVERVIEW:**

The ICC will serve as the liaison between industry, college, and high schools in coordinating various work-based learning and educational activities, such as tours, guest speakers, job shadows, internships, and summer institute programs. The ICC will also visit high school campuses to provide work-readiness trainings for students. The ICC will maintain existing and form new industry, college, and community partners to provide industry and educational exposure opportunities benefiting students, graduates, teachers, and counselors of the high school Health Career Pathway programs.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Health industry workforce needs and typical challenges/barriers
- Industry and community partner-development strategies
- Career-Technical Education and high school Health Career Pathway program objectives

**ABILITY TO:**

- Understand and use health facility and college policies, procedures and operations
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, sexual orientation, disability, and ethnic backgrounds of students and teachers
- Demonstrate strong oral and written communication skills
- Work independently with minimal direction
- Effectively manage and prioritize multiple, concurrent project tasks

**DUTIES:**

- Serve as the liaison between industry/college/community partners and high schools in coordinating various work-based learning and educational activities including:
  - Industry and college tours
  - Classroom guest speakers
  - Job shadows at industry facilities
  - Internships and summer institute programs including recruitment, pre-screening, and onboarding
- Visit high school campuses to provide work-readiness trainings for students
- Maintain existing and form new industry, college, and community partners
- Develop list of college programs within sectors
- Maintain list of high school pathways within sectors
- Conduct exit interviews with health pathway completers
- Submit reports on industry, college and community partnerships and related activities
- Work in alignment with curriculum coordinators
- Assist with event planning
VII. Funding and Sustainability

One of the most challenging aspects of any partnership is the issue of financial support and sustainability. This section only scratches the surface when it comes to sources of funding to support work-based learning in the health sector. What is increasingly becoming an imperative, however, is the importance of braiding funding and leveraging resources for this work. It is no longer possible, nor sustainable, for programs to be relying upon one source of funding.

Educational Funding

Career Technical Education (CTE) Programs of Study
CTE programs of study provide New Mexico students with a seamless education that takes them from primary school through secondary and postsecondary studies. In order to be successful, today’s high school graduates must be competent in English and math skills in order to engage in entry-level, credit bearing postsecondary coursework.

College and Career Readiness Bureau (CCRB)
The New Mexico Public Education Department provides early elementary through college (P-20) academic and career pathways. New Mexico offers a “Career Cluster” in Health and Bioscience.

High Schools That Work (HSTW)
High Schools That Work (HSTW) is a school-improvement initiative founded on the conviction that most students can master rigorous academic and career/technical studies if school leaders create an environment that motivates students to make an effort to succeed.

College Preparation, Career Readiness, and Dropout Prevention Initiatives
The New Mexico Department of Workforce Solutions offers a hub for internships and student work. Information on how to create an internship program can be found here: https://www.dws.state.nm.us/Internships/InternshipEmployers. They also support a U.S. Department of Labor grant that provides funding for innovative projects among community colleges, employers and workforce agencies that create pathways to high-skill, high-wage jobs, and have a lasting impact on workforce education. New Mexico’s Skill Up Network (SUN) program expands capacity and systematic improvements in the delivery of healthcare career pathways that align with industry needs, increase the attainment of degrees, certifications, and industry-recognized credentials. https://www.dws.state.nm.us/SUN-PATH-Program. In conclusion, there is much activity in the world of experiential learning and there is educational, employer, philanthropic and other funding to support the goals. Ever-diminishing public resources require that partners braid their funding from various sources in order to fully support a program. In addition, it is imperative that programs have a built-in sustainability plan so that as grant or other public funding recedes, there is a foundation and safety-net in place to keep the work going.

VIII. Protection for All

a. Sample Liability Form
In the interest of protecting all parties, it is a good practice to clearly outline expectations 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 tool kit should not use it without careful legal review and necessary modifications.
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 One Million Dollars ($1,000,000) each occurrence and annual aggregate limits of not less than Three Million Dollars ($3,000,000) 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 $1,000,000 covering injuries including death to any one or more persons in any one occurrence and $3,000,000 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 of self-insurance.

3. School shall provide and maintain Worker’s Compensation Insurance as required by state law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or healthcare 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.

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, or 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

Facilities should have in place a work place safety orientation that covers the following:

- **Organization’s Infection Control and Infection Prevention Policies and 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
  - Protecting oneself
    - Hand washing, not entering isolation rooms
    - Proper handling of bio-hazardous waste
    - Immunizations

- **Organization’s Safety Policies**
  - Organization’s safety codes
    - Will be different organization to organization (such as code red, blue, pink, gray, silver, orange, shelter in place, baby security, etc.)
  - How to call an emergency
  - Material Safety Data Sheet [MSDS]

Orientation may vary slightly depending on specific organizational policies. As an employer you may also want to create a student health survey that students sign and return with supporting documentation regarding immunizations. See example on the next page.
SAMPLE NON-EMPLOYEE PERSONNEL HEALTH CLEARANCE

Name: ____________________________________________________________

Address: ____________________________ Home Phone: _________________________

Date of Birth: _____________________________ Student ID Number _________________________

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 who 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

Candidates will need to provide documentation of receiving two (2) doses of MMR vaccine OR laboratory evidence of immunity to measles, mumps and rubella (blood test/titer).

CHICKENPOX

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

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/titer).

Tdap VACCINE & SEASONAL FLU SHOT

Candidates will provide documentation of receiving one (1) dose of the Tdap (Tetanus, Diphtheria and Pertussis) 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)
IX. 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 tool kit should not use it without careful legal review and necessary modifications.

SAMPLE PARENTAL CONSENT FORM

Enrollment Consent: I consent to the enrollment of my son/daughter during their ___ and/or ___ period (name of the school) in the (name of program).

Student Information:

_________________________________________________________________________________

Last Name  First Name  Home Phone

_________________________________________________________________________________

Address  City, State & Zip

Field Trips/Tours:
Permission is granted for my son/daughter to participate in tours while participating in the (Name of Program)

Yes_____  No_______  Initials_______

Photo Release Authorization:
Permission is granted to photograph my son/daughter for promotional and educational purposes.

Yes_______  No_______  Initials_______

Address of Parent/Legal Guardian  Workplace of Parent/Guardian

_________________________________________________________________________________

Name  Company

_________________________________________________________________________________

Street Address  Street Address/ Department

_________________________________________________________________________________

City, State, Zip  City, State, Zip

_________________________________________________________________________________

Phone Number  Phone Number

Other Emergency Contact Person  My child may be released to:

_________________________________________________________________________________

Name/Relationship  Name/Relationship

_________________________________________________________________________________

Phone Number  Phone Number

_________________________________________________________________________________

Signature/Relationship  Date

Name of Insurance Company:  ________________________________
b. Sample Memorandums of Understanding and Other Agreements

SAMPLE 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 healthcare 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 of the Agency facilities and health professional mentors to support program students in achieving work experience across certain healthcare 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 be 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 healthcare 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, as well as 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 sufficiently 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 to Agency, written evidence on each student of current:

- 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.
- Proof of MMR x2 or positive rubella titer.
- Proof of MMR x2 or positive Mumps titer.
- Proof of hepatitis B series, positive hepatitis B antibody titer, or initiate vaccine series.
- Proof of varicella vaccine x2 or positive chickenpox history, or positive varicella titer.
- Proof of compliance with all childhood immunization requirements and boosters.
- 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 the students work areas, equipment and reference materials needed for work assignment, and orient the student to policies and procedures of Agency.
B. Assign to a student a “mentor” supervisor to oversee 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 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 healthcare or first aid in the event a student sustains an injury or illness needing immediate attention. Such cost shall be borne by the 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 Three Million Dollars ($3,000,000) each occurrence and annual aggregate limits of not less than Three Million Dollars ($3,000,000) with an additional insured endorsement naming Agency Indemnitees 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 $1,000,000 covering injuries including death to any one or more persons in any one occurrence and $3,000,000 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.

3.03 School shall provide and maintain Worker’s Compensation Insurance as required by state law, covering the instructor(s) while participating in the program hereunder. School shall require that student(s) have and maintain health insurance or healthcare 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 worker’s 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.

<table>
<thead>
<tr>
<th>AGENCY: (Name of Agency)</th>
<th>SCHOOL: (Name of School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By: ____________________</td>
<td>By: ____________________</td>
</tr>
<tr>
<td>Name</td>
<td>Name</td>
</tr>
<tr>
<td>Title: __________________</td>
<td>Title: __________________</td>
</tr>
<tr>
<td>Date: __________________</td>
<td>Date: __________________</td>
</tr>
</tbody>
</table>
c. Sample Student Training Agreement

SAMPLE STUDENT TRAINING AGREEMENT
(Signed by student, parent, teacher, employer)

I, ________________________________, understand that as a (name of academy) 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 Medical Center 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 (appropriate places).
- I will not use company phones for personal calls.
- I will not discuss race, religion, or politics with customers.

Academy 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.

Signed: ________________________________________ Date: ___________________
Academy Student Signature

Signed: ________________________________________ Date: ___________________
Supervisor’s Signature

One copy for the department file – please send original to (name of program) office.
d. Sample Program Contract

SAMPLE PROGRAM CONTRACT

The Department of ____________________________________________________________ agrees to accept the placement of a high school student as part of the (name of academy).

The primary/secondary supervisor agrees to provide the following:

- Department orientation
- Assigning and monitoring work
- On-the-job-training
- Maintaining department time and attendance records
- Time off to attend required training or classes
- Three month and year-end evaluations
- Providing students with educational experiences
- Monthly job shadows

The (name of program) department agrees to provide the following:

- Student wages, if applicable, including adjustments, etc.
- General orientation including safety requirements
- Assistance to the supervisor
- Counseling and coaching to the student as appropriate
- Liaison to the high school/career advisor/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 academy) instructor. I have read and understand the responsibilities of the department.

Primary Supervisor

Print Name ________________________________
Signature _________________________________ Date ________________________________
Department Location __________________________________________
Signed __________________________________ Date __________________________

Department Director Signature

Signed __________________________________ Date __________________________

Youth Employment and Development Program Signature
(copy will be sent for your records)
Health Careers Academy
Department Information

PART ONE
Students must be supervised at all times. Supervisors will be responsible for student assignment including monthly job shadow.

(PLEASE PRINT)
Dept. __________________________ 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 ________________________________________________

Computer Access

If a student will be assigned projects that require computer usage, please complete the following information. All (name of program) students will be given an account during their orientation. (name of program) will be responsible for the distribution and management of all accounts.

Department System (specify)________________________________________
Institution Systems (specify)________________________________________
______________________________________________________________
Please check the skills your student will need and/or will be exposed to as part of their assignment:

Word-processing (e.g. Word)_____

Spreadsheets (e.g. Excel)_____

Graphics_____

Patients_____(please specify)______________________________

Customer Service (please specify)________________________

Receptionist Duties_____

Phones_____

Filing: Patient______ Employee____  Other (please specify)_____

a. Sample Job Description

Job Title: Student, Liver and Kidney Transplant

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 in the clerical aspects of administrative support to various team members in the department.

ESSENTIAL JOB DUTIES:

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

Work 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, the 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 ensure academic and career goals are met.

During the course of academic element of department (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 in job shadowing once a month. Each academic year, student will participate in one extracurricular assignment relating to organ and tissue donor awareness.
b. Sample Student Application

SAMPLE STUDENT APPLICATION

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First</th>
<th>M.I.</th>
<th>Date</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>Apartment/Unit #</th>
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</thead>
<tbody>
<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP</th>
</tr>
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<tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Social Security No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11th 12th</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counselors Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Email Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list the different health or medical careers you are interested in below.

|                |                |
|                |                |

Explain WHY and HOW participating in the program will benefit you.

|                |                |
|                |                |

Do you have family, relatives or friends that work in the health-care profession or at (Medical Center)?

|                |                |
|                |                |
List any volunteer or part-time work experience below.


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(s)?________________________________________

Other related skills________________________________________

In addition to English, in which other 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 (name of program) is a partnership between (hospital name) and (high school name). I have read the requirements and understand this program takes the place of a 5th and/or 6th period and there can be no participation in after school sports or programs.

Student’s Signature ___________________________________________ Date________________

Parent’s Signature ___________________________________________ Date________________

Parent Name (printed)________________________________________________________________________

Work Phone Number _______________________________________________________________
X. Program Evaluation

a. Worksite Student Evaluation (Completed by the health facility)

SAMPLE WORKSITE STUDENT EVALUATION

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

Student Name: ____________________________________  Date: ________________________________

1. ACCURACY OF WORK
   __1. Careless/makes many errors
   __2. Work frequently must be redone
   __3. Work usually passable
   __4. Careful/makes few error
   __5. Consistently accurate

2. CARE OF WORKING AREA
   __1. Always untidy
   __2. Not very clean & tidy
   __3. Reasonably clean & orderly
   __4. Very clean & tidy
   __5. Exceptionally clean & orderly

3. USE OF EQUIPMENT/MATERIALS
   __1. Rough & wasteful
   __2. Sometimes careless
   __3. Exercises adequate care
   __4. Careful & economical
   __5. Very careful & economical

4. SPEED IN PERFORMING DUTIES
   __1. Very slow
   __2. Slow

5. ATTENDANCE
   __1. Infrequent & sporadic
   __2. Absent often
   __3. Absent occasionally
   __4. Seldom absent
   __5. Never absent

6. USE OF WORKING TIME
   __1. Very wasteful
   __2. Wastes time occasionally
   __3. Usually keeps busy
   __4. Always busy
   __5. Busy & productive

7. JOB LEARNING APPLICATION
   __1. Little or no learning
2. Learns with difficulty
3. Adequate
4. Learns with ease
5. Exceptional ability

8. RELIABILITY
1. Unreliable
2. Somewhat dependable
3. Usually dependable
4. Dependable & conscientious
5. Exceptionally dependable & conscientious

9. INITIATIVE
1. Doesn’t exhibit any
2. Waits for others to get started
3. Sometimes initiates
4. Needs little direction
5. Unusually self-motivated/creative

10. ATTITUDE TOWARD SUPERIORS
1. Disrespectful /resentful
2. Poor or no interaction
3. Cooperates when asked
4. Cooperates willingly
5. Very respectful/helpful

11. PUNCTUALITY
1. Frequently late
2. Often late
3. Late occasionally
4. Seldom late
5. Never late

12. ATTITUDE TOWARD JOB & TRAINING
1. Disinterested in job & training
2. Accepts training with reservations
3. Shows varied degree of motivation
4. Interested & well motivated
5. Exceptionally interested & motivated

13. ATTITUDE TOWARD CO-WORKERS
1. Does not get along
2. Poor or no interaction
3. Gets along satisfactorily
4. Works well with others
5. Excellent relationships

14. SAFETY
1. Ignores safety rules
2. Often careless
3. Takes average precautions
4. Safety conscious
5. Unusually safety conscious

15. PERSONAL APPEARANCE
1. Improperly dressed for job
2. Often untidy
3. Acceptable dress & grooming
4. Neat well groomed & in good taste
5. Exceptionally well groomed & in good taste

16. GENERAL ESTIMATE
1. Unsatisfactory
2. Fair
__3. Good

__4. Very good

__5. Outstanding

Additional comments:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

RATED BY:______________________________________________

FOR PERIOD FROM: ____________________________

TITLE:________________________________ TELEPHONE:_____________________

Is person rating the student their immediate supervisor?  Yes____ No____

_________________________________________________________________________

Please return completed form to:

Student Signature___________________________________________ Date___________
b. Sample Survey for Gathering Employer Feedback on a Program

Gathering feedback from those working directly with the students can be very valuable to improving and/or expanding a program. Below is a sample employer survey utilized by one of the experts involved in this project. It can very easily be the foundation for an electronic survey tool, such as Survey Monkey.

<table>
<thead>
<tr>
<th>Q1. How helpful were the students that you were assigned?</th>
<th>Limited</th>
<th>Sometimes Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2. To what extent would you agree with the statement, “I enjoyed hosting the students?”</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Q3. To what extent would you agree with the statement, “I had a positive experience working with the students?”</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Q4. To what extent do you agree with the statement, “I think the students had valuable learning experience?”</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Q5. To what extend do you agree with the statement, “I feel like I made a difference in the life of a student?”</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Q6. What suggestions do you have for improving the program? (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Open ended question</td>
</tr>
<tr>
<td>Q7. Is there any advice you have for next year’s students? (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Open ended question</td>
</tr>
<tr>
<td>Q8. Is there anything else you would like to share? (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Open ended question</td>
</tr>
</tbody>
</table>
XI. **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.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Long-term/Short-term</th>
<th>Career Exposure</th>
<th>Paid</th>
<th>Hospital-Funded</th>
<th>Other Funding Available through grants, education, etc.</th>
<th>Health Provider Space Requirement</th>
<th>Health Provider Coordinating Staff Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Visits</strong></td>
<td>Short-term</td>
<td>Yes</td>
<td>No</td>
<td>Minimal, if any</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Speakers/Classroom Demonstrations</strong></td>
<td>Short-term</td>
<td>Yes</td>
<td>No</td>
<td>Minimal, if any</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Career Day/Career Fairs</strong></td>
<td>Short-term</td>
<td>Yes</td>
<td>No</td>
<td>Minimal</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Volunteer Opportunities</strong></td>
<td>Both</td>
<td>Optimally, yes</td>
<td>No</td>
<td>Minimal</td>
<td>No</td>
<td>Minimal</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>After School Programs</strong></td>
<td>Both</td>
<td>Optimally, yes</td>
<td>No</td>
<td>No</td>
<td>Varies</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Health Occupations Students of America</strong></td>
<td>Long-term</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>State/Federal</td>
<td>Minimal</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Internships</strong></td>
<td>Long-term</td>
<td>Yes</td>
<td>Optional</td>
<td>Yes</td>
<td>Various</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td>Both</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Various</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
b. Links to Valuable Resources

The following links can be considered as resources for you as you develop your K-12 partnership. NMHA is providing these links as information only, as we do not specifically endorse them in any way.

- fcm.unm.edu/education/AHEC
- soahec.nmsu.edu
- https://webnew.ped.state.nm.us/

National Academy Foundation (NAF)

NAF is a leader in the movement to prepare young people for college and career success. For more than 30 years, NAF has refined a proven educational model that includes industry-focused curricula, work-based learning experiences, and business partner expertise from five themes: finance, hospitality and tourism, information technology, engineering, and health sciences. More than 5,500 business professionals volunteer in classrooms, act as mentors, engage NAF students in paid internships, and serve on local advisory boards. Explore NAF’s guide to work-based learning.

https://naf.org/about
### c. Employer Self-Assessment Tool
With your own organization in mind, respond by using the ratings to the right.

<table>
<thead>
<tr>
<th></th>
<th>To what extent are the following aligned with your organization’s mission and goals?</th>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Developing or strengthening partnerships with local schools.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>1.2</td>
<td>Developing or strengthening a work-based learning program.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>1.3</td>
<td>Becoming the main employer to students in a work-based learning program.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>1.4</td>
<td>Supporting students’ personal and professional development within the community.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>To what extent are the following a priority in your organization?</th>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Improving the quality of the workforce.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>2.2</td>
<td>Increasing the workforce supply for your organization.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>2.3</td>
<td>Working with schools to ensure that they are providing students with adequate industry education and training.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>2.4</td>
<td>Becoming an organization that promotes the social and economic development of the community.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>2.5</td>
<td>Growing your own workforce.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>In the last 24 months, how often did the following occur within your organization?</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Met with a local school to partner to explore starting a work-based learning program.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>3.2</td>
<td>Participated in partnership meetings with other stakeholders, in addition to schools, to discuss work-based learning activities.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>3.3</td>
<td>Informed internal organization’s human resource department and clinical staff about work-based learning activities for high school students.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>3.4</td>
<td>Approved work-based learning placements for high school students.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>3.5</td>
<td>Encouraged other organization staff to participate in work-based learning activities.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How much institutional experience does the organization have in the following areas?</th>
<th>None</th>
<th>Little Experience</th>
<th>Some Experience</th>
<th>A Great Deal of Experience</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Hosting high school students in a work-based learning capacity.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>4.2</td>
<td>Collaborating with high schools to discuss workforce issues.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>4.3</td>
<td>Collaborating with other healthcare agencies to discuss workforce issues.</td>
<td>1 2 3 4</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>
4.4 Working closely with the local community, K-12 schools and students on any topic of concern.

| 1 | 2 | 3 | 4 | 0 |

5. As an organization, how much **capacity** do you have in the following areas?

<table>
<thead>
<tr>
<th>No Capacity</th>
<th>A Little Capacity</th>
<th>Some Capacity</th>
<th>A Great Deal of Capacity</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

5.1 Capacity to host several high school students in a work-based learning capacity across several departments.

| 1 | 2 | 3 | 4 | 0 |

5.2 Time to collaborate with high schools to discuss workforce issues.

| 1 | 2 | 3 | 4 | 0 |

5.3 Capacity to partner with other healthcare agencies (clinics, etc.) on health workforce issues.

| 1 | 2 | 3 | 4 | 0 |

5.4 Capacity to dedicate staff time for mentors in work-based learning activities.

| 1 | 2 | 3 | 4 | 0 |

6. Please rate the organization’s historical ability to...

<table>
<thead>
<tr>
<th>No Ability</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

6.1 Maintain strong partnerships with educational institutions (secondary, post-secondary, or otherwise).

| 1 | 2 | 3 | 4 | 0 |

6.2 Dedicate time and effort from a program manager.

| 1 | 2 | 3 | 4 | 0 |

6.3 Dedicate time and attention from staff that are teaching and mentoring youth.

| 1 | 2 | 3 | 4 | 0 |

6.4 Sustain programs beyond grant or one-time funding.

| 1 | 2 | 3 | 4 | 0 |

7. Please rate the organization’s experience in creating or increasing...

<table>
<thead>
<tr>
<th>Not at All</th>
<th>To a Small Extent</th>
<th>To a Considerable Extent</th>
<th>To a Great Extent</th>
<th>Don’t Know</th>
</tr>
</thead>
</table>

7.1 Fundraising opportunities in general.

| 1 | 2 | 3 | 4 | 0 |

7.2 Internal investments in work-based learning.

| 1 | 2 | 3 | 4 | 0 |

7.3 In-kind support from an internal or external source.

| 1 | 2 | 3 | 4 | 0 |

7.4 Philanthropic opportunities from foundations.

| 1 | 2 | 3 | 4 | 0 |

Add the total score for each of sections 1-7 and divide by the number of questions in each section.

<table>
<thead>
<tr>
<th>Scoring At-a-Glance</th>
<th>Total Score</th>
<th>Section Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score of Section 1</strong>: Alignment with Mission and Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 2</strong>: Workforce as a Priority</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 3</strong>: Internal Commitment and Passion for the Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 4</strong>: Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 5</strong>: Capacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 6</strong>: History of Success</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score of Section 7</strong>: Financial Resources and Sustainability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Sections Combined:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Overall Mean Score:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Total of all scores for that section divided by the number of questions in that section.*
Acknowledgements

NMHA would like to thank the California Hospital Association and partners for sharing their extraordinary resource.

For more information, please contact the New Mexico Hospital Association 505.343.0010.
Check out our website for other resources:

http://nmhanet.org

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iii Ray, Natalie, Lira, Sonia, Health and Science Pipeline Initiative, 2015 Job Description.
vi Mellman, Will, Health Sciences High and Middle College, San Diego, CA (2015)