

Two Innovative Models to Help Solve Healthcare Workforce Challenges

**Statewide Hospital-Home Care Collaborative
for COVID-19 and Beyond**



Support for this statewide collaborative training is provided through a generous grant from the Mother Cabrini Health Foundation.

Table of Contents

Background	3
Early College High School Health Sciences Program	6
A Blueprint of a Collaboration Model (ECHS) Health Sciences Program	11
Rhode Island Nurses Institute Middle College Charter High School	25
Blueprint of a Collaboration Model (RINI) Middle College Charter High School	32

Grant Background

During the initial COVID-19 surge in 2020, the Mother Cabrini Health Foundation reached out to various associations to help with emergency needs and, where possible, to seed systemic improvement and innovation in care beyond the pandemic.

The Home Care Association of New York State, the Healthcare Association of New York State, and the Iroquois Health Care Association partnered to develop a statewide Hospital-Home Care Collaborative.

Over the past three years, this initiative has promoted and supported the replication of prototype models of collaboration through presentations, education, and technical assistance to hospitals, home care providers, physicians, health plans, mental health, and other core partners statewide. [ACCESS OUR WORK HERE.](#)

Models to Address Health Workforce Challenges

In May 2022, an all-sector health workforce summit was conducted under the auspices of this Mother Cabrini Health Foundation grant. [WORKFORCE SUMMIT REPORT](#).

The summit highlighted two local models to showcase programs that could address workforce shortages. These programs included a partnership between Cayuga Community College, The Fulton City School District, and Oswego Health aimed at identifying potential health system employees early in the high school years and The Rhode Island Nurses Institute Middle College for pipeline development.

Due to interest at the summit regarding these two programs, M.S. Hall and Associates was engaged to develop a blueprint so that other communities have a model to stand up their version of the program.

This document contains resources that can be used to develop these models.

Recorded Webinars

Early College High School (ECHS) Health Sciences Program:

[ACCESS THE RECORDED WEBINAR HERE](#)

[ACCESS THE BLUEPRINT NARRATIVE HERE](#)

Rhode Island Nurses Institute (RINI) Middle College Charter High School:

[ACCESS THE RECORDED WEBINAR HERE](#)

[ACCESS THE BLUEPRINT NARRATIVE HERE](#)

Early College High School (ECHS) Health Sciences Program

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ECHS Health Sciences Program

Healthcare's Role

1. Initially provide students with opportunities to explore their interests in Healthcare through workplace experiences.
2. More focused opportunities later in the program.
3. Easily understood career pathing opportunities.

What does this mean for students?

Recruitment and Selection Process:

1. Present to 8th-grade students and families at all partner high schools
2. Interested students submit profiles
3. Teacher recommendations
4. Formal application
5. Interviews
6. Review of student record
 - a) Behavior
 - b) Attendance
 - c) GPA and course by course grades
 - d) State Assessment Scores (ELA and math when available)

ECHS Health Sciences Program

Scope and Sequence: 30+ Total Credits

FOUR YEAR PLAN FOR ECHS HEALTH SERVICES									
NAME:									
GRADUATION YEAR:								Revised 12/14/2020	
8TH GRADE CREDITS:		LOTE		Math		Science			
		Grade 9				Grade 10			
		Course		HS	CCC	Course		HS	CCC
		English 9		1		English 10		1	
		Global 9		1		Global 10		1	
		Science: Biology		1		Science: Earth		1	
		Math: Alg A, Alg I, or Geometry (depends on skills)		1		Math: Alg B, Geometry, or Alg II (depends on skills)		1	
		Electives:		.5-1		Electives:		1-2	
		HLH 104 Personal Health		0.5	3	PE 161; PE 162 Fitness Center I and II		0.5	2
		SD 101 Career and Life Planning (summer)		0.5	3	CAY 101 Foundations for College Success		0.5	3
		Total High School Credits:		5.5-6.5		Total High School Credits:		6-7	
		Total CCC Credits:			6	Total CCC Credits:			5
		Grade 11				Grade 12			
		Course		HS	CCC	Course		HS	CCC
		English 11		1		ENGL 101 Freshman English I		0.5	3
		US History		1		ENGL 270 Technical Writing		0.5	3
		Science: Chemistry-R		1		Econ/Gov		1	
		Math: Alg IIA, Alg II, or Pre-Calc (depends on skills)		1		PE		0.5	
		PE		0.5		Math: (depends on skills)		1	?
		PSY 101 Introduction to Psychology @ CCC Fall		0.5	3	BIO 100 Human Biology @ CCC Fall/		0.5	4
		SOC 101 Introduction to Sociology @ CCC Spring		0.5	3	BIO 203 Anatomy & Physiology I @ CCC Spring		0.5	4
		PSY 212 Development Psychology-Lifespan @ CCC Spr		0.5	3	OR		0.5	or
						BIO 203 Anatomy & Physiology I @ CCC Fall/		0.5	4
						BIO 204 Anatomy & Physiology II @ CCC Spring			4
		Total High School Credits:		6		Total High School Credits:		6	
		Total CCC Credits:			9	Total CCC Credits:			14

ECHS Health Sciences Program

What makes these programs successful?

1. Strong partnerships
 - Engaged
 - Action: Ability to get things done
2. Capacity
 - High school
 - College partner
 - Healthcare partner
3. Flexibility
 - Adapt to program challenges/obstacles and find solutions

ECCHS Health Sciences Program

Early Signs of Success

Cohort 1 (Grade 10)

ECCHS – Health Science Students Overall GPA at Quarter 3: 91.62%
10th Grade Students at Quarter 3 (Not ECCHS): 82.42%

Cohort 1 (10th Grade > 11th Grade)

33 Currently Enrolled
9 Exited the Program

Cohort 2 (Grade 9)

ECCHS – Health Science Students Overall GPA at Quarter 3: 88.53%
9th Grade Students at Quarter 3 (Not ECCHS): 82.97%

Cohort 2 (9th Grade > 10th Grade)

32 Currently Enrolled
1 Exited the Program

Cohort 3 (incoming 9th Graders)

22 Currently in the Application Process

- The recruitment strategy continues through the summer

A Blueprint of a Collaboration Model

Early College High School: Health Sciences Program

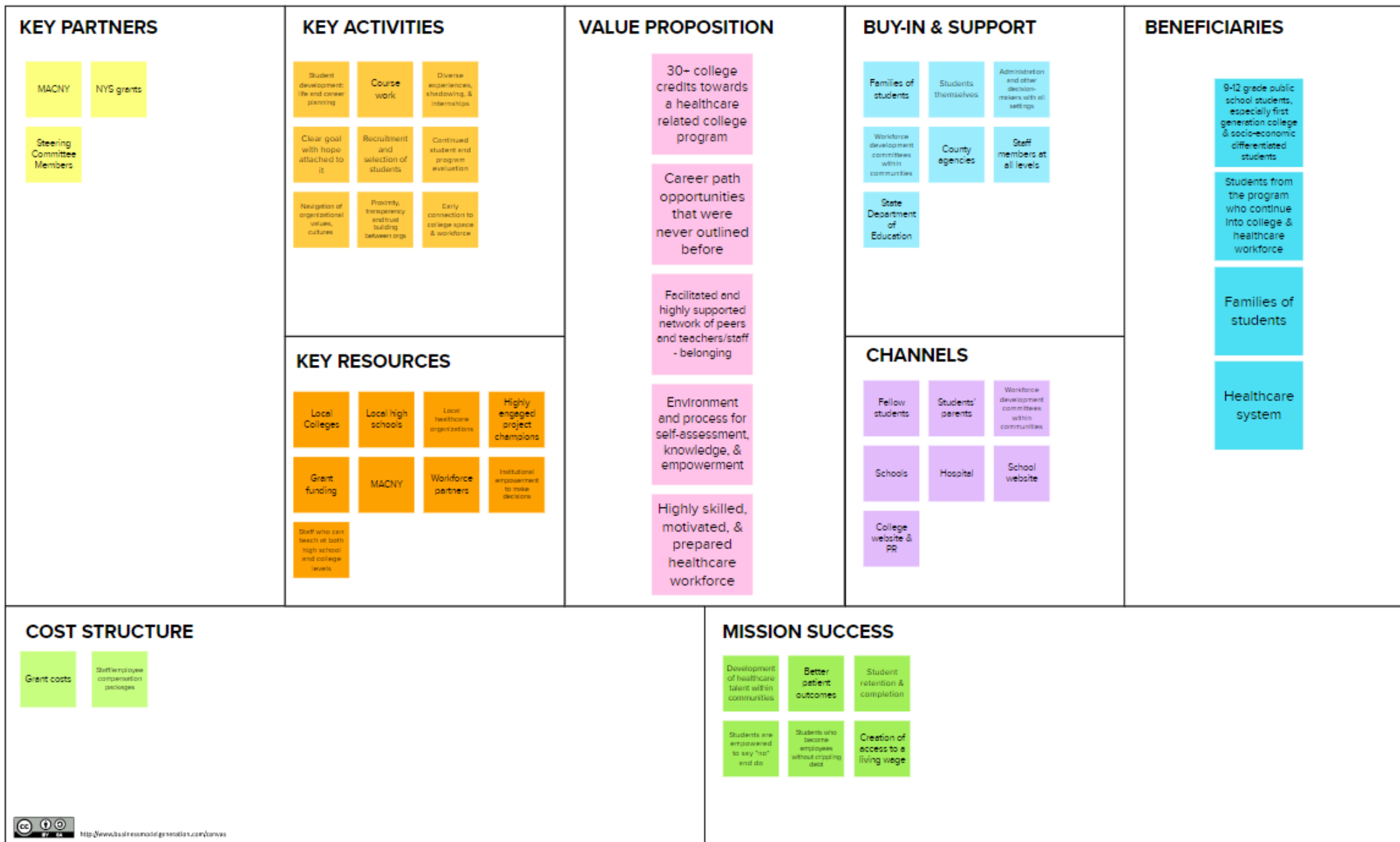
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Business Model Canvas

- A visualization of how an organization systemically creates, delivers, and captures value for the people it serves
- Creates a shared language
- Comprised of nine elements:
 - Beneficiaries
 - Value Proposition
 - Buy-in & Support
 - Channels
 - Mission Success
 - Key Resources
 - Key Activities
 - Key Partners
 - Cost Structure



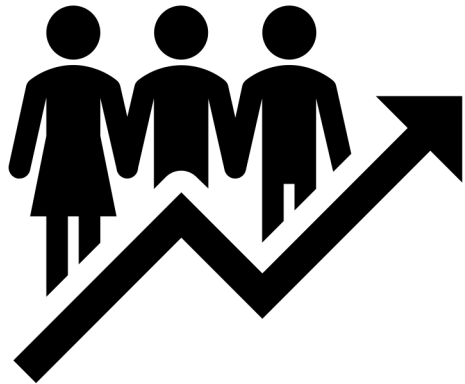
<http://www.businessmodelgeneration.com/licenses>

Beneficiaries

- Definition: the different groups of people an organization aims to reach and serve
- Model: 9-12 grade public school students, families of students, healthcare systems
- *How did the team agree on these groups of beneficiaries?*



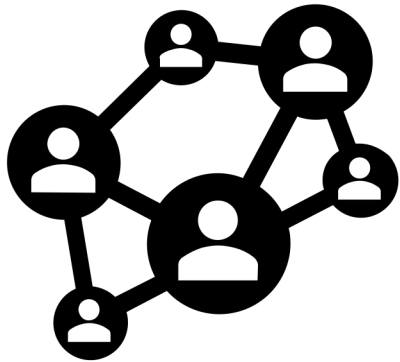
Value Proposition



- Definition: the services or bundle of services you provide your beneficiaries
- Model: 30+ college credits toward a healthcare-related college program; Career path opportunities that were never outlined before; Facilitated and highly supported network of peers and teachers/staff; Environment and process for self-assessment, knowledge, and empowerment; Highly skilled, motivated, and prepared healthcare workforce
- *How did the team develop this value proposition?*

Buy-in & Support

- Definition: recognition and reinforcement from internal and external stakeholders for the success of the mission
- Model: students themselves; families of students; administration and other decision-makers with all settings; staff members at all levels
- *How collaborative did the team have to act to get buy-in and support from all levels?*

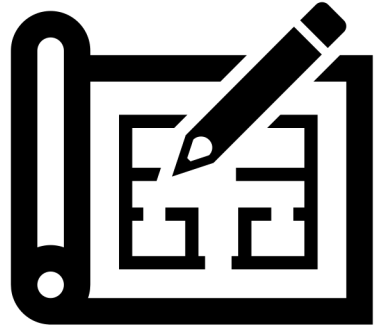


Channels



- Definition: how an organization communicates with and reaches its beneficiaries to deliver its Value Proposition
- Model: fellow students; students' parents
- *Why are students' stories and experiences so vital to this project?*

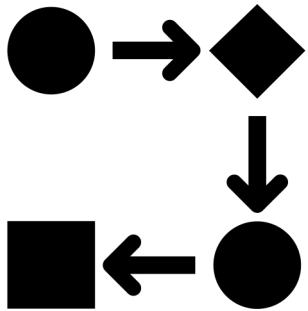
Key Resources



- Definition: the most important assets required to make a model work
- Model: highly engaged project champions; institutional empowerment to make decisions; local Colleges, high schools, and healthcare organizations
- *How did you cultivate a culture of collaboration as the foundational resource for this project?*

Key Activities

- Definition: the most important actions an organization must do to make its model work
- Model: recruitment and selection of students; early connection to college space, and workforce experience
- *Why was it integral to start with proper student population identification and connect them to the college and workforce spaces?*



Key Takeaways



- Make your model visible
- Technical solutions and adaptive challenges
- Know your beneficiaries
- Communicate, communicate, communicate

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Rhode Island Nurses Institute (RINI) Middle College Charter High School



RHODE ISLAND
NURSES INSTITUTE
MIDDLE COLLEGE
CHARTER SCHOOL

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An Innovative High School Model to Increase the Diversity of the Nursing Workforce

Mission

To prepare a diverse group of students to become the highly educated and professional nursing workforce of the future.

Vision

To create an innovative high school experience that is student-centric, structured to foster a supportive learning environment, and committed to developing the skills, knowledge, and passion necessary to excel in the nursing and allied health professions.

Pathway to a Career

The pathway to a nursing career begins **before college.**

- Investigate careers – Middle School
- Influenced by teachers, peers, guidance counselors, parents
- Early influences dictate curriculum coursework and effort toward college
- Self-belief/ self-efficacy for academic success



Greatest Barrier to Diversity in the Health Professions

beginning of the education pipeline, in public primary and secondary schools, where there is a significant achievement gap for many underserved students BIPOC community

Nurses Middle College Model Key Design Elements

We operate high schools in low-income communities with three unique design features:

1

Nursing College & Career Prep

- College prep
- Infused nursing/health knowledge
- Dual and concurrent college enrollment

2

Healthcare Sector Experience

- Mentors
- Internships
- CNA, PCT, EMT training
- Summer/weekend employment

3

Personal Development

- Professionalism
- Character
- Empathy
- Compassion
- Scholarship

Program Success

Class of 2021

- 96% earned 3+ credits
- 24% earned 6-12 college credits
- 54% earned more than 12 college credits
- 86% college-bound for nursing/healthcare

Alumni are Thriving (2016-2021)

- | | | | | |
|-----------------------------------|-------------------------------------|--------------------------------------|--|-------------------------|
| • 279 graduates | 73% | 78% | 43% | 70% |
| • 44 college graduates & counting | enrolled in college within one year | enrolled in college within two years | enrolled in college and working in healthcare | In the college pipeline |

NE college enrollment rates:

52% economically disadvantaged students

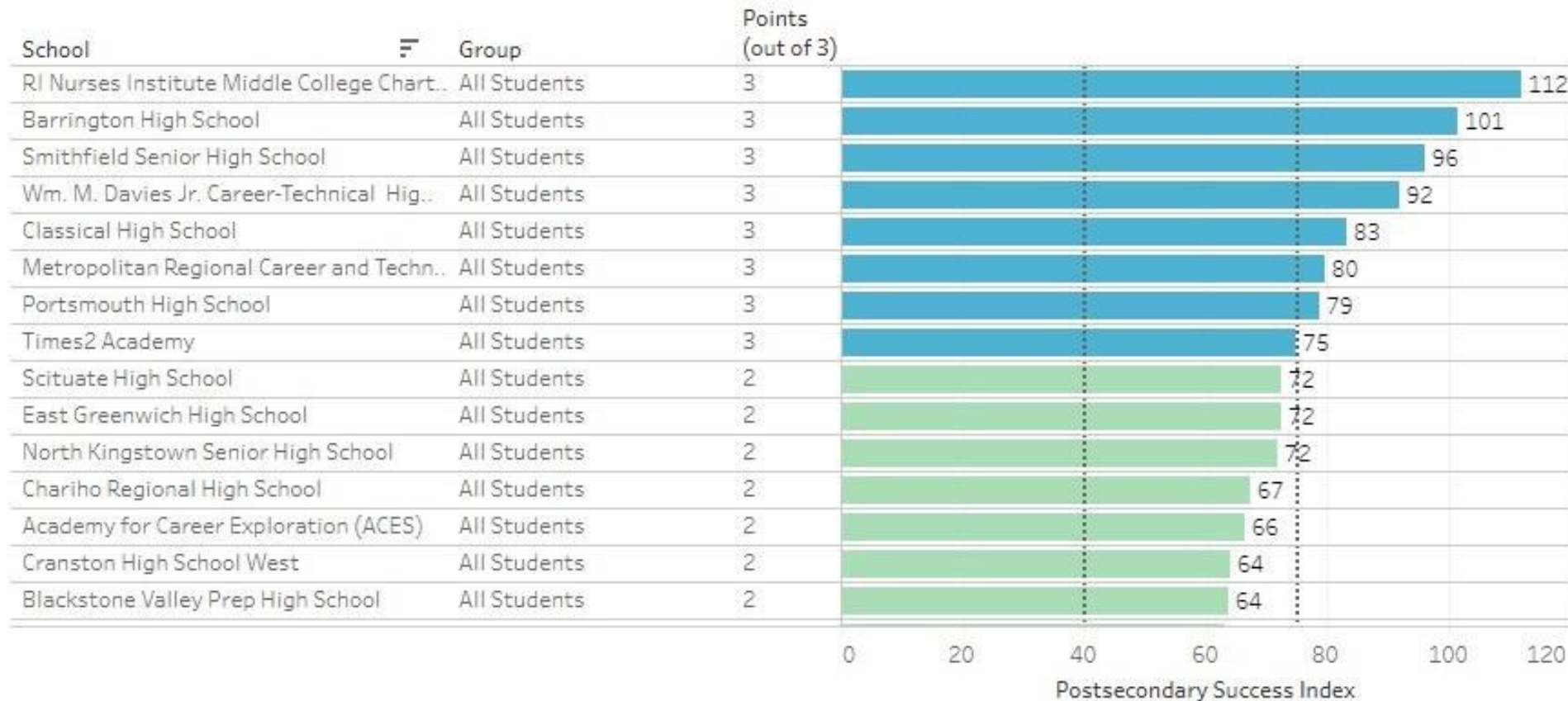
55% Hispanic and Black students

200+ licensed health providers:

RNs, LPNs, CNAs, Pharm Techs, EMTs, Medication Aides, Health Managers

Top Ranking in Rhode Island

RINI outperforms all other schools in Rhode Island for College and Career Readiness by HS Graduation.



The Value Proposition-Replication

VISION- To dramatically improve health outcomes across the United States by launching and supporting outstanding nursing high schools that will create a pipeline of diverse and well-prepared future nurses.

National Network of Nursing Middle Colleges

- National Data Collection and Benchmarking (PhD research)
- Greater National Impact to Diversify the Nursing Workforce/Improve Health Outcomes
- Local Board Governance
- 501(c)(3) organization created to replicate the “Nurses Middle College” model and manage these schools

Nurses Middle College Charter High School - Capital Region

- Opening Fall 2023 Albany, NY - Enrolling 130 9th grade students
- Students take college-level courses at NY area colleges and universities
- Saves students money on college tuition
- Work-based learning experiences with area healthcare practice partners

Nurses Middle College Network of Schools



Partnering With New
Communities Blueprint

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Partnering With New Communities Blueprint

- A visualization of how a community systemically assesses how well it aligns with Nurses Middle College
- Creates a shared language
- Comprised of six elements:
 - Mission Alignment
 - Beneficiaries
 - Governance
 - Community Support
 - Healthcare and Higher Education Partners
 - Facility/School Building



Nurses Middle College Networks of Schools

Partnering With New Communities Blueprint

MISSION ALIGNMENT

Nursing Shortage

Local education system

Educational equity and access

BENEFICIARIES

Marginalized communities and students interested in nursing careers

Families of students

Community

Healthcare Workforce

GOVERNANCE

3-5 nursing and community executive leaders

Deans & Senior Level leaders who have influence

Chief Nursing Officers

Executive Directors of Community Based Orgs

COMMUNITY SUPPORT

3-5 letters of support from community orgs to assist in recruitment

Local political leaders

Political climate surrounding charter schools

HEALTH CARE & HIGHER EDUCATION PARTNERS

Letter of support from at least 1 college or university willing to offer the college courses at the school and have students on campus

3 letters of support from health care orgs willing to partner on internships

FACILITY/SCHOOL BUILDING

Approximately 50K square feet (500 students)

Grow as we go: 15K, 27K, 39K, 50K sqft

Facility operations at 8-15% of total budget

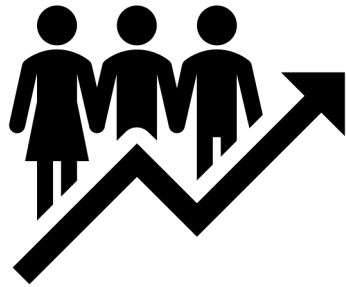
Mission Alignment



What is the mission of NMC and how can communities align their mission with yours?

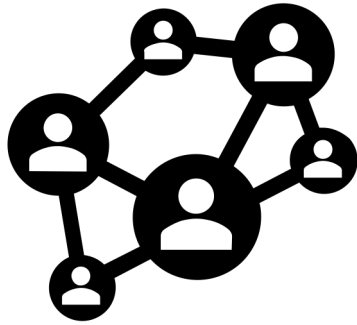
- Nursing shortage
- Local education system
- Educational equity and access

Beneficiaries



Who are you seeking to serve through NMC and why?

Governance



Why is it important to have representation from education, healthcare, and the community in this governance model?

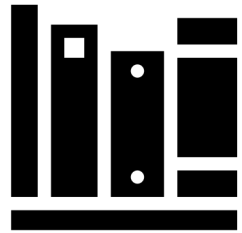
Community Support



What comprises a healthy level of support from the community?

Healthcare & Higher Education Partners

What roles do healthcare organizations and higher education institutions play in your model and why is it important to have them included from the beginning?



Facility/ School Building



How does the scalability of a building and the budgetary needs of interested communities play into the assessment?

Key Takeaways



- Technical solutions and adaptive challenges
- Use the tool
- Communicate, communicate, communicate

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