Youth Health Career Pipeline Programs
Evolution of FACES San Diego
Growth of FACES for the Future – San Diego

Jan 2009 27
2009 SY 348 students
2010 SY 348 students
2011 SY 348 students
2012 SY 348 students
2013 SY 348 students
2014 SY 348 students
2015 SY 348 students

27 → 348 students
FACES Program Overview

- 4 year program; 4 cohorts
- Academic Enhancements and Tutoring
- Personal/Professional Development
- Psychosocial Support
- Real World Experience
- Alumni Support
FACES Contract

} Maintain Academic GPA of 2.0 or higher
} Agree to attend tutoring if any grade falls below a “C”
} Maintain satisfactory citizenship in all classes and have a 90% attendance rate
} Attend FACES/AHHC events
} Complete 15 hours of service each year
Personal and Professional Development

- Attend 10 AHHC/ FACES events
- November 6, 2014 - Study Skills
- November 20, 2014 - Goal Setting
- December 4, 2014 - Stress/ Time Management
- January 8, 2014 - Communication
- January 22, 2014 - Resilience
- February 5, 2014 - Revisit Goals/ Set New Goals
- February 19, 2014 - Strength Finder
- March 5, 2014 - Career Exploration
- March 19, 2014 - Building a Resume
- April 9, 2014 - College Prep
- April 23, 2014 - Campus Clean- Up
- May 7, 2014 - Year Wrap- Up
Career Panels & Skills Workshops
Junior Year–Community Rotations

Polo Shirts, Professionalism, Work Ethics, Sense of Community, Community Health and Resources

2 Rotations: 24 Hours
12 organizations
Health Fair

School-wide event

Share knowledge on adolescent health issues

Share info on community resources

Increased sense of community
Seniors’ Lab Coat Ceremony
Student Preparation for Rotations

Workshops cover:
- Confidentiality and HIPAA
- Overview of Protected Health Information (PHI)
- Social Media and Healthcare—What to avoid
- What to Expect in the Hospital Environment
- Guidelines for Offering Emotional Support to Patients/Families
- Setting Appropriate Boundaries

Infection Control
- I.V. Safety
- HIV and AIDS
- Dress Code and Personal Belongings
- Phone and Cell Phone Use
- Attendance
- Smoking/Alcohol/Drug Use
- Reporting Accidents
- Security
- Emergencies
- Fires/Fire Drills
- Disaster Plans for Interns
- General Safety
- Child Safety Issues (No Camera Policy)
- Code of Responsibility

Additional Requirements:
- Annual TB Test
- Annual Flu Shot
- Immunizations up-to-date
- Media Release signed
- Emergency Contact Form Complete
- Parental Permission Form Signed
- Code of Conduct Contract Signed
Senior Year – The Hospital Experience
at

illumina®
Executive Rotation
The “C” Suite

Rady Children’s CEO
CAO and COO
Team Building

- Kick Off Party
- Local Hikes
- Bowling/Skating
- Leadership Retreat
Personal Growth

- Ropes Course
- Personal Growth Workshops
- Student Advisory Board
- AHHC Events
College Preparation & Tours

USD
UCSD
UCI
USC
UCLA
SDSU

Long Beach
Northridge
Cal Poly
Pomona
Pt Loma
Nazarene
RESULTS

- 115 graduates, at June 2015
- 100% of FACES seniors graduate high school compared to 78% of Hoover’s seniors
- ~40% first generation HS grads
- 56% first generation to pursue college
- 6,822 hours real world experience since SY 2011 through structured rotations
- Increased Sense of Community
- Increased Confidence
Supporters

The California Endowment

Hervey Family Foundation at San Diego Foundation

Duke Energy

Price Philanthropies

Gary & Mary West Foundation

ROSHD: Office of Statewide Health Planning and Development

JPMorgan Chase & Co.
Professionally Led Skills Clinics
Career Panels
Simulations
Lectures
Workshops
2014 SMA Results

- 89% said attending the Academy influenced their career goals
- 96% rated their overall experience in the Academy as Outstanding or Very Good
- 97% would recommend the Academy to a friend interested in healthcare
- 94% expressed an interest in an advanced academy

2015 Plans

- 75 Applications, 42 accepted
- 12K+ raised for scholarships

2016 Opportunities

- Advanced Academies
- 2nd site?
Bridge to Employment

Goals:  Increase number of youth completing secondary education
Increase number of youth pursuing careers in health or science sectors

- 65 communities worldwide
- Partnership: Local J&J company, high school, higher ed, intermediary organization
- 16 funded BTE sites in continental U.S., Africa, Australia, Europe and Latin/South America
- Self-sustaining partnerships operating
BTE Collaborative
**BTE – San Diego, California Program Model**

**Target Population:** 9th grade Hoover High School students who participated in the Cardinal Camp or are not enrolled in an Academy.

### Inputs
- Johnson & Johnson Corporation
- Janssen Pharmaceuticals
- Career Coaches/Mentors
- Rady Children’s Hospital
- Hoover High School
- CCTE
- University of California, San Diego
- San Diego State University
- Grossmont Community College
- Miramar College
- Independent Evaluation (Julia Solomon)
- Phi Theta Kappa

### Program Activities
- Hoover Tutoring Program
- Summer Enrichment Program
- College Prep Experiences
- Academic/College/Career Planning (Road to College)
- Company/Post-Secondary You & Yours
- Guest Lectures, Seminars & Global Connect
- Professional Prep Workshops
- Hands-on Science & Community Service Projects
- Job Shadowing/Internships
- Workplace experiences
- Team Building & Social Activities
- Parent Nights
- Additional Academic support as needed
- Portfolio Creation and Development

### Short Term Outcomes
- Year 1 Outcomes
  - 100% of BTE students have at least 90% school attendance
  - 95% of BTE students take the CAHSEE
  - 100% of BTE students with a GPA below 2.5 receive tutoring
  - Each BTE student participates in 73% of BTE program activities
  - 100% of BTE students are aware of postsecondary education opportunities and requirements for careers in their areas of interest
  - 80% of BTE parents/Reasonable Adults participate in 24 events/yr.
  - 100% participate in approved community service each year
  - 100% are aware of the variety of careers in health and science
  - 100% of BTE students create a personal portfolio incl. personal mission statement & individual road to college plan
  - 100% of students successfully present personal portfolio in conference with BTE Mentors/Staff & members of Advisory Committees, documenting all above requirements

- Year 2 Outcomes
  - 95% BTE students have a connection with a Mentor/Career Coach
  - 100% improve academically and pass the CAHSEE
  - 100% are dually enrolled in a community college credit course
  - 100% of BTE students will have attended a college orientation
  - 100% know where & how to apply for financial aid for college
  - 85% of BTE parents/Reasonable Adults participate in 24 events/yr.
  - 100% participate in approved community service each year
  - 100% are aware of the variety of careers in health and science
  - 100% of BTE students create a personal portfolio incl. personal mission statement & individual road to college plan
  - 100% of students successfully present personal portfolio in conference with BTE Mentors/Staff & members of Advisory Committees, documenting all above requirements

### End-of-grant Outcomes
- Year 3 Outcomes
  - 35 BTE students will graduate from High School
  - 50% will graduate with a GPA of 3.0 or higher
  - 50% of students completing the BTE program will have at least 3 college credits at high school graduation
  - 100% will have applied for 2+ scholarships
  - 100% of students will have submitted FAFSA or equivalent
  - 100% of students will have applied to at least one community college
  - 90% of students will have applied to at least one four-year college
  - 100% of students will have applied to at least 4 events during the program’s three years
  - 100% of graduates will have demonstrated commitment to their community through involvement in community service over the 3 years, as reflected in their personal portfolio
  - 100% successfully present their personal portfolio to members of the BTE Advisory Comm., reflecting on the reality of their 3+ year BTE experience, its influence on their knowledge and understanding of the health and science sector, careers, and their future.

### Long-term Outcomes
- Increase in the number of youth pursuing careers in the health or science sectors.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Lead Partner / Organization</th>
<th>Resources Required</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoover Tutoring Program</td>
<td>Every day after school in the library, students may be tutored; 2 days per week, invited to reading program; can re-take tests; tutors are College students, Core Content area Teachers available</td>
<td>Hoover High School</td>
<td>X X X X X X X</td>
<td>Jul '15 Aug '15 Sep '15 Oct '15 Nov '15 Dec '15 Jan '16 Feb '16 Mar '16 Apr '16 May '16 Jun '16</td>
</tr>
<tr>
<td>Summer Enrichment Program</td>
<td>College Prep Experiences</td>
<td>CAHSEE Test Prep,(J-F) College Prep Day: PSAT, ReadiStep (O)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College Prep Experiences</td>
<td>UniversityLink Medical Science Program (one day summer immersion with community college transfer students)</td>
<td>UCSD School of Medicine</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Academic/College/Career Planning (Road to College)</td>
<td>Naviance, School Counselor Individual Sessions, Classroom Presentations/ Guidance Lessons</td>
<td>Hoover High School</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Academic/College/Career Planning</td>
<td>Naviance – students can use this on-line tool throughout the year</td>
<td>Hoover High School</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Academic/College/Career Planning (Road to College)</td>
<td>College Open House</td>
<td>Grossmont College Mesa College</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Co/Post-Secondary Tours /Tasters</td>
<td>SDSU Explore Day</td>
<td>Hoover High School</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Co/Post-Secondary Tours /Tasters</td>
<td>Lab tours, events (timing tbd)</td>
<td>Southern CA Biotechnology Center</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Co/Post-Secondary Tours /Tasters</td>
<td>UniversityLink Medical Science Program - meet with ULMSP alumni on campus – Q&amp;A , tour</td>
<td>UCSD School of Medicine</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Guest Lectures, Seminars &amp; Global Connect</td>
<td>Diabetes Seminar; Seminar (topic tbd)</td>
<td>Janssen</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Professional Prep Workshops</td>
<td>Camp LEAD (Cultural proficiency),</td>
<td>Hoover High School</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Hands-on Science &amp; Community Service Projects</td>
<td>Rotary STEM (Ocean Discovery Institute, Botball)</td>
<td>Hoover High School</td>
<td>X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Hands-on Science &amp; Community Service Projects</td>
<td>Plan and carry out Community Service activity</td>
<td>Janssen</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Hands-on Science &amp; Community Service Projects</td>
<td>DNA Experiment; Chemistry Experiment</td>
<td>Janssen</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Job Shadowing/Internships (?); Workplace experience</td>
<td>Doc for a Day</td>
<td>UCSD School of Medicine</td>
<td>X X</td>
</tr>
<tr>
<td></td>
<td>Team Building &amp; Social Activities</td>
<td>Kick-Off Event; Get-to-know-You event/discussion; personal time with students; year-end event</td>
<td>Janssen</td>
<td>X X X</td>
</tr>
<tr>
<td></td>
<td>Team Building &amp; Social Activities</td>
<td>Priority for Link Crew (mentor program) (help with Cardinal Camp - transition)</td>
<td>Hoover High School</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Parent Nights</td>
<td>Monthly Academic Parent Workshops &amp; Principal Talks, Grade Level Parent Meetings, Parent Portal Trainings (quarterly), College Night, Financial Aid Night</td>
<td>Hoover High School</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Additional Academic support as</td>
<td>SST referrals (academic intervention), referrals for</td>
<td>Hoover High School</td>
<td>X X X X X X X</td>
</tr>
</tbody>
</table>

**Program YEAR 1**

**Timeline: July 2015 – June 2016**
San Diego Linked Learning

Health Sector Collaboration

- Inventory of existing programs
- Identification of capacity/resources for Career-based learning in classroom Work-based learning in professional settings
- Guidance on high school and post secondary curriculum
- CCTE Instructor Day
Contact
Cheri Fidler
Director
Center for Healthier Communities
Rady Children’s Hospital, San Diego
cfidler@rchsd.org
858-495-7748