• Collaboration
• Problem **Opportunity**
• Process **Solution**
• Progress **Showcase**
• Lessons **Next Steps**
TACOMA, WASHINGTON
Total number of students served: 12,352

- 44% Full Time
- 56% Part Time

2,167 degrees and certificates earned by 2018 graduating class

- 3 Bachelor of Applied Science Degrees
- 43 Associate Degrees
- 33 Prof/Tech Certificates

Median age is 25

- 945 Veterans and Dependents
- 1,079 Running Start students
- 514 International students from 40 countries

Tacoma Community College
Bates Technical College

- Career education with a hands-on learning focus
- Celebrating 80 years in 2020
- 3 comprehensive campuses in Tacoma, WA
- 45+ career training programs
- 7,166: Total headcount
- 32: Median age
- 55% female and 45% male
- 50% students with children
- 52% students who work
Tacoma Public Schools

CITY OF 200,000

50+ LANGUAGES SPOKEN IN OUR SCHOOLS

4th LARGEST SCHOOL DISTRICT IN WASHINGTON

INNOVATION DISTRICT
MultiCare at a glance

9 Hospitals
1,978 Beds
8,689 Births
375,510 Emergency Department Visits
1,000+ Patients Served by Research Studies

17,256 Employees
240+ Clinics
Primary, Specialty & Urgent Care

1,467 Employed Providers
102 Research Investigators

$330,573,000 Community Benefit Spending
63,649 Hospital Admissions

MultiCare Health System
The Opportunity

- Healthcare workforce shortage
- High school students unaware of healthcare occupations
- Collaborative healthcare systems
- Local colleges and universities with respected healthcare-related degrees and certifications
• Washington State
• Employment
• Growth

Workforce Demand: Nursing
**Workforce Demand: Nursing**

**Washington State 2018**

- 93,000 RNs
  - 83% employed as RNs
  - + 7% as ARNPs

- +20,000 RNs since 2007
  - 75% reside in state
  - 81% working as RN, ARNP, LPN in state

- Leaving nursing/retiring
  - 29% are 55 yrs or older, very likely to retire within next decade
  - 14% (50-54 yrs) plan to not be employed in nursing in 5 yrs.
  - <10% (< 45-49 yrs) plan to not be employed in nursing in 5 yrs.
• About 36% of current nurses are educated out of the state
• About 4% educated, licensed initially in another country
• Staffing needs projections are mixed: From serious shortage to “needs met” IF in-state migration of those educated in another state and foreign educated continues
Where's the local workforce demand?

<table>
<thead>
<tr>
<th>Position</th>
<th>Listings Pierce County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>2903</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>921</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>594</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>592</td>
</tr>
<tr>
<td>Medical Secretaries</td>
<td>566</td>
</tr>
<tr>
<td>Managers &amp; Executives</td>
<td>551</td>
</tr>
<tr>
<td>Job Family</td>
<td>Employees</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>More Than 300</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td>More Than 300</td>
</tr>
<tr>
<td>Physician</td>
<td>More Than 300</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>200 to 299</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>200 to 299</td>
</tr>
<tr>
<td>Mental Health Professional</td>
<td>100 to 199</td>
</tr>
<tr>
<td>Respiratory Therapist</td>
<td>100 to 199</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>100 to 199</td>
</tr>
<tr>
<td>IT Professional</td>
<td>100 to 199</td>
</tr>
<tr>
<td>Social Scientist/Social Worker</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Computer Applications Professional</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Case Manager</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>50 to 99</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>50 to 99</td>
</tr>
<tr>
<td>CT Tech</td>
<td>Less than 50</td>
</tr>
<tr>
<td>Ultrasound Tech</td>
<td>Less than 50</td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>Less than 50</td>
</tr>
<tr>
<td>Speech Pathologist</td>
<td>Less than 50</td>
</tr>
</tbody>
</table>
## Workforce Demand: MultiCare Positions

<table>
<thead>
<tr>
<th>Job Family</th>
<th>Employees</th>
<th>Minimum Education</th>
<th>Hard to Fill?</th>
<th>Growth Field?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist Assistant</td>
<td>Less than 50</td>
<td>Associates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>MRI Tech</td>
<td>Less than 50</td>
<td>Associates</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Polysomnographic Tech</td>
<td>Less than 50</td>
<td>Associates</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Cardiovascular Tech</td>
<td>Less than 50</td>
<td>Associates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Systems Analyst</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Nuclear Medicine Tech</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Radiation Therapist</td>
<td>Less than 50</td>
<td>Masters</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Certified Occupational Therapist Assistant</td>
<td>Less than 50</td>
<td>Associates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Biomedical Equipment Tech</td>
<td>Less than 50</td>
<td>Associates</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Vascular Imaging Tech</td>
<td>Less than 50</td>
<td>Associates</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Contract Professional</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Project Manager</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Orthopedic Tech</td>
<td>Less than 50</td>
<td>High School</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Nurse Specialist</td>
<td>Less than 50</td>
<td>Masters</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Genetic Associate</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Dosimetrist</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Radiation Therapy Physicist</td>
<td>Less than 50</td>
<td>Bachelors</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Career Ladder: Nursing

**Physician Assistant (PA)**
- 2018 Employment: 178
- Job Outlook: 37%
- 2018 Avg Hourly Wage: $52.03
- Education: Master’s degree

**Nurse Practitioner (ARNP)**
- 2018 Employment: 288
- Job Outlook: 31%
- 2018 Avg Hourly Wage: $50.16
- Education: Master’s degree or Doctorate (DNP)

**Licensed Practical Nurse (LPN)**
- 2018 Employment: 315
- Job Outlook: 12%
- 2018 Avg Hourly Wage: $27.34
- Education: Post Secondary non Degree

**Registered Nurse (RN)**
- 2018 Employment: 3,216
- Job Outlook: 15%
- 2018 Avg Hourly Wage: $41.38
- Education: Associates Degree (ADN) or Bachelor’s Degree (BSN)

**Medical Assistant-Certified**
- 2018 Employment: 733
- Job Outlook: 29%
- 2018 Avg Hourly Wage: $19.96
- Education: High School/Post Secondary Certificate

**Certified Nursing Assistant (CNA)**
- 2018 Employment: 649
- Avg Annual Growth: 11%
- 2018 Avg Hourly Wage: $18.82
- Education: High School/Post Secondary Certificate

---

2018 Employment: Total number of full or part time employees at MHS
Job Outlook: Growth Rate for 2016-2026, Source Bureau of Labor Statistics:
Career Ladder: Nursing

Pathways to Nursing

Nursing requires training and education. Follow this path to degrees and projected salaries in this high-demand field.
• A collaborative group of professionals met for the past three years to discuss how to best establish and align educational opportunities for Tacoma’s students and meet the needs of the future.

• The group agreed the time was right in 2018 to begin the school.

• The four-year program brings together academic and health care organizations to provide classroom education, mentorship from health care professionals and practical experience in local medical facilities over the course of their studies.

• The program began fall of 2018 with 75 - 9th graders.
Community Partners showed up time and time again

**Education**
- Bates Technical College
- Tacoma Community College
- Tacoma Public Schools
- University of Puget Sound
- University of Washington Tacoma

**Health Care**
- CHI Franciscan Health
- MultiCare Health System

**Support & Job Training**
- Goodwill – Olympics & Rainier Region

**Philanthropy**
- Greater Tacoma Community Foundation
Research conducted on best model for Tacoma

- Literature search
- Brought in a professional facilitator
- Site visits
  - Henrietta Lacks Health & Bioscience High School (Vancouver, WA)
  - Cleveland School of Science and Medicine (Cleveland, OH)
  - East Valley Institute of Technology (Mesa, AZ)
<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equitable Access</td>
<td>Rich Community of Learners</td>
</tr>
<tr>
<td>Sustained Pathways</td>
<td>Opportunities for All</td>
</tr>
<tr>
<td>Shared Facilities</td>
<td>Real-World Learning</td>
</tr>
<tr>
<td>Coordinated Educational Pipelines</td>
<td>Future Success</td>
</tr>
<tr>
<td>Partner Collaboration</td>
<td>Optimize Resources</td>
</tr>
<tr>
<td>Community Investment</td>
<td>Multiple Funding Streams</td>
</tr>
</tbody>
</table>
The Tacoma Health Careers Collaborative provides students with equitable access to world-class learning environments focused on medical careers. Partners from the region’s health care, educational and philanthropic communities work in concert to optimize resources and leverage assets to address community needs, including pathways and credentialing programs co-located within Tacoma’s Medical Mile.
• Identification of obstacles
  • Funding
  • How will it be incorporated into schools?
  • Where?
  • Graduation requirements
  • Getting on the same page
  • Provide smooth transitions

• List of priorities

• Goals for the first year

• Naming the location – Stadium High School

The Beginning
• High school career and technical education funding
• All partners contributed
• Grants
  • Greater Tacoma Community Foundation
  • Chase
• Half-day program to start
  • Biology (through the medical lens)
  • Intro to Health Care Careers
  • Medical Terminology with AVID components

• Teacher externships and training

• Project coordination to schedule field trips, mentors and internships (funded by Goodwill through December 2019)

• CTE coordination (Tacoma Public Schools)

• School-based leadership – principal(s)
Planning, Staffing and Certifications

- First aid/CPR/AED
- HIPAA
- OSHA
- CAN
- College credit in high school
- Articulation agreements
- Teacher development
Telling the Community
Healthcare Careers
Information Night

May 22, 2018
Stadium High School

Introduction to Health Care Careers
FOR FRESHMAN CLASS OF 2022

Stadium Freshmen Class of 2022 has a unique opportunity to participate in a new Introduction to Health Care Careers program. Students will meet health care professionals, make job-site visits and receive firsthand field experience. In addition to providing the required health credit needed for high school graduation, students will receive valuable training that will prepare them for careers or post-secondary school in the health care industry. Go to StadiumTigers.org for more information.

How you ever considered a career in health care?

- Advanced practitioner
- Anesthesiology
- Audiology
- Allied health
- Biotechnology
- Dentistry
- Emergency medicine
- Imaging technology
- Information technology
- Laboratory technician
- Nursing
- Nutrition
- Occupational health
- Optometry
- Pharmacy
- Pharmacology
- Physical therapy
- Physician
- Sonography
- Surgery

FRESHMAN CLASS OF 2022
Select “Introduction to Health Care Careers” on your course selection sheet to participate in this brand-new program.
Stadium High School’s new Health and Medicine Academy prepares students for the industry’s hottest job categories

Tacoma students soon will be able to kick-start a career in medicine while still in high school

Newest Tacoma academy will give students healthy choice

Health Care Careers Pathway Opens for Tacoma Students
Project Launch

First cohort

75 slots

lottery system

Middle schools

3 period block
The Future: Four-year Design Planning

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Based</td>
<td>High School Based</td>
<td>Based Off Campus</td>
<td>Based Off Campus</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>Career Exploration</td>
<td>Internships</td>
<td>Internships</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>Guest Speakers</td>
<td>Volunteering</td>
<td>Volunteering</td>
</tr>
<tr>
<td>Hands on Activities</td>
<td>Hands on Activities</td>
<td>1:1 Mentor</td>
<td>1:1 Mentor</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Field Trips</td>
<td>Hands on Learning</td>
<td>Hands on Learning</td>
</tr>
<tr>
<td>Certification</td>
<td>Certification</td>
<td>@ Partner Sites</td>
<td>@ Partner Sites</td>
</tr>
<tr>
<td>Enhanced Partnerships</td>
<td>Enhanced Partnerships</td>
<td>Mini Term</td>
<td>Mini Term</td>
</tr>
<tr>
<td>Volunteering</td>
<td>Volunteering</td>
<td>Certification</td>
<td>Certification</td>
</tr>
<tr>
<td>Group Mentoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Pathways for years 3 &amp; 4</td>
<td>Leverage Partnerships for Placements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leverage Partnerships for Placements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Foundational Years 

Think Running Start Model
Awesome Field Trip to University of Puget Sound
Start-Up
Wellfound Behavioral Health Field Trip
Start-Up Sutures Workshop
The suturing kit helped me better understand what it would be like in reality to care for someone’s wounds.
This program has led me to know different sides of healthcare along with business, technology, and lab occupations that I did not know existed before.
"... very broad in showing different career paths in the healthcare environment ..."
Start-Up
Skills Development
### Foundation: Formative Years

#### YEAR 1

- High School Based
- Career Exploration
- Guest Speakers
- Hands On Activities
- Field Trips
- Certification
- Enhanced Partnerships

#### YEAR 2

- High School Based
- Career Exploration
- Guest Speakers
- Hands On Activities
- Field Trips
- Certification
- Enhanced Partnerships
- Volunteering
- Group Mentoring
### YEAR 3
- Based Off Campus
- Internships
- Volunteering
- 1:1 Mentoring
- Hands on Learning @ Partner Sites
- Mini Term Certification
- Leverage Partners for Placements

### YEAR 4
- Based Off Campus
- Internships
- Volunteering
- 1:1 Mentoring
- Hands on Learning @ Partner Sites
- Student becomes Mentor for Years 1 & 2 Certification
- Leverage Partners for Placements

Plans for the Running Start model

Leverage Partners for Placements

Tacoma Community College
Bates Technical College
Tacoma Public Schools
MultiCare Health System
### Demographics of the HCA Class

<table>
<thead>
<tr>
<th>Category</th>
<th>HCA Interest</th>
<th>Stadium Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free &amp; Reduced Price Lunch</td>
<td>37.7%</td>
<td>28%</td>
</tr>
<tr>
<td>Gender</td>
<td>71% Female / 29% Male</td>
<td>52% Female / 48% Male</td>
</tr>
<tr>
<td>Special Education – IEP</td>
<td>9.7%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

#### Registered for HCA

- White
- Black
- Multi-racial
- Asian
- Hispanic

#### Stadium Population

- White
- Black
- Multi-racial
- Asian
- Hispanic
• Launching a new program like this requires a tolerance for initially living in the “Gray Area.”

• Developing **strong partnerships** with the community provides opportunities for growth and change in all areas.

• Developing a **Mission** and **Vision** statement helps to direct the work of the steering committee.

• Providing opportunities for the **student voice** is essential in developing the program to meet the needs of all the students.

• Having a **project manager** helped to keep the work on track and on time.
Questions?