

CHA Workforce Council

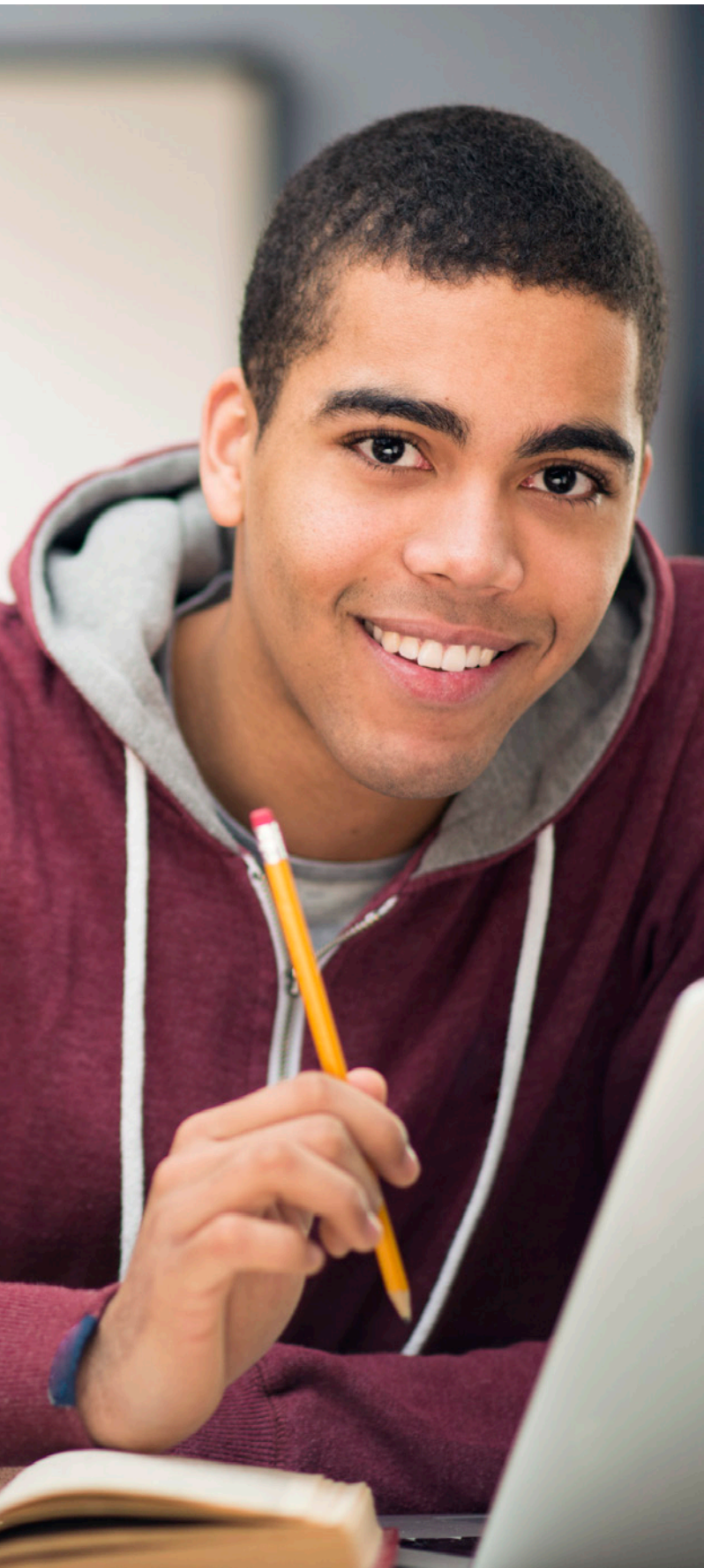
# Building the Health Care Worker Pipeline 2017





# Table of Contents

---



Introduction..... **1**

Workforce Pipeline Rationale..... **2**

Membership Pipeline Survey..... **3**

Recommendations..... **4**

Sample Programs..... **5**

Appendix ..... **11**

Conclusion ..... **18**

# Introduction

---

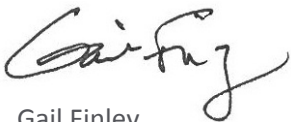
The 2016 Colorado Hospital Association (CHA) Workforce Assessment – Providing Pathways – identified the need to cultivate a high-quality and diverse workforce throughout the state. As such, the CHA Workforce Council began a project to introduce member hospitals and health systems to best practices designed to engage middle school, high school and junior college students in health science programs and health care careers. This report summarizes two such practices: the Health Occupation Student Association (HOSA) and the Medical Career Collaborative (MC<sup>2</sup>).

Each of these programs is proven to engage young people interested in pursuing careers in health care at an early stage in middle school or high school and continuing into post-secondary and collegiate institutions:

- HOSA is an extension of school-based health science programs and offers an opportunity for facilities to partner with health science programs and students in their communities. With HOSA, hospitals become involved in supporting or developing health science programs in local schools, and the students who participate in these programs. To have a HOSA chapter, there must be an affiliated school with an approved health science program.
- MC<sup>2</sup> is a facility-based program with mentorship, onsite education opportunities and internships. MC<sup>2</sup> provides facilities with opportunities to develop direct relationships with their community and participating students. MC<sup>2</sup> can be scaled to meet a hospital's capacity. Facilities manage selection of students from the community, and students can come from any school and do not have to be in a health science program to participate.
- CareerWise Colorado is a relatively new organization to help business recruit, train and retain the best talent. It is based on an apprenticeship model, which has had tremendous success with both manufacturing and IT-based employers. They have recently started to focus on health care careers.

Each program is excellent and a proven tool to increase the workforce pipeline. This report describes what to expect, how to get started and who to contact from each program to learn more. CHA hopes this will be a valuable resource in your workforce development programs.

Sincerely,



Gail Finley

VICE PRESIDENT, RURAL HEALTH AND HOSPITALS, COLORADO HOSPITAL ASSOCIATION





# Workforce Pipeline Rationale

---



CEOs and human resource professionals agree that it is essential to stress the importance of workforce planning and development at the strategic and tactical levels in health care organizations. As team-based competencies, telemedicine, behavioral health integration and shortages driven by retirements of nurses and physicians increasingly impact organizations, they will find that robust talent pipelines are key to business and clinical success.

Advancing the diversity of the health care workforce and having that workforce reflect the populations hospitals serve is also critical. Creating a high-performing organization that demonstrates the cultural competencies and language skills needed to provide quality care in today's world will require moving an increasing number of exceptional youth into health care and medical careers.

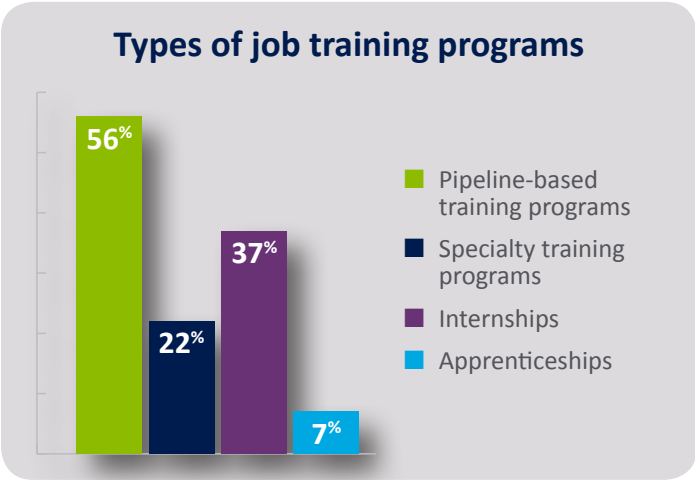
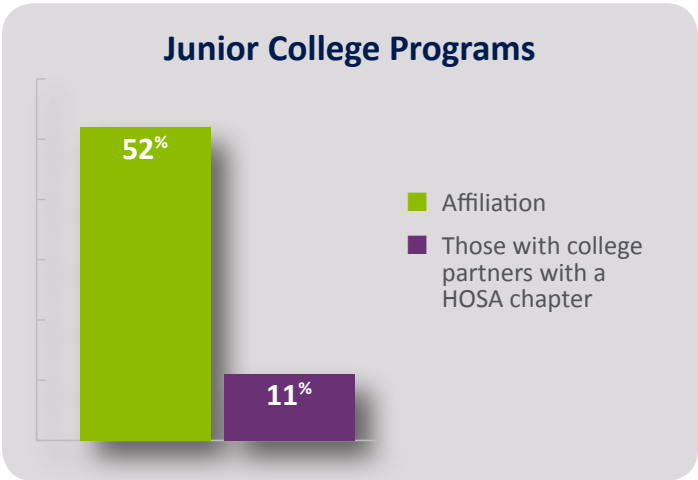
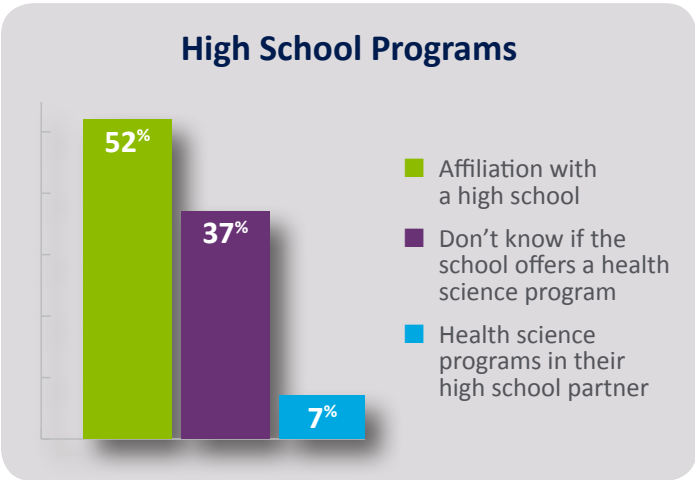
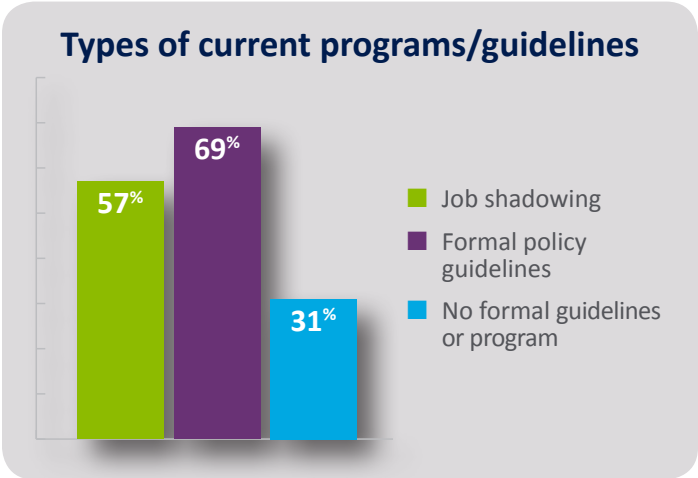
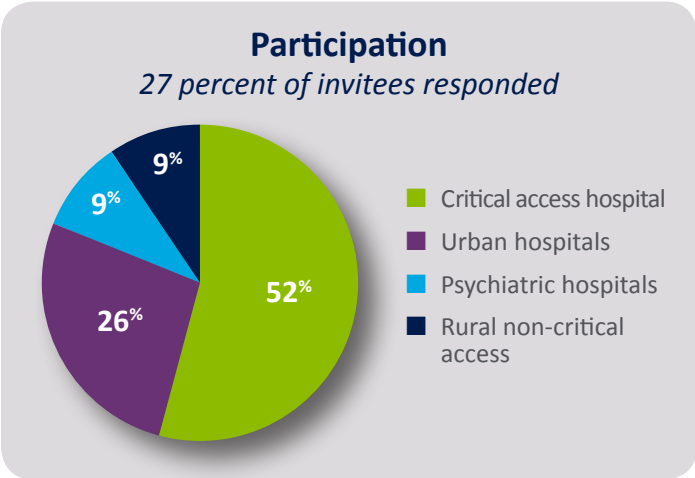
Many of these candidates must be introduced to health care careers at a relatively early point in their education. Technical education, college or medical school aspirations may not be on the table for students where resources or family college experience may be limited. As an industry and as organizations with deep ties to communities, it should be an imperative to build the relationships needed to encourage students to choose health care careers. Relationships will include helping local schools, supporting youth and asking experienced hospital staff to provide valuable mentorship opportunities for individuals interested in health care.

The American Hospital Association's Healthcare Talent Scan Report indicates that Colorado is second for states where it is hardest to fill health care positions. The CHA Workforce Council also noted difficulty of recruiting physicians, specialty nurses, nursing assistants and many others.

This report highlights three examples of ways to build a strong pipeline in a community – HOSA, MC<sup>2</sup> and CareerWise Colorado. While researching these programs, CHA received questions from member hospitals and health systems and inquiries from various organizations working on health care career development. CHA acknowledges that many member hospitals and health systems may have a career pathway program currently in place. However, CHA members identified a need to summarize the main players and their relationships, so this report is focused on the three mentioned above. A table listing other frequently mentioned entities, their mission, contact information and their relationships is provided in the Appendix to assist human resource or education leadership navigate and engage and suitable for their organization.

# Membership Pipeline Survey

To inform the development of this guide, the Association conducted a brief member survey focusing on pipeline activities at the high school and junior college level, with the following results:





# Recommendations

---

Results from the Workforce Pipeline Survey suggest that about half of respondents have a planned strategic and tactical approach to local student pipeline development activities. Many of the programs reported are informational outreach or job experience, such as job shadowing or other relatively brief interventions. Longer-term internships and apprenticeship programs are becoming more common in the larger organizations. However, among the respondents, only a few had taken advantage of or built strong relationships with existing health education programs in schools, or with HOSA chapters.

## Planning Recommendations

- HR Departments should create a formal objective in their annual plan to facilitate and strengthen health education and student development in their communities.
- HR and Education Departments should encourage local schools to develop health education programs and create HOSA chapters in their communities. Ongoing collaboration with these programs builds a hospital's employment brand and encourages excellence in community education.

When talking with providers of student development, it was clear job development and health care career pathway creation was of high interest, due to expected job growth in the health care field and current difficulties in filling positions or achieving diversity goals. However, there is much confusion regarding the various entities involved, their relationships with one another and how programs overlap or impact resource allocation. Many facilities had no awareness of existing programs and few offered meaningful long-term data on program success or results needed to evaluate success.

## Program Development Recommendations

- HR and Education Departments should become familiar with key best practices and catalog their existing internal programs for summary and review.
- Facilities with programs should work to maintain relationships and communication with students involved in their programs. Long-term effort and outreach is needed for success, measurement and feedback.
- The industry should actively participate in mechanisms or forums to better express its needs to the public workforce development and education entities.

The workforce pipeline discussions identified many areas of overlap that are historical in nature, competition driven or determined by public funding patterns. There may be efficiencies of scale, clear focus or cooperative solutions that would benefit all.

## Partnership Recommendation

- Organizations should investigate or consider investment in the support of health care workforce development programs and training designed to meet the industry demand.
- Enrollment or participation of outside individuals or staff from smaller or rural providers in such program must provide non-competing assurances to smaller or rural providers.
- The industry should consider collaboration on best practices, develop meaningful measures of success and share information perhaps through CHA webinar formats or educational programs.



# Sample Programs

## Health Occupation Student Association (HOSA) – Future Health Professionals

HOSA is an international student organization ([www.hosa.org](http://www.hosa.org)) recognized by the U.S. Department of Education, which operates in middle school, secondary, post-secondary and collegiate institutions as an integral part of the health science education curriculum. Nationally, the organization has more than 200,000 students. It promotes career opportunities to the entire school and is completely focused on health care professions. HOSA activities reinforce classroom instruction and connect students with career exploration and the health care community.

Colorado HOSA ([www.hosa.cccs.edu](http://www.hosa.cccs.edu)) is a part of the Department of Career and Technical Education at the Colorado Community College System. In Colorado, there are 1,790 student members representing 130 local chapters at 45 different secondary and post-secondary institutions across the state.

As participation levels vary over time, the map and table of HOSA chapters in the Appendix are periodically updated.

Colorado HOSA considers involvement of local hospitals an invaluable addition to their programming. The organization leadership would like to involve more hospitals and hospital staff in their programs.



*“Through HOSA I have accomplished many things, as well as growing myself as a person. One year ago if you told me I was going to achieve so much, I wouldn’t believe you. Nurse Practitioner is what my career is going to be – I never thought I would accomplish anything and now I can accomplish anything I set my mind and heart to.”*

—JOCELYN GRIFFIN

### Additional Details

- HOSA chapters are always school-based. Members are students, advisors, professionals and alumni.
- Your local school must have a state-approved Career and Technical Education (CTE) Health Science Program to have a HOSA chapter.
- Health Science curriculum standards are governed by the state and must meet certain criteria.
- One limiting factor is having qualified instructors available to operate a Health Science Program. Sometimes space and materials are an issue.
- Health care providers and systems can collaborate with schools to help provide qualified instructors or leaders needed to start Health Science Programs; for example, nurses or nurse educators would meet the standards to be qualified leaders and instructors as would most health occupation staff where at least a bachelor’s degree is required.
- Schools also sometimes need modest amounts of financial help to purchase necessary equipment to operate a health science program or to create a budget for a HOSA Chapter.
- HOSA chapters can be large or small, so it is possible for smaller schools and communities to have a program.
- State HOSA leadership offers training programs to industry based professionals to help them develop skills needed to function as instructors or as adjunct instructors in school programs.
- The distribution of Health Science Programs across the state shows gaps in several portions of the state.
- State Health Science Program and HOSA leadership is very interested in working with industry and schools to expand Health Science Programs and HOSA. This includes areas outside the urban corridor.
- Creating partnerships with schools and HOSA programs will strengthen your community relationships and give your interested staff opportunities in important community roles.

# Sample Programs continued

## Getting Started

- Visit the Colorado HOSA website: [www.hosa.cccs.edu](http://www.hosa.cccs.edu) and become familiar with their site and material.
- Visit the national HOSA website: [www.hosa.org](http://www.hosa.org) and become familiar with their site and material.
- Choose a point person to investigate this possibility and make a recommendation for your site(s). Suggest someone in HR with outreach and sourcing responsibilities, someone in education with an interest in youth, someone with government relations responsibility, your diversity point person, school based clinic personnel or a combination of the above.
- Look over the map of health occupation sites and HOSA sites for Colorado on page 13. See how your area(s) is (are) covered. Look over the list of all school programs and HOSA sites on page 14 to see if your area schools are involved.
- Identify all high schools and community colleges in your respective markets. Which have programs? Are you involved in supporting them? Do you recruit from these programs? Do you advertise any training or scholarship opportunities through these programs? Which do not? Who is the school Principal/Administrator?
- For more information, contact the Director of Health Sciences/Public Safety for the Colorado Community College System, Tara Bell ([Tara.Bell@cccs.edu](mailto:Tara.Bell@cccs.edu)) or Lauren Wojcik, HOSA State Advisor ([Lauren.Wojcik@cccs.edu](mailto:Lauren.Wojcik@cccs.edu)).
- Contact the school leadership where you have identified existing programs and where you would like to explore interest in starting a program. Arrange a meeting to explore interest, capabilities and obstacles to getting a Health Occupations Program and HOSA chapter started.
- Timing for each school year is tight, so if there is an interest in trying to do something, it is important to get started right away.



*“My passion for serving the entire health care community has flourished through HOSA. Now, as an EMT, I have the opportunity to serve all 1,700 members as the Colorado HOSA State President-Elect while pursuing my Nursing degree.”*

—COUGAR LESUEUR

Exposing high school and community college students to health occupations if supported by real work exposure through HOSA in conjunction with local health care partners can be a great talent pipeline. Organized health science programs and HOSA chapters can be a good venue for this pipeline work as they involve a commitment with schools and programs regulated by national and state agencies. Return on investment is longer term and comes in the form of local applicant flow, visible community relations, workplace of choice positioning and input into the training and curriculum process at education institutions in your community.

*“HOSA is a great opportunity to engage high school aged students focused on careers in health care. Our participation in their statewide conference as an exhibitor allowed us to speak with students and provide a glimpse of what work would be like in an operating room through virtual reality technology. On a smaller scale, one of our hiring leaders shared her passion as an occupational therapist by presenting during the breakout sessions. Our participation is crucial to highlight awareness of in-demand occupations in health care at an early age to help pipeline future talent.”*

—JILLYN FOWLER, TALENT ACQUISITION PROGRAM MANAGER, CENTURA HEALTH



# Sample Programs<sub>continued</sub>

## Medical Career Collaborative (MC<sup>2</sup>)

The MC<sup>2</sup> program is designed for high school students of underrepresented backgrounds interested in the health and medical professions. Through real-life hands-on experiences, students gain valuable exposure to and experience in the health care field. The goal is to help high school students interested in a career in health care or medicine get on the path to success through structured activities and internships. Students get a jump start on their future. MC<sup>2</sup> programs are facility-based. Facilities support and manage the program as well as select students from any number of schools in their area. Typically, selected students are those who have demonstrated high potential and interest in health care.

MC<sup>2</sup> was developed by Children's Hospital Colorado (CHCO), and Denver Health has also implemented a MC<sup>2</sup> program in partnership with experts from CHCO. Managers of the existing programs at CHCO and Denver Health are interested in expanding the program and are willing to work with other systems and facilities to help them get started.

Both CHCO and Denver Health have developed relationships with foundations who have an interest in health care, youth or diversity to help financially support these programs. At CHCO over the past 10 years, they have noted success with more than 400 participants:

Children's Hospital Colorado has hired 45 past participants and has built a robust community commitment to their program. The Denver Health program now has 36 participants from 13 different high schools, and 86 percent of them are bilingual.

MC<sup>2</sup> activities bring interested students on the hospital/care site and expose them to the real world of health occupations. Activities include:

- Medical field trips – participants take monthly trips to medical facilities and programs in the area. Some trips are internal to the facility and others may be held at other health institutions.
- Workshops and trainings – students have training sessions focused on building participants' skills toward a career in health or medicine. Participants learn both concrete skills, such as taking vital signs and learning first aid or CPR, as well as the soft skills of communicating with patients and families.
- Career exposure opportunities – participants gain hands-on experiences, discussions, lectures, speakers, site visits and personal research to help them gain increased awareness around the great variety of professions and opportunities inside health care.
- Mentoring – students are matched with a mentor with whom they work and learn from during their internship. Groups are normally around seven to 10 individual students for each semester and summer.



All have finished high school

96 percent maintain GPA's above 3.0



**84%** are known to be enrolled in a two-year technical program or a four-year bachelor's degree program

74.5 percent are in pre-health programs



70 percent received scholarships

Seven are currently attending medical school



*"My experience in MC<sup>2</sup> was a very valuable one to me. I had the opportunity to explore the hospital and the many different roles in healthcare. I had the opportunity to build a great relationship with my mentor and other staff in my department and I learned so much. This experience has helped me better myself and I am very grateful for this experience."*

—MAKIDA WORKU



# Sample Programs continued

---

- **Internships** – students who participate in MC<sup>2</sup> complete a paid internship. Student interns are placed in a department at the facility as an employee and work alongside hospital staff and their mentor. Students participate in the internship component during one of three sessions (fall, spring or summer) of their junior year. Fall and spring sessions are 12 weeks and students work six to 10 hours per week, whereas the summer session is six weeks and students work 25 to 30 hours per week.
- **Service learning experience** – students are required to participate in service learning events throughout the two-year program. These opportunities are designed to serve the community in and around the facility and to help students gain an appreciation for assisting those in need.
- **Post-secondary assistance and guidance** – the program offers students assistance in their goals toward post-secondary education. Students are given help in searching for schools and programs, completing applications, compiling materials, filling out financial aid information, searching and applying for scholarships, gathering letters of recommendation and writing essays.

MC<sup>2</sup> is a two-year program for high school students, so students apply for the program during their sophomore year. The program places great emphasis on including students of diverse backgrounds and socioeconomic groups. MC<sup>2</sup> aims to create an inclusive and integrated group of students from the area.

Participants are selected by a committee, and entrance is based on several factors including short essays, school activities, community involvement, references, student need, letters of recommendation, diversity representation and GPA. Selection can be from one or many schools in the area.

## Additional Details

- MC<sup>2</sup> is based at your facility and will be coordinated and managed by your staff.
- MC<sup>2</sup> works best with a dedicated coordinator. The role requires up to one dedicated FTE to manage. Sometimes this program manager is also instrumental in other diversity, school relations projects or recruitment efforts as well.
- You may have participants who are not in a school-based health career program, so you are less dependent on what is offered in your schools.
- You can adjust the size of your MC<sup>2</sup> program to best suit your available resources and number of mentors or departmental internship sites.
- MC<sup>2</sup> students maintain relations and contact with your organization beginning as high school juniors and throughout their collegiate studies.
- The model budget includes salary and benefits for an employee (current models use social workers), around \$3,000 for supplies and materials and around \$40,000 for paid internships (varies with size of program).
- Existing MC<sup>2</sup> programs have foundation or benefactor partners that are happy to be involved and cover the student's direct expenses like the internship pay, supplies, recognition events and field trip expenses. They may or may not be comfortable with funding the program manager.



# Sample Programs<sub>continued</sub>

## Getting Started

- Assign an appropriate person to investigate the program and suitability for your site(s) including exploring interest with key stakeholders and executive management.
- Consider possible foundation or benefactor support from those interested in youth, education, or diversity in your area. Discuss thoughts with the head of your foundation or fundraising professionals.
- Contact one of the existing program managers to have a deeper discussion and to obtain answers to questions – Stacey Whiteside, MSW, launch programs manager, MC<sup>2</sup> and Project Search, Children’s Hospital Colorado, (Stacey.Whiteside@childrenscolorado.org) or Marisa Valeras, MSW, program manager MC<sup>2</sup>, Denver Health (Marisa.Valeras@dhha.org).
- Become familiar with the selection process for applicants and the program manager’s responsibilities. It is likely you will need a job description and perhaps input from compensation or classification.
- Discuss your concept with appropriate legal, risk management and HR personnel. Be mindful you will be sponsoring paid internships and employment requiring a cost center, payroll and record keeping. Sometimes there is confusion around internship. CHCO and Denver Health employ the students in an intermittent/temporary type capacity.
- Put together a proposal statement and a pro-forma budget in formats used by your organization.
- If using the MC<sup>2</sup> model and materials, be sure to discuss with Stacey Whiteside the trademarked logo and materials.
- Make your case with appropriate executives.
- Allow time to present your proposal, hire or appoint a program manager, work with management and department heads to select mentors and internship sites, obtain and review applications from your community schools and students, select your first cohort and get started.
- Timing considerations include your budget cycle, time you need to locate a program manager, and the school calendar. Allow three to six months to launch the program.

MC<sup>2</sup> builds a close and long-term relationship with outstanding students in your community. The community goodwill generated is palpable. It is a long-term commitment, but consider that it helped yield eleven minority physicians from the CHCO program.

Your hospital will own the program, so it is not dependent on federal or state funding and program changes in your schools. It can be combined with HOSA. There is also potential for industry partners and cooperation among Colorado programs to share best practices and gain efficiencies in operations. Existing program managers want to help.



*“For me, MC2 was an unforgettable experience. I learned what I want to do in the future and discovered a passion for medicine. Most importantly I learned where I want to be in 10 years...practicing emergency medicine in an ED.”*

—HUGO BURCIAGA



## CareerWise Colorado – Tomorrow’s Talent Today

CareerWise Colorado is a relatively new nonprofit organization founded to help businesses recruit, train, and retain the best talent. Its mission is to develop and support apprenticeship models in several industries. With the support and interest of the Colorado Department of Labor and Employment (CDLE) and the community college system, it has begun to focus on health care career paths and opportunities.

CareerWise partners with businesses to identify key needs and competencies, with education to develop effective school based training, and with CDLE training centers and sector partnerships to facilitate local collaboration. In health care, they are starting with certified nursing assistant roles. CareerWise is kicking off pilot programs in several organizations in 2017 and intends to continue to build additional apprenticeship training programs and to add partners in 2017 and 2018. There is discussion and investigation into the applicability of apprenticeship models in nursing and other pathways.

CareerWise works with the industry business partners to hire apprentices in challenging roles and provide students with the experiences needed to become full-time employees. It uses training centers to help provide apprentices with the specific skills they will need and to supplement the workplace experience with additional targeted instruction. CareerWise also works through the K-12 education system to provide core academic instruction and support the development of foundational interpersonal and job skills.

The program has proven successful with a 40-50 percent return on investment and a 30-50 percent conversion from apprentice to full-time employee.

### Additional Details

- CareerWise hopes to partner with both urban and rural health care facilities. It’s health program is relatively new, so the organization is seeking pilot opportunities with business partners.
- The organization has engaged with sector partnerships sponsored by the Colorado Department of Labor in Denver metro, northern Colorado, Colorado Springs, Limon, Alamosa and Pueblo.
- CareerWise plans to begin its health care focus with CNAs and will move to other occupations in 2018 and 2019.
- The employer is involved in selecting candidates for apprenticeships.

### Getting Started

- Assign an appropriate person to meet with CareerWise, either Alexandra Peterson (805.402.7629) or Brad Revare (913.579.7556), to review their model and timing.
- Internally discuss the commitment to long-term apprenticeships and their management.
- CareerWise is focused on Certified Nursing Assistants (CNAs) at this time. Determine whether there is an interest in placing CNA apprenticeships in your facilities and where.
- Discuss the level of support from CareerWise to you, your schools and the apprentices. Student apprentices and their mentors require attention and support.
- Not interested in CAN apprenticeships? CareerWise is planning on expanding into Medical Assisting, Administrative Assistants, Medical lab Assistants, and RNs in the coming years.

CareerWise, while a nonprofit organization, is closely linked to state of Colorado programming and foundation funding. The organization expressed great interest in working with smaller and rural organizations and communities as well as part of their state mandate.

CareerWise apprenticeships are more traditional long-term relationships with an expected multi-year commitment.



# Appendix

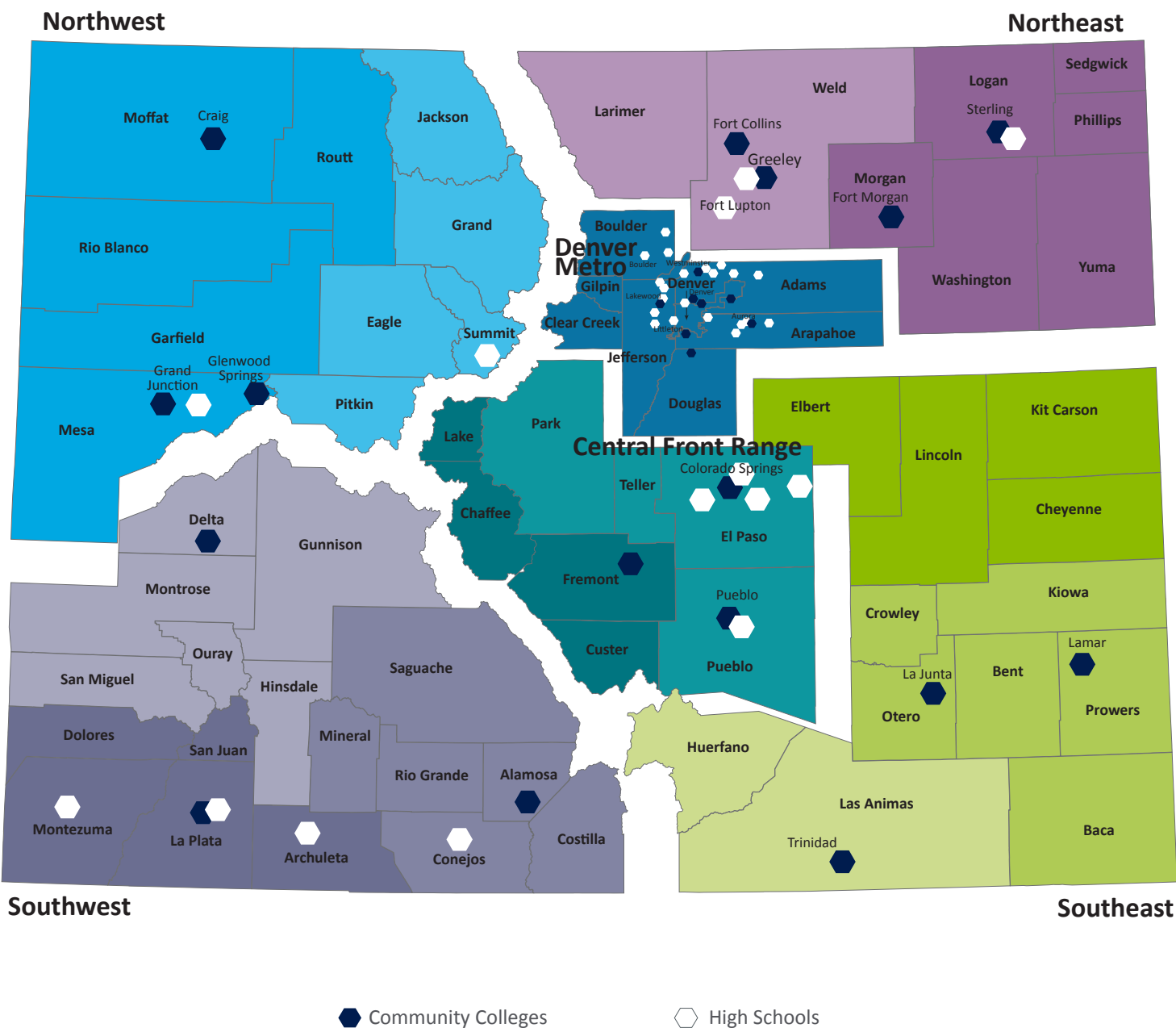
## 1 – Workforce Organizations Reference

Organization Name	Type	Description-Interests	Collaboration	Contact
BEL Commission	CWDC-State Government	Develop and implement state wide solutions for integrated work-based education and training.	CareerWise	Noel Ginsberg
CareerWise Colorado	Non-Profit	Create and coordinate apprenticeships with business, education, and students.	CWDC and Workforce Center Sector Partnerships	Alexandra Peterson 805-402-7629 Brad Revare 913-579-7556
Colorado Community College System	Public-Higher Education	Administrative systems and programs for Colorado Community Colleges	Health Science Programs, HOSA, Pathways	Tara Bell 720-858-2297
CDPHE-Colorado Department of Public Health and Environment	State Government	Primary Care HIT Education-CME's Navigator Workforce Development Team-Based Care Medical Home		303-692-2000
Colorado Health Foundation	Large Foundation	Broad interests including research, advocacy, policy, and grants to improve access to care, quality of care, and to reduce health disparities.	CareerWise received a grant	303-953-3600
CWDC Colorado Workforce Council	State Government	Create business-led talent development system. Integrate economic development, education, training, workforce development, to meet needs.	Sector Partnerships and county based workforce centers.	Stephanie Veck 303-318-8038 Thomas Hartman 303-318-8049
Career Connect/Med Connect	Public Education-DPS K-12 Federal grant funding	Healthcare training programs in Denver Public Schools in collaboration with employers. Experiential learning, short term internships. Job placement and development.	Denver Public Schools, CareerWise	Joe Saboe Joe_saboe@dpsk12.org
Regional Healthcare Partnerships (Sector Partnerships) e.g. Metro Denver Healthcare Partnership	Collaborative Organization	Convener of regional healthcare employers, educators, and workforce centers to implement strategic responses to immediate and future workforce challenges.	Industry HR Leaders and SMEs, Regional Workforce Boards, Regional Education	Shajuan Williams 303-318-8081 Judy Emory 720-785-3672 Jeana Capel-Jones 720-471-6841

Organization Name	Type	Description-Interests	Collaboration	Contact
Skillful	Non-Profit	Focus on job pathways and competencies for non-bachelor's degree college Americans. Assists with competency mapping, data analysis, and leveraging data.	Markle Foundation CareerWise	Alexandra Peterson 805-402-7629
HOSA-Future Health Professionals	Education	Organizes students interested in health care careers who participate in Health Careers Education Programs into school based chapters for the purposes of connecting with industry experiences and developing industry skills and leadership.	Public schools, local healthcare organizations	Lauren Wojcik 720-858-2376
Medical Career Collaborative MC <sup>2</sup>	Industry Based	Recruits high potential high school students from diverse backgrounds into facility-based internships and training designed to expose students to health careers. Follows students and mentors them toward college admission or employment with the purpose of employing them when education is complete.	Facility based and operated following a program developed at Children's Hospital Colorado	Marissa Valeres 303-602-2685 Stacey Whiteside 720-777-4072



2 – HOSA Chapters 2016



## 2 – Current HOSA High School Programs

Region/School	Programs	Region/School	Programs
<b>NORTHWEST</b>		<b>DENVER METRO</b>	
Career Center – Mesa 51	Health Care	Ames Academy	Health Sciences ★
Summit High School	Medical Prep ★	Arvada Senior High School	Med Prep Health Academy
Western Colorado Community College	Health Science Technology ★	Aurora Central High School	Biomedical Sciences ★
<b>SOUTHWEST</b>		Bear Creek High School	PLTW Biomedical ★
Centauri High School	Medical Prep ★	Bollman Tech Ed Center	Health Sciences ★
Montezuma-Cortez High School	Health Care	Boulder Tech Ed Center	Health Science Technologies ★
<b>NORTHEAST</b>		Brighton High School	Medical Prep
Greeley Central High School Pharmacy Technician	Health Science Tech Ed ★	Career Development Center – St. Vrain Valley	Dental Aide
Northeastern Junior College	Health Science Ed ★	CEC Middle College	Med Prep and Health Science Technology Med Prep and
Fort Lupton High School	Health Sciences		Exercise and Health Sciences ★
<b>CENTRAL FRONT RANGE</b>			Health Care
Falcon High School	Academy of Health Sciences Biotechnology ★		Health Science Ed
Florence High School	Health Science Tech Ed ★		Sports Medicine/Athletic Trainer
Mitchell High School	Biomedical Science	Dakota Ridge High School	Forensic Science
Patriot Learning Center	Biotechnology	Front Range Community College	Medical Careers Exploration w/Nurse Aide Training
Pikes Peak Community College	Healthcare Prep ★	Northglenn High School	Biomedical Science (PLTW)
Vista Ridge High School	Biomedical Science ★	Overland High School	Health Sciences ★
		Pickens Technical College	Dental Assisting ★
			Foundations for Healthcare Professionals
			Medical Assisting
			Human Performance/Trainer
			Medical Ins. Coding Spec.
			Pharmacy Tech./Assist.
		Prairie View High School	Biotech ★
		Rock Canyon High School	Biotechnology
		Summit Academy	Health Science Tech Ed ★
		Vista Academy	Health Science Tech Ed ★
			Sports Medicine
		Vista Peak 9-12 Prep	Biomedical Sciences ★
		Warren Tech	Dental Assisting ★
		Warren Tech North	Emergency Medical Services ★
			Forensic Science
			Health Sciences
			Nursing Aide
			Personal Training
			Sports Medicine
		Westminster High School	Medical Prep
		Wheat Ridge High School	Medical Prep Health Academy

★ HOSA (Future Health Professionals) Chapters

## 2 – Current HOSA Community College Programs

<u>Region/School</u>	<u>Programs</u>	<u>Region/School</u>	<u>Programs</u>
<b>NORTHWEST</b>			
Colorado Mountain College	EMS EMT Basic & EMT Paramedic Medical Assistant Nursing/Nursing Aide Phlebotomy	Morgan Community College	Emergency Medical Services ★ Health Science Technology Human Perform/Phys Fitness Massage Therapy Medical Office Technologies Nursing/Nursing Aide Phlebotomy Technologies Practical Nursing Radiologic Technologies
Colorado Northwestern Community College	Dental Hygiene Emergency Medical Services Massage Therapy Nursing Aide Nursing Professions	Northeastern Junior College	Emergency Medical Services ★ Nursing
Western Colorado Community College	Emergency Medical Services Medical Lab Technologies ★ Medical Office Technologies Nursing/Nursing Aide Practical Nursing Radiologic Technology	<b>SOUTHEAST</b>	
<b>SOUTHWEST</b>		Lamar Community College	Nursing/Nurse Aide Emergency Medical Services
Delta/Montrose Technical College	Emergency Medical Services Massage Therapy Nursing Aide Practical Nursing	Otero Junior College	Emergency Medical Services Health Navigator Medical Laboratory Tech Nursing Aide Nursing Phlebotomy Practical Nursing
Trinidad State Junior College	Addictions Counseling Admin Medical Assistant Emergency Medical Services Massage Therapy Nursing ADN/PN Nursing Aide/Home Health Aide	Trinidad State Junior College	Addictions Counseling Admin Medical Assistant Emergency Medical Services Massage Therapy Nursing ADN/PN Nursing Aide/Home Health Aide
<b>NORTHEAST</b>			
Aims Community College	Associate Degree Nursing Emergency Medical Services Mammography Tech Medical Admin. Assist. Medical Office Technologies Medical Prep Medical Transcript/Coding Nursing Aide Phlebotomy Technician Radiologic Technology Surgical Technology		
Front Range Community College – Fort Collins	Dental Assisting Emergency Medical Services Health and Wellness Holistic Health Massage Therapy Nursing/Nursing Aide Patient Care Technician Phlebotomy Technologies Medical Office Technologies		

★ HOSA (Future Health Professionals) Chapters



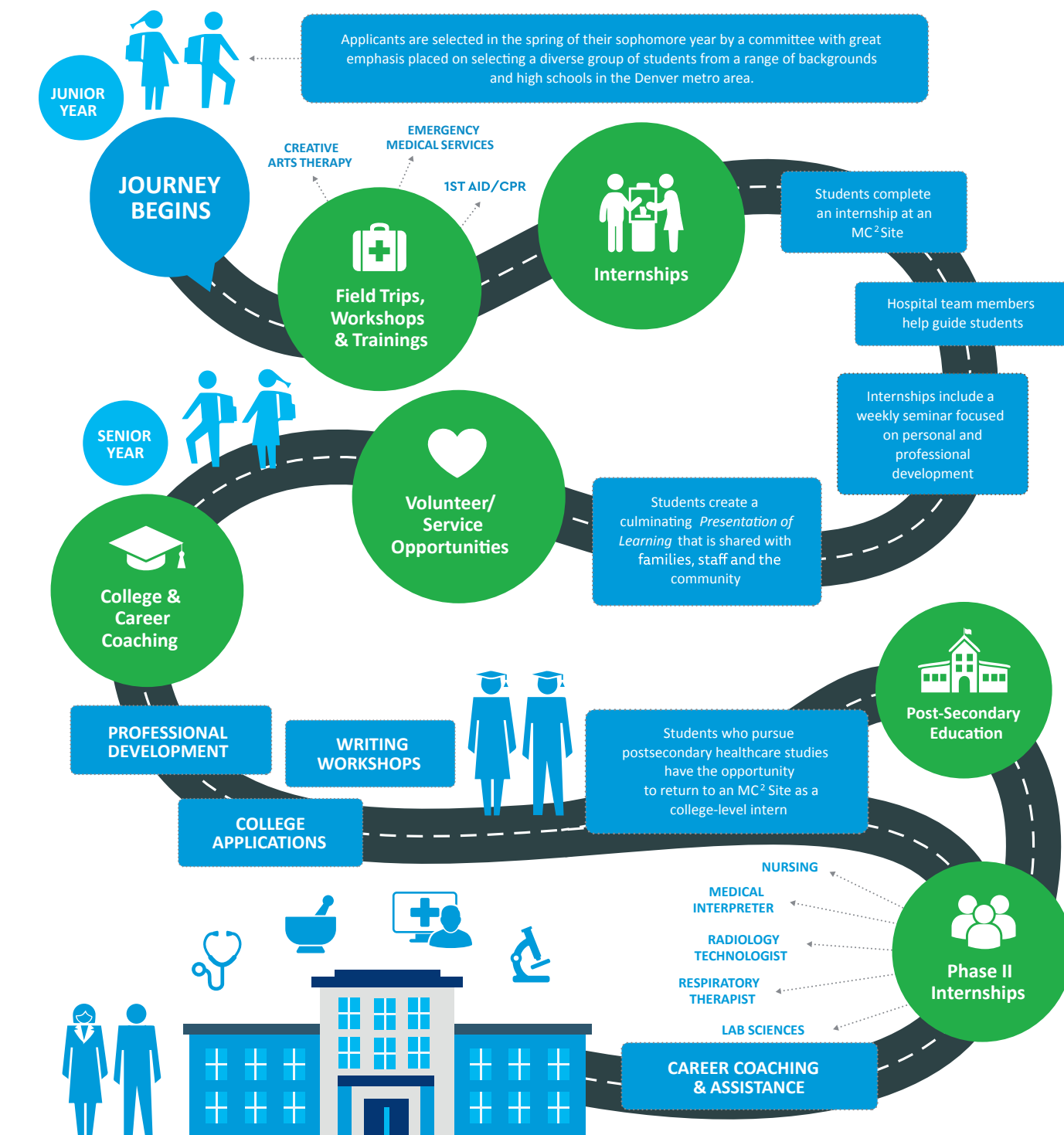
## 2 – Current HOSA Community College Programs *continued*

<u>Region/School</u>	<u>Programs</u>	<u>Region/School</u>	<u>Programs</u>
<b>CENTRAL FRONT RANGE</b>			
Pikes Peak Community College	Allied Health Clinical Office Assistant Dental Assisting Emergency Medical Technician Medical Assistant Medical Coding Specialist Medical Receptionist Nursing Nursing Assistant Paramedic Pharmacy Technician Phlebotomy Radiology Social Services Technician	Community College of Aurora	Allied Health Pathways Emergency Medical Services Nurse Aide Phlebotomy Respiratory Care Program
Pueblo Community College	Associate Degree Nursing Dental Assisting Dental Hygiene Emergency Medical Services Health Information Tech Medical Assistant Medical Sonography Nursing Aide Occupational Therapy Assist. Pharmacy Technician Phlebotomy Technician Physical Therapy Assistant Psychiatric Technician Radiologic Technology Respiratory Care Program Surgical Technology	Community College of Denver	Computed Tomography Dental Hygiene Mammography Medical Assisting Nurse Aide Phlebotomy Radiation Therapy Program Radiologic Sciences
		Front Range Community College	Dental Assisting Emergency Medical Services Health Information Technologies Holistic Health Medical Office Technologies Nursing/Nursing Aide Pharmacy Technician Phlebotomy Technologies Surgical Technology
		Pickens Technical College	Dental Assisting ★ Foundations for Healthcare Professionals Human Perf./Personal Trainer Medical Assisting Med Insurance Billing Specialist Nursing Aide Pharmacy Tech/Assist Practical Nursing Respiratory Care
<b>DENVER METRO</b>		Red Rocks Community College	Emergency Mgmt. and Planning Emergency Medical Services Holistic Health Integrated Nursing Pathway Massage Therapy Medical/Clinical Assistant Medical Office Tech Nursing Aide Phlebotomy Physician Assistant Radiologic Technologies R.N. Refresher Program Social Work AA Sonograph
Emily Griffith Technical College	Dental Assisting Medical Assisting Medical Clerical Nurse Assisting Pharmacy Technician Phlebotomy Practical Nursing		
Arapahoe Community College	Emergency Medical Services Exercise Health Sciences Health Information Tech Medical Laboratory Tech Medical Office Tech Mortuary Sciences Nursing/Nursing Aide Paramedicine Pharmacy Technician Program Phlebotomy Physical Therapist Assistant		

★ HOSA (Future Health Professionals) Chapters

## 3 – MC<sup>2</sup> Pathway

The Medical Career Collaborative (MC<sup>2</sup>) program propels high school students toward careers in healthcare through hands on experiences and professional development opportunities.



## Conclusion

---

CHA understands the crucial nature of expanding the workforce pipeline and hopes this resource will be helpful for member hospitals and health systems. There are a variety of programs available across the state, and the Association hopes that hospitals will work to take full advantage of those offerings as a way to grow their future workforce.





