

ACTION AND INNOVATION

SUMMARY REPORT FY2009



HealthForce⁺ Minnesota
Transforming education. Advancing practice.

Our Mission

- Provide the healthcare industry with a well-trained, flexible workforce,
- Create ongoing capacity to transform health science education and delivery, and
- Position Minnesota as a global leader in healthcare education, practice, research and innovation.

Core Goals

To accomplish the mission, we are focusing on two core goals to:

- Convene educators and healthcare industry stakeholders to positively impact health sciences education and practice.
- Enhance economic development through increased quality and sustainability of healthcare education, practice and innovation.

Letter from the Executive Director and Executive Alliance Chair



HealthForce Minnesota puts great ideas into practice throughout Minnesota by building effective community collaborations. On the pages of this annual report are examples of what we accomplished with our partners and programs to help meet the workforce and educational needs of a very complex and challenging healthcare system.

In fiscal year 2009, the innovative projects delivered by the partners of HealthForce Minnesota served 9,481 people and leveraged over \$1.161 million. The programs reflect local needs and build upon local resources while benefiting from the shared thinking of a statewide network of educators and industry partners. These projects touched people of all ages living across the state from southeastern Minnesota to the White Earth Indian reservation in northern Minnesota.

Together with our workforce and educational partners, we reached dislocated and unemployed adults with our first Adult Scrubs Camp in Rochester. By building a replicable model that implements Scrubs Camps at all ages and can be delivered nationwide, we help communities and engage people in learning about healthcare as a vocation.

This past year we collaborated with our sister organization, Healthcare Education Industry Partnership, to create a strategic vision for Minnesota healthcare. In addition to implementing these strategies, we surveyed our combined partners to identify the value our two organizations offer educators, members of the healthcare industry and state agencies. Their voices were clear in saying that Minnesota needs a forum for planning and visioning our healthcare workforce. We need to continue to find ways to strategically leverage resources for innovation and we need to ensure that the graduates of our programs are ready for their roles in the healthcare system.

As we look forward to fiscal year 2010, we will announce RFP requests for limited project funding that will again fall into five innovative categories. We also plan on leveraging federal funds from the Department of Labor back into state healthcare initiatives.

The world around us has changed drastically as we conclude the fourth year as a Center of Excellence. These are financially tough times for both families and state institutions, and we are daily asking ourselves how to do better with less and how we can work together even more effectively to tackle future changes. Our hope is that by leveraging partnerships and resources we can continue to make progress in transforming education and advancing practice in healthcare. Our shared future depends on our energy, our willingness to work together in new ways and our innovative ideas. We are ready for the challenge!

Jane Foote, Executive Director,
HealthForce Minnesota

Judith Ramaley, President,
Winona State University

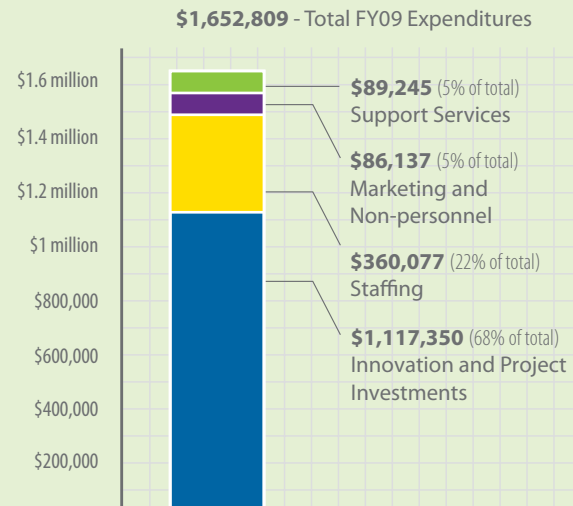


Revenues/Expenditures Recap

The fiscal reporting for HealthForce Minnesota included a FY09 base budget of \$1.225 million. Combined with a carry forward amount of \$876,747 from FY08, the center had a total of more than \$2.1 million to invest for Center activities. Innovation was the largest portion of the HealthForce Minnesota budget totaling \$1,117,350 in FY09.

The leveraged dollar amounts the Center tracked totaled more than \$1.161 million, more than the HealthForce Minnesota expenditures for innovation. A total of 9,481 participants were served from the projects and partners in FY09.

Fiscal Year 2009 Expenditures



Investment Strategies

Total Fiscal Budget for FY09	\$2,101,747
<i>Includes carry forward from FY08</i>	\$876,747

Projects Funded

Total State Appropriation Funding for FY09	\$1,225,000
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Innovative Initiatives Awarded Funding

GRANTS

AWARDS

Regional Incentive Grants Total:	\$48,000
Pine Technical College	\$12,000
Vermillion Community College	\$12,000
Lake Superior College	\$12,000
Winona Senior High School	\$12,000
Moving Experience Forward Grants Total:	\$94,420
Critical Care Registered Nursing Certification (WSU)	\$22,500
Simulation Curriculum in Nursing (Rochester Technical and Community College and WSU-Rochester Campus)	\$30,000
Healthcare Leadership (WSU)	\$41,920
St. Paul College Clinical Laboratory Science Support for Department of Labor Grant	\$80,582
Coalition for Continuous Improvement in Healthcare	\$56,000
Doctorate of Nursing Practice Program	\$52,075



Taking Action

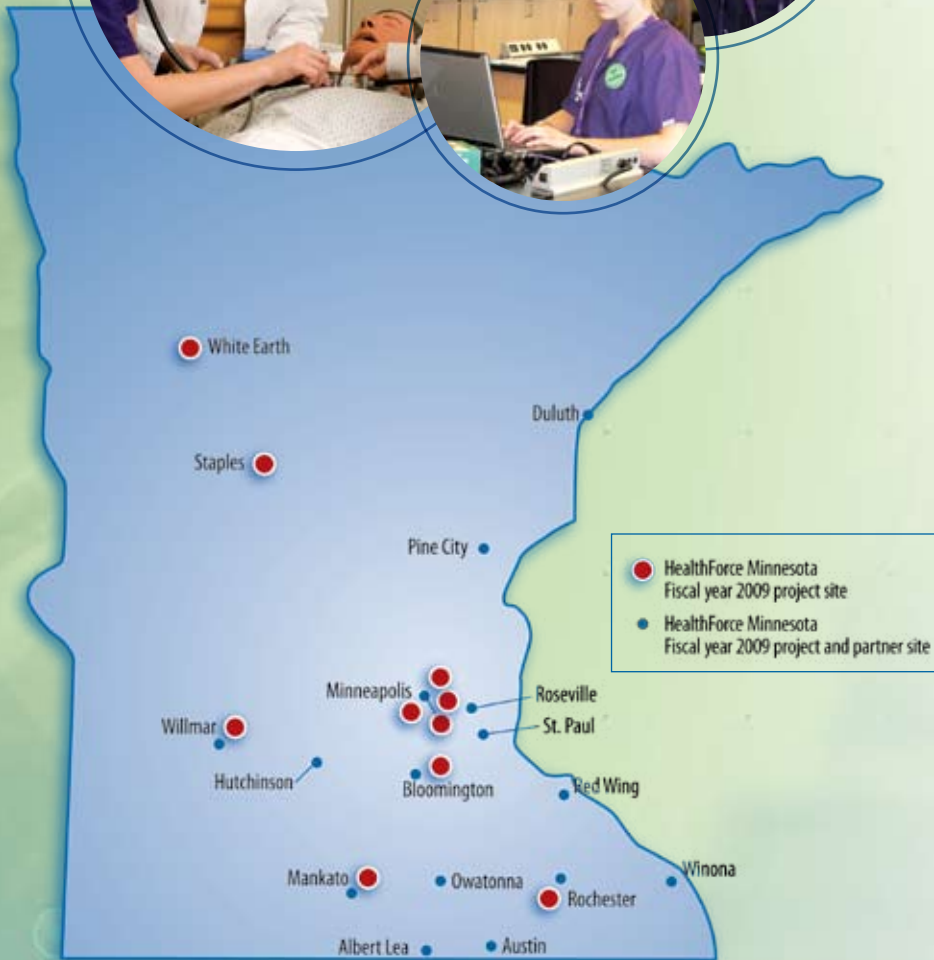
HealthForce Minnesota provided new ways of offering funding in fiscal year 2009. Regional Incentive Grants and Moving Experience Forward Grants were first awarded this past year to encourage further innovative ideas and solutions in healthcare. The purpose of the **Regional Incentive Grants** was to encourage communities and organizations to initiate or enhance basic planning, research and data collection for the betterment of healthcare issues through local and regional efforts.

Seeking to assist efforts of past project recipients, HealthForce Minnesota provided one-time grant money through the **Moving Experience Forward Grants**. For those lead agencies from earlier projects that received funds, this provided the opportunity to “bring the project to scale” so they could demonstrate its success.

In partnership with other industry and educational partners, HealthForce Minnesota provided funding and leveraged resources to the **Department of Labor Grant** that is building and growing capacity in the Minnesota clinical laboratory workforce and being noticed nationwide.

The **Coalition for Continuous Improvement in Healthcare (CCIH)** received monies from HealthForce Minnesota to hire a coordinator and expand its customized curriculum. The CCIH has a vision to be nationally renowned as a preferred educational provider for continuous improvement in healthcare. In the past year, the CCIH built a website (www.ccihlean.net), expanded its membership, networked with the Rural Healthcare Consortium, joined with MIT and other colleges and universities worldwide in being part of a Lean Educators Network, and welcomed new members to the CCIH from both the educational and healthcare industries. The CCIH also began working on workshops, a Lean Certification Program, and on-line curriculum development. The CCIH was invited to be a part of the planning committee for the 2010 Lean Educators Conference.

Nationally by the year 2015 nurse practitioners, clinical nurse specialists, certified nurse anesthetists, and nurse midwives will be required to be educated at the **Doctorate of Nursing Program (DNP)** level. To help support the work of the MnSCU consortium of four graduate programs that deliver the DNP, this past year HealthForce Minnesota helped support students and the marketing efforts of its on-line program.



HealthForce⁺ Minnesota

Transforming education. Advancing practice.

Each year HealthForce Minnesota provides grant funding to support projects that test new and innovative ways of improving healthcare practice, education, and research. Read about this year's projects that have impacted lives, increased interest in healthcare careers, encouraged collaborative partnerships, created workforce solutions, and sustained programs throughout Minnesota.

Create/Expanding the Vision of Youth for Health Careers

- High School Health Sciences Education
- Connecting Classrooms and Careers
- Training Teenage Parents/Pathways

Increasing the Recruitment and Retention of the Diverse Healthcare Workforce

- CNA Training for White Earth Reservation
- Jump Start Initiative
- Project for Pride in Living
- Bilingual Healthcare Program for Latinos

Developing/Implementing Programs/Projects to Provide Advancement Opportunities for the Incumbent Healthcare Workforce

- Health Support Specialist Program

Developing New Curricula and/or Programs to Meet Current and Future Healthcare Workforce Program

- Medical Assistant Program
- Nursing Curriculum - Simulation

Create/Expanding the Vision of Youth for Health Careers

High School Health Science Education: Bloomington Public Schools

Description:

Southwest Metro Perkins Consortium members are developing a Health Sciences Program of Study for statewide distribution to students in 2009-2010. By linking with project partners, the school system will redesign the curriculum based on existing national and state best-practice curriculum, link rigorous secondary coursework with career pathways and post secondary coursework with professional development for teachers, and further strengthen the partnerships in the community. In summer 2009, a Scrubs Camp middle school pilot will engage 58 students at Olson Middle School in Bloomington.

Outcomes:

Biotechnology engineering articulates into Nanotechnology, Food Science and Nursing programs at Normandale Community College. Teachers who were trained in the Anatomy and Clay course saw enrollment double for the anatomy class at one Bloomington high school and a second section of the class was being considered at the other high school. Three teachers trained for the Project Lead the Way biotechnology engineering course training and are now networked with



other biotechnology teachers. Scrubs Camp ran as part of a summer school remediation program.

Sustainability:

Articulation and Program of Study work will continue within the Southwest Metro Perkins Consortium. District health sciences meetings continue with Fairview Health Services to establish a collaborative clinic in the Bloomington Schools. The groundwork has been laid to move health science education forward at the local, regional and statewide level. Collaborative possibilities are being explored to expand Scrubs Camp in the future.

**Served: 4,131 students and teachers/
58 students in Scrubs Camp**

Deliverable: Training for teachers in Anatomy in Clay and Project Lead the Way Biotechnical Engineering. Scrubs Camp for students in middle school.

**HealthForce MN+In-Kind=Total
Funding: \$75,000+\$279,084=\$354,084**

Connecting Classrooms and Careers: Southeast Service Cooperative

Description:

This project complements and supports the Mayo Clinic Educator Academies and strengthens the individual school districts' efforts to implement their STEM initiatives by bringing advance science equipment into the classroom. Major goals of the project include the development and coordination of a traveling trailer, strengthening STEM education, and strengthening the current partnerships in the southeastern Minnesota area between the area school districts and the Mayo Clinic. The mobile science lab is the heart of the project and contains all of the scientific equipment needed to duplicate the exact learning experiences for students in the classroom of those conducted during the Mayo Clinic Educator Academies in Mayo Clinic laboratories. The trailer is available for loan to trained educators at participating schools.

Outcomes:

After all the planning, preparation, and promotion, trailer rental was first scheduled in December 2008. Eligible high school science teachers book the trailer, set up in Outlook, through Southeast Service Cooperative (SSC). There were pre-determined pick-up and drop-off dates throughout the school year to maximize the availability and potential usage of the trailer. SSC staff developed an inventory and trailer preparation process so there was minimal turnaround time. As

the trailer was out in the districts, we revised our processes to ensure efficiency and effectiveness. Teachers offered positive feedback, and evaluation and usage data was collected from each user.

Sustainability:

Teachers expressed the need for a second trailer so there is broader availability throughout the school year and so it can reach more classrooms.

Served: 421 Students, 7 school districts

Deliverable: Development and coordination of a traveling trailer, strengthening STEM education, and strengthening the current partnerships in the southeastern Minnesota area between the area school districts and the Mayo Clinic.

**HealthForce MN+In-Kind=Total
Funding: \$75,000+\$24,000=\$99,000**

Training Teenage Parents/ Pathways

Description:

The Health Pathways program develops a curriculum to educate teen parents about career opportunities in healthcare and prepare them for success in post-secondary training programs. The project includes the redesign and integration of math, science, and technology into the Health Pathway curriculum.

Outcomes:

Incorporated into the students' health-related projects was a field trip to TRIA to explore physical therapist and related

careers, a H1N1 study, and the creation of a portfolio about all health career units, including ethics, client needs, and legal issues. Students also volunteered for the Red Cross Safety Mobile project. An estimated 75% of the college-ready students were expected to enroll in post-secondary credentialed health care related training.

Sustainability:

The case managers and teacher have encouraged interested and qualified students to enroll in the Minneapolis Community and Technical College health careers program.

Served: 195 students

Deliverable: Yearlong curriculum that prepares students for post-secondary healthcare education.

HealthForce MN+In-Kind=Total Funding: \$70,000/\$75,968=\$145,968



Increasing the Recruitment and Retention of the Diverse Healthcare Workforce

CNA Training for White Earth Reservation

Description:

The project was designed to engage Native American students in health careers through two initiatives. The first initiative provided nursing assistant training on the reservation at healthcare facilities in the community. The second initiative seeks to support 20 LPN students in the program with an NCLEX prep course, NCLEX test fees, and job placement in the local community.

Outcomes:

Twenty-six students are working and applying for nursing assistant positions or continuing their education. Twenty students graduated from the LPN program in May 2009. The funding also paid for ten students to attend the ATI remediation program for those who are at high risk for not passing the boards.

Sustainability:

Two mentors were hired to help assure student success with the board exams.

Served: 128

Deliverable: CNA Training and Mentorship

HealthForce MN+In-Kind=Total Funding: \$100,000+\$58,586=\$158,586

Jump Start Initiative

Description:

Minneapolis Community & Technical College and Minneapolis Public Schools developed an extensive outreach program to raise the college readiness levels of recent high school graduates and better inform teachers of college level expectations.

Outcomes:

This program targets Minneapolis public, alternative and charter high school junior and senior high school students who have been identified through early college placement testing as needing remediation in reading, writing, or math to meet college level standards. Jump Start to College allows students to enroll in the college developmental curriculum while they are in high school. This saves students and families significant tuition dollars and time when getting their degree. Courses take place on the college campus, recognizing the need for first generation students to be immersed into the college culture and environment. Courses are co-instructed by a high school and college instructor, assuring the college rigor of the course and the embedding of required state standards. Grades received are placed on high school transcripts and also count towards graduation and articulates to college; significantly reducing the need for developmental coursework upon entry to college.

Sustainability:

Students receive a strong mechanism to acquire content-based, pre-college

level curriculum to increase their levels of college readiness. The intent is also to provide academic support courses to assist with students' retention and success rates.

Served: 227 Students

Deliverable: Completion of the Jump Start to College prepares high school students for college and access into college level curriculums. It also provides a medium for high school and college instructors to work collaboratively to increase college readiness levels.

HealthForce MN+In-Kind=Total Funding: \$67,670+\$93,881=\$161,551

Project for Pride and Living

Description:

The Progress in Your Career (PIC) began in 2007 to support diverse incumbent employees working in the healthcare field to participate in classroom-based training and follow-up services. Through this program, participants prepare for career laddering and certified training at Minneapolis Community & Technical College (MCTC) so they can work toward career advancement. PIC collaborates with employer partners representing major healthcare employers in the Twin Cities and education professionals from both the Minneapolis Public Schools and MCTC.

Outcomes:

Many participants were able to test into remedial courses at MCTC. Programming was refined to better fit

the needs of individuals seeking career advancement within the healthcare sector by offering open enrollment and more one-on-one services combined with classroom instruction. We enhanced our Accuplacer Prep services that allow students to improve test scores with the ultimate goal of placing into credit-earning, post-secondary classes. PIC and MCTC staff met regularly to refine the model.

Sustainability:

The program now has open enrollment and students were given a lifetime library account and tutorial to allow for independent work at home or in our public computer lab.

Served: 148 Students

Deliverable: Skill improvement program for incumbent workers

HealthForce MN+In-Kind=Total Funding: \$100,000+\$34,195=\$134,195



Bilingual Healthcare Program for Latinos

Description:

The Bilingual Healthcare Course was well received by the students in Adult Basic Education. After the first semester, other ELL speakers entered the class because of the low numbers of Spanish speaking students. During small group time, the Spanish-speaking students were provided small group bilingual instruction while the other small groups were held in English, and the large group was taught in English. The students were very interested in learning more about the cultural and religious backgrounds of the others in the room. Adding in the mixed backgrounds second semester allowed for a stronger module on diversity in healthcare.

Outcomes:

Most of the students are interested in becoming a certified nursing assistant (CNA). Guest speakers, field trips, and the medical terminology materials were the most effective parts of the course. The instructor from this course is planning to teach a CNA preparatory classes that run in 5-week sections throughout the next school year. However, the CNA bilingual section will not be offered because there are not enough people in one language to teach bilingual. The course will be taught in English so that all people in the class can learn about each other's cultural differences. Modules and activities developed in this course will be used.

Sustainability:

Additional funding was secured through the Rochester Workforce Council to offer a CNA preparation academy for the summer and into the 2009/10 school year.

Served: 33 Students

Deliverable: Diversity module and aid from Certified Nursing Assistants

HealthForce MN+In-Kind=Total Funding: \$89,943+\$13,710= \$103,653

Implementing Programs/Projects to Provide Advancement Opportunities for the Incumbent Healthcare Workforce

Health Support Specialist Program

Description:

The Health Support Specialist Registered Apprenticeship Program was designed to replicate a Department of Labor program piloted in Kansas. This new category of worker, called the Registered Apprentice Health Support Specialist (HSS), serves persons in Older Adult Services in expanded ways from the traditional nursing assistant to a Universal Worker model. By using the apprenticeship model, incumbent frontline long-term care staff learns by theoretical instruction and on-the-job training.

Outcomes:

The HSS coordinator trained and worked with many of the facilities individually to enroll students into the Kansas project. Fifteen care center facilities around the state have been in discussion about the program and the Minnesota HSS curriculum. The on-line community link is on the Aging Services website for members and provides an opportunity for administrators to post questions related to implementing the HSS project. Aging Services is continuing work on the development of the HSS workbook that includes the apprenticeship standards, a comprehensive in-house wage schedule, and step-by-step process to enroll students into the training program.

Sustainability:

Funding is supporting the development of an on-line student tracking system, an on-line community, and HSS curriculum. Processes also are being developed to evaluate the training and satisfaction rates the new apprenticeship brings to staff and residents and for facilities to move into culture change.

Served: 11 Students

Deliverable: Training for a new category of worker for Aging Services called a Registered Apprentice Health Support Specialist.

HealthForce MN+In-Kind=Total Funding: \$100,000+\$148,000=\$248,000

Developing New Curricula and/or Programs to Meet Current and Future Healthcare Workforce Program

Medical Assistant Program

Description:

A Medical Assistant Program is being planned and developed at Central Lakes College (CLC) on its Staples campus. The program will start during the 2009/10 academic year. The curriculum allows students who complete the Medical Assistant Program and fulfill internship requirements to sit for the Registered Medical Assistant (RMA) national certification exam.

Outcomes:

Visits were made to area medical facilities to discuss the Medical Assistant Program with clinic managers and supervisors and to seek clinical internship sites for students beginning in June 2010. The curriculum has been chosen based on recommendations from directors of successful Medical Assistant Programs in the state of Minnesota. It will follow the guidelines set by the 2008 Standards and Guidelines for Medical Assisting Educational Programs to ensure students receive the most up-to-date, competency-based training in the field.

Sustainability:

CLC will need to seek out other grants for the continuation and expansion of this program.

Served: 22 Students are registered. Seven more students than planned, with a wait list.

Deliverable: Course and internship requirements needed to sit for the RMA national certification exam.

HealthForce MN+In-Kind=Total Funding: \$75,000+\$62,797=\$137,797

Nursing Curriculum - Simulation

Description:

A Noelle Birthing Simulator will be purchased to share with the Nursing Program at Ridgewater College and travel in the state-of-the-art mobile simulation lab purchased and outfitted by Ridgewater College. The mobile training facility provides advanced simulation techniques, offering all types of training and simulation scenarios. The 64-foot semi truck trailer provides high fidelity patient care mannequins and is designed to be a triage center in case of a disaster. The Sim Lab will go to the site and serve as a command center for medical teams.

Outcomes:

The Noelle Birthing Simulator was purchased and is used by both the Ridgewater College Nursing Program and the Sim Lab. The mobile training

facility helps medical staff and nursing students attain a higher level of clinical competency.

Sustainability:

Ongoing simulation training.

Served: Hospitals and education facilities throughout the state

Deliverable: Statewide simulation training

HealthForce MN+In-Kind=Total Funding: \$36,802+\$0=\$36,802

Supporting Statewide Solutions through Initiatives

The leveraged amounts for fiscal year 2009 projects the Center tracked totaled more than \$1.161 million. A total of 9,481 participants were served from the projects and partners this year.

Core Partners

Higher Education Institutions

- Lake Superior College, Duluth
- Minneapolis Community and Technical College, Minneapolis
- Minnesota State College-Southeast Technical, campuses in Red Wing and Winona
- Normandale Community College, Bloomington
- Pine Technical College, Pine City
- Ridgewater College, campuses in Willmar and Hutchinson
- Riverland Community College, campuses in Albert Lea, Austin, and Owatonna
- Rochester Community and Technical College, Rochester
- Winona State University, campuses in Winona and Rochester

Key Industry & K-12 Partners

- Aging Services of Minnesota, St. Paul
- Allina Hospitals and Clinics, Minneapolis
- Benedictine Health System, Duluth
- Cambridge Medical Center, Cambridge
- Care Providers of Minnesota, Inc., Bloomington
- Children's Hospitals and Clinics of Minnesota, Minneapolis and St. Paul
- City of Minneapolis Planning & Economic Development, Minneapolis
- Fairview Health Systems, Minneapolis
- Healthcare Education – Industry Partnership (HEIP), Mankato
- Health Partners, Minneapolis
- Hennepin County Medical Center, Minneapolis
- Minnesota Hospital Association, St. Paul
- Olmsted Medical Center, Rochester
- Rice Memorial Hospital, Willmar
- Winona Health, Winona
- Workforce Development, Inc., centers in Albert Lea and Rochester

Replicating Innovative Camp Programs



New to Scrubs Camp this year was the exploration of the mobile Simulation Lab trailer brought to camp by Ridgewater College, and new hands-on activities such as outdoor fun and learning about Native American medicinal plants and jungle medicine, and the addition of peer advisors. Budding journalists also benefited from Scrubs Camp. Winona State University Mass Communication students interviewed Scrubs Camp students as part of a class assignment.

Each day high school campers attended classes as varied as bioinformatics and emergency medicine while gaining knowledge about the healthcare field. Campers took home great memories and new friendships.

Adult Scrubs Camp

Adult Scrubs Camp gives an exciting opportunity to anyone 18 years or older to experience different healthcare occupations. Adults attending the first Adult Scrubs Camp left with a renewed enthusiasm for their careers and insight into the options and opportunities available in the field.

Eighty percent of the camp's 89 participants were unemployed and displaced workers with the predominant age group between 35 and 45. The three-day camp, primarily sponsored by WorkForce Development, Inc., offered an immersion experience where participants networked with professionals and practiced actual skills simulation in fields such as dentistry, medical records, alternative healing, nursing, pharmacy and clinical laboratory sciences. They also attended general career change and readiness sessions where they received information about several healthcare career resources.



HEALTH CAREER DAY CAMP 2009

It's never too early to think about the future, and Health Career Day Camp provides middle school students the chance to deliberate possible career fields. With so many careers in the healthcare field to consider, it's crucial that students instigate early exploration and experience some options first hand.

This past year HealthForce Minnesota organized two summer camps in southern Minnesota, the Rochester Health Career Day Camp and the Greater Mankato Health Career Day Camp.



Executive Alliance

Doug Allen, *Ridgewater College*

Laura Beeth, *Fairview Health Systems*

Mike Bequette, *Rochester Community and Technical College*

Jill Bothwell, *Health Partners*

David Brumbaugh, *Children's Hospitals and Clinics of Minnesota*

Mike Christenson, *Minneapolis Community Planning & Economic Development Office*

Pattie Cullen, *Care Providers of Minnesota, Inc*

Valerie DeFor, *Healthcare Education – Industry Partnership*

Dennis Doran, *Cambridge Medical Center*

Jane Foote, *HealthForce Minnesota*

Dale Hustedt, *Rice Memorial Hospital*

Jim Johnson, *Minnesota State College-Southeast Technical*

Randy Johnson, *Workforce Development, Inc.*

Irene Kovala, *Minneapolis Community and Technical College*

Rick Kreyer, *Minnesota Hospital Association*

Lowell Larson, *Benedictine Health System*

Terrence Leas, *Riverland Community College*

Hilary Marsden-Resnik, *Hennepin County Medical Center*

Robert Musgrove, *Pine Technical College*

Kathleen Nelson, *Lake Superior College*

Joe Opatz, *Normandale Community College*

Judith Ramaley, *Winona State University*

Jane Renken, *Allina Hospitals*

Rachelle Schultz, *Winona Health*

Adam Soumala, *Aging Services of Minnesota*

Don Supalla, *Rochester Community and Technical College*

Tim Weir, *Olmsted Medical Center*

Center of Excellence

HealthForce Minnesota is one of four “Centers of Excellence” designated by the Minnesota State Colleges and Universities Board of Trustees. A state university with two-year colleges and partners leads each Center with Winona State University (WSU) acting in this capacity for HealthForce Minnesota. Other centers are in information security at Metropolitan State University, manufacturing and applied technology at Bemidji State University, and engineering and manufacturing at Minnesota State University, Mankato.

Winona State University is a member of the Minnesota State Colleges and Universities system that comprises 32 state universities and community and technical colleges serving the higher education needs of Minnesota. The system serves about 242,000 students per year in credit-based courses and an additional 140,000 students in non-credit courses.



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