Workforce Readiness through the Pipeline:

A Community-Led Partnership to Address Social Determinants of Health
Disclosures

Erin Manalo-Pedro

The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

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Learning Objectives

1. List at least three characteristics of strong academic/community partnerships.
2. Identify the Health Career Opportunity Program’s approaches to address social determinants of health.
Agenda

**Background** Social determinants of health & developing a community-academic partnership

**Purpose** The North Orange County Allied and other Health Careers Opportunity Program

**Methods** NOCA HCOP model and approach; evaluation

**Results** Mixed method results

**Conclusion** Workforce readiness takeaways

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Rabia Khan (Fullerton College, Career & Life Planning Center)
Anaheim, CA:

- Education: highest dropout rate (6.4% vs. 0.8%), lowest rate college ready graduates (40% vs. 76%)
- Health: 732.1 deaths/100,000 vs. 616.6 deaths/100,000 in OC

Education promotes health equity.
Educate the workforce to address SDOH.

FIGURE S-2 Conceptual model for strengthening health professional education in the social determinants of health.
NOTE: SDH = social determinants of health.
* Solar and Irwin, 2010, p. 5.
Purpose

Leveraging a robust academic/community partnership that began in 2007, the North Orange County Allied and other Health Careers Opportunity Program (NOCA HCOP) began in 2015 as a federally funded health workforce program that addresses short-term and long-term SDOH like education, work, income, and social context.
Methods: NOCA HCOP Model

STRONG PARTNERSHIPS

● **OCAPICA** (Orange County Asian & Pacific Islander Community Alliance)
● **Anaheim Union High School District**
  ○ Regional Occupational Program
● **Cypress and Fullerton College**
● **California State University, Fullerton**
● **TRIO Programs**
● **Graduate Programs**
  ○ California State University, Dominguez Hills
  ○ University of California, Irvine
  ○ Western University of Health Science
  ○ California State University, Fullerton
## HCOP’s Approach

<table>
<thead>
<tr>
<th>Short-term strategy</th>
<th>Education</th>
<th>Work</th>
<th>Income</th>
<th>Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tutoring, college readiness / grad</td>
<td>career exploration, summer internships</td>
<td>stipends, funding workshops</td>
<td>identity development, support system of peers and mentors,</td>
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<tr>
<td></td>
<td>school advising, graduation, and</td>
<td></td>
<td></td>
<td>and learning community health disparities</td>
</tr>
<tr>
<td></td>
<td>matriculation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term strategy</td>
<td>pathways to higher education</td>
<td>local, diversified workforce for in-</td>
<td>higher salaries for pipeline</td>
<td>development of community leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demand careers</td>
<td>graduates in lucrative health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>careers</td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**
- Collaborative Learning
- Integrated Curriculum
- Experiential Learning
- Continuing Professional Development

**Table Cell Diagrams:**
- **Education:** Tutoring, college readiness, graduation, and matriculation.
- **Work:** Career exploration, summer internships.
- **Income:** Stipends, funding workshops.
- **Social Context:** Identity development, support system of peers and mentors, and learning community health disparities.
# Methods

## Mixed Methods Evaluation

<table>
<thead>
<tr>
<th>Programs and Events</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Application</td>
<td>• Open-ended items</td>
</tr>
<tr>
<td></td>
<td>• Pre-Post Surveys</td>
<td>• Essay responses</td>
</tr>
<tr>
<td></td>
<td>• Self-reported responses</td>
<td>• Focus Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interviews</td>
</tr>
</tbody>
</table>
## Results: Participants

*Total number of new members by race/ethnicity*

<table>
<thead>
<tr>
<th>Level</th>
<th>Hispanic/ Latino/a (n)</th>
<th>Asian American &amp; Pacific Islander (n)</th>
<th>Non-Hispanic Whites (n)</th>
<th>Other (n)</th>
<th>Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year College</td>
<td>84</td>
<td>42</td>
<td>6</td>
<td>11</td>
<td>143</td>
</tr>
<tr>
<td>Community College</td>
<td>31</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>54</td>
</tr>
<tr>
<td>High School</td>
<td>85</td>
<td>58</td>
<td>8</td>
<td>5</td>
<td>156</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>110</strong></td>
<td><strong>22</strong></td>
<td><strong>21</strong></td>
<td><strong>353</strong></td>
</tr>
</tbody>
</table>
## Results: Student feedback

<table>
<thead>
<tr>
<th></th>
<th>Education</th>
<th>Work</th>
<th>Income</th>
<th>Social Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative feedback</strong></td>
<td>“This program helped me be an active member of my community, become a more effective student, and become a competitive applicant for graduate school.”</td>
<td>“I learned about an extensive amount of allied health career pathways. There were a lot of going to school/applying tips and following your passion.”</td>
<td>“I learned about funding opportunities for graduate school and how to plan for the application process.”</td>
<td>“I was able to get to know other members. I feel more encouraged to reach out to staff.”</td>
</tr>
<tr>
<td><strong>Workshop effectiveness</strong></td>
<td>100% (n = 24)</td>
<td>99% (n = 73)</td>
<td>99% (n = 93)</td>
<td>99% (n = 129)</td>
</tr>
</tbody>
</table>

*Percent that Agree and Strongly Agree to the statement based on a Likert-type scale: Overall, found workshop helpful.*
Workforce Context

*National Center for Education Statistics Graduation Rates:* Only 60% of first-time, full-time undergraduate students who began seeking a bachelor’s degree at a 4-year degree-granting institution in Fall 2010 graduated.

*U.S. Bureau of Labor Statistics (BLS):* Nearly 50% of all jobs in the US will require some form of postsecondary education (e.g. Associate Degree or Certificate), while under 1/3 will demand at least a bachelor’s degree by 2026.
# Recommendations

<table>
<thead>
<tr>
<th>Education</th>
<th>Work</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prioritizing learning:</strong> Help students receive academic credit for knowledge gained both inside and outside the classroom</td>
<td><strong>Programs to align student skills with workforce needs:</strong> Career pathways and internships, give students the opportunity to simultaneously complete a degree, develop in-demand skills, and gain hands-on work experience</td>
<td><strong>Improving affordability:</strong> Providing financial assistance and flexible options that fit the lives of working students can help prevent students from dropping out due to economic burden</td>
</tr>
<tr>
<td><strong>Advising:</strong> Academic and career advising can help students plan their path from education to career</td>
<td><strong>Data on labor market needs:</strong> Data in this area is key to informing workforce alignment strategies and adjusting to the changing economy</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion

Social Context: sense of community

Advancing health equity by addressing SDOH
Thank You

- Health Resources & Services Administration (Grant D18HP29033)
- California State University, Fullerton
- Center for Research on Educational Access and Leadership
- Orange County Asian & Pacific Islander Community Alliance
- Anaheim Union High School District
- Fullerton College
- Cypress College