

A Guide for Developing Mental Health Components in High School Academies

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TABLE OF CONTENTS

PREFACE iii

ACKNOWLEDGEMENTS..... v

INTRODUCTIONvii

THE HEALTH SCIENCE CONTINUUM 1

THE HEALTH AND HUMAN SERVICE MODEL 1

HIGH SCHOOL LEVEL CAREER DEVELOPMENT PROGRAMS 3

INDUSTRY PARTNERSHIPS..... 6

TYPES OF PARTNERSHIPS 6

BENEFITS OF PARTNERSHIPS 7

ESTABLISHING PARTNERSHIPS10

GETTING STARTED..... 10

SUGGESTED PARTNERSHIP ACTIVITIES 12

EXAMPLES OF BEST PRACTICES AMONG ACADEMIES..... 13

PARTNERSHIP CHALLENGES AND RESOLUTIONS 14

LEVERAGING RESOURCES17

SUGGESTIONS FOR ACTIVITIES THAT REQUIRE STAFF TIME..... 17

SUGGESTIONS FOR ACTIVITIES TO FUND..... 18

SUGGESTIONS FOR ACTIVITIES TO SPONSOR 18

EVALUATING PARTNERSHIPS19

PERFORMANCE EVALUATIONS 19

EVALUATING YOUR PARTNERSHIP 23

APPENDIX 1—REGIONAL GUIDE TO EDUCATIONAL PROGRAMS 27

APPENDIX 2—TECHNICAL ASSISTANCE CONTACTS.....41

APPENDIX 3—RESOURCES 43

PREFACE

The California Mental Health Planning Council (CMHPC) is mandated in federal and state statute to advocate for children and youth with serious emotional disturbances and adults and older adults with serious mental illnesses. It also provides oversight and system accountability for the public mental health system and advises policymakers on priority mental health issues.

Since 2000, the CMHPC has identified mental health workforce issues in the mental health system as one of its top priority projects. To address this human resources crisis, the CMHPC initiated the Human Resources Project. It is a collaborative effort involving the CMHPC, the Department of Mental Health (DMH), and the California Institute for Mental Health. It is funded by the DMH and the Zellerbach Family Fund. The Human Resources Project is dedicated to solving the workforce crisis by highlighting solutions and assisting interested individuals and organizations in implementing successful strategies.¹

This guide is one of the many products designed to transform strategies into the actions necessary to solve the crisis. It is intended to provide county mental health departments and community-based agencies with information, resources, technical assistance, and contact information for consultants necessary for developing a partnership with school districts in order to promote a workforce pipeline to attract youth into pursuing mental health careers. If users of the guide have any questions about the material in the guide or want more information, please contact Human Resources Project staff at (916) 654-3585, or e-mail cmhpc@dmhhq.state.ca.us.

¹ Additional information on the California Mental Health Planning Council's Human Resources Project may be found on the web at: <http://www.dmh.ca.gov/mhpc/hr-projects.asp>.

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INTRODUCTION

According to a report released in 2003 by the Center for the Health Professions at the University of California San Francisco, *The Mental Health Workforce: Who's Meeting California's Needs?*, California will need between 73,000 to 80,000 mental health professionals by 2010.² However, the current licensed mental and behavioral health workforce totals only 63,000, leaving a gap of approximately 10,000 to 20,000 mental health professionals to fill in less than 10 years.

This challenge is compounded by the current vacancy rate in the public mental health system. In 1999 the California Mental Health Planning Council (CMHPC) documented vacancy rates in California's public mental health system at approximately 20-25 percent statewide for core occupations, such as psychiatrists, psychologists, licensed clinical social workers, nurses, and psychiatric technicians. In rural and underserved areas of the State, the vacancies are much higher.³ The mental health system also lacks qualified bilingual and bicultural professionals who can provide culturally competent services. The resulting problem for county mental health departments and community-based agencies is that, regardless of the improvements in fund-

ing and the effectiveness of services, the needs of mental health clients will not be met without a sufficient and culturally competent workforce.

One solution for the workforce crisis is proactive recruitment strategies, such as developing an interest among youth in pursuing mental health careers. Career pathways and high school career academies are methods in California's educational system that promote student performance and workforce development at the elementary through high school levels. Career academies are "schools-within-schools" that introduce high school students to professions early in their academic experience in order to develop a workforce pipeline. State-funded California Partnership Academies are located in underserved areas of the State and have an ethnically diverse student population.

Numerous industries from manufacturing, finance, and healthcare have worked with partnership academies to promote workforce and pipeline strategies. California's publicly funded mental health system has not yet taken advantage of high school career pathway programs. Establishing collaborative relationships among county mental health departments, community-based agencies, and education agencies is a necessary step in solving the workforce crisis.

Collaborative relationships between county mental health departments, community-based agencies, and education agencies will provide opportunities for mental health professionals to inform students of mental health career opportunities. Students have many op-

² *The Mental Health Workforce: Who's Meeting California's Needs?* University of California, San Francisco, The Center for the Health Professions (2003). A copy of this report may be obtained from the following website: <http://www.futurehealth.ucsf.edu/CWI>.

³ The Human Resources Project vacancy rate study may be accessed at the following website: <http://www.dmh.ca.gov/mhpc/webvacancies.asp>.

tions for career choices. Many young people have no idea of the possibilities available to them in any of the human services, including mental health occupations. Mental health professionals must take some responsibility for promoting career opportunities and stimulating the workforce pipeline. By collaborating with education, the mental health community will have the opportunity to assist in student career selection process by providing information regarding mental health occupations.

To be successful in promoting occupations in the mental health field, county mental health departments and community-based agencies need to develop partnerships with education. Educators who are involved in health career pathways and health science academies should have an understanding of the mental health career opportunities available for their students. To increase educators' understanding, mental health professionals need to become involved in the educational process. Consequently, mental health professionals must also develop an understanding of the education system and its processes.

The purpose of this guide is to assist county mental health departments and community-based agencies in developing partnerships with existing health career pathways and health science academies in order to integrate mental health career information into existing educational programs. By becoming an industry partner, a mental health department or community-based organization will have an opportunity to reach out to ethnically diverse student populations, assist in reducing the stigma concerning mental health ser-

vices and those seeking services, and establish a local workforce development pipeline.

The Guide

The reader should review the material provided and determine if a partnership with education is a viable endeavor. The guide organizes the information, resources, and experts in sections that contain annotated descriptions of the topics, with samples of resources and contact information for those who have expertise in the development of partnerships.

Section 1—The Health Science Continuum

County mental health departments and community-based agencies interested in reaching out to school districts to promote the inclusion of mental health occupations in vocational programs in the schools and to increase the awareness of mental health occupations among students must first develop an understanding of career education programs. This section introduces the educational model used from the elementary level through the postsecondary level to teach students about career choices and focuses in particular on describing the programs available at the high school level. It also provides a scenario highlighting how educational agencies can be linked together to form a career path from elementary school through a graduate level program for students interested in a mental health career.

Section 2—Industry Partnerships

County mental health departments and community-based agencies have a wide range of opportunities for the types of partnerships that they can develop with

school districts. These partnerships can be very simple, requiring a minimal investment of staff time and resources, yet still promote increased awareness of mental health occupations in the classroom. They can also be much more complex and resource intensive. This section provides examples of the range of partnerships that can be developed in addition to describing the benefits of partnerships for all parties: students, educators, and the mental health community.

Section 3—Establishing Partnerships

Developing a partnership with a school district can be approached by a step-by-step process outlined in this section. Specific suggestions for how staff at county mental health departments and community-based agencies can collaborate with educational partners to increase the focus on mental health occupations are provided. Common challenges that others have had to overcome with some suggested resolutions are also included in this section.

Section 4—Leveraging Resources

This section provides suggested activities that county mental health departments and community-based agencies might be able to provide to heighten awareness of mental health and pro-

vide information to youth about the careers in mental health. In many cases, the costs to support these activities are affordable. The activities are organized to display those that require no outside funding but do require mental health staff time, those that a mental health agency can fund directly or through grant funding, and those that require an investment of staff time and financial resources.

Section 5—Evaluating Partnerships

The success of career academies and of school-to-work programs in general has been established by national studies. Health science academies and a human service academy in California have also been evaluated. Results from these studies are reported in this section on a variety of indicators to demonstrate the performance of these programs and suggestions are provided for how to evaluate partnerships that county mental health departments or community-based agencies establish with local education programs.

Appendices

- ◆ Regional Guide to Educational Programs
- ◆ Technical Assistance Contacts
- ◆ Resources

THE HEALTH SCIENCE CONTINUUM

Overview

County mental health departments and community-based agencies interested in reaching out to school districts to promote the inclusion of mental health occupations in vocational programs in the schools and to increase the awareness of mental health occupations among students should first develop an understanding of career education programs. This section introduces the educational model used from the elementary level through the postsecondary level to teach students about career choices and focuses in particular on describing the programs available at the high school level. It also provides a scenario highlighting how educational agencies can be linked together to form a career path from elementary school through a graduate level program for students interested in a mental health career.

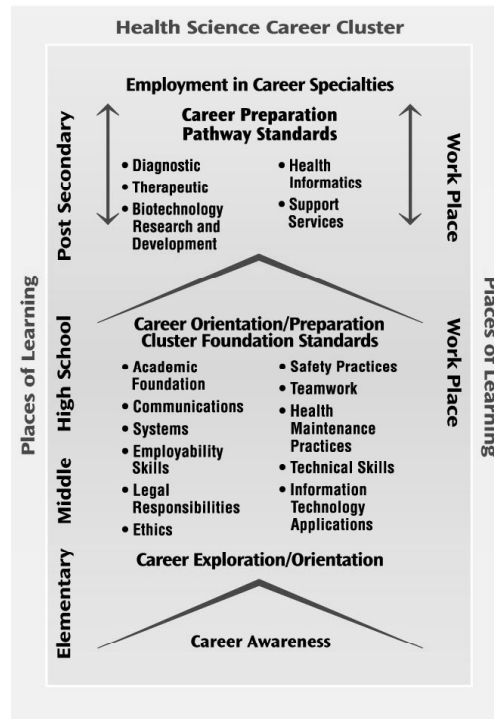
The Health and Human Service Model

In recent years, California has been very involved in programs to promote an understanding of the variety of careers available to students so they can make appropriate career choices. The 1994 School-to-Work federal initiative was a sustaining force behind the high school reform movement. The major components of the program are to provide a variety of opportunities for students to increase their aspirations for their future and to provide them with experiences to make informed career choices. These goals are accomplished through applied learning, integrated curriculum, career exploration, job shadowing, and other work-based

learning opportunities. The premise is that students will make a connection between school and employment.

Career education programs are divided into Industry Sectors, which present a broad spectrum of introductory career information to students before they enroll in job-specific programs. Industry Sectors are determined at both the state and national levels. In this guide, the Industry Sector that will be used is the Health and Human Services Sector. It is accompanied by the Health Science/Health Careers Education Model, a continuum for learning that provides a roadmap for students as they progress through their program of study. The Health Science Career Cluster is depicted on the next page in this conceptual model describing the education continuum from the elementary level through the postsecondary level.⁴

⁴ The 2002 Health Science Career Path Model was developed by the National Consortium on Health Science & Technology Education (NCHSTE). Additional information on NCHSTE may be obtained at: <http://www.nchste.org>.



Elementary Level—Awareness

Students in elementary grades begin their learning continuum by gaining an awareness of their own health in the early grades. In addition to promoting a healthy lifestyle, this program serves to inform students of the various careers that align with healthy lives. For example, a mental health professional could be a guest speaker introducing students to mental health and wellness and providing basic information about various mental health professions.

Middle School Level—Exploratory

Students in middle schools are exposed at an exploratory level to mental health professions. Learning about mental health professions in greater depth assists in the career decision-making process. A mental health professional could provide expertise in the student's career planning portfolio or be a guest speaker for a career-

planning course. A field trip or guided study tour to a mental health facility could be arranged. One additional benefit of these activities is that, by learning more about mental health occupations, some of the stigma associated with mental illness may also be reduced for these students.

High School Level—Orientation and Preparation

In certain high schools, students may have the opportunity to enroll in a health careers pathway, health science career academy, or regional occupational center/program (ROCP) to begin career preparation. In some instances, students may also have the option to participate in an adult school program to focus on a specific career. Students in high school are closer to determining their career goals. At this level, students should have more in-depth exposure to career opportunities, such as job shadowing, mentoring, and career-

specific activities and projects. For example, mental health professionals might agree to have students job shadow them for a day at work. Another activity could be for students to create a project that addresses a current mental health issue in the community with a mental health professional serving as the project advisor or assisting in the assessment of the project.

Postsecondary Level—Certification

Community colleges, the first level of postsecondary education, provide health career courses to prepare students for employability at the technical

level. One type of career program at the community colleges is the Tech Prep program. It combines at least two years of high school education and two years of postsecondary education in a non-duplicative, sequential course of study that is strengthened by the integration of academic and career technical courses that lead to an associate degree or certification in a specific career field.

The following scenario depicts how students might progress through their education from elementary through the postsecondary levels with a mental health career focus.

Health Science Continuum Scenario

Students become involved in Health Science Cluster Model activities in elementary school and learn about various health career opportunities through guest speakers. Students develop an awareness of what some health care professionals do and have an interest in the field. During elementary school, a mental health professional tutors some students in math.

As students enter middle school, they must complete a career-planning portfolio that describes the education requirements for three careers. They choose to investigate health science careers, research various opportunities, and develop an educational plan. The students begin to develop an interest in the mental health field. They conduct interviews with county mental health workers in the process of the research. The students also partner with a mental health professional, who mentors them on a monthly basis.

The students enter high school and decide (with parental approval) to apply for entry into the Health Science Academy at the local high school. They are accepted and progress through high school with 20 other students and the same group of faculty (Language Arts/English, mathematics, science, and health careers faculty) for the next three years. The group participates in integrated curriculum, job shadowing experiences, listens to guest speakers, has service learning experiences, and joins the Cal-HOSA organization. In the summer of their junior year, they participate in paid internships at the local county mental health department. In their senior year, the students enroll in an ROCP occupational program (e.g., psychiatric technician aide) and upon completion receive their certification.

As the students continue to community college, they are allowed credit by exam for several of the courses required by the college, thereby shortening the length of time needed to complete their education. During this time, some students decide to become licensed clinical social workers and to continue their education through the university level.

High School Level Career Development Programs

High schools have various programs that assist students in selecting a career related to their interests and aptitudes. These programs serve as vehicles to facilitate integrated, authentic learning for students. Examples of programs with a career-specific focus follow:

Health Science/Career Pathways—a way to organize classes and career information on a school campus. Pathways organize students’ learning and reinforce high academic standards for reading, writing, and mathematics using contextual strategies. Students select a career pathway of interest to give meaning to their learning. The students are usually not in classes together; rather they have the typical high school schedule and relate health science concepts to their core academic subjects. A team of faculty may or may not be working together.

Health Science Partnership Academies—state-funded, three-year programs for grades 10 - 12 that are structured with a “school-within-a-school” concept. Certain state-established criteria must be followed to plan, implement, and maintain an academy. Partnership academies differ from traditional academies and career technical schools in that they prepare high school students for both college and careers. The structural elements include:

- ◆ A small learning community within the larger high school comprised of a group of students who take classes together for at least two years and who are taught by a team of faculty from different disciplines (usually

English/Language Arts, Mathematics, Science, and Health Science)

- ◆ A college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work
- ◆ An active partnership with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement

Health Science/Career Academies—similar to Health Science Partnership Academies with the exception that they do not receive supplemental state funding. In this instance, the school district believes that the concept of the academy provides a sound educational experience for students and chooses to establish a similar program using district funds. The configuration of the program might vary, but the Health Science Career Pathway concept is evident in the learning continuum. Usually non-supplemental funded academies follow the general concepts of the state-funded academies, such as small learning communities, industry partnerships, and a team of faculty working together.

Regional Occupational Centers and Programs (ROCP)—career technical, skill-specific courses for high school and adult students in California. They are specific to certain careers and serve as stand-alone courses or as a capstone course for health science academies and career pathways. A capstone course provides related skills specific to entry-level employment. Courses at ROCPs are one or two semesters in length and include an in-

ternship component. California has 73 ROCPs, each with their own unique course offerings. The students must earn a certificate of completion and must be “hirable” upon completion. In order to participate, high school students must be concurrently enrolled at their local high school. Courses may be held after school and on weekends.

Adult Schools—skills-specific courses available in health careers to prepare high school students and adults for entry-level employment. They may provide the capstone health course for the health science/career pathway programs at the high schools as well. High school students may be concurrently enrolled in high school and an adult school course.

Cal-HOSA—a national career technical student organization. In addition to the programs and courses offered in high school, students have the opportunity to be involved with Health Occupations Students of America (HOSA, or Cal-HOSA in California).⁵ This voluntary, student-run organization offers students a number of opportunities:

- ◆ It provides those enrolled in health career programs the opportunity for leadership development through local chapter participation.
- ◆ It is available through high school, ROCP, adult school, community college, and university programs.
- ◆ Faculty serve as the chapter advisor. Students run the meetings; organize fundraisers; run for offices at

the local, state, and national levels; participate in competitive events; and organize community service projects.

Conclusion

The Health Science Continuum is a sequential education pathway for students and the development of education programs. The elementary awareness level can provide children with a glimpse of good mental health practices as well as a brief description of the various professions. The middle school level of exploration assists the student who is interested in mental health with various options for career decision-making. The high school level can further enhance the students’ awareness of the mental health arena and help them set their career goals in the field. The National Consortium of Health Science Technology and Education (NCHSTE) has developed modules that describe these educational levels in more detail. For more information on how to obtain the modules or about NCHSTE, see Appendix 3.

There are a variety of ways for students to accomplish their career goals in the various education delivery systems including career academies at local high schools, ROCPs, adult schools, and community college programs that provide various levels of information and training on health career educational programs. Mental health components could easily be infused into the programs with the participation of those from the mental health community. For additional information on the California Department of Education programs mentioned in this section, see Appendix 3 for contact information and web-based resources.

⁵ To contact Cal-HOSA: California HOSA Headquarters, Dawn Klein, Coordinator, Cal Poly Pomona 3-126, 3801 West Temple Ave., Pomona, CA 91768 (909) 869-5337, <http://www.Cal-HOSA.org>.

INDUSTRY PARTNERSHIPS

Overview

County mental health departments and community-based agencies have a wide range of opportunities for the types of partnerships that they can develop with school districts. These partnerships can be very simple, requiring a minimal investment of staff time and resources, yet still promote increased awareness of mental health occupations in the classroom. They can also be much more complex and resource intensive. This section provides examples of the range of partnerships that can be developed in addition to describing the benefits of partnerships for all parties: students, educators, and the mental health community.

Types of Partnerships

A partnership is a mutually supportive arrangement between a school or educational entity and a business and/or community agency. It is a collaboration that results in all partners benefiting from the relationship. Of primary importance is that the student profits the most from the relationship through enhanced learning experiences and participation in a variety of relevant learning activities and strategies.

County mental health departments and community-based agencies can develop partnerships with the education system that range from involving very little staff time and resources to requiring a significant commitment of resources and complex relationships with other mental health care providers and the local school district. Whether the partnerships are simple or complex, the goals are the same:

- ◆ To reach out to ethnically diverse youth
- ◆ To promote mental health careers
- ◆ To provide students with work-based learning opportunities and career development programs
- ◆ To reduce stigma towards those receiving mental health services and their families

Simple partnerships among county mental health departments, community-based agencies, and education agencies do not require a significant outlay of staff time and resources and can be developed in a short period of time. These partnerships can be as simple as:

- ◆ A staff member from a county mental health department or community-based agency could volunteer to be a guest speaker for a human services class at a local health science career academy. The staff member could describe the mental health services provided in the area or discuss his or her own educational or career path.
- ◆ A consumer or family member from a community-based agency could be a guest speaker at an adult school in a health careers course and discuss his or her own experiences with receiving services or working in the mental health system.
- ◆ A county mental health department could have an ethnic services manager visit a class at a health science academy to discuss developing culturally competent services for children and families or to describe the unique role ethnic services manag-

ers have in the mental health system.

- ◆ A county mental health department or a community-based agency could arrange for students from a ROCP who are being introduced to mental health careers to participate with agency staff at a local job fair in promoting mental health careers.

County mental health departments and community-based agencies can also develop more complex relationships with the education system. These relationships are complex because they involve more than one educational site, numerous students, multiple agencies, additional staff time, and they can require additional financial resources. The following are examples of complex relationships:

- ◆ A county mental health department or community-based agency collaborating with a health science career academy could develop partnerships with other providers in the county to create paid/unpaid internships for students.
- ◆ A county mental health department or community-based agency could establish partnerships with local health science academies, adult education schools, and ROCP programs to support the development of courses taught by community college faculty but offered at the high school or other educational program site. Students take the course as an elective and receive college credit. Credit can be applied to a certificate of completion that fulfills the minimum qualifications for an entry-level position offered by the county mental health department or community-based agency.

- ◆ County mental health departments, community-based agencies, and other healthcare industry partners could develop a partnership with a local school district to establish a human service academy or health science academy with a strong emphasis on mental health careers. This partnership could involve county mental health department and/or community-based agency staff developing curricula with academy faculty and sharing administrative responsibilities.

In this guide, the general principle concerning partnerships focuses on establishing a mutually supportive program where the partners commit themselves to students' success, regardless of the number of entities involved in the partnership.

Benefits of Partnerships

Building workable partnerships is very important for education and its industry partners. Education needs the support and expertise of various people from local industries who can relate to the students in the school culture. The mental health system needs the chance to inform students of the opportunities within its profession and to assist them in making informed career choices. A true partnership involves mental health workers and education faculty collaborating on a regular basis.

Challenges also exist on both sides of the partnership. For example, the education system and the mental health system have different work cultures. Each member of the partnership must have patience and tolerance. Elements essential to building effective partnerships include:

- ◆ Trust
- ◆ Mutual respect
- ◆ Shared vision
- ◆ Common language

True collaboration will be achieved when partners contribute on an equal level. All partners must realize benefits, or the partnership will not be sustained. Developing partnerships between the mental health system and education agencies produces benefits for all concerned.

Benefits for Students

- ◆ Develop new relationships with adults who serve as role models through tutoring and mentor programs
- ◆ Develop interpersonal skills related to their experiences
- ◆ Increase interest in learning core academic skills because students see a relationship between subject matter and potential vocations, such as mental health professions
- ◆ Decrease dropout rate because students have a focus for their learning and see the relevancy of their education
- ◆ Increase awareness of career choices at an earlier age rather than waiting until the technical/professional level of education to learn about a profession
- ◆ Assist with making informed career choices and with understanding the

educational requirements for their career choice

- ◆ Assist in developing values and attitudes for workplace success
- ◆ Attain a better understanding of mental illness, mental health, and wellness

Benefits for Educators

- ◆ Add relevancy and interest to the faculty's curricula
- ◆ Create an awareness of the need for core academic subjects that relate to mental health careers
- ◆ Provide faculty members with new techniques for classroom instruction that relate to the world of work
- ◆ Provide faculty with additional internship opportunities for their students
- ◆ Provide faculty with mental health information that can assist students with career choices
- ◆ Offer alternative strategies for classroom activities, making the educational process fun and exciting

Benefits for Mental Health Community

- ◆ Increase the workforce pipeline of high school students interested in pursuing mental health occupations
- ◆ Increase the ethnic diversity of the mental health workforce. The table below arrays ethnicity data for the students in all state-funded academies:

California Partnership Academies 2001-02 Student Ethnicity			
Hispanic or Latino	41%	Filipino	3%
White	29%	American Indian	1%
African American	13%	Pacific Islander	1%
Asian	10%	Multiple/No Response	1%

- ◆ Provide easier mental health recruitment
- ◆ Contribute to a better trained mental health workforce
- ◆ Improve work habits and attitudes of potential employees
- ◆ Improve employee morale through community involvement
- ◆ Develop a better understanding of the educational system
- ◆ Provide an opportunity to let others know about the public mental health system
- ◆ Improve the image of the public mental health system in the community
- ◆ Reduce the stigma and discrimination associated with mental illness through increased information about mental illness and mental health

occupations in the educational system

- ◆ Obtain student volunteers to assist with community mental health projects

Conclusion

Various types of partnerships from the simple to the more complex may be established. Building workable partnerships must include trust, respect, a shared vision, and common language. There are numerous benefits for the students, educators, and mental health community. Those who have already formed these types of partnerships have evidence that the students have higher success rates due to the program. A better-prepared mental health workforce could be a result from these activities. Partnerships with related industries are one of the essential components of the academies.

ESTABLISHING PARTNERSHIPS

Overview

Developing a partnership with a school district can be approached through a step-by-step process as outlined in this section. Specific suggestions for how staff at county mental health departments and community-based agencies can collaborate with educational partners to increase the focus on mental health occupations are provided. Common challenges that others have had to overcome with some suggested resolutions are also included in this section.

Getting Started

In this guide, county mental health departments and community-based agencies are viewed as the initiating forces in developing relationships with their local education agencies. The following suggestions are designed to assist mental health programs in successfully establishing a relationship with local education agencies.

- ◆ Review the contents of this guide and determine if a health science/career occupation partnership is something feasible for the county mental health department or community-based agency.
- ◆ Review the listing of existing state-funded health science academies, non-supplemental funded health science academies, adult schools, and regional occupational centers and programs located at the end of this report (see Appendix 1). Education programs on this list have been organized by county and region.
- ◆ Contact and involve the right people for an initial meeting. Knowing whom to contact and the operational protocol for each agency can make or break the intended partnership.

The chart on the following page describes the initial **5 Steps** that can lead to **establishing a partnership with a local education program**.

Steps to Establishing a Partnership with Education

Yes, a Health Science Academy exists!!



Step 1

Contact the academy coordinator or principal explaining your desire to forge a partnership to benefit the students. Make an appointment for a meeting.



Step 2

Utilize some of the resources in this document to determine areas of collaboration and partnering that might be pursued.



Step 3

Prepare for the meeting by reviewing materials and creating some ideas about how the partnership can flourish.



Step 4

Meet with the representative at the initial meeting and discuss the possibilities of collaboration.



Step 5

Develop a strategic plan together by determining the best way to partner. Establish activities and timelines.

No, there is not an academy located nearby



Step 1

Don't give up!!!!

Involvement is still possible!!



Step 2

Contact the local school principal and discuss the possibility of connecting with those who are responsible for career planning and job preparation (e.g., a ROCP, adult school, health career pathway, or guidance counselor).



Step 3

Contact the identified staff in the vocational program. Discuss how involving mental health professionals in the students' career planning is beneficial. Set up a time for a meeting.



Step 4

Prepare for the meeting by assembling materials related to career planning in the mental health area.



Step 5

Meet with the representatives and offer to assist them with information. Offer to participate as a guest speaker or offer a job shadowing experience.

Suggested Partnership Activities

For those just starting out, developing and implementing a few **initial** activities is probably the best approach. Once a successful partnership has been established, more complex, **advanced** tasks can be added, expanding the role of the mental health partners. Then, an evaluative process needs to be carried out to see how successful the activities are and how they can be improved. Section 5 discusses data that need to be collected for evaluating health career partnerships. The following information provides some suggestions on how to structure **initial** and **advanced** activities:

Initial Activities

Guest speaker—Mental health professionals are invited into a classroom to provide information on:

- ◆ Career opportunities in the mental health field
- ◆ A specific subject area related to mental health (e.g., basic information about mental illness and mental health services available in the community)
- ◆ Good mental health practices
- ◆ Employability skills

Field trips—Mental health professionals assist in setting up a class field trip to a mental health program for students to observe workers in action.

Guided Study Tour—Mental health professionals set up a class visitation. The students must prepare interview questions, journal their experiences during the visitation, and prepare a report of their experiences.

Tutors—Mental health professionals volunteer to assist students with core academic courses. In this capacity, a mental health professional assists students with subjects, such as reading, math, or science, on a one-on-one basis to improve the students' skills.

Additional Activities

- ◆ Provide up-to-date, easy-to-read profiles of mental health professions for school counselors
- ◆ Volunteer to serve on an advisory committee or help establish a committee
- ◆ Ask to be included in any student mock employment interviews
- ◆ Set up a pen pal correspondence between a class and staff at the mental health department or community-based agency. Content could include information regarding the mental health programs available to the community.
- ◆ Volunteer to serve as an evaluator for senior projects. Many schools now use senior projects as part of the graduation requirement.
- ◆ Participate in Healthcare Industry Partnerships with Education (HIPE) Week. This national event is held the second week in October. Develop an event that can promote the partnership during HIPE Week.⁶
- ◆ Volunteer to serve as a judge for any Cal-HOSA chapters at the local, state, or national levels
- ◆ Volunteer to judge speech or art contests and science fairs

⁶ Information on HIPE Week may be viewed at the following link: <http://www.nchste.org>.

- ◆ Institute a poster contest for the students and use the winning poster for a mental health community awareness campaign
- ◆ Sponsor a “clean campus day” or “attendance campaign”

Advanced Activities

Mentors—Mental health professionals can volunteer to participate in the school’s mentor program. If the school does not have one, the mental health partner could initiate the development of a mentor program. A mental health professional serves as a role model for the student and meets with them one-on-one on a regular basis.

Job shadowing—A mental health professional allows a student or faculty to come to their place of work and “shadow” them for a specific time. Usually the school has a program established with guidelines. Check with state and federal labor laws for information governing students’ participation.

Internships—Provide an internship where the students work at the county mental health department or community-based agency. Internships are subject to state and federal labor laws.⁷ Student employment is also subject to restrictions imposed by school districts. Internships can be provided for the faculty as well as the students.

Service Learning—Provides opportunities for students to participate in service learning experiences. In service learning activities, the student volunteers to participate for a specific num-

ber of hours in a community service directly related to a curriculum content area (as opposed to a community service opportunity where the student provides a community service that may or may not be related to their course of instruction).

Curriculum—The best approach for integrating mental health components into curriculum is collaboration with faculty to incorporate a mental health content into the existing curriculum. Integrating related career information into core academic areas can enhance learning. Therefore, if the mental health professional can provide specific information related to mental health or mental health occupations to the faculty who then integrate it into core curriculum, the needs of both partners are met.

Additional Activities

- ◆ Establish a community mental health week and involve students in different activities
- ◆ Develop a community service project together that supports a community need, such as a project for assisting homeless children

Examples of Best Practices Among Academies

Los Angeles Unified School District

The Mental Health Association (MHA) in Los Angeles County has established a Human Services Academy in collaboration with the Los Angeles Unified School District (LAUSD). Using an innovative education model, MHA is attracting primarily low-income, ethnic minority high school students to careers in Southern California’s human service sector. While guiding these young peo-

⁷ To view state and federal labor laws: <http://www.dol.gov/esa/regs/compliance/whd/mwposter.htm>.

ple toward promising professions, the program helps to fill the community's urgent need for bilingual and bicultural workers to serve the diverse population who depends on nonprofit and public service agencies. The schools involved in this endeavor are Narbonne High School in Harbor City and Huntington Park High School in Huntington Park.⁸

Amador Valley High School

Located in Pleasanton, California, Amador Valley High School offers a health career pathway and in 2002 developed an elective course in human services that provided college credit to those high school students who chose to take the course. Lead Instructor Debbie Emerson has incorporated mental health components into her program. Not only does she use mental health professionals as guest speakers and for job shadowing but also the students have the opportunity to take Psychology and Advanced Placement Psychology while still in high school.⁹

⁸ To obtain a copy of a report on the Human Services Academies at Narbonne and Huntington Park High Schools contact: Mental Health Association in Los Angeles County, 1336 Wilshire Blvd., 2nd Floor, Los Angeles, CA 90017 (213) 413-1130.

⁹ Additional information on the Amador Valley program may be obtained at: <http://www.pleasanton.k12.ca.us/amador/counsel/pathways.html>. For information on Amador Valley's Health and Bioscience Academy, contact: Debbie Emerson, Instructor, Amador Valley High School, Health & Bioscience Academy, 1155 Santa Rita Road, Pleasanton, CA 94566 demerson@pleasanton.k12.ca.us, or contact Debbie Emerson via the web at: <http://www.pleasanton.k12.ca.us/amador/faculty/career/emerson.html>.

East Bakersfield High School, Kern Unified High School District

For their senior project, students researched and developed a brochure on dating violence. When the Kern County Health Department saw it, they liked it so much they had 25,000 copies produced for distribution.

Oakland Technical High School

The Health and Biotechnology Academy works with Summit Hospital Parish Ministries to support community blood pressure and diabetes screenings at the local churches. Students assist with the paperwork and talk with the parishioners being screened. This activity benefits the agency, the students, and the parishioners.

Partnership Challenges and Resolutions

In developing any partnership, issues may arise. Some typical challenges with suggested resolutions have been provided on the following pages. Keep in mind that each partnership is unique to the cultures of the specific education and mental health communities involved. These challenges will require the cooperation of both members of the partnership working together to arrive at a unique solution.

Challenge	Resolution
<p>Environment and Language-Occasionally members of the partnership find that they communicate differently. One partner may not be cognizant of the specific acronyms or jargon used in the other partner’s work environment.</p>	<p>Take the time to orient one another to organizational backgrounds, philosophies, and jargon in the very beginning, making sure that each of the partners is familiar with the other’s culture, environment, and language.</p>
<p>Time for processing and implementing activities-In some cases, the education partner may have to delay implementation until an approval process is complete, which can be very frustrating to industry partners who can typically plan and implement an action or event quickly.</p>	<p>Develop a detailed plan at the outset that specifically outlines processes to which each partner must adhere. Establishing realistic timelines and alternative plans for activities may be of assistance.</p>
<p>Liability issues for job shadowing and internships-For job shadowing and internship experiences, establishing who is responsible for liability is important. For example, who is legally liable for the student or faculty during the work-based learning experience? Is the student or faculty member covered by Workman’s Compensation, and if so, by whose Workman’s Compensation coverage?</p>	<p>School districts generally have access to legal counsel. The education partner should check with its legal office to determine liability and coverage. Each agency must be clear on its responsibility and coverage. Under no circumstances are the students or faculty actually providing services to the mental health clients during their work-based learning experiences.</p> <p>When offering job shadowing and internship programs, working with ROCPs has some advantages over other types of high school career development programs. ROCPs have expertise in establishing internship sites and supervision for students and have established protocols with contracts and Workman’s Compensation issues. High school faculty members may not have expertise with the unique issues related to the health care community to provide adequate supervision.</p>
<p>Injuries during the work-based learning experience-If a student or faculty member should become injured during their work-based experience, what is the procedure to use to make sure they are properly cared for?</p>	<p>Partners must have established liability at the outset. Criteria and procedures for handling an emergency must be established. Partners may decide to prepare an emergency packet for the agencies that are providing the work-based learning experiences. Items in this emergency packet might include student emergency card, procedures to follow for various incidents, and school information.</p>
<p>Confidentiality-Unlike other occupations that students may investigate, mental health careers involve working with clients in relationships protected by confidentiality. This confidentiality limits the work-based learning experiences that the students may have.</p>	<p>Mental health professionals need to be involved in reviewing and revising the confidentiality curriculum standard and curriculum material, emphasizing the importance and legal aspects of the confidentiality issue by volunteering to present this information to the class. Developing a contract for the students or faculty to sign prior to their work-based learning experience might also serve to emphasize the importance of this issue.</p>

Challenge	Resolution
<p>Job shadowing facilities-Finding an appropriate facility to provide young students with the work-based learning for a mental health job shadowing experience may prove problematic. Because of the nature of this profession and confidentiality issues, many mental health agencies are reluctant to provide high school students with these experiences.</p>	<ul style="list-style-type: none"> ◆ An age limit might be imposed (e.g., the student must be at least 17 years old to participate). ◆ Students might be required to meet certain requirements in order to participate in the mental health work-based learning experience (e.g., to have a specific grade and write an essay on the importance of ethics and confidentiality). ◆ Non-traditional facilities/agencies might be utilized to give students a “flavor” of the mental health professions (e.g., a local soup kitchen for the homeless, a restaurant or other business employing mental health clients, a consumer self-help program, or a local school peer mediation group). ◆ A virtual tour of a mental health facility might be produced on CD to introduce students to the agency, with a mental health professional describing the work that is performed there. (Stockdale High School in Bakersfield did this with their acute care hospital for very little funding, using various community partners.)

Conclusion

This guide enables county mental health departments and community-based mental health agencies to identify health science academies or other high school vocational programs in their communities that they can partner with to promote mental health occupations. Once a partnership has been established, mental health staff can draw from the activities suggested in this section to enhance the information

available in the classroom on mental health occupations and to increase an understanding of mental health in general among the student population. The technical assistance contacts in Appendix 2 have experience with developing and maintaining relationships with industry partners and will assist county mental health departments and community-based agencies with understanding potential issues, developing strategies, and providing feedback.

LEVERAGING RESOURCES

Overview

In these difficult fiscal times, few schools or ROCPs have either the financial or personnel resources needed to create new programs or to redesign programs regardless of the demand from the community or other stakeholders. This section provides suggested activities that county mental health departments and community-based agencies might be able to provide to heighten awareness of mental health and provide information to youth about the careers in mental health. In many cases, the costs to support these activities are affordable. The activities are organized to display those that require no outside funding but do require mental health staff time, those that a mental health agency can fund directly or through grant funding, and those that require an investment of staff time and financial resources.

Clearly, resources are required for the scope of change intended to meet the demands for an adequate number of mental health professionals. To implement some of the concepts in this guide, for example, a school district would need additional faculty to teach the coursework, resources for extended class periods, equipment and supplies, work-based learning, transportation and supervision, and faculty substitutes and faculty release time.

The partnership should be creative and explore a variety of methods procuring the needed resources. Initially, the resources that will be essential to program implementation and continuation must be clearly identified. A plan should be established that includes pri-

oritizing the needed resources with determination as to what each partner can provide and potential sources for procuring additional resources still needed.

Following are some examples of activities the county mental health departments and community-based agencies can contribute using their resources. Some of these activities have been mentioned in previous sections. They are reiterated here to reinforce the concept that they are in-kind resources that mental health partners are contributing to the overall partnership.

Suggestions for Activities that Require Staff Time

- ◆ Mental health professionals volunteer as tutors and mentors.
- ◆ Mental health professionals provide job-shadowing experiences for faculty and students.
- ◆ The partners create or revise curriculum integrating mental health components into the classroom instruction.
- ◆ Mental health professionals apply for a specialized credential certificate. This certificate would allow them a limited teaching credential authorizing them to serve as substitute faculty for a limited amount of time. Every classroom is required to have a credentialed faculty in the classroom at all times. Having mental health professionals as substitute faculty would allow the regular faculty time for job shadowing and curriculum revisions.
- ◆ In collaboration with education partners, county mental health de-

partments or community-based agencies develop an advisory board to assist in the oversight of the academy/pathway program.

- ◆ The partners work together to locate and develop grant proposals to seek funding for specific projects.
- ◆ Mental health professionals assist with presentations on the partnership to governing bodies, such as the local Board of Education or county Board of Supervisors, to seek program support.

Suggestions for Activities to Fund

- ◆ Student immunizations necessary for work-based learning experiences
- ◆ Faculty substitutes so academy faculty can have release time for writing and revising curriculum
- ◆ Faculty stipends for job shadowing days
- ◆ Student and faculty scholarships
- ◆ Field trips
- ◆ Special career development events for students
- ◆ Award lunches for students who demonstrate achievement
- ◆ Award lunches or dinners honoring faculty involved in the academy/pathway
- ◆ Classroom supplies, such as paper, poster board, bulletin board supplies, notebooks, textbooks, classroom phone, student uniforms
- ◆ Classroom equipment, such as laptop computers, In-focus machine, Smart Board

Suggestions for Activities to Sponsor

- ◆ County mental health departments and community-based agencies could sponsor a career fair for the high school district featuring mental health occupations.
- ◆ A special event could be held to provide counselors with information on the various mental health professions and required education.
- ◆ The partnership might recognize an “Academy Faculty for the Year,” providing “perks” for good work.
- ◆ County mental health departments and community-based agencies could sponsor a booster club (similar to athletic clubs) to support students and the career development program.
- ◆ The partnership might sponsor a Cal-HOSA student participating in a competitive event at the state/national level.

Conclusion

Leveraging resources can play a very important role in the partnership. Developing a work plan and considering all resources that are accessible to the partners is a successful strategy. General activities can be planned and as the partnership expands, mental health partners may fund and sponsor special events important to the partnership. Faculty members have been most inventive in raising funds and obtaining support. Appendix 2 contains the names of faculty members that community-based agencies and county mental health departments might contact to develop strategies for leveraging or obtaining financial resources.

EVALUATING PARTNERSHIPS

Overview

Evaluating the performance of partnerships with health science academies, adult schools, and regional occupation centers and programs is essential to the continued success of the venture. This information will be useful for quality improvement and for sustaining or augmenting funding for the program.

The success of career academies and of school-to-work programs in general has been established by national studies. Health science academies and a human service academy in California have also been evaluated. Results from these studies are reported in this section on a variety of indicators to demonstrate the performance of these programs and suggestions are provided for how to evaluate partnerships that county mental health departments or community-based agencies establish with local education programs.

Performance Evaluations

A number of indicators have been used to measure the performance of career academies. This section reports on the ethnic diversity of academies' student population, attendance and retention rates, academic achievement, postsecondary enrollment, and vocational outcomes.

Attracting an Ethnically Diverse Student Body

One of the goals for the mental health system in working with career academy programs is to increase the multicult-

tural/multilingual composition of the mental health workforce. Career academies can help achieve that goal because they have an ethnically diverse student population. Statistics on statewide student ethnicity for the California Partnership Academy program for 2001-02 have already been presented in Section 2.

This diversity is also reflected in the ethnic composition of the student population at the Human Services Academy (HSA) at Narbonne High School. The HSA, a partnership between the Mental Health Association and the Los Angeles Unified School District, which opened in 1998, guides low-income, ethnic minority high school students toward higher education and professions in the human services. For the 2001-2002 academic year, Narbonne High School had a general population of 2,570 students. The HSA served 275 students. Table 1 on the following page reports the ethnicity of the students averaged over four years from 1999 to 2000. Narbonne High School also has a Math and Science Magnet High School, so the data for that program are also reported to provide a comparison group. Almost 90 percent of Narbonne's students are from an ethnic minority group; of these, nearly 55 percent are Latino, and 24 percent are African American. Overall, the HSA's ethnic breakdown generally reflects the high school's ethnic diversity.

Table 1: Student Ethnicity Averaged over Four Years, 1999 to 2002

Ethnicity	Human Services Academy	Narbonne High School	Math & Science Magnet
African American	23.90%	19.30%	17.63%
American Indian/Alaskan	0.00%	0.72%	0.93%
Asian	2.05%	4.05%	21.77%
Caucasian	11.35%	11.32%	25.34%
Filipino	4.77%	5.20%	18.74%
Latino	55.85%	57.60%	13.72%
Pacific Islander	2.08%	1.81%	1.87%
TOTAL	100.00%	100.00%	100.00%

Attendance and Retention Rates

Career academies are a successful educational model. In 2000, Manpower Demonstration Research Corporation (MDRC) conducted a rigorous large-scale multi-site random research study to evaluate the effectiveness of career academies on student success. The study found that students participating in career academies became more focused and saw a relevancy to their education. Their participation in academic courses increased and school engagement improved for both high-risk and medium-risk subgroups. The career academies increased the level of interpersonal support the students experienced, and many parents became more involved with their child's education. Overall, students participating in career academies liked school better. The study also found that career academies improved student performance on measurable outcomes. For example, career academies substantially improved high student attendance and reduced dropout rates.

In 2001 the Institute on Education and the Economy at Columbia Faculty Col-

lege published *In School to Work: Making a Difference*. The report found that participation in School-to-Work programs supports academic achievement in a variety of ways, including reducing the dropout rate. Career academies that link corporate involvement to secondary education and foster small learning communities are cited as a particularly effective model.

Evaluation of attendance and retention rates at the HSA at Narbonne High School supports the findings of these national studies. Table 2 on the following page compares the attendance rates of the HSA, the Math Science Magnet, and the general student population over four years. HSA students had higher attendance rates each year than the general student population. The HSA successfully increased attendance rates by giving students personal attention as well as through various incentive programs. Students have reported that since joining the HSA they have felt a strong sense of belonging. HSA attendance rates are slightly lower than those of the Magnet school for all four years.

Table 2: Student Attendance Rates, 1999 to 2002

School Year	Human Services Academy	Narbonne High School	Math & Science Magnet
1999	92.92%	89.89%	93.05%
2000	96.37%	90.73%	96.65%
2001	94.86%	89.06%	96.12%
2002	95.10%	91.23%	96.97%

Table 3 reports student retention rates for 1999 through 2002. HSA students remain in the program by maintaining at least a 2.0 grade point average and having an 80 percent attendance rate. In general, students may be lost due to a number of other factors, such as dropout, transfer, and family reloca-

tion. HSA students have higher retention rates than the general student population in 1999 and 2002, with an impressive retention rate of 95 percent in 2002. Magnet program retention rates exceeded the general student population all four years.

Table 3: Student Retention Rates, 1999 to 2002

School Year	Human Services Academy	Narbonne High School	Math & Science Magnet
1999	82.46%	74.51%	96.50%
2000	75.00%	78.67%	98.07%
2001	85.59%	89.90%	96.70%
2002	95.05%	79.51%	100.00%

Academic Achievement

The 2000 MDRC study also found that career academies improved academic performance. Academic Performance Index (API) scores for those participating in career academies increased more than for non-participants in the large-scale multi-site random research study it conducted. API scores measure the academic performance of schools.

The results of the MDRC study for API scores are borne out by the performance of career academies in California. A comparison of the API scores for Academic Year 2000-01 of academy and non-academy students at three high schools in Bakersfield is presented in Table 4 on the following page. Career academy students had consistently higher API scores at all three high schools.

Table 4: Bakersfield API Scores, Academic Year 2000-01

School	Academy Students' Scores	Non-Academy Students' Scores	Difference
East Bakersfield High School	606	530	+76
Stockdale High School	785	697	+88
Arvin High School	568	430	+138

Work-based Learning

One important feature of career academies is that instruction includes work-based learning experiences, which is a technique whereby students are introduced to an occupation in a job setting. The MDRC study found that career academies increased student participation in career awareness and work-based learning activities. The experience of the students at the Narbonne HSA provides an example of the kind of work-based learning that career academy students receive. Table 5 de-

scribes the work-based learning experiences for the HSA students from 1999 to 2002. During this period, 247 HSA students completed a semester-long "Introduction to Human Services" course, which includes paid work experience at a facility operated by a nonprofit or by Los Angeles County. Students first complete 30 hours of volunteer Community/Service Learning prior to beginning their paid work-based learning experience.

Table 5: Work-based Learning Experience Accomplished by HSA Students, 1999 to 2002

Source	Students Served	Hours Worked by Students
Community Service (30 hours)	247	7,410
Mental Health Association	133	21,744
Los Angeles County	93	15,390
Volunteers	21	3,167
GRAND TOTAL	247	47,711

Postsecondary Enrollment

Both the 2000 MDRC study and the 2001 report, *In School to Work: Making a Difference*, found that school-to-work programs and career academies increase the number of students entering postsecondary education. Career academies in California are also successful in improving postsecondary en-

rollment. For example, Palmdale Health Careers Academy in Palmdale, California has a unique and diverse population. When the academy first started in the early 1990s, many of the students were just "getting by," with finishing high school as their only aspiration. As the academy grew in student population and prestige, approximately 85 percent of the stu-

dents became engaged in their education and continued their health science/career education at the post-secondary level.

The HSA at Narbonne High School has been tracking the post-graduation dis-

position of all its graduates, which is shown in Table 6. From 1999 to 2002, 90 percent of those students enrolled in postsecondary schools.

Table 6: Postsecondary Enrollment for HSA Students, 1999-2002

Postsecondary Institution	Enrollment Rates
Community College	71.33%
California State University	13.99%
University of California	1.40%
Private College or University	1.40%
Out-of-State College or University	2.10%
Vocational Disposition	4.90%
Disposition Unknown	4.90%
TOTAL	100.00%

Vocational Outcomes

Some students from the HSA at Narbonne High School have chosen a vocational path after graduation. Of the 98 students graduating in 1999 through 2001, 21.43% were working, 6.12% joined the military, and 3.06% were attending a trade school. These results were also obtained through the various post-graduation survey and contact techniques used by the HSA staff.

Postsecondary Retention Rates

Tracking college retention rates is challenging. As the number of years after graduation from the HSA increases, the difficulty tracking students increases commensurately. The Mental Health Association of Los Angeles County, which operates the HSA at Narbonne High School and another HSA at Huntington Park High School, has come up with a number of inventive ways to remain in touch with its graduates:

- ◆ An alumni association that sponsors a Christmas party and summer picnic for graduates
- ◆ A brief mail survey about postsecondary enrollment and employment status included with alumni picnic invitation
- ◆ A telephone contact in the Fall and Spring to provide counseling on scholarship options and courses and also to inquire about postsecondary enrollment

Evaluating Your Partnership

Mental health departments and community-based agencies will need to use performance indicators on schools for selecting ones to partner with and for evaluating partnerships once they are established.

Selecting Schools for Partnerships

Mental health departments and community-based agencies may wish to se-

lect a school based on the ethnic diversity of the student population or aspects of students' performance, such as attendance and retention rates or academic achievement.

Information on individual schools is generally available at the district office. Information collected by state-funded partnership academies can be obtained by contacting the California Department of Education. Typically, state-funded educational programs are required to collect the following information:

- ◆ Demographic data, such as students' gender and ethnicity
- ◆ Attendance and retention reports
- ◆ State tests, such as Academic Performance Index (API)
- ◆ Grade Point Averages (GPAs)
- ◆ Number of students making the honor roll
- ◆ Number of students taking Advanced Placement courses

Evaluating the Performance of Partnerships

When collecting data, consider the following questions:

- ◆ Does the data describe what the partnership wishes to accomplish?
- ◆ Does the data reflect what the partnership is providing to students in terms of the types of activities that improve their learning, achievement, and employment opportunities?

The school district and the California Department of Education can be used as sources of data for the information described in the previous section. The

mental health department or community-based agency may need to take responsibility to collect additional data on work-based learning opportunities and post-graduation outcomes, which are very important to the workforce development goals of the mental health system. To evaluate these outcomes, the following data should be collected:

- ◆ Work-based learning experiences
 - Number of job-shadowing experiences
 - Number of volunteer and paid internships
 - Cost of paid internships
 - Student satisfaction with internships
 - Employer satisfaction with internships
- ◆ Postsecondary enrollment and retention
- ◆ Vocational outcomes
 - Trade school enrollment
 - General employment
 - Mental health occupation employment

Conclusion

Career academies have proven to be a very successful academic and vocational model. They have resulted in improved attendance, retention, and academic achievement for their students as well as encouraging postsecondary enrollment and focusing students on vocational goals. In addition, for county mental health departments and community mental health agencies, they have the added benefit of serving an ethnically diverse student

population, which can add to the ethnic diversity of the mental health workforce. Mental health partners will want to ensure that they build an evaluation component into the design of any pro-

gram that they initiate to ensure they are meeting their goals and they can have the information they need to improve the program.

APPENDIX 1—REGIONAL GUIDE TO EDUCATIONAL PROGRAMS

The following is a listing of state-funded and non-state-funded health science academies, adult education programs, and regional occupational centers and programs offering health career pathways. Educational programs have been arrayed by county in each region of the State in order for county mental health departments and community-based agencies to easily locate educational programs in their county and region.

State-Funded Health Science Academies

BAY AREA REGION

Alameda County

Fremont High School
Health & Bioscience Academy
4610 Foothill Boulevard
Oakland, CA 94601

Oakland Technical High School
Health & Biotechnology Academy
4351 Broadway
Oakland, CA 94611

Contra Costa County

Richmond High School
Human Services & Health Academy
1250 23rd Street
Richmond, CA 94804

Ygnacio Valley High School
Health Science Academy
755 Oak Grove Road
Concord, CA 94518

Monterey County

Alisal High School
Health Academy
777 Williams Road
Salinas, CA 93905

Monterey High School
SPARC Academy
13990 Castroville Blvd
Castroville, CA 95012

North Salinas High School
Health & Human Services Academy
55 Kip Drive
Salinas, CA 93906

Seaside High School
Health Professions Academy
2200 Noche Buena
Seaside, CA 93955

Santa Clara County

Andrew Hill High School
Biotechnology Academy
3200 Senter Road
San Jose, CA 95111

Santa Cruz County

Watsonville High School
Health Careers Academy
250 East Beach Street
Watsonville, CA 95076

CENTRAL REGION

El Dorado County

El Dorado High School
Health Academy
561 Canal Street
Placerville, CA 95667-4396

Lake County

Lower Lake High School
SERVE Academy
PO Box 799
Lower Lake, CA 95457

Fresno County

Roosevelt High School University
 University Medical Center/Health Acad
 4250 East Tulare
 Fresno, CA 93702

Placer County

Oakmont High School
 Health Academy
 1710 Cirby Way
 Roseville, CA 95661

Sacramento County

Encina High School
 The Encina Health Academy
 1400 Bell Street
 Sacramento, CA 95825

Galt Joint Union High School
 Health Careers Academy
 145 North Lincoln Way
 Galt, CA 95643

Sacramento High School
 Health Careers Academy
 2315 34th Street
 Sacramento, CA 95817

Valley High School
 Health TECH Academy
 6300 Ehrhardt Avenue
 Sacramento, CA 95823

San Joaquin County

Stagg High School
 Health Careers Academy
 1621 Brookside Road
 Stockton, CA 95207

Stanislaus County

Grace M. Davis High School
 Health Careers Academy
 1200 West Rumble Road
 Modesto, CA 95355

Tulare County

Golden West High School
 Health Careers Academy
 1717 North McAuliff Avenue
 Visalia, CA 93292

Porterville High School
 Partnership Academy in Health Sciences
 465 West Olive Avenue
 Porterville, CA 93257

SOUTHERN REGION**Kern County**

Arvin High School
 Health Careers Academy
 900 Varsity Avenue
 Arvin, CA 93203

Delano High School
 Delano Allied Health Academy
 1747 Princeton Street
 Delano, CA 93215

East Bakersfield High School
 Health Careers Academy
 2200 Quincy Street
 Bakersfield, CA 93306

Kern Valley High School
 ECHO Academy
 3340 Erskine Creek Road
 Lake Isabella, CA 93240-1027

Stockdale High School
 Medical Acad Stockdale High (MASH)
 2800 Buena Vista Road
 Bakersfield, CA 93311

Orange County

Dana Hills High School
 Health & Medical Occupations Academy
 33333 Golden Lantern
 Dana Point, CA 92629

Sonora High School
Medical Careers Academy
401 South Palm Street
La Habra, CA 90631

Westminster High School
Health Science Careers Academy
14325 Goldenwest Street
Westminster, CA 92683

Riverside County

Banning High School
Computer and Health Occupations Acad
100 West Westward
Banning, CA 92220

Canyon Springs High School
Health Careers Academy
23100 Cougar Canyon Drive
Moreno Valley, CA 92557-3801

Coachella Valley High School
Health Careers Academy
83800 Airport Boulevard
Thermal, CA 92274

Hamilton High School
Health Pathways Academy
PO Box 391488
Anza, CA 92539-1488

La Quinta High School
Health Careers Academy
79255 Westward Ho Drive
La Quinta, CA 92253

La Sierra High School
Health Careers Academy
4145 La Sierra Avenue
Riverside, CA 92505

Ramona High School
Health & Bioscience Academy
7675 Magnolia Avenue
Riverside, CA 92504

Valley View High School
Allied Health Academy
13135 Nason Street
Moreno Valley, CA 92555

San Bernardino County

AB Miller High School
Health Sciences Academy
9453 Citrus Avenue
Fontana, CA 92335

Apple Valley High School
Health Careers Academy
11837 Navajo Road
Apple Valley, CA 92308

Redlands High School
HEART Academy
840 East Citrus Avenue
Redlands, CA 92373-1508

San Diego County

Oceanside High School
Health Careers Academy
First and Horne Streets
Oceanside, CA 92054-3080

Ventura County

Moorpark High School
Health Science Academy
4500 Tierra Rejada Road
Moorpark, CA 93201

SUPERIOR REGION

(No schools listed in this region)

LOS ANGELES REGION

Bassett High School
Health Academy
755 No. Ardilla Avenue
Pasadena, CA 91106

Blair High School
Health Careers Academy
1201 South Marengo Avenue
Pasadena, CA 91106

California High School
Health Academy
9800 South Mills Avenue
Whittier, CA 90604

Crescenta Valley High School
The Academy of Science & Medicine
4400 Ramsdell Avenue
La Crescenta, CA 91214

Elizabeth Street Learning Center
Health Academy
4811 Elizabeth Street
Cudahy, CA 90201

Foshay Learning Center
Health Academy
3751 South Harvard
Los Angeles, CA 90018

Jordan (David Starr) High School
Aspirations in Medical Services Acad
6500 Atlantic Avenue
Long Beach, CA 90805

Norwalk High School
Medical Services Career Path Academy
11356 Leffingwell Road
Norwalk, CA 90650

Non-Supplemental Health Science Academies

BAY AREA REGION

Alameda County

Amador Valley High School
Health & Bioscience Academy
1155 Santa Rita Road
Pleasanton, CA 94566

Berkeley High, East Campus
1950 Carleton Street
Berkeley, CA 94704-3211

Irvington High School
41800 Blacow Road
Fremont, CA 94538

Logan (James) High School
1800 H Street
Union City, CA 94587

San Leandro High School
2200 Bancroft Avenue
San Leandro, CA 94577-6198

Tennyson High School
27035 Whitman Road
Hayward, CA 94544-4099

Contra Costa County

Liberty High School
850 Second Street
Brentwood, CA 94513

Monterey County

Monterey High School
101 Herrmann Dr,
Monterey, CA 93940

Paloma Valley High School
31375 Bradley Road
Menifee, CA 92584

Pinnacles High School
Gonzales, CA 93926

Plumas County

Portola High School
155 Sixth Avenue
Portola, CA 96122

San Francisco County

O'Connell High School
Health/Science/Biotechnology Pathway
2355 Folsom
San Francisco, CA 94110

Santa Clara County

Community Career Academy
2105 Forest Avenue
San Jose, CA 95126

Santa Cruz County

Soquel High School
401 Old San Jose Road
Soquel, CA 95073

Sonoma County

Laguna High School
462 Johnson Street
Sebastopol, CA 95472

CENTRAL REGION

Calaveras County

Calaveras High School
350 High School Street, PO Box 607
San Andreas, CA 95249

Fresno County

Duncan (Erma) Polytechnic High
4330 East Garland
Fresno, CA 93726

Madera County

Madera High School
200 South L Street
Madera, CA 93637

Mariposa County

Mariposa County High School
PO Box 127
Mariposa, CA 95338

Merced County

Atwater High School
2201 Fruitland Avenue
Atwater, CA 95301

Sacramento County

Kennedy (John F.) High School
6715 Gloria Drive
Sacramento, CA 95831

Tulare County

Tech Prep High School
Health Careers Academy
737 West Bardsley Avenue
Tulare, CA 93274

SOUTHERN REGION**Imperial County**

Brawley High School
480 North Imperial Avenue
Brawley, CA 92227

Kern County

Burroughs High School
Health Careers
500 East French Avenue
Ridgecrest, CA 93555

Orange County

Santa Ana High School
520 West Walnut
Santa Ana, CA 92701

Riverside County

Arlington High School
Biotech Academy
2951 Jackson Street
Riverside, CA 92503

San Bernardino County

Barstow High School
551 South H Ave
Barstow, CA 92311

Bear Valley High School
PO Box 1708
Big Bear Lake, CA 92315

Eisenhower High School
1371 North Lilac Avenue
Rialto, CA 92376

Pacific High School
1020 Pacific Street
San Bernardino, CA 92404

Redlands East Valley High School
31000 East Colton Avenue
Redlands, CA 92374

Rialto High School
595 South Eucalyptus Avenue
Rialto, CA 92376

Rim High School
PO Box 430
Lake Arrowhead, CA 92352

Serrano High School
PO Box 296000
Phelan, CA 92329

Yucca Valley High School
7600 Sage Avenue
Yucca Valley, CA 92284

San Diego County

El Camino High School
400 Rancho del Oro Drive
Oceanside, CA 92057-8399

Fallbrook High School
Health & Human Services Academy
2400 S. Stagecoach Lane
Fallbrook, CA 92028

Hoover Senior High School
4474 El Cajon Boulevard
San Diego, CA 92115

San Pasqual High School
3300 South Bear Valley Parkway
Escondido, CA 92025

Sweetwater High School
2900 Highland Avenue
National City, CA 91950

Santa Barbara County

San Marcos High School
Health Careers Academy
4750 Hollister Avenue
Santa Barbara, CA 93110

Ventura County

Foothill Technology High School
100 Day Road
Ventura, CA 93003

Santa Paula High School
404 North 6th Street
Santa Paula, CA 93060

SUPERIOR REGION

Butte County

Chico High School
901 Esplanade
Chico, CA 95928

Durham High School
9455 Putney Dr., PO Box 600
Durham, CA 95938

Gridley High School
300 East Spruce Street
Gridley, CA 95948

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966

Oroville High School
1535 Bridge Street
Oroville, CA 95966

Paradise High School
5911 Maxwell Drive
Paradise, CA 95969

Pleasant Valley High School
1475 East Avenue
Chico, CA 95926

Humboldt County

Eureka High School
1915 J Street
Eureka, CA 95501

Inyo County

Lone Pine High School
PO Box 159
Lone Pine, CA 93545

Shasta County

Shasta High School
Medical Career Magnet
2500 Eureka Way
Redding, CA 96001

LOS ANGELES REGION

Artesia High School
12108 East Del Amo Boulevard
Lakewood, CA 90715

Banning (Phineas J.) High School
1527 Lakme Avenue
Wilmington, CA 90744

Bell Gardens High School
6119 Agra Street
Bell Gardens, CA 90201

Beverly Hills High School
Health Academy
241 South Moreno Drive
Beverly Hills, CA 90212

Bonita High School
3102 D Street
La Verne, CA 91750

Compton High School
Health Academy
601 South Acacia Street
Compton, CA 90220

Crenshaw High School
5010 11th Avenue
Los Angeles, CA 90043

Dominguez High School
15301 San Jose
Compton, CA 90221

Downey High School
11040 Brookshire Avenue
Downey, CA 90241

El Camino Real High School
5440 Valley Circle Boulevard
Woodland Hills, CA 91367

El Monte High School
3048 North Tyler Avenue
El Monte, CA 91731

Ganesha Senior High School
1151 Ganesha Boulevard
Pomona, CA 91768

Grant High School
13000 Oxnard Street
Van Nuys, CA 91401

Hamilton (Alexander) High School
2955 Robertson Boulevard
Los Angeles, CA 90034

Hart District ROP
21515 Redview Drive
Santa Clarita, CA 91350
(661) 259-0033 x 232

Hoover (Herbert) Senior High School
651 Glenwood Road
Glendale, CA 91202

Lincoln (Abraham) High School
3501 North Broadway
Los Angeles, CA 90031

North Hollywood High School
5231 Colfax Avenue
North Hollywood, CA 91601

Palmdale High School
Health Careers Academy
2137 East Avenue R
Palmdale, CA 93550

Paramount High School
14429 South Downey Avenue
Paramount, CA 90723-4378

San Dimas High School
800 West Covina Boulevard
San Dimas, CA 91773-1437

San Fernando High School
11133 O'Melveny Avenue
San Fernando, CA 91340

San Pedro High School
1001 West 15th Street
San Pedro, CA 90731

West Covina High School
1609 East Cameron Avenue
West Covina, CA 91791

Adult Education Programs

BAY AREA REGION

(No schools listed for this region)

CENTRAL REGION

Kings County

Hanford Adult School
905 Campus Drive
Hanford, CA 93230

Sutter County

Career Training & Education Center
Health Careers
144 Gibson Avenue
Yuba City, CA 95991

Tulare County

Dinuba Adult School
CNA Program
8470 Avenue 46
Dinuba, CA 93618-0125

SOUTHERN REGION

Kern County

Bakersfield Adult School
501 South Mount Vernon Avenue
Bakersfield, CA 93307

Riverside County

Palm Springs Adult School
559 S Palm Canyon Dr., Suite B-103
Palm Springs, CA 92262

Ventura County

Simi Valley Adult School
3192 Los Angeles Avenue
Simi Valley, CA 93065

SUPERIOR REGION

Butte County

Oroville Adult School
2060 2nd Street
Oroville, CA 95965

LOS ANGELES REGION

Antelope Valley Adult School
45110 3rd Street E.
Lancaster, CA 93535

Baldwin Park Adult Education & C.E.
13307 Francisquito Avenue
Baldwin Park, CA 91706

Downey Adult School
12340 Woodruff Avenue
Downey, CA 90241

Hacienda La Puente Adult Education
320 North Willow
La Puente, CA 91746

Whittier Adult School
9401 South Painter
Whittier, CA 90605-2798

Regional Occupational Centers and Programs (ROCPs)

BAY AREA REGION

Alameda County

Eden Area ROP
26316 Hesperian Blvd
Hayward, CA 94545
(510) 293-2900

Mission Valley ROP
40230 Liaolo Road
Fremont, CA 94538
(510) 657-1865 x 3006

Oakland/Alameda ROP
1025 Second Ave, Portable 14
Oakland, CA 94606
(510) 879-8474

Tri Valley ROP
2600 Kitty Hawk Road #117
Livermore, CA 94551
(925) 455-4800

Amador County

Amador County ROP
217 Rex Ave
Jackson, CA 95642
(209) 267-5274

Contra Costa County

Contra Costa County ROP
77 Santa Barbara Road
Pleasant Hills, CA 94523
(925) 942-3368

Marin County

Marin County ROP
1111 Las Gallinas Ave
San Rafael, CA 94913
(415) 499-5892

Monterey County

Mission Trails ROP
867 East Laurel Drive
Salinas, CA 93905
(831) 753-4209

Napa County

Napa County ROP
2121 Imola Ave
Napa, CA 94559
(707) 243-6830

San Francisco County

San Francisco County ROP
2550 25th Ave., Room 11
San Francisco, CA 94116
(415) 242-2573

San Mateo County

San Mateo County ROP
101 Twin Dolphin Drive
Redwood City, CA 94065
(650) 802-5411

Santa Clara County

Central Santa Clara County ROP
760 Hillsdale Ave
San Jose, CA 95136
(408) 723-6490

North Santa Clara County ROP
575 West Fremont Ave
Sunnyvale, CA 94087
(408) 733-0881 x 12

Santa Clara County ROP South
700 West 6th St Suite L
Gilroy, CA 95020
(408) 842-0351

Santa Cruz County

Santa Cruz County ROP
809 H Bay Ave
Capitola, CA 95010
(831) 479-5335

Solano County

Solano County ROP
2460 Clay Bank Road
Fairfield, CA 94533
(707) 421-6525

Sonoma County

Sonoma County ROP
5340 Skyland Blvd
Santa Rosa, CA 95403
(707) 524-2720

CENTRAL REGION**Calaveras County**

Calaveras County ROP
185 South Main Street
Angels Camp, CA 95221
(209) 736-6080

El Dorado County

Central Sierra ROP
El Dorado County Office of Education
6767 Green Valley Road
Placerville, CA 95619
(530) 295-2296

Fresno County

Fresno ROP
1111 Van Ness "The Towers" Suite 5
Fresno, CA 93721
(559) 497-3850

Valley ROP

1305 "Q" St
Sanger, CA
(559) 876-2122

Kings County

Kings County ROP
1144 West Lacey Blvd
Hanford, CA 93230
(559) 589-7026

Merced County

Merced County ROP
632 West 13th St
Merced, CA 95340
(209) 381-6677

Mono County

Yosemite ROP
1100 H St
Modesto, CA 95354
(209) 525-5093

Placer County

49er ROP
360 Nevada St
Auburn, CA 95603
(530) 889-5940

Sacramento County

Sacramento County ROP
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 228-2730

San Joaquin County

San Joaquin County ROP
San Joaquin County Office of Education
Education Support System
P O Box 213030
Stockton, CA 95213
(209) 468-9210

Tulare County

Tulare County Organization
for Vocational Education
4136 North Mooney Blvd
Tulare, CA 93274
(559) 688-0571

Yolo County

Yolo County ROP
1240 Harter Ave
Woodland, CA 95776
(530) 668-3710

LOS ANGELES REGION

Antelope Valley ROP
1156 East Ave S
Palmdale, CA 93550
(661) 575-1021

Compton USD ROP
700 North Bullis Road
Compton, CA 90221
(331) 898-6000

East San Gabriel Valley ROP
1501 West Del Norte Ave
West Covina, CA 91790
(626) 962-5080

La Puente Valley ROP
18501 East Gale Ave, Suite 100
City of Industry, CA 91748
(626) 810-3300

Long Beach USD ROP
3701B East Willow St
Long Beach, CA 90815
(562) 426-6846

Los Angeles County ROP
9300 Imperial Highway
Downey, CA 90242
(562) 922-6854

Los Angeles USD ROCP
1320 West 3rd St, Room 900
Los Angeles, CA 90017
(213) 202-5400

San Antonio ROP
1425 East Holt Ave, Suite 101
Pomona, CA 91767
(909) 469-2304

Southeast ROP
20122 Cabrillo Lane
Cerritos, CA 90703
(562) 860-1927

Southern California ROC
2300 Crenshaw Blvd
Torrance, CA 90501
(310) 224-4200

Tri Cities ROP
12519 East Washington Blvd
Whittier, CA 90602
(562) 698-9571

SOUTHERN REGION**Imperial County**

Imperial Valley ROP
687 State St
El Centro, CA 92243
(760) 482-2600

Inyo County

Inyo County ROP
135 South Jackson
Independence, CA 93526
(760) 878-2426

Kern County

Kern County ROP
15926 "K" St
Mojave, CA 93501
(661) 824-9313

North Kern Vocational Training Center
2150 7th St
Wasco, CA 93280
(551) 758-3045

ROC of Kern HSD
501 South Mt Vernon Ave.
Bakersfield, CA 93307
(661) 831-3327

West Side ROP
P O Box
Taft, CA
(661) 765-7185

San Luis Obispo County

Santa Lucia ROP
602 Orchard ST
Arroyo Grande, CA 93420
(805) 474-3000 x 1140

Orange County

Capistrano-Laguna ROP
31522 El Camino Real
San Juan Capistrano, CA 92675
(949) 496-3118

Central County ROP
2323 North Broadway, Suite 301
Santa Ana, CA 92706
(714) 541-5537

Coastline ROP
1001 Presidio Square
Costa Mesa, CA 92626
(714) 979-1955

North Orange County ROP
385 North Muller
Anaheim, CA
(714) 502-5801

Riverside County

Riverside County ROP
3939 13th St
Riverside, Ca 92502
(909) 826-6440

San Bernardino County

Baldy View ROP
135 South Spring St
Claremont, CA
(909) 624-0063

Colton Redlands Yucaipa ROP
1214 Indiana Court
Redlands, CA 92374
(909) 793-3115

San Bernardino County ROP
601 North E St
San Bernardino, CA 92410
(909) 386-2449

San Diego County

San Diego County ROP
6401 Linda Vista Road, Room 408
San Diego, CA 92111
(858) 292-3529

Santa Barbara County

Santa Barbara County ROP
4400 Cathedral Oaks Road
Santa Barbara, CA 93160
(805) 964-4711 x 4461

Ventura County

Ventura County ROP
Ventura County Supt of Schools
Div. of Student Program Services
465 Horizon Circle
Camarillo, CA 93010
(805) 388-4421

SUPERIOR REGION**Butte County**

Butte County ROP
2491 Carmicheal Drive, Suite 100
Chico, CA 95928

Del Norte County

Del Norte County ROP
301 West Washington Blvd
Crescent City, CA 95531
(707) 464-0274

Glen County

Glen County ROP
525 West Sycamore St.
Willows, CA 95988
(530) 934-6575 x26

Humboldt County

Humboldt County ROP
901 Myrtle Drive
Eureka, CA 95501
(707) 445-7018

Lake County

Lake County ROP
1152 South Main St
Lakeport, CA 95453
(707) 262-3498

Lassen County

Lassen County ROP
472-013 Johnstonville Road, North
Susanville, CA 96130
(530) 257-7214

Mendocino County

Mendocino County ROP
2240 Eastside Road
Ukiah, CA 95482
(707) 467-5123

Modoc County

Modoc County ROP
139 Henderson St
Alturas, CA 96102
(530) 233-7102

Plumas County

Plumas County ROP
50 Church St
Quincey, CA 95971
(530) 283-6500 x213

Shasta County

Shasta-Trinity ROP
4659 Eastside Road
Redding, CA 96001
(530) 246-3302

Sierra County

William R Rouse ROP
P O Box 959
Loyalton, CA 96118
(530) 993-4991

Siskiyou County

Siskiyou County ROP
431 Knapp St
Yreka, CA 96097
(530) 842-6151 x121

Tehama County

Tehama County ROP
P O Box 689
Red Bluff, CA 96080
(530) 527-5811 x 301

APPENDIX 2—TECHNICAL ASSISTANCE CONTACTS

The following consultants have experience in working with various academies throughout the State as well as nationally. They have expertise in strategies for planning and development, implementation, and maintenance of partnerships between industries, career academies, and other high school vocational programs.

Cindy Beck, Consultant
California Department of Education
High School Initiatives/
Career Education Unit
1430 N St., Suite 4503
Sacramento, CA 95814
(916) 319-0470
cbeck@cde.ca.gov

Linda Gaylor, Consultant
California Department of Education
High School Initiatives/
Career Education Unit
1420 N St., Suite 4503
Sacramento, CA 95814
(916) 319-0504
lgaylor@cde.ca.gov

Carla Cherry, Director
Health Careers Resource Center
Kern High School District
5801 Sundale Ave.
Bakersfield, CA 93309
(661) 827-3266
ccherry@khsd.k12.ca.us

Carolyn Lee, Consultant
1238 Fairway Circle
Upland, CA 91784
(909) 985-5140
cleez@att.net

The following are faculty members at health careers academies that have developed outstanding programs and have assisted others with development and implementation strategies.

Dianna Anderson, Director
E. Bakersfield Health Careers Academy
2200 Quincy St
Bakersfield, CA 93306
(661) 872-5731

Janet Gower
Ygnacio Valley High School
1827 Helena Drive
Concord, CA 94521
(925) 685-8414 x 3660
jggower@aol.com

Charles Dayton, Project Coordinator
Career Academy Support Network
Graduate School of Education
University of California, Berkeley
Berkeley, California 94720-1674
charlesdayton@mail.earthlink.net

Mike Hanlon, Director of Health Careers
Antelope Valley Union High School Dist
1156 East Avenue S
Palmdale, CA 93550
(661) 273-3181 x 383
mhanlon@avuhdsd.k12.ca.us

Debbie Emerson
Amador Valley High School
Health & Bioscience Academy
1155 Santa Rita Road
Pleasanton, CA 94566
demerson@pleasanton.k12.ca.us

APPENDIX 3—RESOURCES

California Partnership Academies: www.cde.ca.gov/partacad

The California Department of Education’s High School Initiatives/Careers Education Unit administers California Partnership Academies (CPA). The CPA website is a resource for county mental health departments or community-based agencies to obtain general information on state-funded partnership academies, announcements for conferences, an overview of the administration of programs, a brief on the laws pertaining to partnership academies, a directory for state-funded programs, performance data for state-funded partnerships, and annual reports.

The High School Initiatives/Careers Education Unit is located in Sacramento. For additional information, contact Barbara Weiss, Administrator at 916-319-0481. Email her at bweiss@cde.ca.gov, or visit the website.

California Department of Education: www.cde.ca.gov

County mental health departments and community-based agencies can use the following websites linked to the Department of Education sites to obtain additional information on adult education programs, regional occupation centers and programs, and other state and federal programs.

- Adult Education Office: <http://www.cde.ca.gov/adulteducation/mission.html>
- Regional Occupation Centers and Program: <http://www.cde.ca.gov/rocp/>
- State and Federal Programs: <http://www.cde.ca.gov/pr/>

National Consortium on Health Science & Technology Education: www.nchste.org

The National Consortium on Health Science and Technology of Education (NCHSTE) was established in 1991 to stimulate creative and innovative leadership for ensuring a well-prepared health care workforce. Primary strategies include fostering collaboration among educational agencies, the health care community, policy-making bodies, and labor. NCHSTE has developed a brochure that provides an easy to understand overview of the health science program and includes additional resources for health science program development and implementation. In addition, NCHSTE has developed a variety of products that can be purchased for a minimal price to assist educators and health industry partners with the development of careers related to healthcare and examples of strategies used by educators to establish partnerships with healthcare organization:

- National Health Science Career Cluster Model (Compact Disc)
- Creating a Health Science Career Cluster Implementation Guide (Compact Disc)
- Building Linkages Toolkit: Implementing Healthcare and Education Partnerships (Compact Disc)

Community-based agencies and county mental health departments may want to use NCHSTE as a reference for strategies and resources that were successful for healthcare and may translate to behavioral healthcare.

University of California at Berkeley, Career Academy Support Network (CASN):
<http://casn.berkeley.edu>

CASN is located at the Graduate School of Education at UC Berkeley. CASN has developed a variety of resources, all available on-line without any cost to be used by career academy programs throughout the nation. The CASN website describes various elements of academies and related resources available for development and implementation. *A Planning Guide for Career Academies* can be downloaded from the website and will provide community-based agencies and county mental health departments with additional information on how career academies can be established. Products are typically designed for educators to utilize and cover the following topics:

- Theory and Research
- Academy Structure
- College Prep, Career Related Curriculum
- Partnerships with Employers, Community
- Schoolwide Attendance

For questions concerning the products available or the services that CASN can provide, contact Charlie Dayton. Contact information for Mr. Dayton is located in Appendix 2.

Educational Resources Information Center (ERIC)

ERIC is funded by the US Department of Education's Institute of Education Services to develop and distribute educationally related products. In 2000 ERIC developed a brief that describes various education and business partnerships with tips on development. The brief can be downloaded from the following link:
<http://www.ericfacility.net/ericdigests/ed383856.html>

National Career Academy Coalition (NCAC)

The NCAC is a national organization that provides technical assistance, training, and other supports to emerging and existing academies, schools, and community partners to develop networks of support for related career-specific programs and for regional academy personnel and partners. The website is the following:
<http://www.ncacinc.org/>. Sandy Mittlesteadt is the Executive Director and is willing to work with community-based agencies and county mental health departments interested in establishing partnerships with education, developing curriculum that can be applied nationally, or participating in national educational projects that require pilot sites. Contact information for Ms. Mittlesteadt is located in Appendix 2.