

# Redesigning Readiness

## *Conversations about Career-Connected Learning*

### **What Happens When Employers Help Build the Pathway? with Dr. Jeff Moorhouse**

Hosted by Dr. Joseph Goins  
Founder & CEO, Pathway2Careers

Dr. Jeff Moorhouse, corporate director for secondary programs at Ballad Health and director of P20 initiatives at East Tennessee State University, shares how Ballad Health is partnering with schools and higher education to build healthcare career pathways that help students prepare for local jobs and address workforce shortages.

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Dr. Joseph Goins (00:00)

Welcome to Redesigning Readiness, Conversations on Career Connected Learning. I'm Dr. Joseph Goins, founder and CEO of Pathway 2 Careers. If we're going to prepare students to be ready for life after high school, education has to evolve alongside a rapidly changing workforce. In this series, I'll talk with educators, workforce leaders, researchers, change makers, and important education leadership about their experiences.

Dr. Joseph Goins (00:26)

ideas and perspectives on how we might redesign readiness to prepare students for what's next.

Dr. Joseph Goins (00:33)

Here is today's conversation.

Dr. Joseph Goins (00:39)

I'm excited today to be joined by Dr. Jeff Morehouse. Jeff Morehouse and I have got a chance to work on some projects in the past, but he's doing something truly spectacular in the East Tennessee and the Virginia region, to where they've engaged business and industry on a model to address the future workforce need. So I'm gonna have Dr. Morehouse introduce himself and we're gonna get right into it, Dr. Morehouse. But first

Dr. Joseph Goins (01:05)

I know you've been a lifelong educator. I won't do it justice by giving you a proper introduction, so I'm gonna let you do it, Jeff.

Dr. Jeff Moorhouse (01:12)

Well, I f first off thank you for the opportunity to to to speak into this space.

Dr. Jeff Moorhouse (01:19)

I feel fortunate because I feel like everything that I've done has prepared me for this point in time because I'm a former high school principal, former K-12 educator, former school superintendent, 32 years in K-12 education, and retired.

Dr. Jeff Moorhouse (01:37)

And have now moved to the employer side of the glass. And so I'm now the corporate director for secondary programs for Ballad health. And Ballad Health is a healthcare network of about 21 hospitals that go across Northeast Tennessee and Southwest Virginia. And then I also serve as the director of P20 initiatives for East Tennessee State University. And so

Dr. Jeff Moorhouse (02:04)

It's that work that I did early in my career to know kind of like how the K-12 works, but then it's the relationships in there that have allowed me the ability to pull together other industry partners and

Dr. Jeff Moorhouse (02:20)

K-12 superintendents

Dr. Jeff Moorhouse (02:22)

and higher ed institutions into the same room. And what I think I've been able to see is it's in the model that we're developing is it's not unusual for K-12 and post-secondary to work on aligned pathways, but oftentimes they don't have the employer in the room.

Dr. Jeff Moorhouse (02:45)

And so to be now representing the employer

Dr. Joseph Goins (02:45)

Right.

Dr. Jeff Moorhouse (02:49)

and the employer leading the initiative and bringing in the two institutions to say we have this problem, we need your help in solving it, the number of times that I've seen employer, workforce, higher ed, and K twelve all sitting in the same room I could probably count on one hand.

Dr. Jeff Moorhouse (03:10)

But the times that I've seen

Dr. Joseph Goins (03:10)

That's true.

Dr. Jeff Moorhouse (03:11)

it happen is where is where the magic happens, is when you can get all three of those in the room at the same time.

Dr. Joseph Goins (03:17)

No, I mean I tell you what, I think we're this is gonna be a fascinating conversation. So before I'm curious, how did Ballard Health decide to get into this? I mean, like, obviously, back all the way up, Doctor Morehouse and tell people, you know, how the initiative just started. Like, because I'm fascinated by it because I think it's the future of what you're describing, is that we're all gonna have to work together to solve something pretty complicated. But

Dr. Jeff Moorhouse (03:46)

Yeah.

Dr. Joseph Goins (03:46)

I'm curious, it feels like you guys jumped out there and I'm curious to know how that that conception started and how did you guys jump into it?

Dr. Jeff Moorhouse (03:55)

Well what I would say is that this happened before I ever came. our CEO, Alan Levine, as a healthcare system had a major crisis. You know, the pandemic accelerated something that was already trending and that we had a nursing shortage.

Dr. Jeff Moorhouse (04:10)

And then the pandemic accelerated that. at the time that this was idealized or idealized is that they were 700 nurses short. They were having to rely on contract labor to do that. We serve rural health care systems.

Dr. Jeff Moorhouse (04:31)

And that financial model is really long term unsustainable, right? To be able to keep access to rural health open. And so it's like, what can we do to reduce contract labor? And how do we grow our own talent and tie people that already live in the community to the opportunity that exists? And so

Dr. Jeff Moorhouse (04:54)

Alan Levine had this idea. Dr. Loos, my boss, the chief academic officer, they wrote a grant to Bloomberg Philanthropies, laying out this idea of developing a pathway where students could graduate high school with their LPN and have the chance to enter straight into the workforce, or continue on to next, but that that opportunity exists here locally.

Dr. Jeff Moorhouse (05:21)

And so they presented that idea to Bloomberg Philanthropies, and we were fortunate enough to be selected as one of the ten healthcare high school models.

Dr. Jeff Moorhouse (05:32)

that Bloomberg selected from across the country and endowed us with some grant dollars to explore what's possible. And so we're incredibly grateful. We're in year three of a five-year grant and our year one was the planning

Dr. Jeff Moorhouse (05:49)

And so we're actually in year two of implementation and are already starting to see some interesting observations that we're excited

Dr. Joseph Goins (06:00)

Sure.

Dr. Jeff Moorhouse (06:01)

about.

Dr. Joseph Goins (06:01)

Yeah. Well, I can't wait to get to some of those outcomes, but how when you started, especially in that implementation year, how did the schools respond? Obviously you went to the schools, I'm assuming you went to schools and said, Hey, we want to create a specific pathway around a specific industry. what was their reaction?

Dr. Jeff Moorhouse (06:19)

Wow. So I Yeah,

Dr. Jeff Moorhouse (06:22)

I would say that like again we had six different school districts with seven different high schools that said we'd

Dr. Joseph Goins (06:31)

Okay.

Dr. Jeff Moorhouse (06:31)

like to be a part of solving that problem. and so we were able to get a secure grant partnership.

Dr. Jeff Moorhouse (06:40)

Saying that they would like if given the opportunity they'd be part of piloting this and figuring it out. So we are engaged with six different school districts, seven different high schools in exploring this model, fleshing out this model. but yeah, you know I would imagine that there was probably more that opportunity was offered to more than just those six different

Dr. Jeff Moorhouse (07:05)

school districts. And so we're incredibly grateful to people who are willing to try something different. You know? and create a future that doesn't exist.

Dr. Jeff Moorhouse (07:16)

you know, not everybody

Dr. Jeff Moorhouse (07:18)

for any variety of reasons. It's not a criticism. For any variety of reasons, people's capacity to take on change and explore that

Dr. Joseph Goins (07:27)

It's hard.

Dr. Jeff Moorhouse (07:28)

is different. Like it's hard. I would

Dr. Joseph Goins (07:30)

right.

Dr. Jeff Moorhouse (07:30)

I would promise you that if you talk to any of those school districts, there hasn't been anything really easy about it. Because it's just changing it's adding change to ingrained systems.

Dr. Jeff Moorhouse (07:44)

And it's hard work.

Dr. Joseph Goins (07:46)

I would make an argument education is one of the most ingrained systems we have. We've been doing things pretty systematically for a long time. And I think what you're talking about is bringing some change. and I'd be curious to know your thoughts on this. I mean, I think the fact that you're focused on rule is also I mean, sometimes we don't understand

Dr. Joseph Goins (08:08)

When you're trying to create an emerging industry out of rural, you know, it's one thing to be in an urban environment to where there's probably opportunities everywhere, right? Which feels different when you're creating a pathway versus like, hey, we're gonna create something that doesn't exist and develop the workforce, right? I mean that's to me I think that's the challenge of rural. is it doesn't exist right now. There's not a lot to lean on. And so

Dr. Joseph Goins (08:35)

You know, you've got to go build it. and I imagine the the schools probably were struggling with that initially, but are probably hopefully starting to see some of those outcomes.

Dr. Jeff Moorhouse (08:44)

Well with that said,

Dr. Jeff Moorhouse (08:45)

You know, it's the relationships that you build there early and the communications that you build there early is that people are willing to take on change when they can be part of a community. Like there there's less fear if you know that there's shared resources that goes into the work

Dr. Joseph Goins (09:02)

Yeah.

Dr. Jeff Moorhouse (09:04)

that it's not on you by yourself to figure it out. And so I feel like I hope that they that everybody would say is that that we've tried to build

Dr. Jeff Moorhouse (09:14)

that sense of community around it and that you know that we it's not a sense of competition. It's we don't win unless we all win. You know,

Dr. Joseph Goins (09:24)

Yeah,

Dr. Jeff Moorhouse (09:24)

it's not one school's doing better than another, it's what is one school figured out that we can share with others so that what is best practice becomes standard practice.

Dr. Jeff Moorhouse (09:37)

And and that we can develop consistency as much as possible across the program. While

Dr. Jeff Moorhouse (09:42)

allowing schools to still have their own personal identities in doing it.

Dr. Joseph Goins (09:48)

Yeah, and I mean one question I have is when you started this, did you figure out you needed to start in middle school to create these pathways to create some awareness? Or did you just jump right into the high schools and said we're gonna start developing the programs? you know, tell me about those first initial steps. Were you were you thinking about we're gonna create the pathways in the high schools and then we're gonna eventually have a feeder pattern?

Dr. Joseph Goins (10:14)

Early on to where these students are aware of these programs.

Dr. Jeff Moorhouse (10:17)

So I would say that we probably backwards designed it. We started on the high school level and then started once we had it built, be able to have something that we could market and sell to a middle school student.

Dr. Jeff Moorhouse (10:31)

we weren't selling it we weren't addressing the middle school student initially. We had to figure out how this would work in the high school schedule. Like how could how could we make this a possibility? And then once once we were able to figure that out, truthfully is when we reached out to try ask your help.

Dr. Jeff Moorhouse (10:49)

in there is like when we started to go down to market this to middle schoolers and to high schoolers is, you know, when we would walk into a school or present this to a family and say, Hey, nursing careers are really good careers. Well, what what else

Dr. Joseph Goins (11:05)

Right.

Dr. Jeff Moorhouse (11:06)

would a family expect to hear a healthcare system to say that health nursing

Dr. Joseph Goins (11:11)

Right.

Dr. Jeff Moorhouse (11:12)

jobs are really good jobs, right? Of course they would expect us

Dr. Jeff Moorhouse (11:16)

Yeah.

Dr. Jeff Moorhouse (11:17)

What we wanted to be able to do was to have a platform where we could go on there and say, like in our region, these are the jobs that exist within our region and and these are the opportunities that you have to choose from. And by the way, look at there. Like healthcare jobs are really there's a lot of healthcare jobs and if we dig into there, there's also a lot of these other jobs, but if you wanted to look into the healthcare sector,

Dr. Jeff Moorhouse (11:51)

Look, it's not us saying that there's a lot of health care opportunities. It was the labor market navigator that gave us the ability to say there's a lot of health care opportunities

and in these specific fields, and these are ones that we can get you to by your senior year. LPN being the one that we were selling. And so it allowed

Dr. Joseph Goins (12:14)  
Yeah. Yeah.

Dr. Jeff Moorhouse (12:15)  
us the marketing tool for selling the pathway.

Dr. Jeff Moorhouse (12:19)  
The labor market navigator gave us the opportunity to to walk in and help kids to be able to see like

Dr. Jeff Moorhouse (12:29)  
what are the opportunities for their future that exist here locally. And for those of you who are interested in healthcare, let's let's dive down into that.

Dr. Jeff Moorhouse (12:38)  
that was kind of the way that we kind of got into the middle school

Dr. Joseph Goins (12:41)  
Dust.

Dr. Jeff Moorhouse (12:42)  
we had to sell the pathway. Like we had to develop the pathway first and show that LPN could be done.

Dr. Joseph Goins (12:49)  
Yeah, it's great.

Dr. Jeff Moorhouse (12:49)  
And then

Dr. Jeff Moorhouse (12:49)  
once we knew it could be done, then we we just wanted to be able to take the labor market navigator out there and say, Hey, here's the opportunities that exist. If you think that you're interested in healthcare, we want to talk to you. And and that opened up the door for us to be able to recruit, like we're not trying to fit square peg in the round hole. If you're somebody that doesn't like blood and you're more of an analytical or manufacturing

Dr. Joseph Goins (13:14)  
You probably shouldn't.

Dr. Jeff Moorhouse (13:17)  
mind, those

Dr. Jeff Moorhouse (13:18)  
We want you to pursue that pathway. But those of you

Dr. Joseph Goins (13:21)  
Yeah.

Dr. Jeff Moorhouse (13:22)  
who want to care and have empathy, we need you and we have a seat for you.

Dr. Joseph Goins (13:28)  
You know, I've jokingly said if I could redefine career ready, and obviously the topic today is redesigning readiness. But I've used this a lot lately is that career ready is such a vague term. Like it's got a big term. there's so many definitions, but if I could redefine it, I think I would use the term how do we make students career-wise? We have to

Dr. Jeff Moorhouse (13:50)  
Yeah.

Dr. Joseph Goins (13:50)  
educate them that it exists, and then

Dr. Joseph Goins (13:54)  
The next step is are you career engaged in this?

Dr. Joseph Goins (13:57)  
if I had a formula, I would say career-wise plus career engagement equals career ready. I have to have some knowledge about it, and we have to help students figure that part of it out. Like, is this for you? And that's the career engagement piece. But the career-wise is half the time they don't know these jobs exist. And we have to like open up that.

Dr. Jeff Moorhouse (14:18)  
Or or they know that they exist,

Dr. Jeff Moorhouse (14:20)  
but they don't know that they exist here locally. Like if the kid knew that I

Dr. Joseph Goins (14:23)  
Correct.

Dr. Jeff Moorhouse (14:24)

I really like the job, but to do the job means I've got to move to Nashville, yeah, that's not that's not what I was looking for.

Dr. Joseph Goins (14:30)  
Yeah.

Dr. Jeff Moorhouse (14:32)  
I want the job that allows me to stay close to my family and my social network.

Dr. Jeff Moorhouse (14:38)  
that's the part I think you nailed it, is I think that's the part that was missing is they know that the job exists and they've seen it or whatever, but they don't know

Dr. Joseph Goins (14:47)  
Right.

Dr. Jeff Moorhouse (14:48)  
where that exists. And then unfortunately they go in, they get the degree, they go to go look for the job and find out that it exists somewhere and now they have a degree or a credential and a job that they're not willing to move for. That they've got

Dr. Jeff Moorhouse (15:05)  
be able to try to find ways to live and exist in a way that doesn't necessarily maximize the investment that they made into the into the degree.

Dr. Joseph Goins (15:16)  
I'll give you a great statistic. One of my colleagues here uses this a lot. And I think the research has been validated. 80% of adults live within 50 miles of where they grew up.

Dr. Joseph Goins (15:27)  
And so I think people would stay. They most people feel like they have to leave sometimes. there's no jobs here for me. And they leave, right? And so yeah, no, it's it's awesome. Well, tell me.

Dr. Joseph Goins (15:40)  
Obviously you've been you're in year three. tell me about what you've seen. What are some of your outcomes,

Dr. Jeff Moorhouse (15:45)  
early indicators, we saw some of this last year. So students have started the the nursing curriculum. we have a brand that we're we call it Career by Senior Year, where

Dr. Jeff Moorhouse (15:59)

we want students to be able to have the opportunity to graduate high school with a credential that they could enter straight into the workforce earning above state medium wage. That has economic mobility to it, that like if you just get started, that you can move that to an associate's degree or a bachelor's degree or advanced degree. Like that it's got economic mobility. And so nursing allows us to start that narrative.

Dr. Jeff Moorhouse (16:30)

Of like this is an example of a career by senior year in a pathway where a student can go from LPN to RN to BSN to nurse practitioner, nurse anesthetist. Like the more, you know, the more you learn, the more you can earn as you

Dr. Joseph Goins (16:46)

Two.

Dr. Jeff Moorhouse (16:47)

work through that. Or you could also bridge it, like at the end there, that you could bridge that over to another allied health field. Maybe I don't want to do nursing, but maybe I want to bridge that over.

Dr. Jeff Moorhouse (16:59)

over to pharmacy or I want to bridge that over to something else.

Dr. Joseph Goins (17:03)

Yeah.

Dr. Jeff Moorhouse (17:03)

so this was an example of our first pathway. This is not what we intend to be only Ballad academy. we want to develop clinical and non-clinical roles.

Dr. Jeff Moorhouse (17:15)

but early indicators are is that we had students start the nursing curriculum. and health science teachers in the high schools are able to serve as adjunct instructors for the post-secondary partner. In our case, in Tennessee, we're blessed to have institutions called Tennessee Colleges of Applied Technology. they're not degree awarding, they're credential

Dr. Jeff Moorhouse (17:39)

Granting institutions. And so the high school teachers, the health science high school teachers are able to serve as adjunct instructors. And so as they're starting to work through that curriculum, last year our students at the different benchmarks were performing at or above

Dr. Jeff Moorhouse (18:00)

adults in the traditional pathway.

Dr. Joseph Goins (18:03)

Wow.

Dr. Jeff Moorhouse (18:04)

that was really exciting and really affirmed a

Dr. Joseph Goins (18:06)

That is

Dr. Jeff Moorhouse (18:07)

lot of what I believed from my time as a high school principal, seeing

Dr. Joseph Goins (18:12)

Okay.

Dr. Jeff Moorhouse (18:12)

students that that do AP or whatever is that if you give students the opportunity, like if they're connected to a purpose as to why they're taking the course, they'll rise to the level of expectation.

Dr. Joseph Goins (18:25)

it's

Dr. Joseph Goins (18:25)

so true.

Dr. Jeff Moorhouse (18:26)

yeah, but anyway, early indicators were that students were fulfilling what we thought would be true. and I just got information today that the TCAT was telling us that at this point in time last year, they had twenty-six high school students that were engaging in the curriculum.

Dr. Jeff Moorhouse (18:46)

in the nursing curriculum and here we are one year later and we have a hundred and thirty-five that

Dr. Joseph Goins (18:52)

That's amazing.

Dr. Jeff Moorhouse (18:53)

are opting into the pathway and and that's just super exciting

Dr. Joseph Goins (18:59)

Amazing.

Dr. Jeff Moorhouse (19:00)

because that's not necessarily us recruiting the kids, it's the kids that it's that first twenty six

Dr. Jeff Moorhouse (19:06)

were doing it.

Dr. Jeff Moorhouse (19:08)

that said, hey, you can do this. It's like the power of the student to student relationship carries much more weight than what the adults saying, you can do it is like it's those first pioneers, those first kids we're so grateful for that they jumped in there and they proved that it can be done. And then now the other students are saying, Well, yep, I'm I mean I wanna do that too.

Dr. Joseph Goins (19:34)

Yeah. You know, I love the fact you use the word purpose, give the kid purpose, and they'll rise to the level

Dr. Jeff Moorhouse (19:38)

Yeah.

Dr. Joseph Goins (19:39)

of expectation. I mean some research we I use it all the time. there's six attributes associated with purpose, give the kid purpose. And these things naturally occur. They retain information at a higher level, they persist. I mean, some of these attributes we're starving for, and all you gotta do is to find purpose, let a kid see that purpose, and it naturally starts to happen.

Dr. Joseph Goins (20:01)

and the fact you're seeing it and those attributes, I talk about them all the time. and we've seen it. Like I'm an educator too by heart. And when you see it, you're like, hey, this kid's a right. I mean, this was a kid like struggling and all of a sudden he's getting a a dual degree? He's getting

Dr. Jeff Moorhouse (20:18)

Right.

Dr. Joseph Goins (20:19)

right. You're like, I mean, this kid was barely hanging on and now they're graduating high school with a diploma and an associate degree or a certificate of some kind, right?

Dr. Joseph Goins (20:28)

And I see it all the time and I'm like, wow, have we gotta define that purpose for these kids more? National Dropout Prevention, I talk about this a lot too sometimes, Dr. Morris. They did great research and they looked at kids that were in peril. You know, what are we doing with kids that are struggling? And they came up with like, where should we be investing our time? And I talk about this a lot, and sometimes it shocks people. It won't shock you. What's the least effective strategy they found was purely academic.

Dr. Joseph Goins (20:57)

So if all we're doing is telling Jeff, hey, you have to do more academics because we want you to do more academics, that's a hard pill for kids to swallow, right? It's like you're making me do something I don't like, and you're telling me I have to do more of it. But if you flip it, what the National Dropout Prevention Network found was having kids see themselves in the future via career and you have an

Dr. Joseph Goins (21:21)

Eighty one percent outcome.

Dr. Jeff Moorhouse (21:24)

Yeah, I agree with that a hundred and ten percent. And you know, the other

Dr. Jeff Moorhouse (21:27)

the other thing that I think is part of that research as well, that I think that we've tried to build into our model is in addition to the high school teacher teaching the content, you know, is that as part of our model we're we're providing a pathway advisor.

Dr. Jeff Moorhouse (21:46)

that like as a career coach to be in there and we're having a pathway nurse to serve as a nurse mentor in there it's the partnership with to be seen by an adult other, you know, is to be mentored.

Dr. Jeff Moorhouse (22:04)

it would be that other part is that the number of kids that struggle

Dr. Joseph Goins (22:07)

And by the way

Dr. Jeff Moorhouse (22:08)

out don't feel unseen and don't have a significant adult connected to their life that's

Dr. Joseph Goins (22:16)

That's great. Mm-hmm.

Dr. Jeff Moorhouse (22:18)

in there. And so we're trying to build in that component to it as well.

Dr. Jeff Moorhouse (22:23)

that that a student has two touch points that are in addition to whatever the school can provide. we know that school counselors typically have like a one to four hundred ratio and

Dr. Joseph Goins (22:35)

Yeah.

Dr. Jeff Moorhouse (22:36)

are challenged to be able to give that one on one attention. And we're just trying to add to be a value add to the school system that that for the kids that choose this pathway, we're we're providing in these

Dr. Jeff Moorhouse (22:50)

additional supports to be able to shepherd and steward them through.

Dr. Joseph Goins (22:56)

Well, I'm you'll like this. Same study, National Dropout Prevention Network, mentorship with an adult, almost exactly what you're describing, Dr. Morehouse, scored a sixty-four. Sixty-four percent. And you know, to put it in perspective, academic support scores an eleven. So I ask educators this all the time: like, where do we spend all of our time, money, and energy? Academics. And it is the least effective strategy.

Dr. Joseph Goins (23:23)

literally the least. And what you just described in that adult mentor, when a when a student or a learner sees a reflection of themselves in the pathway, the return on it is just massive. And I don't think we understand that sometimes. Like get a student to see the career first, you get a return. But then when you bring in that other like what you're calling, that coach, man, the return on that. Like you're getting two. You're getting the career

Dr. Joseph Goins (23:52)

effect size and now you get in at that adult mentor effect size. It's

Dr. Jeff Moorhouse (23:57)

Well

Dr. Joseph Goins (23:58)

powerful.

Dr. Jeff Moorhouse (23:59)

and you know I have a analytic mind or or a questioning mind is like when students that are young, under eighteen and engaging in this content can perform at the same

Dr. Jeff Moorhouse (24:13)

level as an adult in the traditional program, you have to step back and ask, you know, so why is that possible? Right? And and you know, and I and I think

Dr. Joseph Goins (24:21)

Well, how is that possible?

Dr. Jeff Moorhouse (24:23)

that there's a leveling effect that goes in there is that while a student is in high school, their ability to engage in hard content is a little bit higher with supports. Like in high school you're gonna have as many academic supports as you're ever going to have in your career. You know?

Dr. Jeff Moorhouse (24:43)

but you also don't have to worry about like all we have to do is a kid just has to get to school. There's gonna be a meal provided for them.

Dr. Joseph Goins (24:51)

Right.

Dr. Jeff Moorhouse (24:53)

they don't necessarily

Dr. Jeff Moorhouse (24:54)

have to worry about transportation life for the majority of students. They're not having to worry about life decisions.

Dr. Jeff Moorhouse (25:02)

for the majority of students. Again, we all know there's narratives of students that struggle every day with real life decisions, which is why we've got these coaches and partners in there to help navigate that as well. But

Dr. Joseph Goins (25:15)

Mm.

Dr. Jeff Moorhouse (25:16)

once you graduate high school and you probably have the ability to engage them in some more difficult content, you're also having to navigate life. Rent,

Dr. Joseph Goins (25:27)

That's correct.

Dr. Jeff Moorhouse (25:29)

bills, all that other stuff.

Dr. Joseph Goins (25:30)

Yeah.

Dr. Jeff Moorhouse (25:32)

And I think it just has a leveling effect as to why that's why that's possible. You know, and so being able to give kids those opportunities earlier in the pathway, I think are some of the things hypothesis that we're seeing that is testing itself out.

Dr. Joseph Goins (25:52)

So sounds like you guys are like I would term what you just described as when a kid gets there, like when we still have access to that student, like what you're saying. I mean we can build those wraparound services. We can wrap our arms around them. And I always say, especially in dual credit, I've seen dual credit a lot, looked at a lot of the research on it. You know, we they're still a 14, 15-year-old student. They're not an adult.

Dr. Joseph Goins (26:17)

And so we can do that wraparound services. We can catch you before you fail, so to speak, right? When you're an adult, they don't get that, like nobody's gonna come alongside and say, Hey, you're about to fail this class. How do I how do I help you? And I think that's I always remind people, especially in dual credit programs, like these these students are still high school students, right? And

Dr. Jeff Moorhouse (26:38)

Yeah.

Dr. Joseph Goins (26:39)

what's our wrap around service model look like so they don't fail? Right?

Dr. Joseph Goins (26:44)

You know, and I think what you're describing is a lot of that. Well, I mean what do you think the direction is as you guys think about your year three. Where do you see your Ballard Health project going as you guys keep moving?

Dr. Jeff Moorhouse (26:59)

we're very excited, like, you know, some of those data points that I mentioned to you to see students responding, and participating, you know, I think that it's the the flywheel is starting to turn. We can't take our hand off of it yet. It's not turning on its own, but you know,

Dr. Joseph Goins (27:15)

yeah. Yeah. Yeah.

Dr. Jeff Moorhouse (27:19)

some of those initial efforts are starting to show

Dr. Jeff Moorhouse (27:24)

Return on investment. You know, I think the other thing that I would be remiss if I didn't say is in the state of Tennessee, the legislature has set aside dollars for dual enrollment and that this particular pathway, this dual enrollment pathway is tuition free to a student.

Dr. Jeff Moorhouse (27:47)

And so for them to be able to graduate with the credential with no student debt is big because it then they still have every other opportunity sitting in front of them through the Tennessee promise.

Dr. Jeff Moorhouse (28:04)

scholarship that the state invests in. And so, you know, it's leveraging the opportunity. I think that's the part that as we were studying the pathway is like the number of students that would walk away, even though dual enrollment was and has been in existence in Tennessee for over a decade. That dual enrollment participation rate was not

Dr. Jeff Moorhouse (28:31)

what you would think. It was still only between twenty and thirty percent. And that there were a lot of kids walking out the door without engaging in the free opportunity that was given to them while I'm in high school. and I think we were that was the other reason for looking at it from this approach is that

Dr. Jeff Moorhouse (28:49)

the student that we're trying to engage in that is gonna be staying here in our region is like they weren't they weren't participating in the traditional dual enrollment, which is comp one and two, history, it's it's to back to your statement that you said before, is like I may not have been really good in those classes to begin with. Like why would I wanna take more of that?

Dr. Joseph Goins (29:10)

Please.

Dr. Jeff Moorhouse (29:12)

Whereas if it if I took my dual enrollment

Dr. Jeff Moorhouse (29:15)

in skill specific or occupational

Dr. Joseph Goins (29:19)

Okay.

Dr. Jeff Moorhouse (29:19)

specific opportunity that if I can get you going down that line, then maybe you see purpose for that other later. But the lead with the academic wasn't solving the problem. And

Dr. Joseph Goins (29:32)

Yeah.

Dr. Jeff Moorhouse (29:33)

you know the other thing, the research that we saw

Dr. Jeff Moorhouse (29:37)

was as it related to traditional CNA programs, if you just look at the national statistics that the number of students that graduate with their CNA they convert to L P N or R N at a less than ten percent rate.

Dr. Jeff Moorhouse (29:53)

Whereas if we can get you to LPN, L PN's convert up to RN and above at eighty percent or greater. And so it's like if we can just get you one exit further,

Dr. Jeff Moorhouse (30:04)

your opportunities for

Dr. Jeff Moorhouse (30:06)

a healthy life are just infinitely better.

Dr. Joseph Goins (30:10)

Yeah, and that was a question I wrote down. I was like, do you expect to see that kind of growth, right? If you can get them to those stages, especially where they are right now in life, because they're not adults. Do you hope and is the expectation they will move on in that career choice? Right? I like that model.

Dr. Jeff Moorhouse (30:28)

Like it would be it would be our hopes that when they graduate, if we've done our job right, that that we've sold the profession to They've been in there, they've been mentored, they know the culture, they obviously want to choose us.

Dr. Jeff Moorhouse (30:45)

Okay, and and if they invest in us, we can we will assist them on their journey if they later on want to go on to RN or BSN or whatever that we would we would assist you down that road. And so

Dr. Jeff Moorhouse (31:01)

by getting them early and getting them into our facilities, we can teach the soft skills. We can have them mentored in the soft skills. They can learn the culture. They can do all

these things and that we can bring them in. because you know, the way the system has worked before is like

Dr. Jeff Moorhouse (31:21)

We've got to bring them in on the backside. We've got to try to reverse bad decisions that have been made and things of that nature. Is if we can just teach the right way to do pair with a a professional, that we can we can grow them into the person that we want them to be.

Dr. Joseph Goins (31:40)

Yeah, I saw some I saw this, this was in a school in another state, Doctor Moorhouse but it was an EMT program. So and I remember and this EMT program had been around for about ten or fifteen years. And I think it was in the state of Arizona. What I thought was fascinating, and I remember I asked the the administrator of this pathway, I said, you know, what's the outcome? And something like fifty percent went on to be doctors.

Dr. Joseph Goins (32:07)

And I'm sitting here thinking, you know, that high school student did not go into an EMT program thinking they were going to be a doctor.

Dr. Jeff Moorhouse (32:14)

Right.

Dr. Joseph Goins (32:15)

think of a high school student, think of what an EMT is, you know. and I was thinking of those career choices early on over here, right? And I remember this administrator telling me that, and a light bulb went up in my head. Was like, you know, our job is to get the kid the student on the journey. Like the passion and the spark.

Dr. Joseph Goins (32:36)

Right, and the rest is gonna take care of itself, right? We can't solve everything. But I I that image because I was like, there's no way when you open an EMT program, you thought these learners were gonna be doctors. And same thing here, like you started with CNA, now you're trying to get to LPM. Do they become nurses, nurse practitioners, do they branch off into a clinical field, right?

Dr. Joseph Goins (33:05)

do some go into X ray tech a technical field, you know, and you start to get excited on the pathway.

Dr. Jeff Moorhouse (33:13)

what I will say from the employer side is that what I just so admire about the healthcare system is that it wasn't everybody else's problem to solve, is that like if to to get to the LPN

means that a student before they graduate high school will have to have over four hundred clinical hours in the

Dr. Joseph Goins (33:35)  
Amazing.

Dr. Jeff Moorhouse (33:36)  
healthcare facility. And normally

Dr. Jeff Moorhouse (33:40)  
a healthcare facility

Dr. Joseph Goins (33:40)  
Yeah.

Dr. Jeff Moorhouse (33:41)  
is is well you can't get into the door unless you're eighteen. And Ballard

Dr. Joseph Goins (33:46)  
Yeah, yeah, there's but

Dr. Jeff Moorhouse (33:47)  
went back and changed their policies so that students can begin working in defined roles inside the healthcare facility starting at sixteen and that they can get their clinical hours

Dr. Jeff Moorhouse (34:03)  
in here to be able to do that. And so it's, you know, how how often I was sitting there, I remember these days where we would say, hey, we've got these great kids, but you know, can we get into your facility, whether that be manufacturing, healthcare, or whatever else. And it was like, well, they can when they turn 18.

Dr. Jeff Moorhouse (34:26)  
and it's like we have to be able to start blurring that line, whether through youth apprenticeship or whether through whatever that there's practices and policies and and things that are in place that would that can help cover the liability in this and we have to make this we have to start making these lines of

Dr. Jeff Moorhouse (34:51)  
when you say, like this is something that is an example that I said to the state legislature when we had to pass a bill to be able to let students get access to the curriculum, is that when you say 18 18 is an arbitrary number. Is that, you know, all of us know like I know 16-year-olds that act like they're 24.

Dr. Jeff Moorhouse (35:18)

And I know twenty-four year olds that still act like they're six. And so when

Dr. Joseph Goins (35:18)

Sure. Correct.

Dr. Jeff Moorhouse (35:22)

you throw a date or you throw a age in there, you're eliminating a certain group of people that are ready and able. And we're not trying to say that this is for everybody, but what when a student has demonstrated the ability to meet the standard, we know we need to let them get through faster and not be held up because of arbitrary numbers.

Dr. Jeff Moorhouse (35:48)

or arbitrary dates that that just serve to slow the pipeline down.

Dr. Joseph Goins (35:55)

Yeah, and I think that's you know, we started this by talking about how you work for an employer now and you you're thinking about that intersection I always call it that intersection between education employment I call it the three E's. What's education employment? what does that look like in your economic development? What are these three things and where's that intersection and you can you get people thinking about that from a policy standpoint? 'Cause education

Dr. Jeff Moorhouse (36:20)

Right.

Dr. Joseph Goins (36:21)

leads to gainful employment.

Dr. Joseph Goins (36:23)

Benefits your local economy, but somewhere in the middle they all have to intersect if you're going to pull it off. Right.

Dr. Jeff Moorhouse (36:30)

Yep. Well,

Dr. Jeff Moorhouse (36:32)

yeah, like again, going back to the pandemic, it's like nobody wants to go back and do that,

Dr. Joseph Goins (36:38)

Right.

Dr. Jeff Moorhouse (36:39)

but it created there's things that people are willing to consider post pandemic that they weren't willing to consider pre pandemic. That when the crisis is great enough and the will is great enough and the problem is great enough, you're willing to consider things different.

Dr. Joseph Goins (36:57)

Yeah,

Dr. Jeff Moorhouse (36:57)

than you would have if

Dr. Joseph Goins (36:58)

yeah.

Dr. Jeff Moorhouse (36:58)

it was just working on its own. And

Dr. Jeff Moorhouse (37:01)

in this case we had a crisis that was big enough that we needed to solve that the process and the procedures that we had in place weren't gonna solve it. We had to do so we had to be willing to try something different.

Dr. Joseph Goins (37:14)

and it's probably a great way to end, but I'm gonna ask because I think that's just a terrific analogy. But so other people are gonna be listening to you and I ramble on at some point. what advice? Do you have any advice you'd give somebody, superintendent that's listening to this? You know, they're thinking about like, hey, we have to do something different with our career pathways. We have whether it's manufacturing, healthcare, whatever the need is in their communities.

Dr. Joseph Goins (37:43)

Any advice you'd give

Dr. Jeff Moorhouse (37:45)

would say that we that we need to be able to involve the employer more. what is the crisis that the employer needs solved? And how can we help solve that? Particularly in rural economic development. Is in this case, healthcare represents the best check best paying jobs in rural spaces i in there.

Dr. Jeff Moorhouse (38:09)

It because manufacturing's leaving rural spaces, right? And so

Dr. Jeff Moorhouse (38:15)

It's can it it's getting the employer in the room, what's the crisis that they need to solve and how can we how can everybody else be part of that? Because I heard somebody say this that I've pondered on and chewed on is that unless there's employer benefit, is there really student benefit? Because if the student comes out with the credential or the opportunity, but there's not a job for them, has it been really

Dr. Joseph Goins (38:38)  
Yeah.

Dr. Jeff Moorhouse (38:39)  
a student benefit?

Dr. Jeff Moorhouse (38:41)  
and so I've you know it's kind of one of those chicken or egg kind of things, but I think that having now being on the employer side of the glass, I've never really thought about it from the employer side of the glass. And and understanding like now knowing what the employer needs are and understanding how the things and the processes that we could put in place in the K twelve sector that could help solve that.

Dr. Jeff Moorhouse (39:08)  
Is we don't have enough opportunities where employers and K-12 and higher ed all sit in the room together to say what's the crisis, what's the what's the problem that we need to solve, and how can we all work together to solve it? Because when all three are in the room, there's enough resources to solve it. There's probably not enough

Dr. Joseph Goins (39:30)  
Pull it off. Yeah, to pull it off.

Dr. Jeff Moorhouse (39:32)  
resources if everybody's trying to solve it on their own, but if we put everybody's chips on

Dr. Jeff Moorhouse (39:37)  
the table in the room, we can solve these problems together.

Dr. Joseph Goins (39:41)  
Yeah. several years ago, I actually introduced a high level person from the Department of Education to the Department of Workforce. They'd never been in a room together. and the funny thing is fast forward to today, they have a full time position inside each other's department now. Like they have like full time positions

Dr. Joseph Goins (40:04)  
Going back and forth now. And I that's how fast I believe people are thinking about this structurally, because seven years ago I introduced the people to each other, and now the Department of Education has an employee in the Department of Workforce, and vice

versa, and they're they're openly going, these are complex issues, and we we've got to think differently.

Dr. Jeff Moorhouse (40:27)

Yeah. I

Dr. Jeff Moorhouse (40:28)

I have a similar story to you. Like when we had our first T twenty gathering, we had the the regional university president, the two community college presidents, the two TCAP presidents, and the three private university presidents all coming together.

Dr. Jeff Moorhouse (40:46)

to say like what's the problem that they all share. And when we left, the university president stopped me and he said, I don't want you to miss the significance of what just happened today. But he says, I've been at this institution for at that point in time, it had been like twelve years. He says, This is the first time we've all sat in the same room together.

Dr. Jeff Moorhouse (41:06)

So again, it's just trying to break down silos. Because think the problems that we have moving forward, it's not about is there enough? It's it's how do we make the credits transfer? How do we make how you know the portability

Dr. Joseph Goins (41:24)

Yeah.

Dr. Jeff Moorhouse (41:25)

of the credential? How do we make the system all align?

Dr. Jeff Moorhouse (41:30)

so that we can get it through more affordably, the student can get through more speedily, and the employer gets that person faster. and so when we can make that happen, I think it doesn't have to be a win lose. It's like that Stephen Covey. What's what's the win win? How can we do this

Dr. Joseph Goins (41:48)

Yeah.

Dr. Jeff Moorhouse (41:48)

so that everybody wins? And I think there's ways that that can happen.

Dr. Joseph Goins (41:53)

Yeah. Well, I get the privilege of traveling across the country and I see different models and I think what you're doing, Doctor Moorhouse is truly amazing.

Dr. Jeff Moorhouse (42:01)

I appreciate that, Joseph. And really truly, like it wasn't just trying to sell the labor market navigator. I mean, but you helped you've helped be part of the solution. Like, you know, it it's going back to educating kids. What are the opportunities and like if if healthcare isn't your thing, that's fine. I want you to pursue that opportunity that exists. But if healthcare is your thing, come come talk to us.

Dr. Jeff Moorhouse (42:26)

what we want to be able to do is particularly for rural spaces, like right, not we want this for everybody, but particularly for rural spaces, is we need this, not just Ballad health, but our country needs have rural talent that's untapped that we've got to be able to leverage.

Dr. Jeff Moorhouse (42:45)

And just being able to help we wanted to expand this opportunity or this framework to be able to reach as many students as possible.

Dr. Joseph Goins (42:54)

Well I'm excited. I'm hopeful that the people that are listening to this hear your message because it's it's pretty special. And I by the way, I agree with with the rule. There are unique challenges in rural education and they need to see that as possible. again I work in rural places all across the country and I know they're struggling with how do we just think differently and sometimes how do we create that workforce that can stay

Dr. Joseph Goins (43:16)

in places they love, right? They don't have to leave, right? and so very passionate about the work. I appreciate it, Doctor Moorhouse And always a pleasure to talk with you. Hopefully we'll see you soon. Thanks.

Dr. Jeff Moorhouse (43:29)

Yes, sir. Thank you for the opportunity.

Dr. Joseph Goins (43:36)

Thanks for listening to Redesigning Readiness, conversations on career connected learning. Visit [p2c.org slash redesigning readiness](https://p2c.org/slash/redesigning-readiness) to explore today's conversation with video highlights, the full transcript, an episode recap, and additional research and resources. And sign up to receive an email when a new episode is released.

Dr. Joseph Goins (43:58)

That's the letter P, the numeral two, the letter C dot org slash redesigning readiness.

Dr. Joseph Goins (44:06)

Until the next conversation, thanks for listening.