

DR. SAIRA ALI, Ed.D.

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SUMMARY

Educational leadership scholar, healthcare workforce development specialist, instructional systems innovator, and organizational improvement professional with expertise in healthcare workforce training, instructional leadership, workforce sustainability, curriculum development, educational assessment, faculty development, and workforce readiness. Proven record of developing scalable instructional systems that improve student achievement, program completion, workforce preparation, certification readiness, and healthcare workforce entry.

Experienced in designing evidence-based educational frameworks that strengthen workforce pipelines, improve organizational performance, and support national healthcare workforce priorities.

EDUCATION

St. John's University, New York, USA

Doctor of Education (Ed.D.), Instructional Leadership, Dissertation: Impact of Different Leadership Styles on Job Satisfaction of Private Sector School Teachers in Pakistan 2025

Beaconhouse National University

Master of Philosophy (M.Phil.), Educational Leadership and Management

University of the Punjab

Master of Science (M.S.), Gender Studies

University of the Punjab

Bachelor of Arts (B.A.), Commerce

EXPERIENCE

Director of Education and Research

Home Health Aide Training Institute (HHATI)

New York, USA

Responsible for leading instructional innovation, workforce development initiatives, educational quality assurance systems, curriculum alignment, student success strategies, workforce readiness programs, and organizational improvement initiatives within healthcare vocational education programs.

- Designed and implemented a structured Google Classroom learning platform supporting Certified Nursing Assistant (CNA) students preparing for New York State certification examinations. The platform included curriculum-aligned modules, mock examinations, competency reinforcement activities, remediation systems, and performance monitoring tools.
- Supported 179 CNA students through structured instructional systems designed to strengthen certification readiness and workforce entry. The system achieved an average academic performance score of 87.33% among participating students.
- Implemented curriculum-aligned scheduling systems across CNA, Home Health Aide (HHA), Personal Care Aide (PCA), and PCA-to-HHA Bridge Programs, contributing to a 97% graduation rate across institutional healthcare training programs.
- Developed structured academic support systems that contributed to 58 documented CNA state certification examination pass outcomes across current and prior cohorts. All successful candidates utilized the structured instructional support platform.
- Developed and implemented a structured classroom observation and instructional monitoring framework evaluating curriculum delivery, student engagement, instructional effectiveness, clinical skill instruction, learning participation, and curriculum alignment.
- Led development of a comprehensive student portal system approved by the New York State Bureau of Proprietary School Supervision. The system supports academic tracking, compliance monitoring, workforce

outcome tracking, communication systems, and educational data management. The platform serves as a scalable workforce development infrastructure model for vocational healthcare training programs.

- Contributed to workforce preparation systems supporting more than 7,000 healthcare aides trained through HHATI. Approximately 80% of graduates received employment support and workforce placement opportunities within healthcare and senior care settings.

Observer – Project Wings

2024–2025

St. John's University

- Participated in instructional observation and educational improvement initiatives.
- Supported program evaluation and educational quality enhancement activities.
- Contributed to research and organizational learning initiatives.
- Assisted in educational assessment and continuous improvement projects.

TECHNICAL SKILLS

Healthcare Workforce Development

Home Healthcare Workforce Sustainability

Leadership Development

Employee Engagement and Retention

Workforce Readiness

Healthcare Education

Faculty Development

Organizational Learning

Workforce Analytics

Curriculum Innovation

Healthcare Leadership

HEALTHCARE WORKFORCE DEVELOPMENT IMPACT

Measurable Outcomes: - 179 CNA students supported through structured workforce preparation systems. - 87.33% average academic performance within certification preparation programs. - 97% graduation rate across healthcare workforce training programs. - 58 documented CNA certification examination pass outcomes. - Workforce preparation systems replicated across multiple cohorts. - Contributions supporting over 7,000 healthcare aide trainees. - Approximately 80% graduate employment support rate.

PROFESSIONAL RECOGNITION

Received multiple appreciation letters from educational leaders recognizing contributions to educational leadership, student development, skill learning, deep learning methodologies, and educational advancement through seminars and professional training programs.

PROPOSED ENDEAVOR

Transforming the United States Home Healthcare Workforce Through Educational Leadership, Workforce Development, Leadership Innovation, and Organizational Excellence

Focus Areas: - Healthcare Workforce Development - Workforce Sustainability - Leadership Development - Faculty Capacity Building - Workforce Retention - Organizational Learning Systems - Competency-Based Education - Workforce Analytics - Home Healthcare Workforce Excellence

NATIONAL IMPACT

Dr. Ali's work contributes directly to: - Healthcare workforce development. - Healthcare workforce readiness. - Home healthcare workforce sustainability. - Workforce retention and engagement. - Healthcare leadership development. -

Educational quality improvement. - Workforce pipeline expansion. - Public health workforce resilience. - Improved healthcare access and quality of care.