

Espanola Valley Healthcare and Nursing Careers Pathways Program

Final Report

**Submitted to Espanola Valley Healthcare and Nursing Careers Pathways
Program Partners**

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April 2021

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Background

Española Valley High School (EVHS), Española School District (District), Northern New Mexico College (NNMC), Presbyterian Española Hospital (Presbyterian) and the LANL (Los Alamos National Lab) Foundation (Foundation) desire to explore the possibility of meeting the local health care workforce needs by providing easier and affordable access to health care education through establishment of an Espanola Valley Healthcare and Nursing Careers Pathway Program among the partner institutions. A particular focus of the program would be creation of a pathways program for individuals to become Licensed Practical Nurses (LPNs).

Over the past few years, the partners have discussed establishment of such a program. However, a formal needs assessment or plan had not been developed to guide this effort. It was posited by the partners that if potential healthcare workers are to fill the many current and future positions in the health care workforce, they need to be able to access a range of education and training programs that not only provides them with an education but also provides them with the additional socio-economic resources necessary to be successful. If a major goal is to enable these workers/students to obtain employment that offers a life/family-sustaining wage as well as maximize their potential contributions as workers, continued education and training needs to be available to them after they enter the health care workforce.

To achieve this goal, it was proposed, and agreed upon by stakeholders, that educational healthcare career pathways, with multiple entry and exit points, would address this need. In September 2020, in a meeting convened by the LANL Foundation, the partner organizations met and confirmed their interest in pursuing this project. It was then determined that a formal assessment and implementation plan would be helpful to advance this effort and ensure its sustainability.

The partners moved forward with support of the creation of the proposed Espanola Valley Healthcare and Nursing Careers Pathway Program by employing a consultant to conduct a needs assessment and develop an implementation plan to establish a health care career pathways program among partner institutions. At this time, an advisory council was formed. A representative from each partner institution was selected to sit on this council and provide input into strategy, policies, and future direction of the project. It was also agreed that the proposed project would occur in two phases with associated timelines. The resultant plan would be brought to the partners for review and approval at determined times

At the initial meeting of the consultant and partners it was decided that the LPN focus would be postponed. Instead, the focus of the work would be redirected to the creation of three healthcare support occupations career pathways, as selected by the partners, with high school dual credit students and the adult community being identified as the target population.

This report provides a summary of the work completed for the project. It describes the rationale for creating a health and nursing careers pathway program and documents local and regional employment demand and economic need. Specific challenges and supports needed by student and faculty participants are identified. Three options for the establishment of a health and nursing careers pathway program among the partner organizations are described, and information regarding dual credit programs is presented. Information regarding accreditation, needed resources, benefits and drawbacks, and curricula for each option is included.

Rationale

(RFP Objective # 1)

It is clear to many that numerous and diverse approaches are required to address the critical shortage of health care workers nationally and in the Española Valley community. Absence of a qualified health care workforce threatens the availability of affordable quality medical care for the citizens of the Española Valley community. Policy initiatives, innovative health care workforce education programs, and funding aimed at attracting, educating, and retaining health care workers and expanding the capacity of healthcare education are necessary to alleviate the shortage.

The Espanola Valley Healthcare and Nursing Careers Pathways Program is a comprehensive initiative and partnership project that integrates coordinated academic and social support services aimed at supporting entrance and progression through healthcare career ladders for local high school youth and adult community members. The target population for this program includes high school dual credit students, incumbent health care workers, and the adult community at large.

The Espanola Health and Nursing Careers Pathways Program is designed to address two key concerns in the community:

1. Employers lack qualified workers to fill the growing vacancies in the healthcare field. As employers in the community struggle to address this issue, the Department of Labor (DOL) projects that there will be rapid and significant increase in the need for healthcare workers over the next ten years. (Health Care Occupations: Occupational Outlook Handbook, 2021).
2. Incumbent workers struggle to obtain jobs that provide a good living wage and to advance in their careers. Workers too often experience insurmountable barriers without options to help them move forward.

Local and Regional Employment Demand and Economic Need

National Health Care Workforce Needs

The U.S. will face significant healthcare worker shortages in the coming decade. By 2025 there will be a shortage of more than 400,000 home health aides, 95,000 nursing assistants, and 29,400 nurse practitioners (Mercer Report, 2019). Healthcare occupations are one of the fastest growing employment sectors in the nation. The U.S. Bureau of Labor Statistics (Employment Summary 2019-29) reports that “the healthcare occupational groups in which employment is projected to grow markedly faster than average, include healthcare support occupations...” Healthcare support occupations such as medical assistants, personal care attendants, home health aides, nurse aides, and phlebotomists are projected by the Bureau of Labor Statistics (2019) to have a “bright outlook” status, meaning they are projected to display “Rapid Growth” (an employment increase of 10% or more), and /or “Numerous Job Openings” (100,000 or more job openings during the time period of 2019-2026). In the next decade, the rate of job growth in health care support occupations is projected to be three times as great as the rate of job growth in the remainder of the economy (U.S. Bureau of Labor Statistics, Employment Summary 2019-2029).

Healthcare support occupations include Home Health Aides and Personal care Assistants, Nurse Aides and Orderlies, Psychiatric Aides, Occupational Therapy Assistants, Occupational Therapy Aides, Respiratory Therapist Aides, Physical Therapist Aides, Massage Therapists, Dental Assistants, Medical Assistants, Medical Equipment Preparers, Medical Transcriptionists, Pharmacy Aides, Veterinary Assistants and Laboratory Animal Caretakers, and Phlebotomists (U.S. Bureau of Labor Statistics, May 2020).

Health care support occupations offer a wide range of employment opportunities from jobs requiring only short-term training, such as home health aides and personal care attendants, to those requiring Associate Degrees such as physical and respiratory therapist assistants.

New Mexico Health Care Workforce Needs

New Mexico is undergoing an historic increase in healthcare occupations vacancies. The New Mexico Department of Workforce Solutions Occupations Bulletin (April 2018) projects that registered nurses will have the most annual job openings between 2014 and 2024 and 660 jobs a year are anticipated to be in demand by employers. Licensed practical and licensed vocational nurses are projected to have 80 job openings per year. It is anticipated that employment growth in healthcare support occupations, at 21.2 percent, is expected to be the second fastest growing occupation in the state, with jobs increasing by 5,790 over the next decade (New Mexico Department of Workforce Solutions 2016-2026 Occupational Employment Projections).

An aging adult population and the greater number of insurable people (due to the Affordable Care Act) are the primary drivers for this accelerated need.

Health care support occupations provide employment opportunities for individuals with varying levels of education and training. Two-fifths of direct care workers—nursing assistants, home health aides, and personal and home care aides have no more than a high school diploma or GED certificate. In New Mexico, workers can enter the health care field with even less education (Casau, 2014).

While many of these entry-level positions pay only a minimum wage and turnover is high, career pathways can make it possible for entry-level workers to get jobs with higher wages by incrementally increasing their job responsibilities and educational attainment. The local and statewide environment has created a wealth of opportunities for future workers who have the desire to enter the healthcare field but who do not have the educational or financial resources to pursue a college degree.

As a group, healthcare support occupations number approximately 26,560 workers in New Mexico and this number is expected to grow exponentially over the next decade (U.S. Bureau of Labor Statistics, May 2020). New Mexican healthcare support occupations workers receive an annual median wage of \$29,020, which ranks them as among the top wage earners in positions which do not require a college degree (New Mexico's Occupational Outlook). However, despite the possibility of getting an entry-level position without formal education, most health care employers in New Mexico prefer to hire those who have some degree of training and certification.

Espanola Valley Healthcare Care Workforce Needs

As part of identifying local healthcare workforce needs, interviews were conducted with several local stakeholders and other individuals with relevant experience. Interviews focused on healthcare work force needs in the community and familiarity with career pathways programs. Local healthcare institution participants were asked to respond to two concerns: 1) healthcare workforce occupations with the most vacancies in their institutions, and 2) obstacles faced by students and/or workers who desire to have a career in health care. Educators were asked to provide expertise on career pathways programs, curriculums, and costs.

The need for Registered Nurses was, by far, the occupation with most vacancies in each institution. Because there is an associate degree in nursing program at Northern New Mexico College in Española that meets the educational need for registered nurses, participants were asked to list three other healthcare occupations their institutions were having difficulty filling.

- Ms. Lore Pease, Chief Executive Officer (CEO) of El Centro Family Health, reported that Licensed Practical Nurses (LPNs) were in high demand at the El Centro clinics. However,

medical assistants (MAs) were doing many of the jobs of the LPNs, putting the medical assistant positions in a place of high demand. Per Ms. Pease, El Centro Family Health would entertain the idea of hiring additional medical assistants if the MA role could be expanded through additional training.

- Ms. Brandi Darby, Chief Operations Officer (COO) of Las Clinicas del Norte, voiced a dire need for nurse aides and medical assistants. She stated that Las Clinicas del Norte has multiple facilities in rural areas of New Mexico. Due to the rural nature of the clinics, it is difficult to find job applicants who have a background or training in health care. Most of the medical assistants and nurse aides receive on the job training which places an added burden on the institution to teach competencies that, she believes, should be part of a training program. She voiced strong support of a healthcare careers pathway program that would prepare future employees to be job ready upon hire.
- Ms. Brenda Romero and Dr. Theresa Valerio, Chief Executive Officer (CEO) and Chief Nursing Officer (CNO) respectively, of Presbyterian Española Hospital reported the need for LPNs in the Presbyterian Medical Group Clinics. They stated, however, that medical assistants were being used interchangeably with LPNs, and medical assistants were earning salaries comparable to those of an LPN. At the present time, Presbyterian Hospitals do not allow medical assistants to administer medications. However, if medical assistants received the proper training in medication administration, Presbyterian could potentially reconsider and expand the role of the medical assistant to include medication administration. In the hospital setting, both Ms. Romero and Ms. Valerio confirmed that nurse technician positions have continual vacancies which are getting increasingly difficult to fill due to employee's reluctance to do shift work and work weekends and holidays.
- Mr. Ricardo Briones, Laboratory Technical Supervisor at TriCore Reference Laboratories reported continual vacancies in phlebotomy positions.
- Ms. Geraldine Torres (Ambercare Hospice), Ms. Tamara Rodriguez, (Del Corazon Hospice), and Ms. Leslie Van Pelt (Comfort Keepers) all agreed that the need for personal care assistants and home health aides was at an all-time high. They reported that with health care delivery shifting from hospitals to the community, the increasing need for health care support occupations that provide care for the elderly, disabled, and those on hospice care are in constant demand.
- Ms. Shirley Lia, Director of the Colorado Early College program provided a significant amount of information on resources regarding career pathways programs. Among those resources are the National Health Career Association (NHCA), and Health Occupations Students of America (HOSA). She shared curriculums for a variety of pathways and discussed her experiences managing career pathways programs.

Suggestions for ways to integrate dual credit student cohorts with adult student cohorts was also part of the information sharing.

- Ms. Terri Tewart, Director of Santa Fe Community College (SFCC) Nursing Program, discussed SFCC’s high-school based LPN program and their careers pathways program. She shared information regarding the Santa Fe Capitol High LPN program. Creation of this program was a lengthy process (2 years or more) and much of its success was because potential students were identified in their freshman year of high school thus creating a cohort of like-minded students in a Health Care Careers Group. She provided resources relevant to the health care careers program offered at SFCC and access to the respective curricula. She also volunteered to be a local source of support as the career pathways programs at NNMC are developed.

The information obtained from interviewees align with national and New Mexico data on healthcare support occupations with the most vacancies and with educational best practices. Healthcare support occupations such as medical assistants, personal care attendants, home health aides, nurse aides, and phlebotomists are projected to have a “bright outlook” status, meaning they are projected to display “Rapid Growth” i.e.an employment increase of 10% or more (Bright Outlook Occupations, 2019).

Challenges and Needs: Student and Faculty Support

Interviews with Española stakeholders also substantiated findings in the literature regarding personal challenges often being the most difficult obstacles for incumbent or potential health care workers to overcome. It is not uncommon for this population to have a variety of life challenges affecting their ability to participate in health care training programs. Most need to work, sometimes two jobs, resulting in limited time to attend classes. They often have family responsibilities, including childcare and elder care, and may lack transportation or the funds to participate in available assistance programs. They struggle to manage competing priorities in their work and family lives and do not have the necessary resources to take classes to advance their careers.

- Ms. Brenda Romero, Presbyterian Española Hospital CEO, noted that “often times hospital workers such as nurse technicians have commented that hospital work is not conducive with family life and that the idea of being upwardly mobile and pursuing educational opportunities is next to impossible with the multitude of family commitments they have.”
- Ms. Ellen Trabka, Chair of the NNMC Department of Nursing and Health Sciences, agreed that family responsibilities often get in the way of potential healthcare student success and, by extension, are obstacles to local community members working in the healthcare workforce. “In this area, students have many social and cultural family

commitments. Family is their first [sic] priority. For example, I might have a student say that they can't get to class on time because they have to get their grandmother to her doctor's appointment."

- As suggested by Ms. Pease, CEO of El Centro Family Health, oftentimes students interested in health care, and workers already in the field, have little prior education and English may be a second language. Complicating this situation is the fact that having little prior education and/or a lack of English language proficiency affects skills levels in both math and English, thus making entry into a health care employment setting or school environment intimidating or impossible.

Structural and environmental challenges present obstacles to success for many potential students as well. Stakeholders identified several structural/environmental challenges faced by students.

- Inaccessible education and training were identified as major structural/environmental challenges by all interviewees. Because most workers already employed in the healthcare sector are working, classes that are held during the week and during work hours often make it impossible for students to participate.
- All interviewees agreed that for many students and incumbent workers, particularly those in positions of less skill and responsibility, the cost of education is prohibitive and adds another layer to the challenges potential students face. Most potential and incumbent health care workers must work. Often, they earn a minimum wage or a fraction above, and although they might recognize the value that education will have on future earnings, their present financial circumstances present a significant barrier to this pursuit. Out of pocket expenses for classes, particularly if the educational institution is charging typical four-year college tuition fees, is not feasible.
- Interviewees cited lack of coordinated support services as a major structural/environmental challenge. They mentioned that the absence of career coaches to serve as guides through the complicated educational system is sorely lacking. They also reported that employees who hope to return to school experience extreme difficulty navigating the complex world of support services such as childcare, transportation, financial aid, mentoring, and counseling. While most of these services were available somewhere in the community, the difficulties involved in coordinating and accessing these resources are major obstacles.
- Lack of knowledge about education, certificate and/ or training programs is also a primary barrier. When there is no clearly defined direction or career path potential students often give up out of frustration. Dr. Valerio, Presbyterian Española Hospital CNO, stated "I don't think people know what the process is. Having someone to help

kids in school and already employed healthcare workers chart the waters would be very helpful.”

- Ms. Lia of Colorado Early Colleges Program stated the lack of knowledge about, or access to financial aid, can be a barrier. Oftentimes students may also face systemic barriers such as the fact that financial aid often is not available for students who can only attend class part time or the fact that certificate programs may not qualify for financial aid.

Possible solutions to these issues as proposed by the interviewees include the following:

- Create career coach positions. Career coaches would assist students to navigate the educational system and help them access resources to manage family commitments while also attending school.
- Offer classes on professionalism to assist students to understand the expectations for healthcare employees. Examples include classes on communication, ethics, and time management. Make classes available at no or minimum cost to assist students to develop the English, math, and science skills needed for job and career success. Offer classes on computer skills needed for completion of class requirements. These support classes, combined with academic and career coaching, could help students gain confidence needed to remain in school and to succeed.
- Make the pathways program part of the community college segment of NNMC. This would lower tuition costs for pathways students.
- Explore funding to provide tuition reimbursements for all or selected pathways program participants.
- Explore the possibility of scholarships to defray education costs.
- Place college counselors at work sites to provide information about academic programs and support services.

Health and Nursing Careers Pathway Program Options

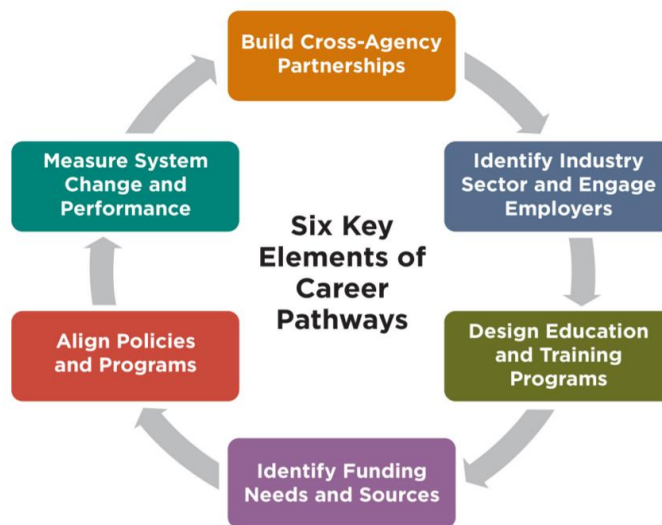
(RFP Objective # 2)

Career Pathways Definition

As noted previously in this report, many potential students and incumbent workers face barriers to pursuing an education and/or career advancement in the healthcare sector. These student/workers are a diverse group in terms of their age, prior education, ability to access resources, and basic life skills. A large percentage lack English, math, and other rudimentary skills, which often leads to unemployment or employment in low-wage positions. Incremental educational steps would assist career advancement. Offering stackable certificates within a career pathway program is a means toward meeting this goal (Career Pathways Catalog of Tool Kits, 2019).

Career pathways are defined as a “series of connected education and training programs and support services enabling individuals to secure employment within a specific industry or occupational sector and to advance over time to successively higher positions through advanced education and employment in that sector. Each step on a career pathway prepares an individual for the next level of employment and education. Several metaphors have been used to describe career pathways: an interstate highway where individuals enter and exit at different points and advance according to their resources and desires; a ladder with steps leading from one level to another; or a pipeline (U.S. Department of Education, Career Pathways).

The Career Pathways Tool Kit: A Guide for System Development (LINCS,2021) was designed by the US Department of Labor, Employment, and Training Administration to help guide teams through the essential components necessary for developing a comprehensive career pathways system. In 2012, the U.S. Departments of Education, Health and Human Services, and Labor released a letter endorsing the concept of “Career Pathways” as a promising approach to address the country’s challenge of how to prepare workers of all types and skill levels to participate fully in the country’s economic future (Career Pathways Catalog of Tool Kits, 2019). The Departments defined Career Pathways as a “series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.” The graphic below illustrates the six elements identified as essential in the creation of career pathways.



Courtesy of the Careers Pathway Toolkit: A Guide for System Development

Stakeholder Roles

The Career Pathways Catalog of Tool Kits (2019) further defined the roles for each stakeholder in the career pathways process. “The education community takes a lead on providing classroom-based learning, and then partners with business and workforce development professionals to create workplace-based learning opportunities. These connections help businesses meet staffing needs and grow a next generation of skilled employees. At the same time, the human services field supports workers in balancing their educational, professional, and family responsibilities while they make this investment in their future. What makes these activities a true Career Pathways initiative is the commitment to cross agency partnerships that identifies the strengths and needs of each partner and uses that expertise to build the pathway” (Career Pathways Catalog of Tool Kits, 2019).

Basic Pathways for Healthcare Careers

According to the National Institute for Literacy report, *Health Care Career Pathways and Adult English Language Learners* (Crandall, Wrigley, & Spence, 2011), healthcare careers programs generally follow three basic pathways: Patient Care, Allied Health, and Medical Administration. Each pathway is described below.

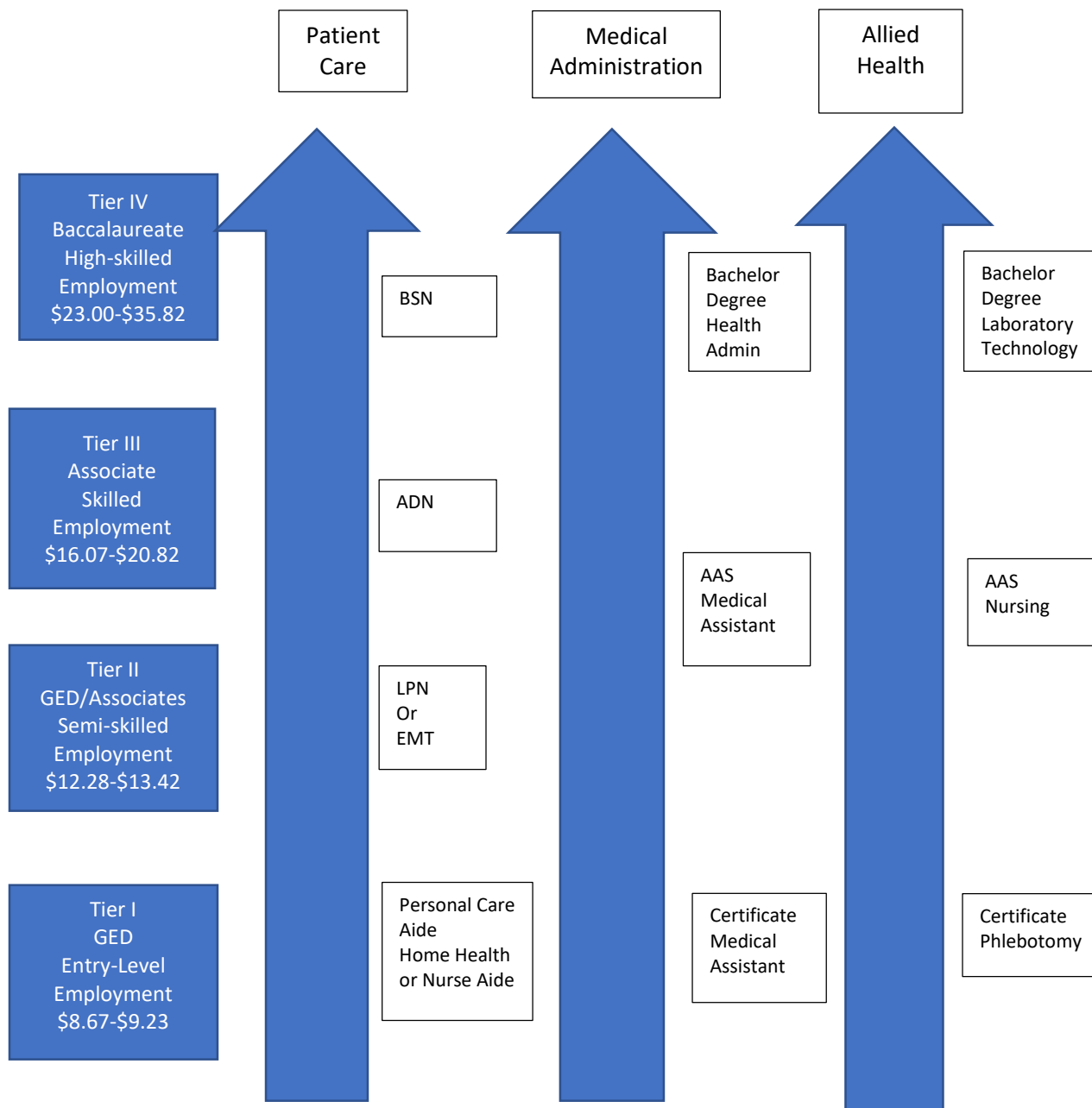
Patient care pathways typically begin with entry at the Personal Care Assistant, Home Health Aide, or Certified Nurse Aide (CNA) level. Requirements for these certifications is generally a high-school diploma or GED. The next tier of occupations is licensed practical nurse (LPN) or emergency medical technician (EMT). After that is the registered nurse (RN) tier which requires an associate of nursing degree. A bachelor’s degree in nursing (BSN tier) follows. Above the bachelor’s degree tier, career pathways advance to graduate degrees in nursing, health care administration, and other patient care specialties.

Allied health workers include technicians, technologists, therapist assistants, and phlebotomists who support physicians, nurses, and therapists (e.g., physical, respiratory, occupational, or speech therapy) in providing patient care. Requirements for these certifications include a high school diploma or GED (General Equivalency Diploma). At the associate degree level, careers such as respiratory therapist, registered nurse, or radiology technician are found. At the bachelor’s degree level students can progress to laboratory technologist or a bachelor’s degree in nursing.

The Medical Administration pathway typically begins with a certificate-awarding medical assistant program. Requirements for entry into these programs are either a high-school diploma or GED. The next tier would be an associate’s degree. A bachelor’s and then a graduate degree in health care administration follows.

Table A provides a graphic representation of each of the above healthcare program pathways and the accompanying tiers with salaries associated with each pathway.

Table A



The institutional partners utilized the results of the local stakeholder needs interviews to select the three pathways for this project. They include a career selection from one of each the pathways: Patient Care Pathway, personal care assistant/home health aide, nurse aide; and Medical Administration Pathway, medical assistant. Because NNMC has a well-developed Nurse Aide program, a pathway to a career in Allied Health, phlebotomy, was included as the third pathway program.

Pathways Options

According to the Premier Nursing Academy web page *Healthcare Career and Education Pathways* (2021), three potential tracks exist for health care career programs of study: Traditional, Non-Traditional, and Accelerated. Employer Partnerships provide additional options.

Traditional track. The traditional track for acquiring a healthcare degree/certificate usually starts at a 2-year community college. Classes are usually offered several days a week and offer fewer options for evening or weekend classes. Students must meet college entrance exam requirements to qualify for these programs. If the entrance requirements are not met, basic math and English college requirements must be completed. This could include multiple remedial classes before the student can enter the college level classes that are part of the training program. Additionally, if a student requires remedial classes the classes often do not qualify for financial aid. Plans of study for this track also include prerequisite courses (typically science based), acceptance into a specific program, and completion of program-specific classes and clinical hours. Often, a national certification exam or licensure exam must be completed at the end of the program to acquire a license and begin working. This option might work for students looking for a traditional campus experience or students without full-time jobs or other commitments they need to balance with schoolwork. This traditional option provides a direct path to a career rather than progressing along a career pathway. This type of program requires a prolonged time commitment and is less flexible for students who must balance school and numerous other responsibilities.

Non-traditional track. The non-traditional track typically includes completing several separate steps or programs and advancing the degree over time before finally reaching the desired or highest degree. These programs typically include completion of pre-requisite basic science courses as well as the basic math and English pre-requisites. Students then move directly into degree-specific courses. This track can be ideal for incumbent workers seeking career advancement. Schedules are often consolidated to have back-to-back classes on just one day of the week so students can continue working their regular jobs. Employers often incentivize or reward employees who further their degrees and continue to work for the same company.

Accelerated track. The accelerated track is an option for those students who need or desire to start working and quickly earning money. It is also an option for those who don't have the time or resources to dedicate to a two-or four-year degree. Approaching education in stages and working to gain experience in the field while earning money can work for many students. Some Certified Nursing Assistant (CNA), Personal Care Assistant, Home Health Aide, Certified Medical Assistant (CMA) programs can be completed in as little as 4-12 weeks. These

accelerated programs are quick, flexible, and less expensive than pursuing a more advanced degree right from the start. They are also attractive to students who need to earn a paycheck as quickly as possible to support themselves and/or their family. There are generally no science pre-requisites for this track and oftentimes basic math and English courses are not required.

Employer partnerships. Though not as widely known, there is a unique and promising option for entering the healthcare field that not only eliminates the cost of entry-level schooling, but also guarantees students a job upon completion of the program. Free entry level health care career programs change up the traditional model of healthcare education by partnering with potential employers who are willing to pay the tuition of entry-level health care programs in exchange for a reliable supply of dedicated and well-trained individuals. Students are paired with potential employers *before* entering the classroom. Once a match is found, the candidate enters a training program (paid for by the employer) and can begin working right away upon degree completion. In exchange for the paid tuition, the new employee exhibits loyalty to the employer by staying with them for an agreed upon amount of time. Often companies who are this invested in their employees will offer incentives and tuition reimbursements for further education, essentially shaping and growing their own group of dedicated and high-quality professionals. This track is generally for quick career options such as home health aide and personal care assistant. There are no prerequisites for this option. This option could potentially work for dual credit high school students and adult community members as well.

At this juncture, it seems clear that the partners need to select a track or tracks that would meet the goals and needs of each sector. Whatever the decision may be, there are a multitude of sample health care support occupations curricula available for each type of program.

Dual Credit Programs

According to the New Mexico Department of Higher Education Policy and Procedures Manual for Dual Credit (2018) “Dual Credit Programs are a starting point to pathways that lead to credentials and/or degrees that provide entry-level job skills, thereby offering New Mexico high school students an accelerated path to success in college or a career. “

As part of the need’s assessment, an interview was conducted with Ms. Stephanie Garduño and Ms. Evelyn Martinez, Espanola Valley High School (EVHS) student career and dual credit counselors. The following is a summary of the discussion:

1. There is a need for a health care careers pathways program at EVHS. According to Ms. Garduño, when students are queried about career paths in the yearly “Interest Inventory”, at least 50% of students express an interest in pursuing a career in healthcare. At present, the only dual credit courses available at NNMC are Introduction

to Health Care Professions, CPR, and Medical Terminology. The lack of any additional health care career courses frustrates students, which often causes them to lose interest in pursuing additional college courses. Both Ms. Martinez and Ms. Garduño believe that a group of additional health care dual credit courses is a way to keep students interested and focused. In addition to the *Introduction to Health Care Professions* and *Medical Terminology* courses they suggest that an Anatomy and Physiology introductory course and a course in Medical Ethics is needed. These could be either 1, 2, or 3 credit hour courses as dual credit courses are no longer mandated to be 3 credit hours or greater.

2. There is a need to be able to determine which students are prepared for the rigor of a healthcare careers pathways program. In the past, dual credit students were required to meet the NNMC Accuplacer admission requirements for entry into college level course work. Currently, high school transcripts can be used in place of Accuplacer scores as an assessment of college academic readiness. Per Ms. Garduño and Ms. Martinez, transcripts oftentimes are not a true assessment of the student's academic aptitude. When considering forming a cohort of students for the healthcare careers pathways program, an application and selection process would need to be in place that would include a more accurate evaluation of the student's chance for success in college courses than just transcripts.
3. Dual credit health care careers pathways classes need to be offered for the freshman and sophomore cohort after high school hours. This cohort is not allowed to leave campus during school hours. The ideal time for these classes is 3:30 to 4:00 pm. This could be an issue with transportation as the school buses are needed for student transport home. The option of a contract with city transportation (RDI) is a possibility.
4. Both counselors expressed the desire that dual credit health care careers classes be in a face-to-face format once Covid-19 restriction are lifted. They stated that the students want to be on a college campus and experience college life.
5. Suggestions for the start-up of health care careers pathways program at EVHS:
 - a. Recruit a cohort of 15 students in the fall semester of the Freshman year to join a Health Care Careers organization. Per the counselors, Freshman are not ready for dual credit courses, but membership in a health care careers organization can create a sense of academic direction. These students would maintain membership in this organization for their four years of high school. Some activities of this organization could include seminars, community events, shadowing experiences with healthcare professionals, and formal or informal mentorships by healthcare professionals.
 - b. In the spring semester of their Freshman year, students would enroll in the dual credit course *Introduction to Health Professions*. In the fall semester of their

sophomore year, students would enroll in *Medical Terminology*. The spring semester of their sophomore year, students would take a medical ethics and a CPR class.

- c. In the fall semester of their junior year, students would take the Accuplacer exam. If the student achieves a score that allows them to take college level courses, they could then begin the Medical Assistant pathway or Certified Home Health Aide pathway. The students who do not achieve the desired Accuplacer score would then be directed to the Personal Care Assistant/ Home Health Aide or Certified Phlebotomy Technician Pathway.
- d. At the time of graduation, students will have completed a pathways course and receive a certificate of completion from NNMC. Those in the Medical Assistant, Certified Phlebotomy Technician, and Certified Home Health Aide pathway will be eligible to sit for the certification exam once they are 18 years of age.

Curricula for Pathways Programs

Exploration of community college health care occupations websites shows a commonality in course offerings and sequence of courses for each pathway. These curricula would work for students in the accelerated pathway, but it must be kept in mind that basic English and math skills, as well as a high school diploma or GED, are requirements for entry into these kinds of programs. Each pathway's informational sheet (Appendices A, B, and C) contains suggestions for pathways courses and course sequences following the community college model.

Additional curricula available for public use mostly follow the accelerated path framework, and often there are not previous educational requirements for entry into these programs. Samples of these types of curricula are the following:

- The California Community Colleges Health Workforce Initiative, a program of the Workforce and Economic Division of the California Community Colleges Chancellors Office's website contains a wealth of information for students and educators interested in the healthcare workforce initiative. A complete curriculum for medical assistant, patient care assistant, certified nursing assistant, home health aide, and phlebotomy pathways, among many others, are provided. The curriculum materials are free to be used if copyright credit is provided. <https://ca-hwi.org/curriculum/access-curriculum/>
- Curriculum course sharing is also part of the Integrated Basic Education and Skills (I-Best) Initiative. The I-BEST healthcare career pathways bridge program curriculum is available for view at six college websites in New Mexico (Santa Fe Community College, Central New Mexico Community College, Mesalands Community College, Eastern New Mexico Roswell & Ruidoso, University of New Mexico Gallup, Valencia &

Taos, and San Juan Community College). I-Best programs of study vary across the community colleges and are matched to Department of Workforce Solutions (DWS) job projections. The I-BEST bridge programs in New Mexico are showing great promise with 84 percent of participants either having completed their programs, earned certificates, or still in progress, and less than 16 percent having dropped out or temporarily stopped. (Casau, 2014). <https://www.nmvoices.org/wp-content/uploads/2014/08/Career-Pathways-rpt-web.pdf>

- The Health Occupations Students of America (HOSA) is an organization of future health care professionals. This organization provides a few sample curriculums, and has “on demand” pre-recorded videos for advisors/health science instructors to supplement classroom instruction in pathways programs ((Stauffer, What Is Hosa?)

There are also ready- to-use curricula available for purchase from a variety of agencies. These curricula are available in a digital format and are created to meet the requirements of certification agencies. A sample of these products include curricula from organizations such as “Health Center 21” and “Reality Works”. Ms. Lia, Director of the Colorado Early College Program, states these digital programs can be useful at the start of careers pathways programs because creation of a curriculum can be overwhelming and time consuming. Oftentimes available faculty do not have the expertise in curriculum development to create a program from the ground-up. These programs can be costly, but the fee for certification exams is often included in the total price. This selection could work with an accelerated pathway and/or the debt-free pathway.

Appendices A, B, and C provide detailed descriptions of each of the three pathways program options.

Suggested Next Steps

To achieve the goal of establishing the Espanola Valley Healthcare and Nursing Careers Pathway Program the following suggestions are offered for consideration by the partner institutions.

1. The following is a recommended list of organizations that should collaborate to create a local partnership: Educators: Northern New Mexico College and Espanola Public Schools; Hospital Systems and local clinics: Presbyterian Espanola Hospital, Presbyterian Home Health, and El Centro Family Health; Workforce Development Systems; and social services providers. All organizations partnering in this project would submit letters of support.
2. Create an advisory council of local stakeholders/partners. All partners, in their role as Advisory Council members, will monitor the progress of the programs, evaluate the results, make recommendations for program changes, and strategize next steps.

3. A range of support services are needed to help potential students move through health careers pathways. These support services should include academic guidance and counseling, career counseling, assistance with job placement, case management, academic support, and financial aid or free tuition, childcare, and transportation services. Collaboration among community organizations is essential for the success of this project.
4. A career coach is essential to the success of the pathways program. Too frequently, students end or interrupt their studies due to a lack of supportive services. While many services exist, students encounter barriers to accessing these supports.
 - a. The role of the career coach would be to meet with potential candidates and refer them to any academic, career, or support services they may need. This would apply to dual credit students, incumbent health care workers, and adults in the community.
 - b. The career coach would also assist candidates as they move through the career pathway program, ensuring access to relevant services and limiting barriers to program completion and success.
 - c. The career coach would work closely with employers and pathway candidates to identify and assess needs and create plans for attaining their goals. The coach would maintain relations with employers and advisory council members and ensure coordination of program activities.
 - d. The Advisory Council could also work with the career coach to identify and address any concerns that would improve retainment of participants.
5. The use of academic assessment tools is critical to ensure that participants in the career pathway programs are prepared to undertake appropriate academic programs. COMPASS testing or ACCUPLACER should be administered.
 - a. During the initial intake process, the career coach would administer these exams and depending on the results, assess the pathway participant's needs and make a referral to the appropriate educational partner to insure coordination of services. When assessment indicates that a pathway participant is not prepared to advance academically, they would be directed to a remediation program to build the necessary skills that will prepare them for their career field.
 - b. There are remediation programs available at Northern New Mexico College that are currently in place. In addition to these courses, partners should consider creating a series of noncredit courses, such as professionalism and communication, tailored to prepare individuals for health care occupations.
6. If high school dual credit students are to join the healthcare career pathways programs, additional dual credit courses need to be made available. At present, only *Medical*

Terminology and Introduction to Health Care Professions are the allied health courses available at NNMC.

7. High school dual credit students need to be recruited into a cohort of students interested in pursuing a career in healthcare at the start of the freshman year. An important part of creating this cohort would be procuring membership in the HOSA-Future Healthcare Professionals Organization.
 - a. HOSA is not a club, but rather, “HOSA is a powerful instructional tool that works best when it is integrated into the health science related curriculum and classroom.” Those who join the HSE-HOSA Partnership recognize the importance of providing students with training far beyond the basic technical skills needed for entry into the health care field.
 - b. The rapidly changing health care system needs workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership or followership role as a member of a health care team. Membership in HOSA assists students to “develop effective leadership qualities and skill; build self-confidence, motivation and enthusiasm; strengthen their academic and technical skills; create new friendships and social networks; participate in community service activities; set realistic career and educational goals; expand communication and teamwork skills; develop workplace readiness skills; and understand current healthcare issues.”
 - c. HOSA members have opportunities to apply for scholarships; travel to regional, state, and national conferences, and serve as local, regional, state, and national officers.
 - d. To qualify for membership in HOSA the educational institution must have a Career Technical Education (CTE) health science pathway, or health science sequence of courses, or health science academy, or a course or courses that meet the CTE course requirement; an advisor or co-advisor that has a CTE health science and medical technology credential; five (5) students and one advisor to start the organization; and school administration and district supportive of the chapter.
 - e. Student membership in HOSA is \$30.00/year.
8. Outreach, Recruitment, and Publicity for the programs is essential to success. Many potential students lack knowledge of both the availability of education and training programs and financial aid that can help them to participate. Publicity campaigns focusing on information about health care career pathways programs should be initiated.
9. Policies should be created for the integration of high school dual credit students with an adult population. There are samples of policies available for review and use.

10. In addition to the remediation courses mentioned previously, the literature supports the development a series of noncredit courses to better prepare people who are not working in healthcare. These courses would also be offered to existing healthcare workers so that they may refine their skills and advance in the healthcare field. Some suggestions include the following: *Career Planning*, *Becoming Employed in the Health Care Workforce*, *Making A Commitment to your Job*, *Working with Others*, *Communication Skills and the Professional*, and *Personal Traits of the Healthcare Professional*. Courses such as these can be found on the HOSA website and are available to members. This suggestion aligns with local stakeholder’s request for methods of teaching professionalism to potential students.
11. The pathway model should become a permanent, self-sustaining model. It is suggested that partners should work with employers to increase cash contributions to sustain the project and reduce reliance on possible philanthropic funding. Partners should work to explore the funding available for tuition reimbursement for program candidates perhaps using the “debt free” track or model. Additionally, partners should continue to work with area and national foundations to secure funds for equipment and program expansion.
12. Recruitment and retention of faculty to teach and oversee the programs is critical. Accreditation agencies such as the New Mexico Society of Medical Assistants (NMSMA), have specific criteria for those who teach and oversee Medical Assistant Programs. Incumbent NNMC nursing faculty could potentially meet some needs, but they are sorely needed to teach in the nursing program. An intense faculty recruitment campaign would be necessary before the pathways program could begin.
13. A retention plan to maintain candidates in the pathway program is key to program success. This plan could include monthly support groups with pathway participants to review progress, issues, or concerns. Student participants could be assigned a mentor (mentors could be hospital employees working at the tier level the participant wants to advance into). Monthly email updates and reports to participants could also be part of the plan. These emails could include success stories, articles on relevant topics such as stress management, dress for success, and resource management.
14. An evaluation plan should be developed before the program begins. It should include identification of evaluation criteria and strategies for collecting, analyzing, and reporting data. It should include an annual and/or end-of-semester survey distributed to students.

Appendix A
Medical Assistant (MA) Certificate Program

Occupation Overview	
Description of the Profession	<p>“Medical assistants are multiskilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public’s health and well-being and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into practice” (CAAHEP Standards, 2015).</p>
Career Settings	<p>A graduate of the Medical Assisting program may qualify for such jobs as:</p> <ul style="list-style-type: none"> • Front or Back Office Medical Assistant • Receptionist • EKG Technician • Lab Assistant or Aide • Blood Donor Technician • Medical Billing Clerk • Medical Coder • Phlebotomist <p>Medical Assistants frequently work in:</p> <ul style="list-style-type: none"> • Doctor’s offices • Walk-in clinics • Ambulatory centers • Specialized areas in hospitals
Scope of Work	<p>The American Association of Medical Assistants (AAMA) has Identified four major domains of responsibility for certified medical assistants. They are Administrative, Clinical Competency, Communication, and Legal and Ethical Issues.</p> <p>Administrative Duties (may include, but are not limited to):</p> <ul style="list-style-type: none"> • Using computer applications • Answering telephones • Welcoming patients • Updating and filing patient medical records • Coding and completing insurance forms • Scheduling appointments • Arranging for hospital admissions and laboratory services • Handling correspondence, billing, and bookkeeping <p>Clinical Duties (may include, but are not limited to):</p> <ul style="list-style-type: none"> • Taking medical histories • Explaining treatment procedures to patients • Preparing patients for examination • Assisting the physician during exams • Collecting and preparing laboratory specimens

	<ul style="list-style-type: none"> • Performing basic laboratory tests • Instructing patients about medication and special diets • Applying pharmacology principles to prepare and administer oral and parenteral medications as directed by a licensed practitioner with prescribing authorization • Transmitting prescription refills as directed • Performing venipuncture, perform capillary puncture, and • Taking electrocardiograms • Removing sutures and changing dressings <p>Communication</p> <ul style="list-style-type: none"> • Medical assistants are instrumental in helping patients feel at ease and often assist patients with navigating the health care system and in understanding instructions. <p>(AAMA, 2019, Current medical assisting scope of work (Occupational Analysis of Medical Assistants 2018-2019) https://www.aama-ntl.org/docs/default-source/about-the-profession-and-credential/oa.pdf?sfvrsn=13)</p>
<p>Career Opportunities</p>	<p>Medical assisting careers are growing much faster than average for all occupations, according to the United States Bureau of Labor Statistics (BLS). Employers are seeking and recruiting medical assistants because of their diverse clinical and administrative training. Medical assistants are expected to have good job prospects. Nationally, employment of medical assistants is projected to grow 29 percent from 2016 to 2026. The growth of the aging baby-boom population will continue to increase the demand for preventive medical services, which are often provided in the primary care setting. As a result, it is projected that more medical assistants will be hired to perform routine administrative and clinical duties.</p>
<p>Salary</p>	<p>The median annual wage for medical assistants was \$34, 800 in May 2019 (www.bls.gov). Medical assistants often receive substantial benefits packages from their employers. For example, the AAMA (2020) found that 86% percent of medical assistants received paid vacation time from their employers in 2018. Roughly 97% of all full-time CMAs receive some form of benefits package from their employer (AAMA, 2020)</p>

Medical Assistant Certificate Program Requirements	
Practice Requirements	Medical assistants in New Mexico are not required to possess a certification, degree, registration, or license to work as a medical assistant. In New Mexico, there is no governing body that oversees medical assistants. The New Mexico Society of Medical Assistants (NMSMA) oversees the certification of MAs in New Mexico. The Certified Medical Assistant (CMA) exam is the most common certification exam. Applicants for the Certification Exam must be at least 18 years of age. Specific training may be required to perform certain medical tasks. States may also detail what type of medical tasks MAs can perform according to state regulations.
Sponsoring Educational Institution (CAAHEP Standards, 2015)	A sponsoring institution for a Medical Assistant Program must be a post-secondary academic institution accredited by an institutional accrediting agency recognized by the U.S. Department of Education and must be authorized under applicable law or other acceptable authority to provide a post-secondary program, which awards a minimum of a diploma/certificate at the completion of the program.
Medical Assistant Programs in New Mexico	<ul style="list-style-type: none"> • Brookline College • Carrington College • Central New Mexico College • Eastern New Mexico University-Roswell • Santa Fe Community College • New Mexico State-Dona Ana • Pima Medical Institute • University of New Mexico-Valencia
Minimum Expectations for Medical Assistant Programs (CAAHEP Standards, 2015)	The program must have the following goal defining minimum expectations: “To prepare competent entry level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.” (Medical Assisting Standards 3/20/2015)
Curriculum/Practicum (CAAHEP Standards, 2015)	<ul style="list-style-type: none"> • The curriculum must ensure the achievement of program goals and learning domains. Instruction must be an appropriate sequence of classroom, laboratory, and clinical activities. Instruction must be based on clearly written course syllabi or addendum to the syllabi that include course description, learning objectives, methods of evaluation, topic outline, and competencies required for graduation. Learning objectives must include the Medical Assistant Education Review Board (MAERB) Core Curriculum cognitive objectives and psychomotor and affective competencies. The program must demonstrate that content and competencies included in the program’s curriculum meet or exceed those stated in the MAERB Core Curriculum.

	<ul style="list-style-type: none"> The Practicum must be an unpaid, supervised practicum of at least 160 contact hours in an ambulatory healthcare setting, demonstrating the knowledge, skills, and behaviors of the MAERB Core Curriculum in performing clinical and administrative duties and must be completed prior to graduation.
<p>Student and Faculty Support (RFP Objective # 5)</p>	<ul style="list-style-type: none"> Program resources must be sufficient to ensure the achievement of the program’s goals and outcomes. Resources must include but are not limited to faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. (Program Resources, CAAHEP Standards, 2015) Both students and faculty need support services offered by the Career coach. Transportation to the college campus would need to be available for dual credit students.
<p>Faculty Requirements (RFP Objective # 9)</p>	<ul style="list-style-type: none"> Program Director: The program director must: 1) be a full-time employee of the sponsoring institution. 2) have a minimum of an associate degree. 3) have instruction in educational theory and techniques. 4) be credentialed in good standing in medical assisting by an organization whose credentialing exam is accredited by the National Commission for Certifying Agencies (NCCA) or the American National Standards Institute (ANSI). (Personnel, CAAHEP Standards, 2015) Faculty and/or Instructional Staff: Medical assisting faculty and/or instructional staff must be current and competent in the MAERB Core Curriculum objectives relevant to their assigned teaching responsibilities, as evidenced by education and/or experience, and have completed instruction in educational theory and techniques.
<p>Outcomes</p>	<p>Outcome assessments must include but are not limited to performance on national credentialing examination(s), programmatic retention/attrition rates, graduate and employer satisfaction measures, job placement data, and other program summative measures (Outcomes, CAAHEP Standards, 2015).</p>
<p>NNMC Medical Assistant Program</p>	<p>This proposed NNMC educational option is created for: students who want to pursue employment as a Medical Assistant. It is designed to meet the accreditation standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of</p>

	<p>Health Education Schools (ABHES) and qualifies students to sit for the certification exam offered by the American Association of Medical Assistants (AAMA).</p> <ul style="list-style-type: none"> • The Medical Assistant Program at NNMC is a Certificate of Completion and/or an Associate of Applied Science (AAS) degree. • Requirements for the Certificate of Completion can be completed in three semesters, after completion of pre-requisite courses. • The AAS degree can be completed in five semesters. • Students planning to continue their education beyond the certificate level may pursue other academic programs in the healthcare field such as an AAS in Medical Assisting, AAS in Allied Health, or an AAS in nursing. • Some of the courses in this program are transferable and may be applied to four-year degree programs at other institutions.
<p>NNMC MA Program Accrediting Body (RFP Objective #10)</p>	<p>Commission on Accreditation of Allied Health Education Programs, 25400 US Highway 19 N., Suite 158., Clearwater, FL 33763, 727-210-2350</p>
<p>NNMC MA Program Entry Requirements (RFP Objective # 7)</p>	<p>NNMC requires college level English and math courses, an anatomy & physiology course, and introductory courses in computer technology and business management for entry into the MA program. Students must have a current Healthcare Provider Basic Life Support (CPR) certificate prior to beginning the program or beginning clinical education.</p> <p>Additional requirements specific to the MA pathway and required by the MA Certification body are identified below.</p> <p>Physical Requirements: Students must be in good physical and psychological health. The program may require students to be able to safely lift and/or move a minimum of 50 pounds.</p> <p>Drug Screen: The MA pathway program requires students to undergo a routine urine drug screen.</p> <p>Health Requirements: Students must provide documentation of required immunizations.</p> <p>Criminal Background Check: The MA pathway requires students to undergo the New Mexico Department of Health caregiver’s criminal history screening program. This involves state and federal felony criminal background checks with fingerprints. Students with a disqualifying conviction can appeal some of those convictions through the New Mexico Department of Health. Depending on the program, students may or may not be allowed to remain in the program</p>

	<p>pending appeal. Students who do not successfully appeal a disqualifying conviction will not be allowed to start or remain in the program. A successful appeal does not guarantee eligibility for licensure after graduation in professions that require licensure. The criminal background check must be completed prior to the program or prior to beginning clinical experiences.</p>
<p>Enrollment Projections (RFP Objective # 11)</p>	<p>A research review of successful pathway models nationwide indicated that one of the keys to success is to begin with a smaller number of program participants and grow slowly. This approach enables program leadership to build a solid, innovative pathway program and to respond quickly to program issues. It is recommended that the first cohort be limited to 8 students, with incremental increases for subsequent cohorts, depending on availability of faculty, clinical sites, and interested students.</p>
<p>Core Curriculum for Medical Assistants (Medical Assisting Education Review Board, MAERB)</p>	<p>Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) and affective (A) competencies required in the following academic subjects.</p> <p>https://www.maerb.org/Portals/0/2015CoreCurriculum.pdf</p>
<p>Existing Assets (RFP Objective # 13)</p>	<p>NNMC has the following assets that could potentially be available for health care career pathways students:</p> <ul style="list-style-type: none"> • Nursing skills lab with mannequins, hospital beds, and medical equipment for student practice • Technology equipped classrooms with adequate desks, tables, chairs • Library access for all students • Additional scholarly reference materials available in the nursing department for student and faculty use • There is one adjunct faculty office in the Seledon Martinez Building that could potentially house a program director and a career coach. • The former massage therapy room could be made available for skills labs.
<p>Timelines and Key Milestones (RFP Objective # 4)</p>	<p>The MA program could possibly begin by Fall semester, 2021. Key milestones that would make this a feasible start date are:</p> <ul style="list-style-type: none"> • Hiring of a Program Director ASAP to coordinate the development of the program • Creating business courses specific to this discipline, to be taught through the NNMC Business Department

	<ul style="list-style-type: none"> • Developing of agreements with NNMC for use of classrooms and skills labs • Obtaining contracts for clinicals site practicums • Selecting dual credit students and adult community members to include in the first cohort • Identifying requisite funding sources and support services for the initial cohort • Selecting and purchasing an online curriculum, or contracting with a consultant to create the curriculum
<p>Dual Credit Students (RFP Objective # 8)</p>	<ul style="list-style-type: none"> • Healthcare careers pathways dual credit students will be identified in their freshman year. This student cohort will form a cohort of Health Care Career Students and join HOSA to have access to the resources found in this organization. • During the freshman and sophomore years of study, students will enroll in dual credit courses such as <i>Medical Terminology, Introduction to Health Care Professions, Introduction to Anatomy and Physiology</i>, a medical ethics class, and introductory computer classes (need to be created). • In the junior year, students will take the admissions exam for the MA course of study and complete college level English and math courses for dual credit. • Students will enter the MA program in the spring semester of their junior year and continue with course work through the summer, fall, and spring semesters of their senior year. • At the end of their senior year students will graduate with an MA certificate and be eligible to take the certification exam when they turn 18.
<p>Benefits and Drawbacks (RFP Objective # 12)</p>	<p>Benefits of operating this program include:</p> <ul style="list-style-type: none"> • Increasing the healthcare workforce in the community • Providing community access to a health careers program with resultant increased earning power, job opportunities, and confidence and resources to pursue higher education <p>Drawbacks include:</p> <ul style="list-style-type: none"> • Difficulty in completing pre-requisite college courses • Prohibitive costs if four-year college tuition fees are charged • Difficulty in recruiting faculty without providing incentives
<p>Additional Sources of Support (RFP Objective # 12)</p>	<p>There are several people experienced in the creation of healthcare career pathways programs who are willing to</p>

	<p>provide support, information, and historical knowledge to assist in the creation of this pathway. Grant writers experienced in securing funding sources could also serve as sources of support.</p>
<p>Identified needs to develop and implement a Medical Assistant Program at NNMC that includes the dual credit option at EVHS</p>	<p>1.Need: Hire a Program Director (faculty member, or provide release time for an established faculty member) to oversee program development and create curriculum (course development including program outcomes, assessment plan, student syllabi, etc.) This faculty member will also be responsible for:</p> <ul style="list-style-type: none"> a. Submitting the New Program Approval Proposal to the NNMC Educational Policy Committee b. Submitting the curriculum to the NNMC Curriculum Committee for approval c. Submitting new Program approval forms to NM HED and HLC d. Exploring availability of needed resources; faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. <p>Community College tuition</p> <p>2. Need (dual credit option):</p> <ul style="list-style-type: none"> a. Identify a faculty member to serve in the role of a dedicated Health Care Careers Pathways career coach. The role of the career coach is to meet with potential high-school candidates and refer them to any academic, career, or support services they may need. The career coach will also assist candidates as they move through the health career pathway and ensure they continue to access relevant services, thus limiting barriers to program completion. b. Identify a freshman cohort of Health Careers Pathways students.
<p>Budget (RFP Objective # 11)</p>	<p>See proposed budget (Appendix D)</p>

Appendix B
HOME HEALTH WORKER PROGRAM
Home Health Aide Certificate of Achievement
Personal Care Attendant Certificate of Achievement

This program prepares the student on two levels: a foundational training for Personal Care Attendant and more advanced training for Home Health Aides. Completion of the program meets or exceeds the New Mexico Department of Health requirements for each level of training.

Occupation Overview	
Description of the Profession	<p>Personal Care Attendant: The personal care attendant job description includes assisting with the daily tasks of the elderly, mentally disabled, chronically ill, or physically challenged clients, as well as hospice patients and those in various stages of rehabilitation or recovery. It is important to note that personal care assistant duties differ from those of home health aides. Personal care attendants work for public and private agencies or are hired directly by clients' families. They generally are supervised by licensed medical personnel, such as nurses, or social workers and perform less medically oriented duties than home health aides.</p> <p>Home Health Aide “Home Health Aides assist patient/clients to meet basic personal care needs. A home health aide provides medically directed personal care to patient/clients such as, but not limited to, taking and recording vital signs, bathing, grooming, feeding, ambulation, exercise, oral hygiene and skin care”. (NM Department of Health Home Health Services requirements for Home Health Agencies 7.28.2). According to the U.S. Bureau of Labor Statistics (www.bls.gov), home health aides work for certified, federally funded agencies and can be trained to perform tasks such as changing dressings or dispensing prescribed medications.</p>
Career Settings	<p>Personal Care Attendants work most often in-patient homes, although they may also work in small group homes or larger care centers or be directly employed by clients.</p> <p>Home Health Aides might work at clients' homes, residential care or hospice facilities, adult day care centers, or senior centers. They might visit several clients a day or be assigned to one specific client.</p>
Scope of Work	<p>A Personal Care Attendant provides non-medical care for patients in their homes. Duties might include providing mobility support, assisting with personal hygiene, serving as a companion, and performing household chores. Clients are typically elderly and live alone.</p> <p>A Home Health Aide assists clients who are unable to care for themselves or perform daily tasks such as cooking, cleaning, dressing, and bathing. They may also perform basic medical services such as</p>

	checking vital signs. They may provide long-term care or intermittent care. Some specialize in geriatric care or pediatric home health.
Career Opportunities	As the baby-boomer generation ages the market for Personal Care Attendants is growing rapidly. According to the Bureau of Labor Statistics, it is expected to grow 26 percent over the next ten years, which is much faster than average. ONet Online projects at least 350 job openings per year during 2014 to 2024 for personal care attendants and home health aides in New Mexico. Graduates of the program can work privately or for home care and personal caregiver agencies full-time, part-time or on an as needed (prn) basis.
Salary	According to the Bureau of Labor Statistics the employment of personal care attendants and home health aides is expected to increase by about 34% between 2019 and 2029, making personal care one of the fastest growing industries in the U.S. (www.bls.gov). In January 2021 the average salary in New Mexico for personal care attendants was \$21,839 and the average salary for Home Care Aides was \$24,115.
Home Health Aide Program Requirements	
Practice Requirements	Home Health Aides must be certified to be employed by a Medicare-certified home health agency. Home Health Aides must be at least 18 years of age. Personal Care Attendants are not required to be certified to be employed in New Mexico. Personal Care Attendants must be at least 18 years of age.
Sponsoring Educational Institution	A home health aide training and personal care attendant program and competency evaluation program may be offered by any organization. The organization must submit, in writing, its intent to conduct home health aide training and the training curriculum to the New Mexico Department of Health (NMDOH). Approval of the curriculum must be obtained from the NMDOH http://164.64.110.239/nmac/parts/title07/07.028.0002.htm
Home Health Aide/Personal Care Attendant Programs in New Mexico	In New Mexico, the majority of home health aide training is done through agencies and not in a formal educational setting such as a community college. However, the following New Mexico colleges offer personal care attendant/home health aide training: <ul style="list-style-type: none"> • Central New Mexico Community College • University of New Mexico-Valencia • University of New Mexico-Los Alamos • Santa Fe Community College • Eastern New Mexico University-Roswell • New Mexico State University-Dona Ana
Minimum Expectations for Home Health Aide/Personal Care Attendant Programs	The Personal Care Attendant Certificate of Achievement fulfills the New Mexico Department of Health training requirements to enter the workforce, or care for family members as a Personal Care Attendant. Training includes CPR, First Aid and Safety, HIPPA, standard infection control precautions, personal care skill building,

	<p>communication, documentation, cultural diversity, and care of the elderly, ill and disabled client. The courses in the Personal Care Attendant Certificate also lay the foundation to becoming a Home Health aide through the Home Health Aide Certificate of Achievement.</p> <p>There is a different set of training requirements for Home Health Aides who are employed at federally approved Centers for Medicare and Medicaid Services (CMS) facilities compared to non-approved facilities. To work as a home health aide in a CMS facility, students must receive at least 75 hours of total training, which must include 16 hours of on-the-job training. They must also then pass a competency exam.</p> <p>The home health aide training program must address each of the subject areas listed below through classroom and supervised practical training totaling at least seventy-five (75) hours, with at least sixteen (16) hours devoted to supervised practical training. “Supervised practical training” means training in a laboratory or other setting in which the trainee demonstrates knowledge while performing tasks on an individual under the direct supervision of a registered nurse or licensed practical nurse. The individual being trained must complete at least sixteen (16) hours of classroom training before beginning the supervised practical training. The curriculum must include the following topics:</p> <ol style="list-style-type: none"> 1. communications skills 2. observation, reporting and documentation of patient status and the care or services furnished 3. reading and recording of vital signs 4. basic infection control procedures 5. basic elements of body functioning and changes in body function that must be reported to an aide’s supervisor 6. maintenance of a clean, safe, and healthy environment 7. recognizing emergencies and knowledge of emergency procedures (including CPR and first aid); 8. the physical, emotional and developmental needs of and ways to work with the populations served by the home health agency, including the need for respect for the patient, his or her privacy and property 9. appropriate and safe techniques in personal hygiene and grooming that include, but are not limited to, bathing, shampooing, nail and skin care, oral hygiene and toileting 10. safe transfer techniques and ambulation 11. normal range of motion and positioning 12. nutrition and hydration 13. patient/client rights, including respect for cultural diversity 14. any other task that the home health agency may choose to have the home health aide perform.
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<p>Curriculum/Practicum</p> <p>(New Mexico Department of Health Public Health Division Health Facility Licensing and Certification Bureau)</p>	<p>Personal Care Attendant training “consists of no less than 40 hours of training, to be completed by the homemaker/personal care attendant” (N.M. Code R. § 7.28.2.31). The training must address, at a minimum, the following areas: (1) communication skills; (2) patient/client rights, including respect for cultural diversity; (3) recording of information for patient/client records; (4) nutrition and meal preparation; (5) housekeeping skills; (6) care of the ill and disabled, including the special needs populations; (7) emergency response (including CPR and first aid); (8) basic infection control; and (9) home safety. (N.M. Code R. § 7.28.2.31)</p> <p>Home health aide training must include classroom and supervised practical training in a practicum laboratory or other setting in which the trainee demonstrates knowledge while providing services to an individual under the direct supervision of a registered nurse, or a licensed practical nurse who is under the supervision of a registered nurse. A minimum of 16 hours of classroom training must precede a minimum of 16 hours of supervised practical training as part of the 75 hours.</p> <p>The Personal Care Attendant Certificate of Achievement fulfills the New Mexico Department of Health training requirements to enter the workforce, or care for family members, as a Personal Care Attendant. Training includes CPR, first Aid and safety, HIPPA, standard precautions, personal care skill building, communication, documentation, cultural diversity, and care of the elderly, ill and disabled client. The courses for the Personal Care Attendant Certificate of Achievement provide the foundation to become a Home Health aide and achieve the Home Health Aide Certificate of Achievement.</p> <p>The Home Health Aide Certificate of Achievement prepares students at two levels: a foundational training for Personal Care Attendants and more advanced training for Home Health Aides. Completion of the program meets or exceeds the New Mexico Department of Health requirements for each level of training.</p>
<p>Student and Faculty Support (RFP Objective # 5)</p>	<p>Program resources must be sufficient to ensure the achievement of the program’s goals and outcomes. Resources must include but are not limited to faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. Both students and faculty need support services offered by the career coach.</p>
<p>Faculty Requirements (RFP Objective # 9)</p>	<p>The training of Personal Care Attendants “must be performed by or under the direction of a licensed professional or an appropriately</p>

	<p>qualified person. (2) Other pertinent personnel from the health professions may also be utilized as supplemental instructors.” (N.M. Code R. § 7.28.2.31)</p> <p>The training of home health aides “must be performed by, or under the supervision of, a registered nurse who possesses a minimum of two (2) years of nursing experience, at least one (1) year of which must be in the provision of home health services. (2) Other pertinent personnel from the health professions may also be utilized as supplemental instructors.” (N.M. Code R. § 7.28.2.31)</p>
Outcomes	<p>Outcome assessments must include but are not limited to performance on national credentialing examination(s), programmatic retention/attrition rates, graduate and employer satisfaction measures, job placement data, and other program summative measures.</p>
NNMC Personal Care Attendant / Home Health Aide Certificate Program	<p>The Personal Care Attendant course is a 5-credit hour course and is offered in one semester. Completion of the CPR & First Aid course is required. Training includes 16 hours of clinical training at a nursing or rehabilitation facility.</p> <p>The Home Health Aide Certificate is built on the foundational knowledge in the Personal Care Attendant course and requires completion of an additional five-credit hour course on advanced home health aide skills. CPR & First Aid training is required.</p>
NNMC Personal Care Attendant / Home Health Aide Certificate Program Accrediting Body (RFP Objective #10)	<p>There is no accrediting body for a Personal Care Attendant or Home Health Aide Program. However, the New Mexico Department of Health must approve the curriculum.</p> <p>The New Mexico Caregivers Coalition (NMCC) has partnered with the National Domestic Workers Alliance (NDWA) to offer the National Domestic Workers Alliance Personal Care and Support Credential formerly known as the Direct Care Alliance Personal Care and Support Credential. NDWA Personal Care and Support Credential is a competency-based exam that tests for the skills and knowledge personal assistance workers need to do their job well. These credentials include Personal Care Assistant and the Home Care Assistant (PCA and HCA) as well as Certified Home Health Aide (CHHA), Home Health Aide (HHA), or Certified Nursing Assistant (CNA). https://www.nmdcc.org/who-we-are/ndwa-credential</p>
Personal Care Attendant / Home Health Aide Certificate Program Entry Requirements (RFP Objective # 7)	<p>NNMC does not require completion of college level courses for entry into the Personal Care Attendant / Home Health Aide Certificate Program.</p> <p>Physical Requirements: Students must be in good physical and psychological health. The program may require students to be able to safely lift and/or move a minimum of 50 pounds.</p> <p>Drug Screen: The MA pathway program requires students to undergo a routine urine drug screen.</p>

	<p>Health Requirements: Students must provide documentation of required immunizations.</p> <p>CPR: Students must have a current Healthcare Provider Basic Life Support (CPR) certificate prior to beginning the program or beginning clinical education.</p> <p>Criminal Background Check: The Home Health Worker pathway requires students to undergo the New Mexico Department of Health caregiver’s criminal history screening program. This involves state and federal felony criminal background checks with fingerprints. Students with a disqualifying conviction can appeal some of those convictions through the New Mexico Department of Health. Depending on the program, students may or may not be allowed to remain in the program pending appeal. Students who do not successfully appeal a disqualifying conviction will not be allowed to start or remain in the program. A successful appeal does not guarantee eligibility for licensure after graduation in professions that require licensure. The criminal background check must be completed prior to the program or prior to beginning clinical experiences.</p>
<p>Enrollment Projections (RFP Objective # 11)</p>	<p>A research review of successful pathway models nationwide indicated that one of the keys to success is to begin with a smaller number of program participants and grow slowly. This approach enables program leadership to build a solid, innovative pathway program and to respond quickly to program issues. It is recommended that the first cohort be limited to 8 students, with incremental increases for subsequent cohorts, depending on availability of faculty, clinical sites, and interested students.</p>
<p>Existing Assets (RFP Objective # 13)</p>	<p>NNMC has the following assets that could potentially be available for all health care career pathways students:</p> <ul style="list-style-type: none"> • Nursing skills lab with mannequins, hospital beds, and medical equipment for student practice • Technology equipped classrooms with adequate desks, tables, chairs • Library access for all students • Special reference libraries that are part of the nursing department and available for faculty use • There is one adjunct faculty office in the Seledon Martinez Building that could potentially house a program director and a success coach. • The former massage therapy room could be made available for skills labs.
<p>Timelines and Key Milestones (RFP Objective # 4)</p>	<p>The Personal Care Attendant Program and Home Health Aide Program could possibly begin by Fall semester, 2021. Key milestones that would make this a feasible start date are:</p> <ul style="list-style-type: none"> • Hiring of a Program Director ASAP to coordinate the development of the program

	<ul style="list-style-type: none"> • Development of agreements with NNMC for use of classrooms and skills labs • Obtaining contracts for clinicals site practicums • Selecting a dual credit cohort and adult community members to be the first cohort • Identifying requisite funding sources and support services for the initial cohort • Selecting and purchasing an online curriculum, or contracting with a consultant to create the curriculum
<p>Dual Credit Students (RFP Objective # 8)</p>	<ul style="list-style-type: none"> • Healthcare careers pathways dual credit students will be identified in their freshman year. This student cohort will form a cohort of Health Care Career Students and join HOSA to have access to the resources found in this organization. • During the freshman and sophomore years of study, students will enroll in dual credit courses such as <i>Medical Terminology, Introduction to Health Care Professions, Introduction to Anatomy and Physiology</i>, a medical ethics class, and introductory computer classes (need to be created). • In the junior year, students will take the admissions exam for the MA course of study and complete college level English and math courses for dual credit. • Students will enter the MA program in the spring semester of their junior year and continue with course work through the summer, fall, and spring semesters of their senior year. • At the end of their senior year students will graduate with an MA certificate and be eligible to take the certification exam when they turn 18.
<p>Benefits and Drawbacks (RFP Objective # 12)</p>	<p>Benefits of operating this program include:</p> <ul style="list-style-type: none"> • Increasing the healthcare workforce in the community • Providing community access to a health careers program with resultant increased earning power, job opportunities, and confidence and resources to pursue higher education <p>Drawbacks include:</p> <ul style="list-style-type: none"> • Difficulty in completing pre-requisite college courses • Prohibitive costs if four-year college tuition fees are charged • Difficulty in recruiting faculty without providing incentives
<p>Additional Sources of Support (RFP Objective # 12)</p>	<p>There are several people experienced in the creation of healthcare career pathways programs who are willing to provide support, information, and historical knowledge to assist in the creation of this pathway. Grant writers experienced in securing funding sources could also serve as sources of support.</p>
<p>Identified needs to develop and implement a Personal Care Attendant/Home Health Aide Program at NNMC that</p>	<p>1.Need: Hire a Program Director (faculty member, or provide release time for an established faculty member) to oversee program development and create curriculum (course development including</p>

<p>includes the dual credit option at EVHS</p>	<p>program outcomes, assessment plan, student syllabi, etc.) This faculty member will also be responsible for:</p> <ul style="list-style-type: none"> a. Submitting the New Program Approval Proposal to the NNMC Educational Policy Committee b. Submitting the curriculum to the NNMC Curriculum Committee for approval c. Submitting new Program approval forms to NM HED and HLC d. Exploring availability of needed resources; faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. <p>2. Need (dual credit option):</p> <ul style="list-style-type: none"> a. Identify a faculty member to serve in the role of a dedicated Health Care Careers Pathways career coach. The role of the career coach is to meet with potential high-school candidates and refer them to any academic, career, or support services they may need. The career coach will also assist candidates as they move through the health career pathway and ensure they continue to access relevant services, thus limiting barriers to program completion. b. Identify a freshman cohort of Health Careers Pathways students.
<p>Budget (RFP Objective # 11)</p>	<p>See proposed budget (Appendix D)</p>

Appendix C

Certified Phlebotomy Technician (CPT) Program

OCCUPATION OVERVIEW	
Description of the Profession	The CPT is responsible for the proper collection, processing and testing of blood specimens and various other medically related samples in accordance with Occupational Safety and Health Administration (OSHA) safety regulations and standards.
Career Settings	There are a variety of working environments for CPTs. These include hospitals, labs, physicians' offices, and blood donation facilities. The specific employer determines what the environment is like, but most have laboratory-like area where patients have their blood drawn.
Scope of Work	<p>CPTs are responsible for efficiently and accurately performing blood draws. Some of their typical daily duties include the following:</p> <ul style="list-style-type: none"> • Preparing patients before blood draws • Explaining blood draw procedures to patients and answering any questions about the process. • Following all OSHA health and safety protocols and procedures to maintain safe and sanitary work areas. • Gathering medical testing materials, including needles, sample vials, blood storage bags and test tubes. • Verifying patient information and labeling blood samples properly. • Accurately updating patient information in the organizations electronic medical record. • Helping nervous or frightened patients remain calm during a blood draw. • CPTs are responsible for storing the blood for whatever purposes it is required, and this can involve a variety of different processes and procedures. This can involve putting the blood into appropriately marked containers, adding stain for further procedures, and any other preparation for specific and detailed tests. • CPTs may also be responsible for monitoring vital signs of the patient. They are often responsible for preparing and cleaning up the laboratory area and for maintaining inventory.
Career Opportunities	O*Net Online projects that the need for CPTs in New Mexico will reach historic highs over the next couple of years. Through the end of the decade, the national

	demand for this position is anticipated to rise at a massive level.
Salary	The estimated salary for a CPT is \$18.88 per hour in New Mexico. The average annual Phlebotomist salary in New Mexico is \$32,313 as of 2021, and the range is typically between \$29,106 and \$36,092. Salary ranges can vary widely depending on location as well as education level, certifications, additional skills, and the number of years spent in the profession (O*Net Online).
Phlebotomy Technician Program Requirements	
Sponsoring Educational Institution	There are no specific requirements for a sponsoring institution.
Certifications, Degrees, Governing Body	CPTs in New Mexico are not required to possess a certification, degree, registration, or license to practice as a phlebotomy technician. However, the National Phlebotomy Association states that all Phlebotomists require a certification. The American Society of Phlebotomy Technicians oversees the federal phlebotomy registry. Applicants for the Certification Exam must be at least 18 years of age.
Certified Phlebotomy Assistant Programs in New Mexico	<ul style="list-style-type: none"> • Central New Mexico College • University of New Mexico Alamogordo • Santa Fe Community College • New Mexico State-Dona Ana • San Juan Community College • New Mexico Junior College • Pima Medical Institute
Minimum Expectations Curriculum/Practicum	<p>The curriculum must meet the National Phlebotomy Association criteria for accreditation. This includes a minimum of 40 hours of classroom training and 100 hours of clinical training in an accredited lab with a minimum of 100 successful venipunctures and skin punctures on mannequins and in a clinical setting.</p> <p>The National Phlebotomy Association requires that an accredited program will include the following subjects in the curriculum:</p> <ol style="list-style-type: none"> 1. Historical Perspective 2. Stress Management 3. Medical Terminology 4. Phlebotomy Techniques 5. Anatomy and Physiology 6. Human Relations Communication 7. Legal Aspects Phlebotomy 8. Practical Infection Control 9. Cardio-Pulmonary Resuscitation (CPR) 10. Drug Awareness

	<p>11. Point of Care 12. Professional Practices</p>
<p>Student and Faculty Support (RFP Objective # 5)</p>	<p>Program resources must be sufficient to ensure the achievement of the program’s goals and outcomes. Resources must include but are not limited to faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education.</p> <p>Both students and faculty need support services offered by the career coach.</p>
<p>Faculty Requirements (RFP Objective # 9)</p>	<p>Faculty for this program must have a current certification as a phlebotomy technician.</p>
<p>Outcomes</p>	<p>Outcome assessments must include but are not limited to national credentialing examination(s) performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job (positive) placement, and programmatic summative measures.</p>
<p>Certified Phlebotomy Technician Program at NNMC</p>	<p>This proposed NNMC educational option is created for students who want to pursue a career as a certified phlebotomy technician. It is designed to meet the accreditation standards of the National Phlebotomy Association and qualifies students to sit for the certification exam.</p> <ul style="list-style-type: none"> • Students who successfully complete the CPT Program at NNMC are awarded a Certificate of Completion. • The CPT Program can be completed in one semester. • Students planning to continue their education beyond the certificate level may pursue other academic programs in the healthcare field such as an AAS in Medical Assisting, an AAS in Allied Health, or an AAS in nursing.
<p>Accrediting Body</p>	<p>National Phlebotomy Association</p>
<p>Requirements for Entry into the Phlebotomy Technician Program</p>	<ul style="list-style-type: none"> • High school diploma or GED • Completion of the following courses: <i>Medical Terminology, Introduction to Anatomy and Physiology</i>, and <i>Medical Ethics</i> (needs to be created). • Students must be at least 18 years of age to sit for the certification exam.
<p>Special Requirements for Entry into the Phlebotomy Technician Program</p>	<p>NNMC does not require completion of college level courses for entry into the CPT Program.</p>

	<p>Physical Requirements: Students must be in good physical and psychological health. The program may require students to be able to safely lift and/or move a minimum of 50 pounds.</p> <p>Drug Screen: The MA pathway program requires students to undergo a routine urine drug screen.</p> <p>Health Requirements: Students must provide documentation of required immunizations.</p> <p>CPR: Students must have a current Healthcare Provider Basic Life Support (CPR) certificate prior to beginning the program or beginning clinical education.</p> <p>Criminal Background Check: The CPT pathway requires students to undergo the New Mexico Department of Health caregiver’s criminal history screening program. This involves state and federal felony criminal background checks with fingerprints. Students with a disqualifying conviction can appeal some of those convictions through the New Mexico Department of Health. Depending on the program, students may or may not be allowed to remain in the program pending appeal. Students who do not successfully appeal a disqualifying conviction will not be allowed to start or remain in the program. A successful appeal does not guarantee eligibility for licensure after graduation in professions that require licensure. The criminal background check must be completed prior to the program or prior to beginning clinical experiences.</p>
<p>Enrollment Projections (RFP Objective # 11)</p>	<p>A research review of successful pathway models nationwide indicated that one of the keys to success is to begin with a smaller number of program participants and grow slowly. This approach enables program leadership to build a solid, innovative pathway program and to respond quickly to program issues. It is recommended that the first cohort be limited to 8 students, with incremental increases for subsequent cohorts, depending on availability of faculty, clinical sites, and interested students.</p>
<p>Existing Assets (RFP Objective # 13)</p>	<p>NNMC has the following assets that could potentially be available for all health care career pathways students:</p> <ul style="list-style-type: none"> • Nursing skills lab with mannequins, hospital beds, and medical equipment for student practice • Technology equipped classrooms with adequate desks, tables, chairs • Library access for all students

	<ul style="list-style-type: none"> • Special reference libraries that are part of the nursing department and available for faculty use • There is one adjunct faculty office in the Seledon Martinez Building that could potentially house a program director and a success coach. • The former massage therapy room could be made available for skills labs.
<p>Timelines and Key Milestones (RFP Objective # 4)</p>	<p>The Certified Phlebotomy Technician Program could possibly begin by Fall semester, 2021. Key milestones that would make this a feasible start date are:</p> <ul style="list-style-type: none"> • Hiring of a Program Director ASAP to coordinate the development of the program • Development of agreements with NMMC for use of classrooms and skills labs • Obtaining contracts for clinicals site practicums • Selecting a dual credit cohort and adult community members to be the first cohort • Identifying requisite funding sources and support services for the initial cohort • Selecting and purchasing an online curriculum, or contracting with a consultant to create the curriculum
<p>Dual Credit Students (RFP Objective # 8)</p>	<ul style="list-style-type: none"> • Healthcare careers pathways dual credit students will be identified in their freshman year. This student cohort • They will form a cohort of Health Care Career Students and join HOSA to have access to the resources found in this organization. • During their freshman and sophomore years of study, they will enroll in dual credit courses such as medical terminology, medical ethics (needs to be created) introductory computer classes (needs to be created), and introduction to health care professions. • In the fall semester of their junior year, they will take the Accuplacer exam. Depending on the score achieved, students will select a healthcare career pathway and continue with the required dual credit courses. • If the Certified Phlebotomy Technician Program is selected, they will enter the program in the spring or fall semester. • At the end of their senior year students will graduate with a Phlebotomy Technician

	<p>Certificate and be eligible to take the certification exam when they turn 18.</p>
<p>Benefits and Drawbacks (RFP Objective # 12)</p>	<p>Benefits of operating this program include:</p> <ul style="list-style-type: none"> • Increasing the healthcare workforce in the community • Providing community access to a health careers program with resultant increased earning power, job opportunities, and confidence and resources to pursue higher education <p>Drawbacks include:</p> <ul style="list-style-type: none"> • Prohibitive costs if four-year college tuition fees are charged • Difficulty in recruiting faculty without providing incentives
<p>Additional Sources of Support (RFP Objective # 12)</p>	<p>There are several people experienced in the creation of healthcare career pathways programs who are willing to provide support, information, and historical knowledge to assist in the creation of this pathway. Grant writers experienced in development of Carl Perkins could also serve as sources of support.</p>
<p>Identified needs to develop and implement a Certified Phlebotomy Technician Program at NNMC that includes the dual credit option at EVHS</p>	<p>1. Need: Hire a Program Director (faculty member or provide release time for an established faculty member) to oversee program development and create curriculum (course development including program outcomes, assessment plan, student syllabi, etc.) using the National Phlebotomy Association Standards. This faculty member will also be responsible for:</p> <ol style="list-style-type: none"> a. Submitting the New Program Approval Proposal to the NNMC Educational Policy Committee b. Submitting the curriculum to the NNMC Curriculum Committee for approval c. Submitting new Program approval forms to NM HED and HLC d. Exploring availability of needed resources; faculty; clerical and support staff; curriculum; finances; offices; classroom, laboratory, and ancillary student facilities; clinical affiliates; equipment; supplies; computer resources; instructional reference materials, and faculty/staff continuing education. <p>2. Need (dual credit option):</p> <ol style="list-style-type: none"> a. Identify a faculty member to serve in the role of a dedicated Health Care Careers

	<p>Pathways career coach. The role of the career coach is to meet with potential high-school candidates and refer them to any academic, career, or support services they may need. The career coach will also assist candidates as they move through the health career pathway and ensure they continue to access relevant services, thus limiting barriers to program completion.</p> <p>b. Identify a freshman cohort of Health Careers Pathways students.</p>
<p>Budget (RFP Objective # 11)</p>	<p>See proposed budget (Appendix D)</p>

Appendix D

Projected Start-Up Budget

Espanola Valley Health and Nursing Pathway Program Projected Start-Up Budget				
Personnel				
Role	Description	Appointment	Salary	Fringe benefits
Project Director	Manages all aspects of the program and provide boots on the ground support	Full-time position	\$65,000/yr.	\$21,450 (@33%)
Curriculum Consultant	Provide professional consultation in the development of the three pathways curriculum		\$35,000	
Career Coach	Provides support to potential and enrolled students	Part-time position	\$30,000/yr.	\$9,900 (@33%)
Adjunct faculty X 4		as needed	\$40,000	\$10,000 (@25%)
Total			\$170,00	\$41,350
Additional Expenses				
Travel 400 miles	Pathways faculty auto travel in NM to visit area high schools and partner agencies during project implementation	400 miles/yr. @ \$.46/mile	\$184.00	

Information and Orientation materials for students	1,500@ \$1.50 each	\$2,250	\$2,250	
Consumable Office Supplies		\$2,000	\$2,000	
Printing – fliers, brochures, manuals, and similar items		\$300.00	\$300.00	
Construction	TBD			
Total			\$4,734	
CURRICULUM EXPENSES: Medical Assistant				
Item:	Quantity:	Unit Price:	Total Cost:	Link:
Textbook: “Kinn's The Medical Assistant: An Applied Learning Approach, 14 th Edition”	24	\$142.99	\$3, 431.76	https://evolve.elsevier.com/cs/product/9780323581264?role=faculty
Study Guide for “Kinn's The Administrative Medical Assistant, 14th Edition”	24	\$50.95	\$1,222.80	https://evolve.elsevier.com/cs/product/9780323608367?role=faculty
Evolve Resources for Kinn's The Clinical Medical Assistant, 14th Edition	24	\$34.95	\$838.80	https://evolve.elsevier.com/cs/product/9780323675178?role=faculty
NHA Portal Medical Assistant (CCMA) Printed Study Guide 2.0 + Online Practice Test 2.0	24 student portals 1 teacher portal	\$74.00	\$1,776	https://certportal-store.nhanow.com/product/ccma_print_online_pkg_2017/
Total			\$7,269.36	
CURRICULUM EXPENSES: Phlebotomy Technician				
Text book Warekois et al “Phlebotomy” 5 th ed.	24	84.99	\$2,039.76	https://evolve.elsevier.com/cs/product/9780323642668?role=faculty
Workbook Warekois “Phlebotomy”	24	24.95	\$598.80	https://evolve.elsevier.com/cs/product/9780323675154?role=faculty

ESPAÑOLA VALLEY HEALTHCARE AND NURSING CAREERS PATHWAYS PROGRAM

Resources for Phlebotomy 5 th ed.				
NHA Portal Certified Phlebotomy Technician (CPT) Online Study Guide & Practice Test 2.0	24	\$69.95	\$1,678.80	https://certportal-store.nhanow.com/product/cpt_online_package_2/
Total			\$4,317.36	

CURRICULUM EXPENSES: Home Health Aide

Textbook: Leahy et al "Providing Home Care: A Textbook for Home Health Aides, 5e 5th Edition"	24	\$45.25	\$1,086.00	Amazon
Workbook for "Providing Home Care: A Textbook for Home Health Aides"	24	\$16.25	\$390.00	Amazon
Total			\$1,476.00	

CURRICULUM EXPENSES: Patient Care Attendant

Textbook: Leahy et al "Providing Home Care: A Textbook for Home Health Aides, 5e 5th Edition"	24	\$45.25	\$1,086	Amazon
Workbook for "Providing Home Care: A Textbook for Home Health Aides"	24	\$16.25	\$390.00	Amazon
Total			\$1,476.00	

Start-Up Equipment

Item:	Quantity:	Unit Price:	Cost:	Link:
Hospital Patient Bed w/Mattress & Full Rails	4	\$845	\$3,380	https://expresshospitalbeds.com/products/medline-medlite-full-electric-hospital-bed-set?currency=USD&utm_medium=cpc&

ESPAÑOLA VALLEY HEALTHCARE AND NURSING CAREERS PATHWAYS PROGRAM

				utm_source=google&utm_campaign=Google%20Shopping&gclid=Cj0KCQiA4feBBhC9ARIsABp_nbXl2ZAezqY8RFnxVDgAfOrxrFTa8uSIXIubx_c-dlcVSSJuJY0uM1gaAmFPEALw_wcB
Patient Exam Table	1	\$760.83	\$760.83	https://www.tigermedical.com/Products/Space-Saver-Cabinet-Treatment-Table-with-Step-Stool-Option__CLI8844.aspx?invsrca=adwords_tm&gclid=Cj0KCQiA4feBBhC9ARIsABp_nbUSk3D_Z6hc8KCV-wPwaZjtKpmnn4XrD12fpN_1fv4cr000v83eUvsaAoAQEALw_wcB
Adult Mannequin	4	\$695.00	\$2,780.00	https://www.a3bs.com/simple-simon-patient-care-manikin-medium-skin-1005807-w45070-gaumard-scientific-co-inc-s205m,p_153_5293.html?utm_source=google&utm_campaign=gmc_feed&utm_medium=shop&gclid=Cj0KCQiA4feBBhC9ARIsABp_nbW8WvAf3brNIC481j6rRn8QaQK3M7bLnccUrAVELK5ycRA5xzAZbhwaAjvuEALw_wcB
Walking Cane	2	\$25.99	\$51.98	Amazon
Pillows for Patient Beds	4	\$24.99	\$99.96	Amazon
Blanket for Patient Beds	4	\$18.99	\$75.96	Amazon
Bed Sheets for Patient Beds	4	\$42.88	\$171.52	Amazon
Over the Bed Tables for Patient Beds	4	\$57.88	\$231.52	Amazon

ESPAÑOLA VALLEY HEALTHCARE AND NURSING CAREERS PATHWAYS PROGRAM

Physician Standard Scale	1		\$219.41	Amazon
Crutches	2	\$17.00	\$34.00	Amazon
Wheelchairs	2	\$109.29	\$218.58	Amazon
Walkers	2	\$28.68	\$57.36	Amazon
Hospital Trash Bins	2	\$127.00	\$381.00	Amazon
Male Urinal	2	\$8.40	\$16.80	Amazon
Urine Specimen Containers	1 (set of 100 count)		\$24.00	Amazon
Foley Urine Bags	2	\$7.99	\$15.98	Amazon
Incontinence Pad for Patient Beds	2	\$19.97	\$39.94	Amazon
Bedpans	2	\$8.57	\$17.14	Amazon
Lancets	1 box	\$14.99	\$29.98	Amazon
Glucose Monitor Kit	2	\$20.99	\$41.98	Amazon
Medical Shears	3	\$20.99	\$62.97	Amazon
Blood Pressure Cuff	4	\$26.95	\$107.80	Amazon
Thermometers	2	\$62.97	\$125.94	Amazon
Gloves	4 boxes	\$24.99	\$99.96	Amazon
Pulse Ox	3	\$34.99	\$104.97	Amazon
Stethoscope	4	\$16.95	\$67.80	Amazon
3M Littmann Classic II S.E. Teaching Stethoscope, Black and Burgundy Tube, 40 inch, 2138	2	\$122.95	\$245.90	https://www.hopkinsmedicalproducts.com/3m-littmann-stethoscopes/p/Littmann-Classic-II-Teaching-Stethoscope/?utm_source=google&utm_medium=cpc&utm_campaign=Smart+hopping&utm_term=&mkwid=&pcrid=323106757916&pmt=&pkw=&pdv=c&slide=&product=512138&gclid=Cj0KCQiA4feBBhC9ARIsABp_nbUOhtUy0xWDh6f3vpJnrG_lIwucWJDp1knYVHyMOn_sDoh11rtWZQIaAhZUEALw_wcB

ADC Diagnostix 700 Pocket Aneroid Sphygmomanometer with Adcuff Nylon Blood Pressure Cuff, Adult, Teal	24	\$52.19	\$1,252.00	https://www.amazon.com/ADC-Diagnostix-Aneroid-Sphygmomanometer-Pressure/dp/B000B7RMB2/ref=sr_1_1?keywords=diagnostix%2B700&qid=1562305423&s=industrial&sr=1-1&th=1
ADC Adscope Lite 609 Ultra Lightweight Clinician Stethoscope, 31 inch Length, Teal	24	\$19.13	\$459.12	https://www.amazon.com/gp/product/B000E5VITI/ref=ppx_yo_dt_b_asin_title_o09_s00?ie=UTF8&th=1
E-Sphyg2 Digital Sphygmomanometer	2	\$517.88	\$1,035.76	https://www.alimed.com/diagnostix-e-sphyg-2.html?pid=65805&gclid=Cj0KCQiAhP2B BhDdARIsAJEzXIETEs_xgC8oUihqtnRLDP Fe8Zh-9pyG1kjH7DFWfnMGKOiV5DjNIScaArvIE ALw_wcB
Giantex Life Size 70.8" Human Anatomical Anatomy Skeleton Medical Model + Stand	1	\$119.99	\$119.99	https://www.amazon.com/Giantex-Anatomical-Anatomy-Skeleton-Medical/dp/B010L18XEW/ref=asc_df_B010L18XEW/?tag=hyprod-20&linkCode=df0&hvaid=312357005220&hvpos=1o2&hvnetw=g&hvrnd=8438669654054064495&hvpon=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9028714&hvtargid=pla-569510357689&pvc=1&tag=&ref=&adgrpid=62213987655&hvpon=&hvptwo=&hvaid=312357005220&hvpos=1o2&hvnetw=g&hvrnd=8438669654054064495&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9028714&hvtargid=pla-569510357689

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ADC Adsafe CPR Mask Pocket Resuscitator Kit	24	\$6.83	\$163.92	https://www.amazon.com/dp/B000WHPVC8/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B000WHPVC8&pd_rd_w=IXuSA&pf_rd_p=8a8f3917-7900-4ce8-ad90-adf0d53c0985&pd_rd_wg=b7lGh&pf_rd_r=FFAGPVDBA2NRY7Q3AWTW&pd_rd_r=a7958525-a120-11e9-a9ae-270e3ef58a57
Total			\$12,434.11	

Item	Quantity	Unit Price	Total	Vendor
Injection Training Pad	6	\$86.58	\$519.48	https://mms.mckesson.com/product/985786/Nasco-LF00952?src=PC
Venous Training Arm	4	\$375.00	\$1,500	https://www.aedsuperstore.com/nasco-SB23444U-venous-training-arm.html?gclid=Cj0KCQiA4feBBhC9ARIsABp_nbWze4na0kBDl2zO6o1Vkr38KH2OLx-yPSKAY_2JfrkXIRuCjkn28eoaAhs_EALw_wcB
IM Glut Injection Sim	6	\$86.58	\$519.48	https://mms.mckesson.com/product/985786/Nasco-LF00952?src=PC
Microhematocrit Centrifuge	1	\$545.61	\$545.61	https://mms.mckesson.com/product/984074/LW-Scientific-ZCC-12HD-40T3?src=PC
Lab Refrigerator	1	\$134.00	\$134.00	https://www.walmart.com/ip/Arctic-King-3-2-Cu-Ft-Two-Door-Mini-Fridge-with-Freezer-Stainless-Steel/49660449?selected=true
Point-of-Care Urine Chemistry Analyzer CLINITEK Status+ Extensive Test	2	\$1,163.78	\$2,327.57	https://mms.mckesson.com/shop-products
Regent Strips Multistix Bilirubin, Blood, Glucose, Ketones, Leukocytes, Nitrite, pH, Protein, Specific Gravity	2	\$60.01	\$120.02	https://mms.mckesson.com/shop-products
Autoclave	1	\$3,217.81	\$3,217.81	https://mfimedical.com/products/tuttnauer-ez9-fully-automatic-autoclave?gclid=Cj0KCQiAhP2BBhDdARIsAJEzXIGMeScRDazCd5uh1U9XXIjTzNt5q_6KIAUe-NPhbwvdCVZs76HSlulaAgsREALw_wcB
Point-of-care Hemoglobin Analyzer, Promotion	2	\$566.07	\$1,132.14	https://mms.mckesson.com/shop-products

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HemoCue @ Hb 201+100 Tests CLIA				
Cardiotech EKG Machine	1	\$1,995.00	\$1,995	https://www.cardiacdirect.com/product-category/resting-ekg-machines/?utm_source=google&utm_medium=cpc&utm_term=used%20ekg&utm_content=laq!v3!24390201553_kwd-129980570_498821562603_g_c_&utm_campaign=Generic+-EKG%2FECG&gclid=Cj0KCQiAhP2BBhDdARIsAJEzXIFwqPdvsMkzgodA9nDVU8Bq6KNKXDhl2qGabe5UW8Ov4mJgri_xskaAtYMEALw_wcB
Total			\$12,011.11	

Consumables—Yearly Purchases				
Items	Cost	Per	Quantity	Total
EKG paper roll	\$9.61	1	2	\$19.22
EKG sensors	\$319.21	4000	0.15	\$47.88
25G 3 CC syringe	\$19.89	100	1	\$19.89
insulin Syringe	\$19.89	100	1	\$19.89
22G 3 cc Syringe	\$19.89	100	1	\$19.89
sterile saline vial	\$46.97	Box of 25	4	\$187.88
cotton balls	\$35.95	4000	1	\$35.95
capillary tubes	\$34.59	200	1	\$34.59
glucometer strips	\$39.19	50	5	\$195.95
sterile gloves	\$47.60	40	5	\$238.00
safety lancets	\$13.44	100	2	\$26.88
sterile drape	\$18.03	50	2	\$36.06
Sterilization wrap	\$33.60	100	2	\$67.20
sterilization pouch	\$19.89	200	1	\$19.89
incision and drainage kit	\$177.43	20	1	\$177.43
suture removal kit	\$1.64	1	20	\$32.80
Staple removal	\$1.14	1	20	\$22.80
sutures	\$36.88	10	3	\$113.76
UA strips	\$60.00	100	5	\$300.00

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HCG test	\$30.00	25	1	\$30.00
sharps container	\$10.39	1	10	\$103.90
tubes	\$38.95	100	2	\$77.90
packing clay	\$44.19	10	1	\$44.19
Butterfly needle\ 25G	\$70.99	50	5	\$70.99
Gauze (pack of)	\$2.31	1	40	\$92.41
alcohol wipes	\$5.09	1 box	10	\$50.90
paper tape	\$16.76	12	2	\$33.52
Band-Aids	\$4.98	1	5	\$24.90
Non-sterile gloves	\$6.09	100	20	\$121.80
tongue depressors	\$10.28	100	1	\$10.28
Rapid streps	\$85.95	50	3	\$257.85
WBC test	\$229.00	1 box	1	\$229.00
Hemocue	\$95.83	50	5	\$479.59
Ace wrap	\$6.20	10	1	\$18.30
venipuncture needle	\$32.62	48	10	\$ 326.20
Chucks pad	\$44.48	300	1	\$44.48
needle holder	\$9.47	100	1	\$9.47
Coban adhesive tape	\$49.98	36	2	\$99.96
scrub brush	\$36.52	30	2	\$73.04
casting tape	\$36.06	10	1	\$112.00
Hemocue WBC	\$221.11	50	1	\$211.11
cotton swabs	\$2.48	100	2	\$4.96
Total				\$4,112.71
Total Program Cost				\$259,180.65

Appendix E

Potential Funding Sources

As part of the needs assessment, an exploration of possible funding resources for the healthcare career pathways program effort was conducted. Interviews took place with Ms. Rebecca Estrada, Specialist for Higher Education Workforce Development; Mr. Simon Miera, District Director of the Gear Up New Mexico Program; and Ms. Ann Black, Santa Fe Community College Grants Director. The following summary of the discussion does not provide an exhaustive list of available funding resources. However, it does provide detailed insights into some of the most promising ones.

1. The **Community Health Funder Alliance** (<https://communityhealthfunder.org/>) is a funding collaborative in northern New Mexico focused on improving health outcomes and promoting health equity. The Alliance members include Anchorum St. Vincent, CHRISTUS St. Vincent (CSV), and the Santa Fe Community Foundation. The geographic regions for the community health grants include Santa Fe, Los Alamos, Taos, Colfax, Mora, Rio Arriba and San Miguel Counties.

Both Ms. Estrada and Ms. Black encouraged pursuit of grants available through this alliance as their grant award history clearly indicates that health care education programs are one of their priorities. Per Ms. Estrada, the Alliance members recently awarded \$50,000 to the Santa Fe Community College/Santa Fe Capitol High School LPN program for the purchase of student uniforms, student testing, and student books. The Community Health Funder Alliance will make its second joint investment of over \$1.8 million for community health programs in northern New Mexico in 2021. The funding will be made available through two pooled tiers of grants, including Community Grants and Health Impact Grants. Community Grants provide single-year funding in the amount of \$5,000, \$10,000 or \$15,000, depending on the size of the organization's annual operating budget. Health Impact Grants are invitation-only, multi-year grants awarded to programs that significantly contribute to meeting the critical healthcare needs of the community. The current grant cycle is closed.

2. The mission of the **Con Alma Foundation** (<https://conalma.org/>) is to be aware of, and respond to, the health rights and needs of culturally and demographically diverse peoples and communities of New Mexico.

Con Alma awards grants annually to nonprofits throughout New Mexico that work toward sustainable solutions to their communities' health challenges. Grants are awarded each year in support of nonprofits' efforts to improve their community's health. The emphasis of their grantmaking is on attaining long-term policy solutions and health equity that is informed by community voices.

Per Ms. Black, Con Alma contributed \$200,000 to the start-up of the Santa Fe Community College/Santa Fe Capitol High School LPN Program and could serve as a possible funding resource for the start-up of the Española Valley Healthcare and Nursing Careers Pathways Program. The Con Alma Health Foundation grant cycle closes **Friday, April 30, 2021 at midnight.**

3. A focus area of the **Los Alamos National Laboratory (LANL) Foundation** (<https://www.lanlfoundation.org/grants/education-enrichment-grants>) is the education enrichment branch which awards grants to colleges, career, and community pathways programs with the goal of "Creating or improving career and technical education, career pathways events and programs and dual credit offerings focused on priority regional occupations." The Española Public Schools was a 2020 recipient of the Education Enrichment Grant for the *Nursing and Welding Career Pathway Program* and could potentially qualify for an additional award as part of the dual credit health care career pathways program. Per the LANL Foundation website the Education Enrichment Grant Cycle is "coming soon"
4. In October 2020, the U.S. Department of Education awarded the New Mexico Higher Education Department \$31.4 million in order to fund the seven-year **Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP)** college readiness program (<https://hed.state.nm.us/resources-for-schools/gear-up>). The New Mexico Higher Education Department reports that the program benefits over 10,000

middle and high school students in students in low-income K-12 districts across the state. GEAR UP is designed to increase the number of students prepared to enter and succeed in post-secondary education. The program will invest \$4.5 million in federal funding annually into 10 communities to support initiatives to help underserved students and their families overcome barriers to higher education. Espanola Valley High School and Carlos F. Vigil Middle School have been selected as recipients of the GEAR UP funding. The GEAR UP monies will provide services for tutoring and mentoring, college and career counseling, financial aid awareness, college tours, in addition to other research-based activities that are designed to help students enroll and succeed in college. The funding also helps to support professional development for teachers, counselors, and administrator. The fiscal year 2021 award is the fourth consecutive time the U.S. Department of Education has funded the initiative at the New Mexico Higher Education Department since 1999.

Mr. Simon Miera, district director of the GEAR UP program, voiced enthusiastic support for the Española Valley Healthcare and Nursing Careers Pathways Program and expressed confidence that the GEAR UP budget could fund some portion of the pathways program start-up. Currently, the GEAR UP program has a surplus of funds due to the recent pandemic. There is a possibility that some of these funds could be used for program start-up as well. However, a proposal and GEAR UP board approval would have to happen before the June 30th end-of-fiscal year deadline. If this deadline cannot be met, Mr. Miera was confident that the 2021-2022 GEAR UP budget could readily include some delegation of financial resources to the pathways program as it clearly aligns with GEAR UP goals of college and workforce readiness with a focus on STEM. He suggested that the GEAR UP program could potentially fund student and faculty advisor membership in the Health Occupations Students of America (HOSA) organization, student uniforms, student textbooks, classroom equipment, the career coach position, and possibly a faculty position.

5. **Perkins Funding** in New Mexico (<https://webnew.ped.state.nm.us/wp-content/uploads/2020/02/NM-Perkins-V-plan-2020-2024.pdf>) is a staple of financial

support for career and technical education (CTE) in the state. Perkins V, officially titled *The Strengthening Career and Technical Education for the 21st Century Act*, presents the first major increase to Perkins's funding since 2006. It became effective July 1, 2019.

During the pilot/transition year, industry representatives and local educational agencies collaborated to identify their local needs and how best to address them with secondary and postsecondary education. During this same period, state agencies have begun to collaborate closely to establish high priorities for CTE funding.

The 2019-2020 school year also brought new CTE funding to New Mexico in the form of the **Next Gen CTE** state pilot program (<https://webnew.ped.state.nm.us/wp-content/uploads/2020/07/NextGenCTE-2020-21-RfA.pdf>). The goal of this funding is to provide public school students the opportunity to enroll in high quality, industry relevant career technical education. Funding is available for CTE programs of study, and for CTE-related support activities including dual credit support. CTE programs are a priority for the Next Gen CTE pilot.

A Next Gen CTE program of study must include, at minimum, two high school CTE courses plus an aligned capstone course. A capstone may be either dual credit, Advanced Placement, a credentialing course, or credit-bearing work-based learning.

HB91 established several requirements for program eligibility. They are as follows:

- a. Rigorous content, aligning academic standards, and CTE content: Aligning academics and CTE content means that CTE programs must also address NM state standards for English Language Arts (ELA) and mathematics. High-quality CTE has embedded core academic content into applied coursework. Students work toward proficiency in academics while simultaneously developing key technical skills.
- b. A pathway to a postsecondary program: Every high school program of study must have a clearly identified pathway to a specific postsecondary program at a public New Mexico higher education institution. Alignment is especially clear when the high school's program of study includes a CTE capstone course that is identified as dual credit or Advanced Placement.

- c. A dual credit opportunity for secondary students: Dual credit is a clear way for students to see how their high school CTE program of study aligns to a New Mexico higher education program. Most programs of study should clearly articulate to a local postsecondary program, although in some cases, online programs may be appropriate.
- d. Testing opportunities for student demonstrations of STEM competency: Many programs of study prepare students to succeed on workforce-recognized competency exams. Funded programs of study should identify a competency test for their program.
- e. Employability and social skills training: New Mexico’s employers consistently report that employability and social skills are the most important skills that students should bring to their job. A variety of options exist for employability skills training. Project-based learning and Career Technical Student Organizations (CTSOs) are considered best practices; however, schools may propose a quality employability skills training that they believe is most appropriate for their program.
- f. Pathways that lead to an industry credential, or AA/AS/AAS, or BA/BS: For some careers, an industry credential will quickly open doors to high-paying jobs. All funded programs of study must provide a clear pathway to an industry credential, a technical Associates Degree, or a STEM Bachelor’s Degree.
- g. Partnerships between secondary, postsecondary, and business and industry: Applicants must identify a public New Mexico higher education institution and at least one collaborating industry partner. Provisions to collect and evaluate outcome data

Ms. Ann Black, Sant Fe Community College Director of Grants, stated that priority areas for Perkins V funding and Next Gen CTE funding in this region and in the state include healthcare, STEM, IT-Computer Science, and the technical trades including application to green technology and broadband infrastructure. She states that in spite of the fact that the Perkins V and Next Gen CTE funding grant funding application deadline is April

30, 2021, there is a possibility that the deadline could be extended for a new program such as the Espanola Valley Healthcare and Nursing Careers Pathways Program.

She further stated that another possible source of Perkins V funding could come from Perkins V redistribution monies. Redistribution is funding that remains unused at the end of the 12-month award period. This money is redistributed on a competitive basis. Ms. Black states that due to the Covid Pandemic a substantial amount of redistribution funding has not been spent. No date for the redistribution application has been posted but it is expected that this information will be forthcoming sometime after July.

An additional possibility for Perkins V funding, as suggested By Ms. Black, is to have Espanola Valley High School submit an application for funding as there is a possibility that Perkins V would consider funding a new area of study for dual credit students at the high school. Lastly, an additional funding option that Ms. Black suggested is the possibility of siphoning some of the Perkins V funds from the NNMC Technical Trades Program for the startup of the pathways program.

6. **Project Lead the Way (PLTW)** is a Grant Program that provides PreK-12 districts and schools with competitive grants to support the implementation or expansion of PLTW programs through partnerships with leading organizations across the country (<https://www.pltw.org/our-programs>). Schools can submit one general application per school per PLTW program and are automatically considered for any grant for which they meet eligibility requirements. Grants are awarded on a rolling basis from July 1-June 30. Schools may submit applications annually. PLTW keeps applications on file until June 30 of each year, so that schools can be awarded more than one grant opportunity throughout the funding cycle. Most grants are awarded at the end of the Fall semester and early Spring semester. It is advisable that grant applications are submitted during the fall semester in order for the school's application to be considered for as many grants as possible. PLTW funded a portion of the SFCC/Capitol High School Based LPN program.

In summary, it is clear that there are a variety of potential funding sources available in the community. In light of the pending deadlines, it would be optimal to begin researching some of the grant opportunities as soon as possible. Additionally, it would be prudent to explore additional funding possibilities from some of the community business partners as community support is essential to the success of this program.

Appendix F

Mission, Vision, and Goals

Mission

The **Española Valley Healthcare and Nursing Careers Pathway Program** provides a comprehensive and coordinated education pathway dedicated to meeting the healthcare workforce needs of the community through collaboration among partners, dual credit opportunities, academic services, and community resources that support student success.

Vision

The **Espanola Valley HealthCare and Nursing Pathway Program** will be recognized as a model health care careers pathways program within the region and across the state of New Mexico.

Goals

1. Develop three distinct healthcare careers pathways that allow participating members access to entry level job opportunities upon completion of the program
2. Implement a healthcare career pathway program that offers participants accessible and affordable education and training opportunities

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