DO FIRST
FORM FILL-IN

The following information are linked throughout the forms package:

DISTRICT (Grantee): Butte-Glenn CCD

COLLEGE: Butte College

PROJECT: Industry Driven Regional Collaborative (IDRC)

FISCAL YEAR: 2014/15

RFA Number: 14-326

FUNDING SOURCE: EWD (SB1402)

Requested Amount: $347,404

OBJECTIVES:

1. Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.

2. Develop curriculum modules to embed soft skills into nursing and allied health program co-requisite courses and/or foundational and clinical components.

3. Provide incumbent worker training for nursing and allied health professionals in identified soft skill areas through the implementation of digital badges for completers.

4. Pilot instruction of the courses developed that are embedded with the soft skills modules with cohorts of current students in nursing and allied health programs.

5. Participate with the Foundation for Community Colleges in the development of soft skills badges, specific to health care industry needs and/or across several sectors.

6.

7.

8.

9.

10.
January 14, 2015

Vice Chancellor Van Ton-Quinlivan  
Workforce & Economic Development Division  
California Community Colleges Chancellor’s Office  
1102 Q Street, Suite 4554  
Sacramento, CA 95811-6549

Dear Vice Chancellor Ton-Quinlivan;

Butte-Glenn Community College District is pleased to support the grant RFA #14-326 for the Industry-Driven Regional Collaborative (IDRC) – Acute Need for Coding/Programming Bootcamp and Embedded Soft Skills. Butte College’s application proposes to provide much needed soft skills training to the Health Sector statewide.

As indicated in the instructions of the RFA, Butte College is providing this letter within our electronic submission of the RFA to specify that the Butte-Glenn Community College District is willing to be the fiscal agent for this 24-month grant.

Butte College appreciates the opportunity to apply for this IDRC funding and is pleased to the present the attached application for Chancellor’s Office review.

Sincerely,

Kimberly Perry, Ed.D.  
Superintendent/President  
Phone: (530) 895-2484  
Email: perryki@butte.edu
CONTACT PAGE

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Address: 3536 Butte Campus Drive
City: Oroville
State: CA
Zip: 95965

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Title: Superintendent/President
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Fax: (530) 895-2836

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Fax: (530) 895-2345

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Title: Sector Navigator Health
E-mail Address: ZornLi@butte.edu
Phone: (530) 879-9069
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Title: Sector Navigator Health
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Fax: (530) 879-0179

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Fax: (530) 895-2836

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Fax: (530) 895-2528
Abstract

**Proposed project: Statewide Allied Health and Nursing Soft Skills Curriculum Development and Training, coordinated by the Health Workforce Initiative Sector Navigator and Deputy Sector Navigators.**

As the industry experiences a transition in how care is delivered as a result of the Affordable Care Act, the competency level in soft skills is lower than required. Current staff do not meet industry standards or expectations in this area. The request for increased attention to the area of soft skills training has been brought forth by the California Hospital Association numerous times this past year. Health care employees lack the soft skills necessary to work effectively in the changing healthcare environment. As applied to health care, the soft skills area is most aligned with the digital badges concept. Health care leaders have expressed interest in digital badges as a workforce development tool for soft skills competency verification.

This project will be implemented by the Sector Navigator and Deputy Sector Navigators of the Health Workforce Initiative (HWI), CCCCO Economic and Workforce Development and their statewide and regional faculty and industry partners. The following are the project objectives:

1) **Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.**

2) **Develop curriculum modules to embed soft skills into nursing and allied health program co-requisite courses and/or foundational and clinical components.**

3) **Provide incumbent worker training for nursing and allied health professionals in identified soft skill areas through the implementation of digital badges for completers.**

4) **Pilot instruction of the courses developed that are embedded with the soft skills modules with cohorts of current students in nursing and allied health programs.**

5) **Participate with the Foundation for Community Colleges in the development of soft skills badges, specific to health care industry needs and/or across several sectors.**

Both industry and faculty will be engaged from the beginning of the project. Initial discussions with the key faculty curriculum development leads, Grant Goold and Susan Craig, have had positive results. Both are extremely supportive and interested in this project and have stated that it has great potential to be implemented statewide.

Several avenues currently exist for project dissemination including the HWI website ([http://ca-hwi.org/](http://ca-hwi.org/)), presentations at the statewide HWI industry advisory meeting and the regional HWI advisory meetings, California Organization for Associate Degree Nursing meetings, conferences, and websites; California Hospital Association distribution channels; CWIB Health Workforce Development Council, and LWIBs; ASCCC CTE Leadership Committee; CCCAOE conferences; Regional Consortium; faculty collaboratives; and various discipline specific statewide groups. This project has built in sustainability through several mechanisms since the integration will occur with courses that already exist in the college catalogs.
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RFA #14-326  
Butte College

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NEED

Proposed project: Statewide Allied Health and Nursing Soft Skills Curriculum Development and Training, coordinated by the Health Workforce Initiative Sector Navigator and Deputy Sector Navigators.

Cathy Martin, Vice President Workforce for the California Hospital Association (CHA), is a member of both the Health Workforce Initiative Statewide Advisory Committee and EDPAC (Economic Development Program Advisory Committee) of the California Community Colleges Chancellor’s Office. She has also been appointed to the Board of Governors Task Force on Workforce, Job Creation and a Strong Economy. Cathy has been very vocal in representing the needs of the health care industry for soft skills training. As the industry experiences a transition in how care is delivered as a result of the Affordable Care Act, the competency level in soft skills is lower than required. Current staff do not meet industry standards or expectations in this area. The request for increased attention to the area of soft skills training has been brought forth by Cathy numerous times this past year as she indicates that she hears from member hospitals on a regular basis that employees lack the soft skills necessary to work effectively in the changing healthcare environment.

Therefore, the California Hospital Association and its member facilities are very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for associated training programs to award badges for incumbent workers.

Digital Badges represent a technology in learning measurement that could create opportunities to empower and provide access to learners, provide relevant skills to employers, and allow greater flexibility in education. Digital badges are a new methodology to recognize learning that happens anywhere and share it in the places that matter. They are a form of micro-credential that allows individuals to validate and demonstrate learning. There is a learning ecosystem behind digital badges that makes them powerful, connected credentials. This ecosystem is made up of badge “issuers,” badge “earners” and badge “consumers.” Both Mozilla’s Open Badge Initiative and Pearson’s Acclaim have demonstrated significant expansion in their collaborating partners and clients. The Foundation for California Community Colleges digital badges initiative, while in the early stages of development, is built on the Mozilla framework with the ability for badge recipients to path them to the Mozilla backpack.

As applied to health care, the soft skills area is most aligned with the digital badges concept. Cathy Martin and other leaders have expressed interest in digital badges as a workforce development tool for soft skills competency verification. “I absolutely see where badging would be an extraordinary tool from an employer’s point of view in quickly assessing competence of applicants. Badging has the potential to stimulate the thought process of the interviewer to explore additional areas of expertise of candidates, thus allowing employers to do a better job in hiring.” Patrice Ryan, Vice President Human Resources for Cottage Health Systems, Santa Barbara, former chair of the CHA Workforce Committee.

The approach used to identify and prioritize the needs of employers is to utilize the current Health Workforce Initiative Statewide Industry Advisory Committee as an industry skills panels to determine the specific soft skills required for health care workers. At the January 16, 2015 meeting a focus group discussion led to the
identification of an initial list of soft skills and associated competencies. The Health DSN's served as facilitators for the small group discussions. The advisory committee was evenly divided into two groups comprised of both industry and education representative. After extensive discussion, the group came back together to share and area upon definitions and competencies. First the group agreed upon a working definition of soft skills. **The cluster of personality traits and behaviors, social graces, communication, language, personal habits, friendliness and optimism that characterize relationships with other people; they are related to feelings, emotions, and insights to enhance individuals relationships, job performance, and career prospects. Personal attributes that enable someone to interact effectively and harmoniously with other people.**

The following is the initial list of soft skills identified through this process:

1. Communication skills: written communication skills, verbally articulate, good/active listener, posture/body language, empathy, motivational interviewing/ability to drill down in interview, concept mapping, read the situation, gather appropriate information and respond appropriately, team player, collaborate, interdisciplinary-working together, understanding roles, networking, posture/body language,

2. Lifelong Learning Professionalism, technology literacy, leadership/management, networking, lifelong learning desire,

3. Strong work ethic and professionalism (attitudes-behaviors): Attendance-punctuality, appearance/professional, follow dress code, hygiene, professional presentation, body art, piercings, compassion, demonstrate self-care, stress management, self-reflection, introspection, work habits and etiquette, team player, chain of command, collaborative, interdisciplinary-working together understanding roles, networking, work ethics, respect, pride in your work, flexibility, adaptability, time management, self-confidence, maximum effort, positive attitude, not just a job it's a profession, dedicated to mission, integrity, tolerance of ambiguity, respect boundaries, and ability to follow the rules.

4. Critical Thinking: Read the situation, gather appropriate information and respond appropriately, problem solving skills, sound judgment, adaptability, time management, ability to prioritize, proactive, manage conflict, working well under pressure, ability to accept and learn from criticism.

5. Facility Policy: HIPPA, cell phone, social media, universal precautions, fire safety, drug testing, background check (DOJ/FBI/Homeland Security/OIG), safety, work ethics, over-view of governing regulations,

6. Age and Cultural Specific: embedded cultural professionalism vs survival skills to get through program, age/cultural competency/humility,

7. Education and Industry Gap: gap between education and facility, accountability with facility/HR,

8. Social graces.

After this initial list is verified through a statewide and regional process, competencies will be developed for each soft skill. These competencies will be used in the evaluation process for awarding the digital badges to the incumbent workers that complete the training.
The feedback from the group after this discussion was very positive. Both industry and education representatives highlighted the importance of continuing these types of dialogs. For the next step, this list will be sent out to the entire advisor committee to gather input from those unable to attend the January meeting. After agreement on this initial list, the DSN’s will disseminate to industry representatives in their regions. Concurrently, a group of industry partners will continue detailing the competencies associated with these soft skills.

In discussions with Tim Aldinger of the Foundation for California Community Colleges, they are in the early stages of developing digital badges as a part of the LaunchPath project. This is built on the Mozilla Framework of the Open Badges initiative and can therefore be pushed to a Mozilla Backpack. The digital badges are a separate functionality in the LaunchPath system and can be utilized separate from the internship component. At this point, the only badges developed are those directly related to the internship aspect. Therefore the technical capacity exists, but not a wide variety of badges. Tim agreed that soft skills are the most appropriate focus for badges in health care. A task force is needed to explore soft skill badges across sectors or specific to health. Discussion will continue on including HWI in this process.

This project will be focused on two target audiences; 1) allied health and nursing students who have established requirements and structure for clinical experiences and 2) incumbent health care workers. Therefore this project will not require the internship payroll management services provided by the Foundation for CA Community Colleges.

ACT WorkKeys is not the assessment of choice in the nursing and allied health education or workforce system. Currently TEAS V (Test of Essential Academic Skills) by ATI (Assessment Technologies Institute) is used extensively by nursing programs In California as part of the admissions process for Associate Degree Nursing Programs. TEAS V is also normed for use with allied health programs, although in CA it cannot be used as part of the admission criteria. TEAS V is proven to be a statistically significant predictor of early nursing program success (success in Fundamentals). Other approved assessment/readiness tests include the National League for Nursing Preadmission Examination for Registered Nurse Programs (PAX-RN) and Evolve Reach Admission Assessment Exam (A²). Workkeys does have a product for healthcare but it is not used extensively with HWI industry partners.

RESPONSE TO NEED

Nursing and allied health programs are required by the various accrediting and licensing entities to follow a specific curriculum. This leaves little room to add extra content to existing courses. Adding new courses is simply not possible. Faculty continually pushback when it is suggested that content be added to nursing and allied health courses and programs. There simply is not enough time to cover all the material that would be “nice” to have in the various programs. As an example in nursing, the SB1440 type of statewide model nursing curriculum the goal is to decrease the number of nursing specific units. Therefore, a more effective approach is to explore the integration of soft skills into the required co-requisite courses that most if not all nursing and allied health students complete. In preliminary discussions with Susan Craig, the
lead faculty advisor for the project, possible courses include Principles of Psychology, Introductory Psychology, Individual and Social Processes, and Interpersonal Communication. She also thought it would be possible to integrate the modules into the clinical component, where currently the majority of the soft skills are incorporated. Grant Goold suggested developing on-line modules that could be assignments for nursing and allied health students to complete prior to the clinical experience component.

This project will be implemented by the Sector Navigator and Deputy Sector Navigators of the Health Workforce Initiative (HWI), CCCCQ Economic and Workforce Development and their statewide and regional faculty and industry partners. The following are the project objectives:

1) Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.

2) Develop curriculum modules to embed soft skills into nursing and allied health program co-requisite courses and/or foundational and clinical components.

3) Provide incumbent worker training for nursing and allied health professionals in identified soft skill areas through the implementation of digital badges for completers.

4) Pilot instruction of the courses developed that are embedded with the soft skills modules with cohorts of current students in nursing and allied health programs.

5) Participate with the Foundation for Community Colleges in the development of soft skills badges, specific to health care industry needs and/or across several sectors.

The current HWI statewide advisory group has been and will continue to be utilized as a focus group/skills panel as a starting point in identifying the specific soft skills required for health care workers. Through both statewide and regional advisory structures, industry will play an on-going role in the project. Activities will include validation of soft skills developed at the state level through the regional advisory structure; Industry verification that the list of soft skills is complete and accurate; industry experts in collaboration with faculty will review each module for quality assurance in meeting identified competencies; and statewide and regional advisory groups provide on-going input as the soft skills curriculum modules are developed.

Once the curriculum modules are completed, statewide and regional advisory groups will provide a list of recommended pilot training sites. The goal is to have a minimum of one industry partner per region participating in the incumbent worker soft skill training. As digital badge development proceeds with the Foundation for California Community Colleges, it will be important that industry recognize the value and utility of the badges.

Curriculum development strategy will include the following steps:
1. Through conversations with both nursing and allied health faculty and general education faculty a list of courses appropriate for embedding soft skills will be created and finalized through a vetting process.

2. Writing teams consisting of faculty from each region will be convened for curriculum development of the soft skills modules. The goal is to have a mix of faculty from nursing and allied health and general education.

3. A review of the literature for existing curriculum will be conducted. For example at the January 16, 2015 HWI advisory meeting the Next Skills curriculum was recommended. This was a curriculum used by the Workplace Learning Centers when a part of the CCCCO EWD structure.

4. Curriculum writers will create modules in collaboration with industry input. Industry experts and faculty advisor will review each module for quality assurance in meeting identified competencies. Curriculum modules will be completed in a format ready to embed in the identified general education and nursing and allied health courses.

5. The curriculum modules will be vetted with statewide and regional faculty via the ASCCC Career Technical Education Leadership Committee.

6. On-line modules will be created for appropriate soft skills to be used primarily as required assignments for nursing and allied health students. This was requested to be included by several faculty as another option for students. Note that only a portion of the soft skills modules are appropriate for on-line instruction. Many require face-to-face interaction.

The next step will be pilot instruction of the embedded courses. Since faculty will have been an integral part of this project from inception, securing faculty for pilot instruction should proceed with ease. The curriculum modules will be tested in both the identified general education co-requisite courses and nursing and allied health program specific courses. It will be important to conduct project evaluation with subsequent revision of modules prior to mass dissemination.

An important aspect of the project will be the incumbent worker training pilot workshops. As statewide and regional advisory groups are engaged, they will be asked to provide a list of recommended pilot training sites. The goal is a minimum of one/region. Based on the number of soft skills modules developed, the incumbent worker training program will be designed and implemented. Digital badges will be awarded for incumbent workers completing the soft skills training.

As started earlier, the Foundation for CA Community Colleges in the early stages of its digital badge initiative. Members of this project will participate in a task force coordinated by the Foundation for Community Colleges to determine the process for developing and awarding soft skills badges.

In summary, this proposed project will
1) Engage industry in the specific identification of soft skills required in health care;
2) Develop associated curriculum modules based on the identified soft skills;
3) Embed soft skills curriculum into co-requisite courses (GE required) for nursing and allied health. Pilot the courses with student cohorts;
4) Embed soft skills curriculum into nursing and allied health courses such as fundamentals courses and clinicals;
5) Provide incumbent worker training in soft skills implementing the concept of digital badges for completers; and
6) Collaborate with the Foundation for CA Community Colleges in moving forward with soft skills digital badges.
7) Evaluate, revise, and disseminate.

By engaging both industry and faculty from the beginning of the project, the risk to execution will be lowered. Initial discussions with key faculty including Grant Goold and Susan Craig have had positive results. Both are extremely supportive and interested in this project and have stated that it has great potential to be implemented statewide.

This project is being proposed based on the strong request from the California Hospital Association (CHA) to take action on the lack of soft skills competencies observed in health care workers. Therefore, this project will be conducted in partnership with CHA and its statewide member hospital systems. As full partners in the project, they will assist in the development of the identification of the health care specific soft skills to be embedded in nursing and allied health curriculum as well as participate in the pilot incumbent worker training. Letters of support have been received from project partners including the California Hospital Association, Sutter Health, and NoRTEC.

This project has built in student cohorts, consisting of existing nursing and allied health program students. They will be selected based on the faculty participation in in curriculum development, project faculty advisors, ASCCC CTE Leadership group, DSN’s and regional college participation. Each of the ten health DSN’s and their host colleges are primary project partners. The goal is to have faculty curriculum writers and subsequent pilot projects in each of the ten regions. Cohorts will easily be accessed from the existing nursing and allied health programs. The goal will be to have pilot projects in a variety of programs including Radiological Technology, Respiratory Care, Dental Hygiene, EMT/Paramedic, Medical Assisting, etc. Throughput of cohorts will be based on the high completion rates experienced by nursing and allied health programs. For the GE courses, the goal is 20 students/cohort. Based on the lower class size of the nursing and allied health programs, the goal is 10-12 students/cohort for these courses. Using a mixture, the overall goal is 150-200 students in the pilot phase.

Incumbent worker training will also need “student cohorts.” These will again be easily access through the on-going engagement of industry throughout the project. The goal is to have one pilot incumbent worker training project/region. Based on employer requirements to participate in this training, high completion rates are anticipated. The goal is one pilot/region, with minimum cohorts of 10-15 with a total of 100-150.

The primary structure that will be utilized to implement this project is the statewide and regional network of the Health Workforce Initiative including the Sector Navigator and Deputy Sector Navigators. This includes the long standing HWI Statewide Industry Advisory Committee (of which CHA is a member). Both Susan Craig and Grant Goold, the lead faculty in the project, are also current or previous members of HWI advisory committees. The HWI group of Sector Navigator and Deputy Sector Navigators are seasoned health care professionals that have industry connections.
through both statewide and regional advisory committees. HWI has a track record of coordinating both statewide and regional curriculum development projects.

Roles and responsibilities flow from the overall operating structure of the California Community Colleges and HWI. Faculty will be responsible for all curriculum development. HWI will assume the coordination and communication role. Industry will be responsible for providing input and quality assurance that the curriculum will need their needs for competencies.

The following Leading Indicators and/or Momentum Points have been identified for tracking in LaunchBoard for this project:
1 - LI Alignment of skillsets within a program (or set of courses) to a particular occupation and the needs of the labor market.
2 - MP19 Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway.
3 - MP33 Participated in incumbent worker training or contract education in a CTE pathway.

Capital investment is not needed for this project. The funding is needed for curriculum development and pilot project teaching/training. As noted in the budget, the primary allocations are for faculty stipends for curriculum writing and subsequent pilot instruction.

Discuss the background of any faculty champions or contractors.

1) Grant Goold, Program Director-Professor, EMS Education Programs, American River College. Grant is currently the Chair, ASCCC Career Technical Education Leadership Committee. Other ASCCC roles include Member 2011-Present ASCCC Statewide Career Pathways Committee; Member 2014-Present ASCCC Model Curriculum Workgroup; and Member 2012-13 ASCCC Statewide Academic Senate Leadership Development Committee. Grant has served on the HWI/RHORC regional advisory committee since the inception of the program in 1997. Education background includes an Ed.D. from the University of San Francisco in Learning and Instruction, Masters Public Administration/Masters in Health Services Administration, University of San Francisco.

2) Susan Craig, Nursing Program Director, Butte College since 2009, and the Department Chair since 2012. Member of the California Organization for Associate Degree Nursing Director’s (COADN, North) since 2009, and began as the Vice-President of this statewide organization in 2010. Member of both the 3NAC CCCCO Nursing Advisory Committee, and the Health Workforce Initiative Advisory Committee. Susan also participated in the initial convening for SB 1440 for nursing. She has a BS and MS degree in nursing from CSU, Chico. Work experience includes Emergency Department, Neurology/Neurosurgery at UCSF, OB nurse and Maternal-Child Educator at Enloe Medical Center Chico

3) Collette Williams, PhD, MSN, RN, NE-BC, currently Clinical Education Manager, Loma Linda University Medical Center. Will serve as industry Project Coordinator.
# Objective:

1

Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.

## Metric Number:

Leading Indicator:

Momentum Point:

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Utilizing the current statewide advisory group and meeting structure,</td>
<td>List of allied health and nursing soft skills is identified for curriculum development.</td>
<td>May 2015</td>
<td>Health SN and DSN's.</td>
</tr>
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<td></td>
<td>conduct industry skills panels to determine the specific soft skills</td>
<td>Convening skills panels to produce deliverables, such as model curriculum, that</td>
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<td></td>
<td>required for health care workers.</td>
<td>contribute to workforce skill development common to competitive and emerging</td>
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<td></td>
<td></td>
<td>industry sectors and industry clusters within a region.</td>
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<tr>
<td>1.2</td>
<td>Validate the list of soft skills developed at the state level through the</td>
<td>Finalization of the list of health care related soft skills.</td>
<td>August 2015</td>
<td>Health SN and DSN's.</td>
</tr>
<tr>
<td></td>
<td>regional advisory structures.</td>
<td></td>
<td></td>
<td>Project Coordinator</td>
</tr>
<tr>
<td>1.3</td>
<td>Obtain Industry verification that the list of soft skills is complete and</td>
<td>Industry signs off on agreement that the list adequately reflects the soft skills</td>
<td>September 2015</td>
<td>Health SN and Industry</td>
</tr>
<tr>
<td></td>
<td>accurate.</td>
<td>required for health care workers to be successful in the changing environment</td>
<td></td>
<td>Co-Chairs</td>
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<td></td>
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<td>created by the ACA.</td>
<td>HWI Ad Mtg</td>
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</table>
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

**Objective:** 1
Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.

**Metric Number***:
Leading Indicator: ____________
Momentum Point: ____________

<table>
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<tr>
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<th>Performance Outcomes</th>
<th>Timelines</th>
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<tbody>
<tr>
<td>1.4</td>
<td>Industry experts and faculty advisor will review each curriculum module developed for quality assurance in meeting identified competencies. Statewide and regional advisory groups provide ongoing input as the soft skills curriculum modules are developed.</td>
<td>Curriculum development based on industry need.</td>
<td>October 2015- January 2016</td>
<td>Faculty Advisor, HWI Statewide</td>
</tr>
<tr>
<td>1.5</td>
<td>Statewide and regional advisory groups will provide a list of recommended pilot training sites.</td>
<td>Industry pilot sites for the incumbent worker training are finalized.</td>
<td>March 2016</td>
<td>Project Director</td>
</tr>
<tr>
<td>1.6</td>
<td>Industry representatives to participate in the digital badge development process.</td>
<td>Industry recognition of the value of the soft skills digital badges.</td>
<td>Completed March 2017</td>
<td>Foundation for California Community Colleges</td>
</tr>
</tbody>
</table>
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

Objective: 1
Engage the health care industry in the identification of soft skills and subsequent curriculum development and training.

Metric Number*:
Leading Indicator:
Momentum Point:

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<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>A minimum of one industry partner per region will participate in the incumbent worker soft skill training.</td>
<td>Ten pilot training projects, minimum of 100 participants.</td>
<td>September 2016-February 2017</td>
<td>Project Director, Project Coordinator</td>
</tr>
<tr>
<td>1.8</td>
<td>Conduct project evaluation and subsequent revision of modules.</td>
<td>Final product available for statewide use and dissemination.</td>
<td>March 2017</td>
<td>Project Director, Project Coordinator</td>
</tr>
</tbody>
</table>

* Limit one (1) metric per page. Activities should have corresponding numbers (i.e., 1.1, 1.2, 1.3, . . .)
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

**Objective:**

<table>
<thead>
<tr>
<th>#</th>
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<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Lead faculty advisor will develop a list of potential courses to embed</td>
<td>Working list of nursing and allied health co-requisite courses developed for embedding soft skills. Working list of nursing and allied health introductory courses for embedding soft skills.</td>
<td>April 2015</td>
<td>Faculty Advisor</td>
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<tr>
<td></td>
<td>soft skills including allied health and nursing co-requisite courses (e.g.</td>
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<td>Psychology, Interpersonal Communication, etc) as well as basic allied</td>
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<td>health and nursing courses (Foundations, Clinicals, etc).</td>
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</tr>
<tr>
<td>2.2</td>
<td>Each region to initiate conversations with both nursing and allied health</td>
<td>Secure a minimum of one faculty member per region to work as part of a statewide curriculum writing team to develop the soft skills modules. Goal is to have a mix of faculty from nursing and allied health and GE.</td>
<td>April - June 2015</td>
<td>Regional DSN's</td>
</tr>
<tr>
<td></td>
<td>faculty and GE faculty regarding interest in embedding soft skills in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>current courses. Based on faculty recommendations, finalize courses for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>soft skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Convene writing team for phase one curriculum development. Curriculum</td>
<td>Meeting held to finalize curriculum writing assignments, research on existing curriculum that might be adapted, and create standard curriculum format</td>
<td>October 2015</td>
<td>Project Director</td>
</tr>
<tr>
<td></td>
<td>format determined and standardized. Research on existing curriculum (Next</td>
<td></td>
<td></td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td></td>
<td>Skills, etc).</td>
<td></td>
<td></td>
<td>Project Coordinator</td>
</tr>
</tbody>
</table>
**Objective:**

Develop curriculum modules to embed soft skills into nursing and allied health program co-requisite courses and/or foundational and clinical components.

**Metric Number**: LI 1  
Alignment of skillsets within a program (or set of courses) to a particular occupation and the needs of the labor market

---

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Curriculum writers create modules in collaboration with industry input. Industry experts and faculty advisor will review each module for quality assurance in meeting identified competencies.</td>
<td>Curriculum modules completed in a format ready to embed in the identified GE and nursing and allied health courses.</td>
<td>January 2016</td>
<td>Faculty Advisor, Project Consultant, Project Coordinator</td>
</tr>
<tr>
<td>2.5</td>
<td>Vet the curriculum with statewide and regional faculty via the ASCCC Career Technical Education Leadership Committee.</td>
<td>Curriculum modules approved for use by ASCCC.</td>
<td>February - April 2016</td>
<td>Grant Goold, Chair ASCCC, CTE Leadership Committee</td>
</tr>
<tr>
<td>2.6</td>
<td>Create on-line modules for appropriate soft skills to be used primarily as required assignments for nursing and allied health students. This was requested to be included by several faculty as another option for students. Note that only a portion of the soft skills modules are appropriate for on-line instruction. Many require face-to-face interaction.</td>
<td>On-line modules available as stand alone assignments for students in nursing and allied health programs.</td>
<td>May-July 2016</td>
<td>Faculty Distance Ed Specialist</td>
</tr>
</tbody>
</table>
**Statement of Work (Annual Workplan)**

**Objectives/Leading Indicators/Momentum Points**

**Objective:**

Provide incumbent worker training for nursing and allied health professionals in identified soft skill areas through the implementation of digital badges for completers.

**Metric Number**: 

Leading Indicator: 

Momentum Point: **MP 33** Participated in incumbent worker training or contract education in a CTE pathway

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Engage statewide and regional advisory groups to provide a list of recommended pilot training sites. Goal is a minimum of one/region.</td>
<td>Industry pilot sites for the incumbent worker training are finalized.</td>
<td>March 2016</td>
<td>Project Director</td>
</tr>
<tr>
<td>3.2</td>
<td>Based on the number of soft skills modules developed, design the incumbent worker training. Each pilot project can customize the delivery based on the industry pilot site location.</td>
<td>Learning/lesson plans completed to create a training workshop for incumbent workers.</td>
<td>April - May 2016</td>
<td>Contract Education Specialist, Project Coordinator</td>
</tr>
<tr>
<td>3.3</td>
<td>Recruit faculty and/or contract education trainers to participate in teaching the incumbent worker soft skills training.</td>
<td>Statewide resource list of faculty and contract education trainers completed.</td>
<td>July 2016</td>
<td>Statewide DSN's, Project Director</td>
</tr>
</tbody>
</table>
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

Objective: 3
Provide incumbent worker training for nursing and allied health professionals in identified soft skill areas through the implementation of digital badges for completers.

Metric Number*:

Leading Indicator:  
Momentum Point: MP 33 Participated in incumbent worker training or contract education in a CTE pathway

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>Conduct pilot soft skills training in a minimum of one health care industry location per region.</td>
<td>Ten pilot training projects, minimum of 100 participants.</td>
<td>September 2016 - February 2017</td>
<td>Project Director Project Coordinator</td>
</tr>
<tr>
<td>3.5</td>
<td>Award digital badges for incumbent workers that complete the soft skills training.</td>
<td>95% of participants in pilot training receive digital badges.</td>
<td>March 2017</td>
<td>Foundation for California Community Colleges</td>
</tr>
<tr>
<td>3.6</td>
<td>Design and implement evaluation tool based on the soft skill competencies required for the nursing and allied health workforce.</td>
<td>Incumbent worker training pilot projects are evaluated with subsequent revision of training materials.</td>
<td>March 2017</td>
<td>Contract Education Specialist Project Coordinator</td>
</tr>
</tbody>
</table>
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

Objective: 4
Pilot instruction of the courses developed that are embedded with the soft skills modules with cohorts of current students in nursing and allied health programs.

Metric Number*:
Leading Indicator:
Momentum Point: MP 19  Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Communicate statewide the results of the curriculum development through existing channels including but not limited to HWI meetings and website, COADN North and South meetings, CCCAOE, faculty collaboratives, ASCCC</td>
<td>Statewide awareness and interest is generated in implementation.</td>
<td>April - May 2016</td>
<td>Statewide DSN's</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Project Director</td>
</tr>
<tr>
<td>4.2</td>
<td>Develop list of faculty interested in embedding the soft skills modules into existing courses.</td>
<td>A minimum of one faculty per region committed to participating in the pilot teaching.</td>
<td>June 2106</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td>4.3</td>
<td>Pilot the curriculum in both the identified GE co-requisite courses and nursing and allied health program specific courses.</td>
<td>A minimum of one pilot per region, 100 students.</td>
<td>August -December 2016</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Project Director</td>
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<td></td>
<td></td>
<td></td>
<td>Project Coordinator</td>
</tr>
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</table>
### Statement of Work (Annual Workplan)
#### Objectives/Leading Indicators/Momentum Points

<table>
<thead>
<tr>
<th>Objective:</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Pilot instruction of the courses developed that are embedded with the soft skills modules with cohorts of current students in nursing and allied health programs.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric Number*</th>
<th>Leading Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Momentum Point:</td>
<td>MP 19</td>
</tr>
<tr>
<td>Completed a work readiness soft skills training program (either stand-alone or embedded) within a CTE pathway</td>
<td></td>
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<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4</td>
<td>Conduct project evaluation and subsequent revision of modules.</td>
<td>Final curriculum modules available to embed in existing courses.</td>
<td>January - March 2017</td>
<td>Faculty Advisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teaching Faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Curriculum Writers</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6</td>
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</tr>
</tbody>
</table>
Statement of Work (Annual Workplan)
Objectives/Leading Indicators/Momentum Points

Objective: 5
Participate with the Foundation for Community Colleges in the development of soft skills badges, specific to health care industry needs and/or across several sectors.

Metric Number:

Leading Indicator: 

Momentum Point: 

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>Performance Outcomes</th>
<th>Timelines</th>
<th>Responsible Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Participate in a task force coordinated by the Foundation for CA Community Colleges to determine the process for developing and awarding soft skills badges.</td>
<td>Plan created for the development of digital badges in soft skills</td>
<td>April 2015- March 2107</td>
<td>Foundation for CA Community Colleges.</td>
</tr>
<tr>
<td>5.2</td>
<td>Engage industry in the process of developing soft skills digital badges to ensure industry buy in.</td>
<td>Industry recognition of the value of the soft skills digital badges.</td>
<td>June 2016- March 2107</td>
<td>Project Director</td>
</tr>
<tr>
<td>5.3</td>
<td></td>
<td></td>
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<td></td>
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</table>
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$347,404</td>
</tr>
<tr>
<td></td>
<td>Lead faculty advisor stipend</td>
<td>$ -</td>
</tr>
<tr>
<td>1000</td>
<td>Year one: $10,000</td>
<td>$20,000</td>
</tr>
<tr>
<td></td>
<td>Year two: $10,000</td>
<td>$ -</td>
</tr>
<tr>
<td>2120</td>
<td>2000 Year One: April 1, 2015-March 31, 2016</td>
<td>$25,436</td>
</tr>
<tr>
<td></td>
<td>Administrative Secretary Grants, Range 25 Step E 49,378.05</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>.25 x 49,378.05 = 12,345 x 2% COLA = $12,592</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>Year Two: April 1, 2106-March 31, 2017</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>Administrative Secretary Grants, Range 25 Step E 49,378.05</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>12,592 x 2% COLA = $12,844</td>
<td>$ -</td>
</tr>
<tr>
<td>3000</td>
<td>Employee Benefits</td>
<td>$18,607</td>
</tr>
<tr>
<td></td>
<td>Year One Faculty Advisor</td>
<td>$1366</td>
</tr>
<tr>
<td></td>
<td>10,000 x .13659 = 1366</td>
<td>$ -</td>
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<tr>
<td></td>
<td>Year Two Faculty Advisor</td>
<td>$1551</td>
</tr>
<tr>
<td></td>
<td>10,000 x .15509 = 1551</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>Year One-Benefits for Administrative Secretary Grants (12,592 x .22419) = 2823 + [.25 x (16090 x .05)+16,090] (4224) = 7047+ .25 x 1542 (normal cost) (386) = 7433</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>$ -</td>
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<tr>
<td></td>
<td>Year Two-Benefits for Administrative Secretary Grants(12,844 x .22419) = 2879 + [.25 x 16090 x .10] + 16,090] (4646) = 7525 + .25 x 1542 (normal cost) (386) = 7911</td>
<td>$ -</td>
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<tr>
<td></td>
<td>$ -</td>
<td></td>
</tr>
<tr>
<td>4000</td>
<td>Supplies and Materials</td>
<td>$ -</td>
</tr>
<tr>
<td></td>
<td>$ -</td>
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</tr>
</tbody>
</table>
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$ 347,404</td>
</tr>
</tbody>
</table>

### Other Operating Expenses and Services

- **5100 Personal and Consulting Services**
  - **Year One**
    1. Project Coordinator – Colleen Williams $20,000
    2. Faculty stipends curriculum development– 1-2/region @ 5,000 - 10,000 x 10 regions = $100,000
  - **Year Two**
    3. Project Coordinator – Colleen Williams $20,000
    4. Stipends for pilot project training – min of 2/region @ 5,000 - 10,000 x 10 regions = $100,000

- **5200 Travel**
  - Regional Consortia Meetings
  - CCCAOE
  - Curriculum writing meetings - 4-5 statewide and regional

### Capital Outlay

- **6000**
  - $ -
## APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>FUNDS REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>7000</td>
<td>Other Outgo</td>
<td>$ 347,404</td>
</tr>
</tbody>
</table>

**TOTAL DIRECT COSTS:** $ 334,043  
**TOTAL INDIRECT COSTS (Not to exceed 4% of Direct Costs):** $ 13,361  
**TOTAL COSTS:** $ 347,404
Funding Requires Dollar-for-Dollar Match

### APPLICATION BUDGET DETAIL SHEET

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>2000</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>3000</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>4000</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>5000</td>
<td>NorTEC</td>
<td>$100,000</td>
</tr>
<tr>
<td></td>
<td>California Hospital Association</td>
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<tr>
<td></td>
<td>Sutter Health</td>
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<tr>
<td>6000</td>
<td>$</td>
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</table>

**TOTAL DIRECT COSTS:** $400,000
Funding Requires Dollar-for-Dollar Match

APPLICATION BUDGET DETAIL SHEET

MATCH

<table>
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<tr>
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<th>Classification</th>
<th>Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL INDIRECT COSTS</td>
<td>(Not to Exceed 4% of Direct Costs):</td>
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</tr>
<tr>
<td>TOTAL COSTS:</td>
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<td>$ 400,000</td>
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</tbody>
</table>
## APPLICATION BUDGET SUMMARY

NOTE: Submit details explaining the expenditures by category on the Application Budget Detail Sheet.

<table>
<thead>
<tr>
<th>Object of Expenditure</th>
<th>Classification</th>
<th>Line</th>
<th>TOTAL PROGRAM FUNDS REQUESTED</th>
<th>MATCH</th>
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<tbody>
<tr>
<td>1000</td>
<td>INSTRUCTIONAL SALARIES</td>
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<tr>
<td>2000</td>
<td>NONINSTRUCTIONAL SALARIES</td>
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<td>$25,436</td>
<td>$0</td>
</tr>
<tr>
<td>3000</td>
<td>EMPLOYEE BENEFITS</td>
<td>3</td>
<td>$18,607</td>
<td>$0</td>
</tr>
<tr>
<td>4000</td>
<td>SUPPLIES AND MATERIALS</td>
<td>4</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>5000</td>
<td>OTHER OPERATING EXPENSES AND SERVICES</td>
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<td>$270,000</td>
<td>$400,000</td>
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<tr>
<td>6000</td>
<td>CAPITAL OUTLAY</td>
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<td>$0</td>
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<tr>
<td>7000</td>
<td>OTHER OUTGO</td>
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<td><strong>TOTAL DIRECT COSTS:</strong></td>
<td>8</td>
<td><strong>$334,043</strong></td>
<td><strong>$400,000</strong></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL INDIRECT COSTS</strong> (Not to exceed 4% of Direct Costs):</td>
<td>9</td>
<td><strong>$13,361</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL COSTS:</strong></td>
<td>10</td>
<td><strong>$347,404</strong></td>
<td><strong>$400,000</strong></td>
</tr>
</tbody>
</table>

I authorize this cost proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with State and Federal Regulations. I also certify the match listed above are valid match funding that is not being used as a match for another program requiring match funding and in total are equal, or greater than, the funds requested from CCCCO.

**Project Director:**

Name: Linda L. Zorn  
Title: Sector Navigator Health  
Date: 1-26-2015

**Authorized Signature:**

**District Chief Business Officer (or authorized designee):**

Name: Andrew Suleski  
Title: Vice President Administration  
Date: 1-28-2015
PROJECT MANAGEMENT

The project director for this project, Linda L. Zorn, has worked with CCCCO EWD grants since 1998. She is very familiar with the Launchboard, serving as an early advisor for the project participating in several meetings to offer suggestions based on the needs of the field. In her Sector Navigator role, Linda has coordinated Launchboard training for the health DSN’s.

Butte College has an excellent track record of timely reporting for all current and previous EWD grants. Compliance with reporting is a high value and will continue with the implementation of this IDRC. The Project Director provides technical assistance to the DSN’s on reporting. Butte College is very ready and willing to continue with the responsibility of reporting.

From 1997 to current, Butte College has successfully administered EWD Center grants, Leadership grants, technical assistance grants, HUB grants, CTE Hub grants, Sector Navigator and Deputy Sector Navigator Grants, North Far North Regional Consortium, Statewide Advisory committees, special project grants, Perkins Discipline Specific Collaborative grants, EWD Coordination Services, Responsive Training Funds, Data Collection System, and Training and Development totaling approximately $20 million.

Linda Zorn, proposed Project Director, is the current Sector Navigator for the health sector. In that capacity she completed all the required onboarding modules in the first year of the Doing What Matters initiative. She received the CCCAOE Leadership Academy Master Trainer certificate July 24, 2013 and has served as a trainer. The entire health sector is scheduled to complete a sector specific ASCCC curriculum approval workshop on February 19, 2015.

The Practice with Promise Transition to Practice Program Helps New RNs Improve Skills and Find Work was submitted by Linda Zorn and is on the website. As Sector Navigator, on-going coordination of submission is encouraged. The following health sector related are also included on the website Avante Simmons, College of the Desert, Inland Empire Faculty Complete Externships in the Healthcare Industry; and Natalie Ray, Grossmont College, Health Sciences School Works with Colleges, Employers to Contextualize Ed. Outcomes of this project have potential to be included in the Practices with Promise eShowcase and will be submitted as appropriate.

PARTNERSHIP AND SCALABILITY

Several avenues currently exist for project dissemination including the HWI website (http://ca-hwi.org/) which contains a curriculum repository of all HWI developed curriculum as well as other resources. One of the first steps in dissemination will be presentations at the statewide HWI industry advisory meeting and the regional HWI advisory meetings. Other mechanisms include the California Organization for Associate Degree Nursing meetings, conferences, and websites; California Hospital Association distribution channels; California Primary Care Association website and distribution lists; CWIB Health Workforce Development Council, and LWIBs; ASCCC CTE Leadership Committee; CCCAOE conferences; Regional Consortium meetings and websites; faculty collaboratives; and various discipline specific statewide groups.

Health DSN’s will be asked to disseminate the curriculum to each college in their region through personal contact at program advisory meetings or faculty collaborative convenings. They will also conduct campus visits to meet with individual faculty as well
as health occupation deans and directors to demonstrate how the curriculum can easily be embedded into existing curriculum. This will be a key strategy for statewide integration into curriculum and mass outreach. Our approach is based on utilizing the past success of the Health Workforce Initiative in engaging both faculty and industry in curriculum development and implementation. The relationships that the health DSN’s have established with both regional colleges and industry provide the basis for project dissemination and integration. Further scaling for increased penetration to the health care industry would be the primary strategy for use of additional funds. Structures are in place to disseminate to the internal Community College constituency. Funds for additional outreach to the health care industry would be the most effective. A possible strategy would be to host train the trainer workshops in each region of the state for hospital education staff.

INTEGRATION AND SUSTAINABILITY
This project has built in sustainability through several mechanisms:

1) Once integrated and embedded the general education courses will become part of the on-going schedule of courses offered as required co-requisites for the nursing and allied health students. This can easily be expanded as the curriculum is shared more globally after the pilot phases.

2) Contract Education not-for-credit for incumbent worker training. This curriculum will create opportunities for college Contract Education offices to offer new workshops and digital badges to industry.

3) Colleges can complete the curriculum approval process for the soft skills modules to create a course or certificate under the enhanced non-credit, short-term vocational or workforce prep or as a regular for credit offering. As colleges strive to increase FTES opportunities, this could be an effective strategy.

4) Hospital education department implementation as an in-service or orientation requirement. In addition, hospital education staff will be encouraged to offer CEU’s for the attainment of the soft skills digital badges. Based on past experience, this is an effective way to increase participation and completion of education workshops. Coordination will occur with Sandra Sisco, Contract Education Technical Assistance Provider for additional dissemination through the statewide contract education network. Colleges have the option of creating a course with the soft skills modules and moving it through the curriculum approval process as an enhanced noncredit under short-term vocational or workforce prep. This course could subsequently be offered to industry through continuing, community or contract education. Discussion has already occurred with the Butte College Training Place to integrate the soft skills training package into their statewide offerings along with the Development Dimensions International and Achieve Global professional development.

HVI will work with the industry partners to create the soft skills curriculum as a program that can be implemented as a part of a hospital new-employer orientation. Other options for sustainability include offering professional continuing education units that are required for maintenance of licensure for most of the current health care workforce. As the Foundation for CA Community Colleges moves forward with the development of digital badges, this project will integrate with their strategies of building their badge infrastructure on the Mozilla framework. A key integration point is the Mozilla Backpack.
January 23, 2015

Linda L. Zorn
Sector Navigator Health
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Dear Linda:

Sacramento City College is pleased to support the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). Embedding soft skills in nursing and allied health programs has been identified as a critical need by our health professions industry partners and we fully support the development and modification of curriculum to address this concern. Although our college currently has no identified role in the project, we know our faculty will support and participate in the development of training aids, instructional materials, and on-the-job training real time scenarios to assist with this effort should their expertise be needed. In addition, faculty would welcome the opportunity to participate in professional development activities and practice sessions to ensure familiarity and confidence in training students to address and professionally respond to the diverse issues that will arise in the workforce. This new curriculum has the potential to ensure that our graduating students and incumbent workers are not only technically competent but also have the necessary soft skills, knowledge, attitude and confidence to serve as high quality health professionals.

We understand this project has several components and our allied health faculty will participate as needed and to the extent possible while continuing to meet their other professional and teaching responsibilities. Projects and curriculum developed through this effort will benefit the faculty by providing them with materials for use in the classroom.

We understand this project will result in:

1) Industry identification of soft skills required in health care professions;
2) Development of associated curriculum modules based on the identified soft skills;
3) Soft skills curriculum embedded into co-requisite courses (GE required) for nursing and allied health (potential courses include psychology, interpersonal communications, etc.);
4) Soft skills curriculum embedded into nursing and allied health courses and clinical experiences; and,
5) Incumbent worker training in soft skills implementing the concept of digital badges for completers.

Sacramento City College has a long standing history of working with the community and local hospitals and clinics in providing qualified health care workers for the region as well as working with the Health Workforce Initiative. We are happy to support this effort to enhance the employability of our graduates and to ensure the continued provision of quality health care in our service area.

Sincerely

Mary Turner, RDH, EdD
Vice President, Instruction
turnerm@scc.losrios.edu
916-558-2226
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

Mission College is providing this Letter of Intent to Participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinical practicums; and
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Respectfully,

[Signature]

Cynthia Harrison, RN, DSN Health

[Signature]

Danny Nguyen, Dean of Applied Science

[Signature]

Rick Bennett, VP of Administrative Services

3000 Mission College Blvd. MS 19, Santa Clara, CA 95054
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

Solano Community College is providing this Letter of Intent to participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;  
2) Development of associated curriculum modules based on the identified soft skills;  
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;  
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and  
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Maire A Morinec
Maire A Morinec MS, RN  
Dean, School of Applied Technology, Business and Vacaville Center  
Solano Community College  
4000 Suisun Valley Road  
Fairfield, CA 94534
Dear Linda:

American River College is providing this Letter of Intent to Participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Regards,

Dr. Grant Goold
Program Director
EMS Department
American River College
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

Grossmont College is providing this Letter of Intent to participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals;
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Sincerely,

Debbie Yaddow, M.S.N.,R.N.  
Dean, Allied Health and Nursing  
Grossmont College  
8800 Grossmont College Drive  
El Cajon, CA 92020  
619-644-7149
Linda L. Zorn, Statewide Director/Sector Navigator
Health Workforce Initiative
Butte College Skyway Center
2480 Notre Dame Blvd. Chico, CA 95928

Dear Ms. Zorn,

The Inland Empire Healthcare Workforce Initiative (HWI), hosted by College of the Desert, is pleased to work in coordination with the statewide Healthcare Workforce Initiative in collaborative partnership Allied Health and Nursing Soft Skills Curriculum Development and Training project efforts. We believe the Healthcare pathway will provide an invaluable opportunity to enhance healthcare education programs overall and help in promoting the preparation of students for local, high wage, and in-demand occupations identified as priority statewide.

If this collaborative partnership is funded, we are committed to provide the following:
- Provide match and in-kind support resources to ensure implementation and sustainability of the program past the award period
- Assistance in linking industry to certificate and degree programs in the region.
- Provide motivational activities in partnership with external stakeholders (business/industry, Community Colleges, and/or University partners) to encourage academic and occupational preparation.
- Collaborate to align technical skills and workplace competencies with school curriculum, course offerings, and other resources.
- Identify industry-valued employability skills/soft skills within the region
- Identify industry-valued skills credentials
- Serve on the planning committee to provide input and identify industry needs.
- Provide input on the requisite knowledge, skills, and abilities required in industries/occupations
- Provide resources, expertise, as well as field experiences and work-based learning opportunities for participating high school/college students.
- Provide resources as necessary.

We see this project as one of the best ways to display the Healthcare Workforce Initiative’s commitment to support education and to invest in the future of our workforce. We are very excited to be a part of this collaborative venture and are in full support of the implementation of the Allied Health and Nursing Soft Skills Curriculum Development and Training project.

Sincerely,

Avante E. Simmons
Inland Empire Deputy Sector Navigator| Regional Director, Healthcare Workforce Initiative
College of the Desert, School of Applied Sciences and Business
43500 Monterey Avenue, Palm Desert CA 92260
Email: Asimmons@collegeofthedesert.edu
January 21, 2015

Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

Rio Hondo College is providing this Letter of Intent to Participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Sincerely,

Shari Herzfeld

Shari Herzfeld, RN, MN  
Professor Health Science  
Health Deputy Sector Navigator – Los Angeles Region
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

The Deputy Sector Navigator – Health of the South Central Coast Region hosted by College of the Canyons is providing this Letter of Intent to Participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:  
1. Industry identification of soft skills required in health care;  
2. Development of associated curriculum modules based on the identified soft skills;  
3. Propose embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;  
4. Embedding curriculum into nursing and allied health courses such as introduction to the health professions and/or fundamentals courses; and  
5. Providing incumbent worker training in soft skills exploring the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

John Cordova, RN  
Deputy Sector Navigator Health  
South Central Coast Regional Director
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

The Central/Mother Lode Health Workforce Initiative is providing this Letter of Intent to Participate in the state-wide Allied Health and Nursing Soft Skills Curriculum Development and Training IDRC project coordinated by the Sector Navigator of the Health Workforce Initiative (HWI). We are very interested in partnering on this grant proposal which includes the following key components:

1) Industry identification of soft skills required in health care;

2) Development of associated curriculum modules based on the identified soft skills;

3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;

4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and

5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We also understand that faculty participation is a key part of this grant project; therefore collaboration with the statewide HWI and Central/Mother Lode regional colleges to recruit such members will help to ensure the success of this project.

Thank you for the opportunity of participating in this project.

Sincerely,

Valerie Fisher, RN, MA  
Central/Mother Lode Deputy Sector Navigator  
Health Workforce Initiative  
Hosted by College of the Sequoias
January 26, 2015

Linda L. Zorn
Sector Navigator Health
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Dear Linda:
Golden West College is providing this Letter of Intent to Participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:
1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant; (Not participate)
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and (Not participate)
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Sincerely,

Laurie Sienkiewicz, DNP, RN, ONC
Director Health Workforce Initiative
Deputy Sector Navigator
January 23, 2015

Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

Butte College is providing this Letter of Intent to participate in the statewide Allied Health and Nursing Soft Skills Curriculum Development and Training project coordinated by the Health Workforce Initiative (HWI). I understand that Butte College will be the fiscal agent for this grant and also is the host college for the Far North DSN for the Health Workforce Initiative. We very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers.

We understand the project has several components as follows:

1) Industry identification of soft skills required in health care;
2) Development of associated curriculum modules based on the identified soft skills;
3) Embedding curriculum into co-requisite courses (GE required) for nursing and allied health. Potential courses include psychology, interpersonal communications, etc. The specific courses would be determined as a process in the grant;
4) Embedding curriculum into nursing and allied health courses such as fundamentals courses and clinicals; and
5) Providing incumbent worker training in soft skills implementing the concept of digital badges for completers.

We understand that faculty involvement is a key part of this project and will collaborate with HWI on this aspect. We look forward to participating in this project.

Sincerely,

[Signature]

Trudy Old  
Deputy Sector Navigator  
Far North Region
January 21, 2015

Linda L. Zorn
Sector Navigator – Health Workforce Initiative
California Community College Chancellor’s Office
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Dear Ms. Zorn:

Sutter Health is pleased to collaborate with the Chancellor’s Office Health Workforce Initiative (HWI) in the grant proposal for embedding “soft” skills in nursing and allied health programs and developing curriculum for training programs to award industry recognized badges for incumbent and future workers. As a health care provider, Sutter believes these “soft” skills are an essential part of delivering the highest quality care to our patients. As a premier health system¹, Sutter Health is committed to the transformation of health care delivery. We want to ensure our current and future employees have the highest quality training to work effectively in the rapidly changing health care environment. This grant project would be an important first step in increasing the competencies of both students and incumbent workers in the area of “soft” skills.

Sutter Health commits to provide in-kind support for this project, which may include staff time for curriculum development and review, use of facilities for training and staff time to participate in the delivery of soft skills training from our affiliates. The estimated value of this in-kind match is in the range of approximately $100,000-200,000 over the period of the grant.

Ms. Zorn, thank you for the opportunity to work with the Chancellor’s Health Workforce Initiative on this project. Please feel free to contact me with any questions at 916.924.7644 or email: smitha2@sutterhealth.org.

Sincerely,

Anette Smith-Dohring
Workforce Development Manager

¹ 2014 Truven Health Analytics
January 20, 2015
Linda L. Zorn
Sector Navigator Health
Butte College
3536 Butte Campus Drive
Oroville, CA 95965

Dear Linda:

The California Hospital Association is very interested in being a partner in a grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers. We hear from our member hospitals on a regular basis that employees lack the soft skills necessary to work effectively in the changing healthcare environment. The deliverables supported by this grant would be an important first step toward increasing the competencies of both health professions students and incumbent workers in the area of soft skills.

We are willing to support this project with in-kind match in the form of staff time for curriculum development and review, convening our member hospitals to provide input and advisement, and hosting project meetings and discussions. I would estimate the value of this in-kind match to be in the range of $100,000 over the period of the grant.

Thank you for the opportunity to work with the Health Workforce Initiative on this project.

Sincerely,

Cathy Martin, Vice President, Workforce Policy
California Hospital Association
Linda L. Zorn  
Sector Navigator Health  
Butte College  
3536 Butte Campus Drive  
Oroville, CA 95965

Dear Linda:

NoRTEC is very interested in being a partner in the grant proposal for embedding soft skills in nursing and allied health programs and developing curriculum for training programs to award badges for incumbent workers. We hear from local hospitals on a regular basis that employees lack the soft skills necessary to work effectively in the changing healthcare environment. This grant projects would be an important first step in increasing the competencies of both students and incumbent workers in the area of soft skills.

We are willing to support this project with a combination of in-kind and cash match in the range of $90,000-$100,000.

Thank you for the opportunity to work with the Health Workforce Initiative on this project.

Sincerely,

Michael Cross  
Executive Director