

The Tracer's Edge Team

Contact Tracing Project Proposal

Executive Summary

This proposal provides a framework for developing a contact tracing training program. While the impetus and the focus of this program is COVID-19, the framework and content can be adapted to any contagious disease. The program's mission is to provide the students with the knowledge and skills necessary for entry positions as contact tracers.

Extensive research and analysis was conducted in preparation of this proposal and in developing the program design options. The Tracer's Edge team gathered job announcements from employers across the nation and analyzed them for multiple elements including entry skills, knowledge, skills, and abilities needed for the jobs, duties and tasks involved, and common job titles. The team went on to develop the program design based on the comprehensive list of duties and skills categories identified so trainees would be ready for the job market. The team also examined programs being offered across the nation for topics covered, modality of offerings, length of the programs, and certification features. Tracer's Edge team conducted qualitative data analysis to identify the appropriate modules to be offered and propose alternative designs for the program. **It was determined that the optimal model is to offer the program as an online program, at 12 hours of length, either synchronously or asynchronously.**

The proposal also provides for the options of offering it under the **Instruction Division** at College of the Canyons either as a community education program or as non-credit. It can also fit under the **Workforce Development** Division as a contract education program or as an Employment Training Panel program through the Employee Training Institute (ETI). The mode of offering it has implications in terms of funding as detailed in the body of this report. The length of lead-time needed to launch the program also varies from 6 weeks to 4 months based on the model used.

The cost of developing the program varies based on the decision to build the content (following the OER model) where a faculty is paid to create an electronic handbook and collect or create appropriate media content or if the instructor would develop the content as they teach the class. The other main element in the cost of running the program is the faculty pay.

Estimates of initial costs varies from approximately \$4500 to \$9000 depending on the model of offering it, and ongoing costs to run each section of the program varies from \$600 to \$2000 per section.

From an accounting perspective, the **least costly** model is to offer it under the Economic Development Division (potentially under the Employee Training Institute) **as a remote, self-paced, non- faculty lead, with an initial investment to create the content.** This **assumes** that fewer oversight hours, no laptop for faculty or students, and no supplies or facilities overhead costs. At a price to the students of \$100, it will take 52 students to recoup the initial costs. After that, every round of 7 students covers all ongoing costs.

If the program is run as **non-credit, it will need an enrollment of 12 students in each section** at a minimum to pay for the ongoing costs.

Potential market (students who may enroll in the program) is unemployed workers in the community who have backgrounds in health care fields, social services, community work or any combination of the above. A great fit are students who are currently enrolled, past graduates, or those applying to the Nursing, Health Sciences, and the Medical Lab Technician programs at College of the Canyons.

Through offering a contact tracing training program, College of the Canyons will be actively supporting the health and resilience of the Santa Clarita Valley community in the face of current and up-coming pandemics. Our college will empower individuals to become work-force ready for entry-level contact tracing positions while allowing growth of our school's enrollment and continued commitment to guiding students toward successful outcomes such as certificate completion and career attainment.

Mission Statement:

The Contact Tracing program's mission is to prepare students to perform the duties of contact tracing competently and empathetically. It also aims to contribute to the overall health of College of the Canyons and the community by fighting the spread of communicable diseases including COVID-19.

Vision Statement:

The Contact Tracing program will be the premier program for empowering individuals to become work-force ready for entry-level contact tracing positions and to open the door for future careers in allied health areas.

Contact Tracing Program Description:

The contact tracing training program prepares individuals to **remotely** interview individuals who have tested positive with a contagious disease such as COVID. Contact tracers train to communicate effectively with patients from diverse background to identify their recent contacts, collect their contact information, record it, and provide information about monitoring their own health and prevention of disease spread, quarantine techniques, local support resources, and answer patient questions while maintaining confidentiality of information and following relevant legal requirements.

Program Need and Justification

Until a vaccine and effective treatments for the Coronavirus have been manufactured and are readily available to the public, the infectious disease will assuredly continue to spread throughout our communities. According to the Association of State and Territorial Health Officials, "the response to COVID-19 depends on local, state, territorial, tribal, federal public health and health care capacity,...[for] isolation, contact tracing, and quarantine protocols." (*ASTHO – "A Coordinated, National Approach to Scaling Public Health Capacity for Contact Tracing and Disease Investigation"*)

Given the rapid spread of the Coronavirus, federal, state, and local governments are scrambling to quickly train and deploy contact tracers in order to control the spread of the disease. CNN.com reports, "The US...can't safely reopen without significant amounts of contact tracing and testing." Josh Michaud, the Associate Director of Global Health Policy at the Kaiser Family Foundation claims that "[without contact tracers], we're going to be at risk of [a] resurgence of this disease." (<https://www.cnn.com/2020/04/27/health/contact-tracing-explainer-coronavirus/index.html>)

The exact number of contact tracers in need is uncertain, but it is clear to effectively battle the virus a sizeable number is necessary. The CDC writes, "The actual number of [trained contact tracers] needed is large and [depends] on the daily number of cases, the number of contacts identified, and how quickly patients are isolated, and contacts are notified and advised to stay home, self-monitor, and maintain social distance from others." David Harvey, the Executive Director of the National Coalition of STD Directors, stated that only 2,200 "disease detectives" existed prior to the surge of COVID-19. Now, according to John's Hopkins University, the United States is in need of at a minimum 100,000

supplementary contact tracers. Anita Cicero, Deputy Director at the Johns Hopkins Center for Health Security, considers that number a modest assessment, and former CDC Director Dr. Tom Frieden said the country could need "several hundred thousand" contact tracers (<https://www.cnn.com/2020/04/27/health/contact-tracing-explainer-coronavirus/index.html>).

While the need for contact tracers is high, in contrast, trained contact tracers are in short supply. According to Calmatters.org, "the National Association of County and City Health Officials estimate that the nation will need 30 contact tracers for every 100,000 Americans to handle the pandemic... which means 12,000 [contact tracers are] needed to track the virus through California's population of nearly 40 million." As of May 4, 2020, California employed only 2,845 contact tracers. California's Governor Gavin Newsom has stated he wants 20,000 contact tracers working to diminish the virus's reach (<https://calmatters.org/health/2020/05/california-coronavirus-contact-tracing-training/>)

With the proper training, those searching for work can potentially find jobs as contact tracers and combat the disease that may have contributed to their current unemployed status.

ConTrace.org, "a social enterprise working to help fight COVID-19" is working in conjunction with agencies nationwide to "[provide] urgent contact tracing workforce placement" and, according to their website, is currently searching for 70,000 qualified individuals (with a minimum of a HS diploma or equivalent) for entry-level contact tracing jobs.

According to David Harvey, "the average salary [for contact tracers] in the United States is \$35,000 a year," which comes to about \$18 an hour - \$5 more an hour than California's current minimum wage for companies with more than 25 employees. This rate was prior to the Coronavirus outbreak and the increased demand for contact tracers, and presumably, the necessity for more contact tracers could create a rise in the salary.

Beyond the contact tracer entry-level position, with experience, additional training, and/or a Bachelor's degree, individuals could potentially grow into higher contact tracer positions (i.e., Professional, disease-investigation specialists (DIS), DIS supervisor/trainers, and advanced COVID-19 response professionals [epidemiology/surveillance professionals, clinical specialists, epidemic intelligence services officers, and CDC COVID-19 Corps team members]).

Even as the numbers of infected individuals start to decline, with the relaxation of stay at home orders and social distancing, health officials warn of the resurgence of COVID-19 around the world. Contact tracers will be relied upon to quickly isolate those exposed and box the virus in.

In addition to providing the skills for an entry-level contact tracing position, the training will boost the public's awareness of the existence and importance of contact tracing (as well as the strict confidentiality guidelines a contact tracer adheres to). This will boost the public's willingness to accommodate inquiries into potential exposure to the virus and to reveal who they have been in contact with. According to the CDC, "To be

successful, a community will need public awareness, and understanding and acceptance of contact tracing and the need for contacts to separate themselves from others who are not exposed.” ([3cdc.gov/coronavirus](https://www.cdc.gov/coronavirus) – “Contact Tracing: Part of a Multipronged Approach to Fight the COVID-19 Pandemic”).

Unfortunately, even after vaccines and effective treatments have diluted the risk of the Coronavirus, there will always be the potential of deadly infectious disease endemics and epidemics throughout the globe – even the risk of another pandemic. Though the number of contact tracers may dwindle once COVID-19 has all but been sidelined, this pandemic has shown the need for swift action once a new disease surface. In order to hastily neutralize another potential disaster, the number of readily available contact tracers will foreseeably be in more demand than before the Coronavirus struck an unprepared world.

Program and Curriculum Design Considerations:

1. Students Ability to Complete:

- A. Students’ ability to complete: Students would be able to complete the course online either instructor-paced (synchronously/asynchronously) or student-paced.

2. External Factors Affecting the Design of the Program

- B. Timeliness: The course is needed immediately.
- C. Cost of the program to the student: Most of the programs are offered free of charge to the students. No information was available online as to which entity covers the cost of developing, running, or supporting the programs.
- D. Availability of jobs: Jobs are available and can currently be found throughout the entire country. Most entry-level jobs are remote and can be done from home.
- E. Other programs: In examining existing programs offered at a variety of institutions across the nation, we found the following:
 - i. Most of the programs run are online and self-paced
 - ii. The content, media, and other materials used in the course are pre-prepared
 - iii. The programs run 5-10 hours in length
 - iv. The programs’ content is **not** comprehensive in their coverage of the knowledge, abilities, and skills needed for the advertised jobs

Examples of the programs are:

- UCLA is offering a “COVID-19 Virtual Training Academy” to train a large scale of contact tracers in conjunction with UCSF and the CADPH.
- CDC: The CDC offers a free online program that is 5 hours in length. It is not facilitated rather self-guided. The topics are narrower. The program is offered through Johns Hopkins.

- Baltimore County Community: Five-hour online program offered free of charge.
 - UCSF has a workforce training and technical assistance program that is instructor-led and 20 hours in length.
 - Johns Hopkins University is a 6-hour online course offered free of charge to students with a course certificate given at completion.

 - Purdue University Global is offering a self-paced 6-8-hour program free of charge and advertised at a \$295 savings.
 - Governor Newsom launched California Connected – the state's program is led by the Administration in collaboration with the California Department of Public Health, local public health departments and the University of California.
- v. No other community college in the area offers contact tracing currently

The Research:

In preparation for the development of this proposal, the Tracer's Edge team conducted a thorough research and included the following:

- a. Scanning the market current jobs: In scanning the job boards on multiple platforms, several job announcements were identified. Examples of position titles were: Temporary Contact Tracer, Contact Tracers, Contact Tracing Leads, and Health Investigator Trainee. Job descriptions were gathered for all posted positions.
- b. Job analysis: An analysis of the job descriptions was conducted to identify duties contact tracers would perform. The analysis also helped identify skills, abilities, and knowledge they would need as well as the entry level skills. The Tracer's Edge team identified patterns and categories for all the above areas and used them to develop the learning modules with the goal of assuring that students who complete the program would have the skills, knowledge, and abilities needed to perform tracing duties competently.

Sample job description **Descriptions for Entry-Level Contact Tracing (no Bachelor's degree required): See Appendix A**

Program Design:

Using the insight gained from analyzing job posting for skills, duties, and preferred entry requirements, the team is recommending the following:

Program learning outcomes:

Upon completion of this program, students will be able to:

1. Describe the role of contact tracing in communicable disease control
2. Work with health care workers to manage case information
3. Conduct interviews effectively to gather and record case contacts in a detailed, thorough, and accurate manner
4. Provide information to contacts around self-monitoring, spread prevention strategies, and local resources
5. Demonstrate an understanding of cultural diversity and confidentiality of patient information

Program Entry Requirements:

1. High School diploma or equivalent required
2. Excellent written and verbal communication skills
3. Strong critical thinking skills
4. Excellent organizational skills
5. Self-starter
6. Comfortable using spreadsheets to record data
7. Strong attention to detail
8. Preferred Qualification:
 - a. Experience in clinical medicine and/or public health a plus

Course Outline of Record:

See Program Content Outline Attachment. Appendix A.

Proposed Training Modules:

1. What is contact tracing
2. Communicating with patients
3. Local resources ability to communicate resources available
4. Basic knowledge of virus (i.e. COVID 19) and infectious diseases
5. Record keeping

6. Understanding confidentiality and contact tracing ethics
7. Understanding patient diversity

Type of Program:

This program fits into three possible categories:

1. Community education, fee based, under the Instruction Office of COC.
2. Non-credit program under the category of Short-term Vocational. This would be FTES generating offering.
3. Workforce training program offered in collaboration with the community organizations such as America's Jobs Corp, or Santa Clarita Valley Economic Development Office through the Economic Development Division of COC.

Potential enrollments:

At minimum, we estimate 750-1500 students over the next 18 months. Additional enrollments are possible due to additional waves on flu virus spread.

Total number of hours: 12 hours

Options for Structuring the Program

Elements considered in the structure of the program are:

1. Online
2. Facilitated (synchronous or asynchronous) or self- paced
3. Where it fits in the structure of College of the Canyons
4. Board Approval and the length of time to get to offer it
5. Initial Costs
6. Ongoing Costs
7. Cost to the students given the fact that most programs are free and that the target market is unemployed workers
8. Sustainability
9. Potential funding sources

As the table below shows, the two main considerations are whether to offer through the Instruction or Economic Development Division, and whether it would be facilitated or self- guided. Those two choices have implications on the remaining elements.

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Tracer's Edge LEAP Team Spring 2020

Division	Format	Approval Process	Timeline to Offering	Initial Cost	Instructor Cost	Sustainability	Who Pays
Instruction: Community -Ed	Facilitated, Remote, Synchronous	Board Approval Needed	2 months	Staff time	Yes. Instruction time.	Sustainable and based on student demand	Student pays Community education.
	Self-Paced, Remote, Asynchronous	Board Approval Needed	2 months	Cost of building class shell (\$2500-3000). Staff time.	No.	Sustainable and based on student demand	Student Community education
Instruction: Non-Credit	Facilitated, Remote, Synchronous	Curriculum Committee and Board Approval needed	4-5 months. October /November offering	Faculty time. Staff time.	Yes for sponsoring and instruction	Sustainable and FTES generating	FTES funded.
	Self-Paced, Remote, Asynchronous	Curriculum Committee and Board Approval needed	4-5 months.	Faculty sponsor pay. (SS Hours). Cost of building class shell (\$2500-3000). Staff time.	Yes for sponsoring.	Sustainable and FTES generating	FTES funded.
Economic Development: Employee Training Institute	Facilitated, Remote, Synchronous	No approvals needed	6 weeks	Staff time.	Yes for instruction	Could be sustainable depending on student demand and final source of funding	Grants through EDD, SCV Economic Development, or Employment Training Panel funding. Student Pay. Or Contract Ed.
	Self-Paced, Remote, Asynchronous	No approvals needed	6 weeks	Cost of building class shell (\$2500-3000). Staff time.	No.	Could be sustainable depending on student demand and final source of funding.	Grants through EDD, SCV Economic Development, or Employment Training Panel funding. Student Pay. Or Contract Ed.

Table 1: Elements for Consideration in Offering and Structuring the Contact-Tracing Program at College of the Canyons

Budgets:

Budgets were developed assuming two scenarios:

1. Scenario A: Remote/Synchronous Course: In this model, the class would be offered online, live, with an instructor facilitating the learning.

The advantage of this model is the opportunity for a more engaged learning environment where the student is more likely to persist and complete. In addition, the content can be developed by the instructor since they are provided with a detailed outline of content. In this model, no initial investment is needed to develop "electronic content" such as class shell with media and page. Total costs are:

- a) Community Education - \$10,277
- b) Non-Credit - \$10,325
- c) Economic Development - \$10,882

1. Scenario B: Online, Self-Paced/Remote/Asynchronous: (this scenario assumes the entire course is self-paced, without an instructor. Therefore, an instructor salary, benefits, and supplies and equipment [for the instructor] is not included) in total costs.

- Community Education - \$5,138
- Non-Credit \$5,138
- Economic Development - \$5,138

Budget Details:

Scenario A: Community Education Budget is as follows:

Object Description / Detail	Units	Cost per Unit	Amount	Recurrence
Academic Administrator - Merit/Additional Responsibilities				
Coordinate Scheduling of Class	2 Hours	\$ 62.50	\$ 125.00	On-Going
Hire Instructor (incl Job Announcement, Interviews, Orientation, and On-Boarding); Hire Contractor	15 Hours	\$ 62.50	\$ 937.50	One-Time
Develop Marketing Tools	3 Hours	\$ 62.50	\$ 187.50	One-Time
Provide Course Outline of Record	2 Hours	\$ 62.50	\$ 125.00	One-Time
Academic Administrator - Merit/Additional Responsibilities Total			\$ 1,375.00	
Short Term Employee - Instruction				
12 Hour class; 1 Section	12 Hours	\$ 37.00	\$ 444.00	On-Going
Short Term Employee - Instruction Total			\$ 444.00	
Employee Benefits				
Fringe Benefits for Academic Administrator - Merit/Additional Responsibilities	22%	\$ 125.00	\$ 27.50	On-Going
		\$ 1,250.00	\$ 275.00	One-Time
Fringe Benefits for Short Term Employee - Instruction	10%	\$ 444.00	\$ 44.40	On-Going
Employee Benefits Total			\$ 346.90	
Non-Instructional Supplies				
Whiteboard	1	\$ 175.00	\$ 175.00	One-Time
Dry-Erase Markers	1	\$ 7.00	\$ 7.00	On-Going
Dry-Eraser	1	\$ 4.00	\$ 4.00	One-Time
Non-Instructional Supplies Total			\$ 186.00	
Contract Services				
Develop Open Educational Resources; Flesh Out Modules for Plug and Play Curriculum	1	\$ 3,000.00	\$ 3,000.00	One-Time
Review/Update Course Materials Annually	1	\$ 500.00	\$ 500.00	On-Going
Contract Services Total			\$ 3,500.00	
New Equipment, Non-Instruction (Non-GASB)				
Surface Pro 7 Laptop	1	\$ 2,000.00	\$ 2,000.00	One-Time
Docking Station	1	\$ 200.00	\$ 200.00	One-Time
Additional Monitor	1	\$ 170.00	\$ 170.00	One-Time
New Equipment, Non-Instruction (Non-GASB) Total			\$ 2,370.00	
Overhead Costs				
25% of Total Expenses for IT, Advertising, Payroll, HR, Student Services, and Other Administration Functions	25%	\$ 1,147.90	\$ 286.98	On-Going
		\$ 7,074.00	\$ 1,768.50	One-Time
Overhead Costs Total			\$ 2,055.48	
Grand Total			\$ 10,277.38	

Assumptions:

No On-Campus Lab Access; Students must have own/District provided computer for remote learning

On-Going Costs: \$ 1,434.88
One-Time Costs: \$ 8,842.50

Scenario A: Non-Credit Budget:

Object Description / Detail	Units	Cost per Unit	Amount	Recurrence
Academic Administrator - Merit/Additional Responsibilities				
Coordinate Scheduling of Class	2 Hours	\$ 62.50	\$ 125.00	On-Going
Hire Instructor (incl Job Announcement, Interviews, Orientation, and On-Boarding); Hire Contractor	15 Hours	\$ 62.50	\$ 937.50	One-Time
Develop Marketing Tools	3 Hours	\$ 62.50	\$ 187.50	One-Time
Provide Course Outline of Record	2 Hours	\$ 62.50	\$ 125.00	One-Time
Academic Administrator - Merit/Additional Responsibilities Total			\$ 1,375.00	
Non-Credit Adjunct, Fall/Spring				
12 Hour class; 1 Section	12 Hours	\$ 38.81	\$ 465.72	On-Going
Non-Credit Adjunct, Fall/Spring Total			\$ 465.72	
Employee Benefits				
Fringe Benefits for Academic Administrator - Merit/Additional Responsibilities	22%	\$ 125.00	\$ 27.50	On-Going
		\$ 1,250.00	\$ 275.00	One-Time
Fringe Benefits for Non-Credit Adjunct, Fall/Spring	13%	\$ 465.72	\$ 60.54	On-Going
Employee Benefits Total			\$ 363.04	
Non-Instructional Supplies				
Whiteboard	1	\$ 175.00	\$ 175.00	One-Time
Dry-Erase Markers	1	\$ 7.00	\$ 7.00	On-Going
Dry-Eraser	1	\$ 4.00	\$ 4.00	One-Time
Non-Instructional Supplies Total			\$ 186.00	
Contract Services				
Develop Open Educational Resources; Flesh Out Modules for Plug and Play Curriculum	1	\$ 3,000.00	\$ 3,000.00	One-Time
Review/Update Course Materials Annually	1	\$ 500.00	\$ 500.00	On-Going
Contract Services Total			\$ 3,500.00	
New Equipment, Non-Instruction (Non-GASB)				
Surface Pro 7 Laptop	1	\$ 2,000.00	\$ 2,000.00	One-Time
Docking Station	1	\$ 200.00	\$ 200.00	One-Time
Additional Monitor	1	\$ 170.00	\$ 170.00	One-Time
New Equipment, Non-Instruction (Non-GASB) Total			\$ 2,370.00	
Overhead Costs				
25% of Total Expenses for IT, Advertising, Payroll, HR, Student Services, and Other Administration Functions	25%	\$ 1,185.76	\$ 296.44	On-Going
		\$ 7,074.00	\$ 1,768.50	One-Time
Overhead Costs Total			\$ 2,064.94	
Grand Total			\$ 10,324.70	

Assumptions:

No On-Campus Lab Access; Students must have own/District provided computer for remote learning

On-Going Costs: \$ 1,482.20
One-Time Costs: \$ 8,842.50

Scenario A: Economic Development Budget:

Object Description / Detail	Units	Cost per Unit	Amount	Recurrence
Academic Administrator - Merit/Additional Responsibilities				
Coordinate Scheduling of Class	2 Hours	\$ 62.50	\$ 125.00	On-Going
Hire Instructor (incl Job Announcement, Interviews, Orientation, and On-Boarding); Hire Contractor	15 Hours	\$ 62.50	\$ 937.50	One-Time
Develop Marketing Tools	3 Hours	\$ 62.50	\$ 187.50	One-Time
Provide Course Outline of Record	2 Hours	\$ 62.50	\$ 125.00	One-Time
Academic Administrator - Merit/Additional Responsibilities Total			\$ 1,375.00	
Short Term Employee - Instruction				
12 Hour class; 1 Section	12 Hours	\$ 81.00	\$ 972.00	On-Going
Short Term Employee - Instruction Total			\$ 972.00	
Employee Benefits				
Fringe Benefits for Academic Administrator - Merit/Additional Responsibilities	22%	\$ 125.00	\$ 27.50	On-Going
		\$ 1,250.00	\$ 275.00	One-Time
Fringe Benefits for Short Term Employee - Instruction	0%	\$ 972.00	\$ -	On-Going
Employee Benefits Total			\$ 302.50	
Non-Instructional Supplies				
Whiteboard	1	\$ 175.00	\$ 175.00	One-Time
Dry-Erase Markers	1	\$ 7.00	\$ 7.00	On-Going
Dry-Eraser	1	\$ 4.00	\$ 4.00	One-Time
Non-Instructional Supplies Total			\$ 186.00	
Contract Services				
Develop Open Educational Resources; Flesh Out Modules for Plug and Play Curriculum	1	\$ 3,000.00	\$ 3,000.00	One-Time
Review/Update Course Materials Annually	1	\$ 500.00	\$ 500.00	On-Going
Contract Services Total			\$ 3,500.00	
New Equipment, Non-Instruction (Non-GASB)				
Surface Pro 7 Laptop	1	\$ 2,000.00	\$ 2,000.00	One-Time
Docking Station	1	\$ 200.00	\$ 200.00	One-Time
Additional Monitor	1	\$ 170.00	\$ 170.00	One-Time
New Equipment, Non-Instruction (Non-GASB) Total			\$ 2,370.00	
Overhead Costs				
25% of Total Expenses for IT, Advertising, Payroll, HR, Student Services, and Other Administration Functions	25%	\$ 1,631.50	\$ 407.88	On-Going
		\$ 7,074.00	\$ 1,768.50	One-Time
Overhead Costs Total			\$ 2,176.38	
Grand Total			\$ 10,881.88	

Assumptions:

No On-Campus Lab Access; Students must have own/District provided computer for remote learning

On-Going Costs: \$ 2,039.38
One-Time Costs: \$ 8,842.50

Scenario B: Online/Student-Led Course:
Budget (same for Community Education, Non-Credit, and Economic Development)

Object Description / Detail	Units	Cost per Unit	Amount	Recurrence
Academic Administrator - Merit/Additional Responsibilities				
Hire Contractor	3 Hours	\$ 62.50	\$ 187.50	One-Time
Develop Marketing Tools	3 Hours	\$ 62.50	\$ 187.50	One-Time
Provide Course Outline of Record	2 Hours	\$ 62.50	\$ 125.00	One-Time
Academic Administrator - Merit/Additional Responsibilities Total			\$ 500.00	
Employee Benefits				
Fringe Benefits for Academic Administrator - Merit/Additional Responsibilities	22%	\$ -	\$ -	On-Going
		\$ 500.00	\$ 110.00	One-Time
Employee Benefits Total			\$ 110.00	
Contract Services				
Develop Open Educational Resources; Flesh Out Modules for Plug and Play Curriculum	1	\$ 3,000.00	\$ 3,000.00	One-Time
Review/Update Course Materials Annually	1	\$ 500.00	\$ 500.00	On-Going
Contract Services Total			\$ 3,500.00	
Overhead Costs				
25% of Total Expenses for IT, Advertising, Payroll, HR, Student Services, and Other Administration Functions	25%	\$ 500.00	\$ 125.00	On-Going
		\$ 3,610.00	\$ 902.50	One-Time
Overhead Costs Total			\$ 1,027.50	
Grand Total			\$ 5,137.50	

Assumptions:

No On-Campus Lab Access; Students must have own/District provided computer for remote learning

On-Going Costs: \$ 625.00

One-Time Costs: \$ 4,512.50

Instructor Qualifications:

Teaching experience. Education (BA minimum/ MS Preferred) and / or professional experience in any of the areas of allied health, communicable disease control, microbiology or equivalent.

Implementation Plan and Institutional Support

Academic Organization and Faculty Support:

The program can be housed in the School of Health Professions and Public Safety as an auxiliary to the Health Sciences or Nursing Departments. The Directors of either of the Nursing or Health Sciences programs can be responsible for it.

Resources:

The contact-tracing program will require additional commitment of time from staff, administrators and faculty, as well as IT and marketing resources. An estimate of the hours and the costs of those resources is provided in the proposed budgets.

Alignment of Program

Alignment of Program with Mission of College of the Canyons and System's Mission:

Contact tracing is workforce development program with a focus on community needs. It is also forward looking and in line with successfully employed, global strategies use for fighting communicable diseases. It is aligned with the missions of both College of the Canyons and California Community College system as it fits in the category of vocational instruction at the lower division level for both younger and older students, including those persons returning to school. In addition, contact tracing supports the overall health condition of all members of the community and thus furthers the system's primary mission of advancing "California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement." <https://www.ucop.edu/acadinit/mastplan/cccmision.htm>.

Alignment with Existing Curriculum:

In addition, contact tracing program aligns well with our programs in the School of Health Professions and Public Safety. Those include nursing, health sciences, Emergency Medical Technicians, and Medical Lab Technicians. The alignment comes from the fact that those programs include exposure to multiple topics that are either expected as requisite skills and/or as parts of the content of the program. Examples are working with health care workers as a team, interpersonal communication and empathy, understanding patient privacy, ethical practices in health care, cultural sensitivity of patients, microbiology, virus transmission, and observing disease symptoms.

Furthermore, for students enrolled in the nursing or health sciences programs, participating in the training and the work of contact tracing can enrich their learning and may be used to meet the requirements of clinical hours per the accrediting bodies' guidelines upon approval from such agencies (the BRN for nursing).

Contact tracing may serve as part of a pathway into the health professions programs if offered as non-credit or as part of a certificate of completion that can be scaffolded into existing degrees or certificates. It may also serve to recruit students into those programs.

Equity and Diversity:

The district's strategic plan states that "College of the Canyons will provide support to facilitate equitable student success and maximize opportunity for all students with intentional efforts to address inequities among student groups, including minority student populations."

Students that wish to take the Contact Tracing course will also be eligible for student support services to help all students successfully complete the course. Contact tracing is a program that provides students with a pathway to jobs in the healthcare field. Anyone with a High School diploma can sign up for the class and be eligible to be hired for a job after completion.

Since it has been documented that disadvantaged populations tend to be **disproportionally negatively impacted by COVID-19**, conducting contact tracing at COC and the community- which will be facilitated by the implementation of this program- **will improve all outcomes**, including health and educational outcomes for COC students and the community at large.

Summary:

The contact tracing program proposal is timely. It is in response to an identified need in the community to help fight the spread of COVID. It is also forward looking as it models globally recognized and applied strategies to fight the disease. As to the content, it is well thought out and is even more comprehensive of the skills needed in the job market. The proposal shows that the program fits well within the organizational structure of College of the Canyons. As a matter of fact, **one can envision Contact Tracing Program graduates as part of a Contact Tracing Deployment Center at College of the Canyons to serve the College and the Santa Clarita Community where tracers initiate contacts with patients identified as positive COVID.**

Appendix A:

Current Job Posting Descriptions for Entry-Level Contact Tracing (no Bachelor's degree required):

Below is a list of common qualifications for entry-level contact tracers government agencies and private companies are currently looking for, as well as a list of common responsibilities of the job:

Qualifications –

- Ability to handle confidential information with discretion and professionalism, including the ability to conduct interviews without violating confidentiality
- Excellent and sensitive interpersonal, cultural sensitivity and interviewing skills such that they can build and maintain trust with patients and contacts (including the ability to show empathy to distressed individuals)
- The ability to grasp medical terms and principles of exposure, infection, and infectious periods
- Be able to independently manage workload that includes reaching out to contacts over the phone, maintaining spreadsheets, and data entry
- Critical thinking and sound judgment required
- Ability to exhibit a professional, positive attitude and work ethic
- Excellent organizational and communication skills with strong attention to detail and the ability to effectively multitask
- Ability to maintain a distraction-free work area
- High school diploma, or equivalent required
- Proficiency with computers
- US resident
- Ability to speak, read, and write English
- Ability to follow a script without any deviation
- Strong preference for nurses or other clinical staff
- Experience in clinical medicine and/or public health a plus
- Second or multiple languages a plus

Responsibilities –

- Call contacts of newly diagnosed patients

- Communicate with contacts in a professional and empathetic manner
- Collect and record information on symptoms
- Provide contacts with approved information on state/local quarantine procedures, and, if appropriate, refer them to testing according to protocol (and/or to a COVID-19 Care Resource Coordinator for social resources)
- Contact tracers will follow a script to inform contacts about the importance of quarantine and what to do if symptoms develop. They are not permitted to deviate from the script or provide information that is not included in the script
- Maintain daily contact with supervisor
- Contact tracers will be required to use their own telephone, computer and electronic equipment

Contact Tracing

Course Outline of Record

Program Description:

Contact tracing training program prepares individuals to **remotely** interview individuals who have tested positive with a contagious disease such as COVID. Contact tracers train to communicate effectively with patients from diverse background to identify their recent contacts, collect their contact information, record it, and provide information about monitoring their own health and prevention of disease spread, quarantine techniques, local support resources, and answer patient questions while maintaining confidentiality of information and following relevant legal requirements.

Program learning outcomes:

Upon completion of this program, students will be able to:

6. Describe the role of contact tracing in communicable disease control
7. Work with health care workers to manage case information
8. Conduct interviews effectively to gather and record case contacts in a detailed, thorough, and accurate manner
9. Provide information to contacts around self-monitoring, spread prevention strategies, and local resources
10. Demonstrate an understanding of cultural diversity and confidentiality of patient information

Training modules:

8. What is contact tracing - 1 hour
 - a) Definition and historical perspective
 - b) Working with healthcare workers
 - c) Taking directions and working as a team
 - d) Managing workload and working independently

9. Communicating with patients - 3 hours
 - a) Preparing for an interview
 - b) Purpose of the interview
 - c) Interviewing using script

- d) Active listening
- e) establishing rapport and empathy
- f) Identify verbal and nonverbal patient cues and their meanings
- g) Using closed, open-ended, and focused questions to gather descriptive, yet targeted information
- h) Utilizing the techniques of reflection, paraphrasing, and summarizing to affect the course of the interview
- i) Addressing and overcoming communication barriers
- j) Managing resistance, distress and dealing with non-cooperative patients;
- k) Using appropriate interpreters
- l) Describing the concepts of culture and cultural competency
- m) Identify various factors that contribute to an individual's culture
- n) Applying effective communication concepts to patient education
- o) Select, and communicate through, an appropriate interpreter
- p) Applying effective communication concepts to patient education
- q) Describing the concepts of culture and cultural competency
- r) Identify various factors that contribute to an individual's culture

10. Local resources ability to communicate resources available - 1 hour

11. Basic knowledge of virus (i.e. COVID 19) and infectious diseases - 2 hours

- a) Medical terms and acronyms
- b) How does a virus (i.e. COVID 19) work?
- c) Principles of Disease transmission
 - i. exposure
 - ii. Quarantine
 - iii. infection
 - iv. symptoms
 - v. Infectious periods

12. Record keeping - 1hour

- a) Identifying the case contacts

- b) Gathering their contact information whenever possible (name, phone number, demographics, work, location, and health condition)
- c) Keeping accurate, full, detailed information
- d) Offer to connect the case with medical and social supports, as needed.
- e) Explain how the information will be used, and that the case's privacy will be kept confidential.
- f) Use of gathered data by other agencies and workers and the reason for attention to detail
- g) Filling out existing health forms, if available
- h) Following protocol

13. Understanding confidentiality and contact tracing ethics 1 hour

- a) Knowledge of HIPPA principles
- b) Maintaining patient privacy (using tools such as text messaging for appointments and reminders...)
- c) Protecting patients' electronic health data and consequences of failure to protect information
- d) The difference between privacy and confidentiality???
- e) Balancing the patients' right to privacy vs public health considerations

14. Understanding patient diversity 1.5 hours

- a) Defining diversity
- b) Understanding how diversity impacts interactions when conducting contact tracing
- c) Examining patient interactions from a diversity lens
- d) Asking questions to gain understanding
- e) Formulating message to deliver meaning
- f) Use of translators and deaf culture
- g) Implicit bias and cultural sensitivity

15. Assessment: Case study. Mock Interview 1.5 hours