



Planting Seeds for Growing Our Future Health Workforce

2022 Conference for Agricultural Worker Health

May 3, 2022

3:15 PM – 4:30 PM



NATIONAL ASSOCIATION OF
Community Health Centers®

THANK YOU TO ALL COMMUNITY HEALTH CENTERS

#ThankYouCHCs

This program is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$6,625,000 with 0 percentage financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).

THE NACHC MISSION

America's Voice for Community Health Care

The National Association of Community Health Centers (NACHC) was founded in 1971 to promote efficient, high quality, comprehensive health care that is accessible, culturally and linguistically competent, community directed, and patient centered for all.



Learning Objectives

Upon completion of this session, participants will be able to:

- Understand the importance of starting early in developing the care teams of the future.
- Identify new resources to assist in health center workforce career development.
- Identify the important roles economic justice and career advancement play in sustainability

Agenda:

- **National Institute for Medical Assistant Advancement (NIMAA)**
 - Elena Thomas Faulkner, MA, *NIMAA CEO* & Rosaely Gonzalez, CMA, *NIMAA Graduate*
- **NWRPCA Community Health Worker Institute**
 - Seth Doyle, MA, *Northwest Regional Primary Care Association (NWRPCA) Director of Strategic Initiatives*
- **Salud Health Career Ladders Program**
 - Ethan Kerns, DDS, *Salud Family Health Centers Chief Dental Officer*
- **A. T. Still University (ATSU) Hometown Scholars Strategy**
 - Nelida Acosta, *ATSU Hometown Scholars Coordinator*
- **A. T. Still University (ATSU) Central Coast Physician Assistant Program**
 - Hugo A. Bravo-Chavez, MPAS, PA-C, *ATSU Principal Faculty-Assistant Program Director* & Valeria Felix, *ATSU Hometown Scholar*

Speakers



Elena Thomas Faulkner, MA

Chief Executive Officer

The National Institute for Medical
Assistant Advancement



Rosaely Gonzalez, CMA

Graduate

The National Institute for Medical
Assistant Advancement



Planting Seeds for Growing Future Health Workforce

NACHC Conference for Agricultural Worker Health
Denver, Colorado May 3, 2022

Objectives

Understand the experience of a program alumna- Rosaely Gonzalez

Make a case for creating a more equitable workforce pipeline starting with allied health positions

Illustrate potential MA career ladders



Rosaely's Starting Point

3rd generation
agricultural worker

Began working at
greenhouse in junior
year, continued
through MA program

Salud Family Health
Center Mobile Unit
came to greenhouse

Goal to work with
Salud

Friends shared
information about
NIMAA

Salud's commitment
to NIMAA was a
motivator

Why NIMAA?

Mission of serving low-income and farmworker communities

Less expensive than other alternatives

Shorter program

Externship from beginning of the program: apply skills as you learn

Student-focused, accessible instructors

NIMAA asked for and used student input

Preparation for certification exam

Life After NIMAA

Hired by Salud right after completing NIMAA

Worked with a smaller practice with similar values for 2 years

- Recognized my higher level of preparation
- Promoted to MA Lead role within 30 days

COVID and chose to work from home

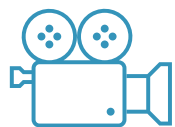
- Medical scheduler lead
- MA skills/background required for role

Summary

NIMAA is a good starting point for medical careers

Next step: care coordination/navigation

Focused on helping agricultural workers



[Watch Rosaely's Story](#)

Workforce Development Strategies

Traditional

- Target students in 4-year or advanced degrees
- Strive to diversify participants in existing programs and/or:
- Expose students already on a career pathway to rural and underserved settings

Community-Based

- Engage residents of underserved communities
- Reflect community diversity
- Offer accessible entry-points
 - Time commitment
 - Cost
 - Schedule
- Provide a foundation for future advancement

Community-Based Recruitment Model



Applicant Point of View

What inspires me to become an MA and apply to NIMAA is the possibility of being able to **give back to my community**. Having the knowledge of knowing that programs like this is out there and **willing to help those that come from certain communities** that aren't giving opportunities like this on a regular basis.

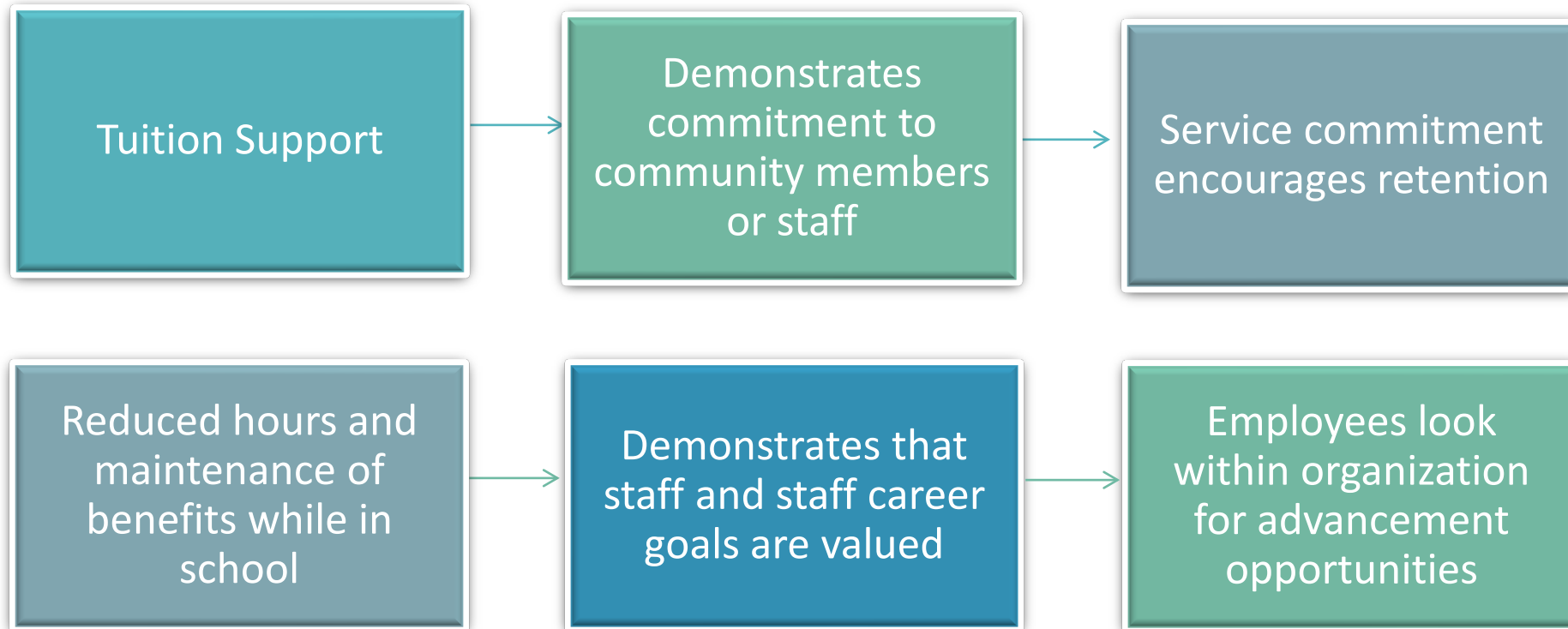
I am a front office assistant and have been with [practice] for 4 in a half years. **My goal is to become a MA and hopefully one day a RN.**

What inspired me to become in an MA is **wanting to do more in my receptionist position** at the moment **and also wanting to help/ learn from others**

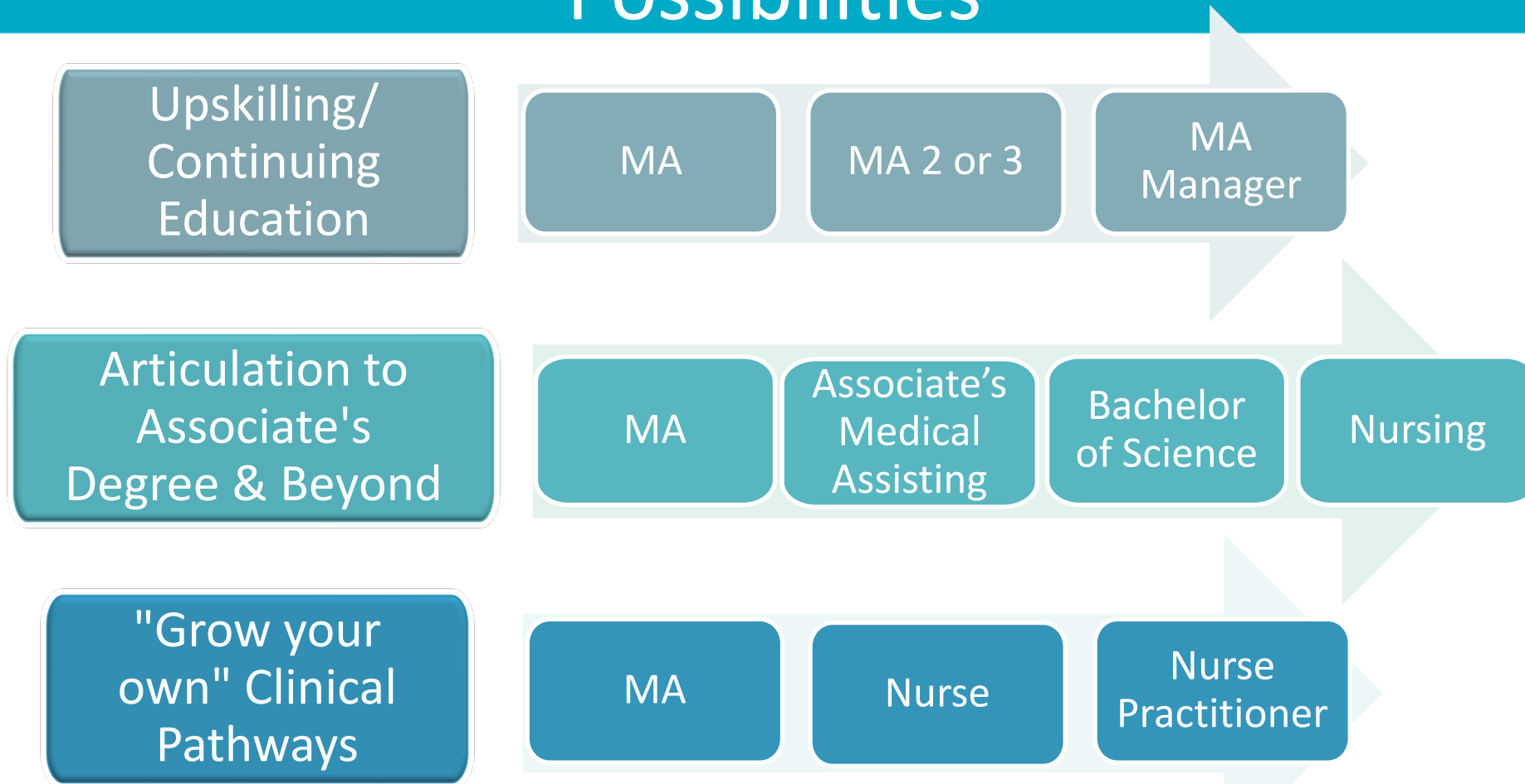
I have always wanted to be in the medical field. **When my mother received the e-mail** about registering for this program, I knew it was meant to be.



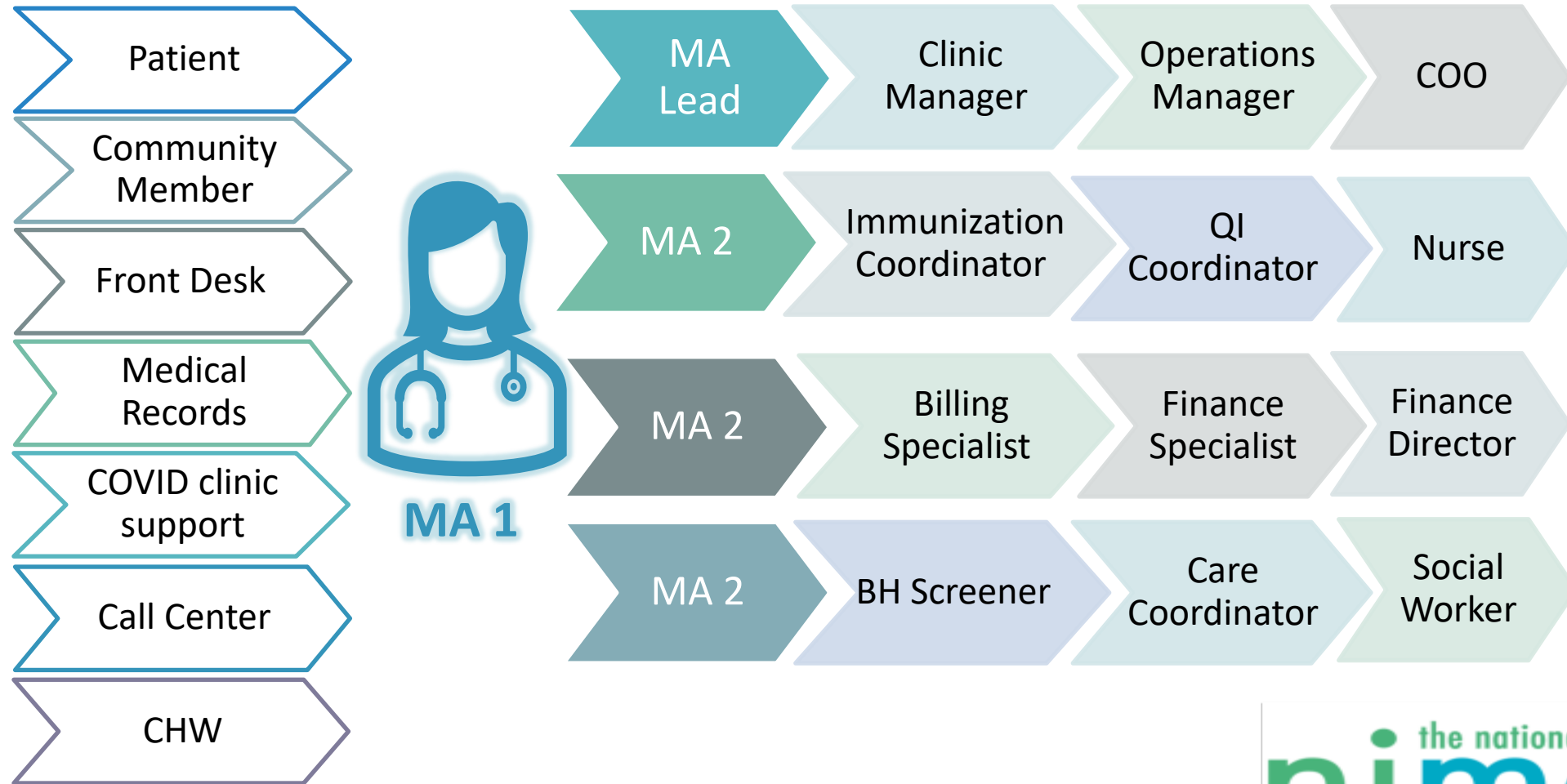
Clinical Partner Pipeline Investments



MA Clinical Career Pathway Possibilities



Medical Assistant Career *Possibilities*



Resources for MA Skill Building

Your own clinical leadership and ladder programs

PCAs: keep an eye on HRSA workforce initiative

Local/State MA Associations

- Conferences
- Training opportunities

Courses offered by MA certifying bodies

Area Health Education Center offerings

UpSkill Courses from NIMAA

Questions/ Comments



Additional Information

<https://nimaa.edu>

The screenshot shows the NIMAA website homepage. At the top left is the logo for 'the national institute for nimaa medical assistant advancement'. To the right is a navigation menu with links for 'Admissions', 'Our Program', 'Medical Assisting', 'Externship Organizations', 'About NIMAA', and 'NIMAA News'. Below the navigation is a yellow banner with the text 'Click here for COVID-19 (Coronavirus) Updates & Information.' The main content area features a background image of two smiling medical professionals. Overlaid on this image are three call-to-action buttons: a blue button for 'Interested in NIMAA?' with a 'Register Here' sub-button, a green button for 'Medical Assistant Training Program' with a 'Contact Us' sub-button, and a blue button for 'Now Approved to Participate in Federal Student Aid Program!' with a 'Learn More' sub-button.

NIMAA Trains Medical Assistants for Primary Care

Elena.ThomasFaulkner@nimaa.edu

Lori.Nichols@nimaa.edu



Speaker



Seth Doyle, MA

Director, Strategic Initiatives

Northwest Regional Primary Care Association

Question

Which single intervention would do the most to improve the health of those living in poverty?

Answer

“Hire community health workers to serve them. In my experience in the rural reaches of Africa and Haiti, and among the urban poor too, the problem with so many funded health programs is that they never go the extra mile: resources (money, people, plans, services) get hung up in cities and towns. If we train village health workers, and make sure they're compensated, then the resources intended for the world's poorest—from vaccines, to bed nets, to prenatal care, and to care for chronic diseases like AIDS and tuberculosis—would reach the intended beneficiaries. Training and paying village health workers also creates jobs among the very poorest.”

-- Paul Farmer, co-founder Partners in Health

Source: Yamey G, on Behalf of the Interviewees (2007) Which Single Intervention Would Do the Most to Improve the Health of Those Living on Less Than \$1 Per Day? PLoS Med 4(10): e303. <https://doi.org/10.1371/journal.pmed.0040303>



“We are re-discovering the value and role of community health workers, and I’ve got to add it’s about time.”

-- Dr. H. Jack Geiger

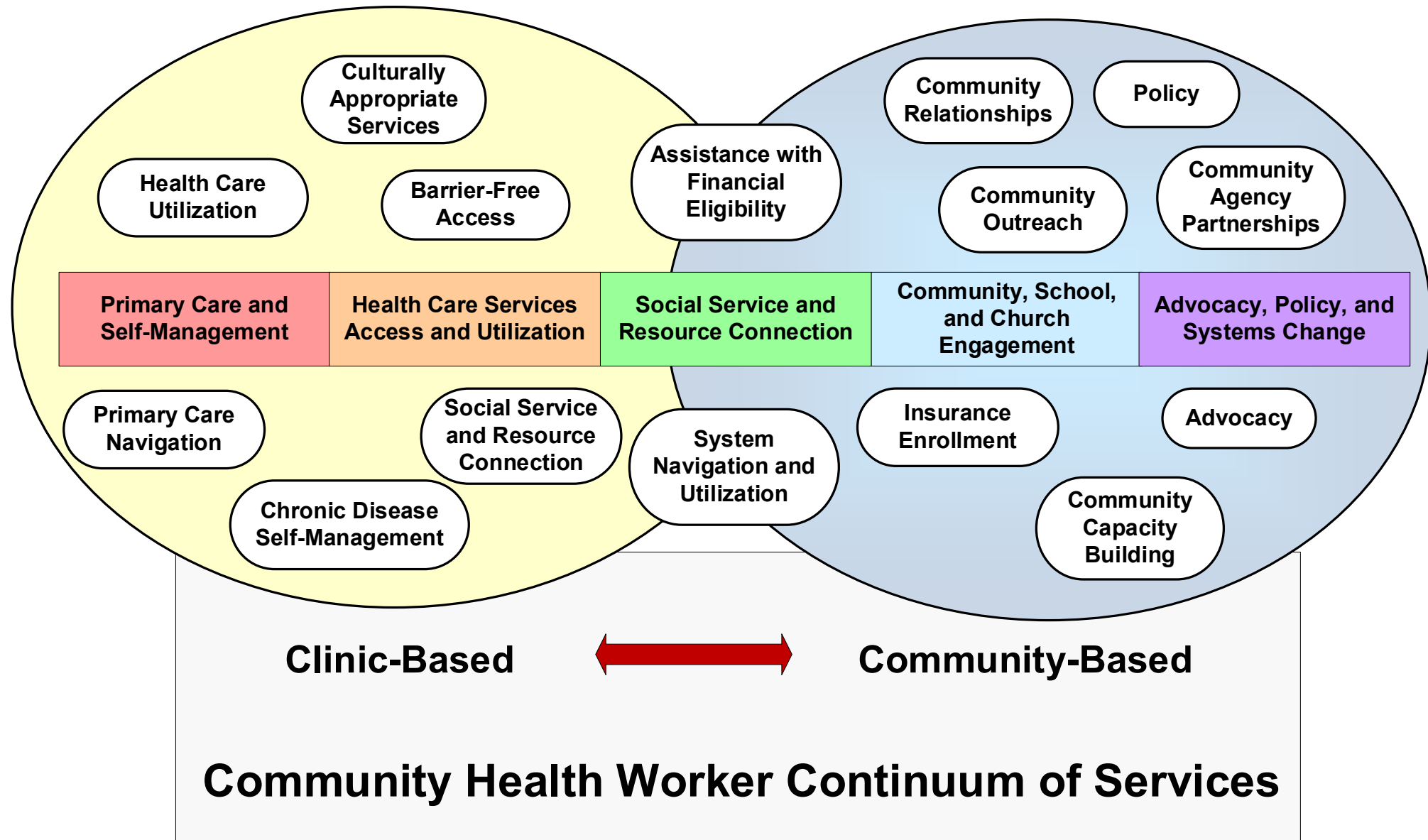


CHW Roles: CHW Core Consensus (C3) Project

1. Cultural Mediation Among Individuals, Communities, and Health and Social Service Systems
2. Providing Culturally Appropriate Health Education and Information
3. Care Coordination, Case Management, and System Navigation
4. Providing Coaching and Social Support
5. Advocating for Individuals and Communities
6. Building Individual and Community Capacity
7. Providing Direct Service
8. Implementing Individual and Community Assessments
9. Conducting Outreach
10. Participating in Evaluation and Research

CHW Skills: CHW Core Consensus (C3) Project

1. Communication Skills
2. Interpersonal and Relationship-Building Skills
3. Service Coordination and Navigation Skills
4. Capacity Building Skills
5. Advocacy Skills
6. Education and Facilitation Skills
7. Individual and Community Assessment Skills
8. Outreach Skills
9. Professionals Skills and Conduct
10. Evaluation and Research Skills
11. Knowledge Base



CHWs provide services across the continuum... ...and not just those defined by a particular grant!

- CHWs use every opportunity to
 - Educate
 - Assess social needs
 - Provide resources
 - Offer assistance
 - Break barriers
- Essential to recognize the full range of roles CHWs play

NWRPCA CHW Institute

A training, technical assistance, and resource hub for community health centers (CHCs) to help them more effectively train and integrate community health workers (CHWs) into health center care teams.

FOCUS AREAS

COMMUNITY HEALTH WORKERS	COMMUNITY HEALTH CENTERS	POLICY & SUSTAINABILITY
<i>Capacity building, leadership, and professional development for CHWs</i>	<i>Capacity building and organizational development in CHCs for integration of CHWs</i>	<i>Policy development to support the CHW workforce</i>

"I don't feel that community health worker is a job title. And there's no one job description necessarily. And you can call whenever you want to. But they have to have the heart of a health worker." (Oregon)

"Promotoras de salud nacen no se hacen."

Speaker



Ethan Kerns, DDS
Chief Dental Officer
Salud Family Health Centers

SALUD CAREER LADDERS PROGRAM

THE EVOLUTION

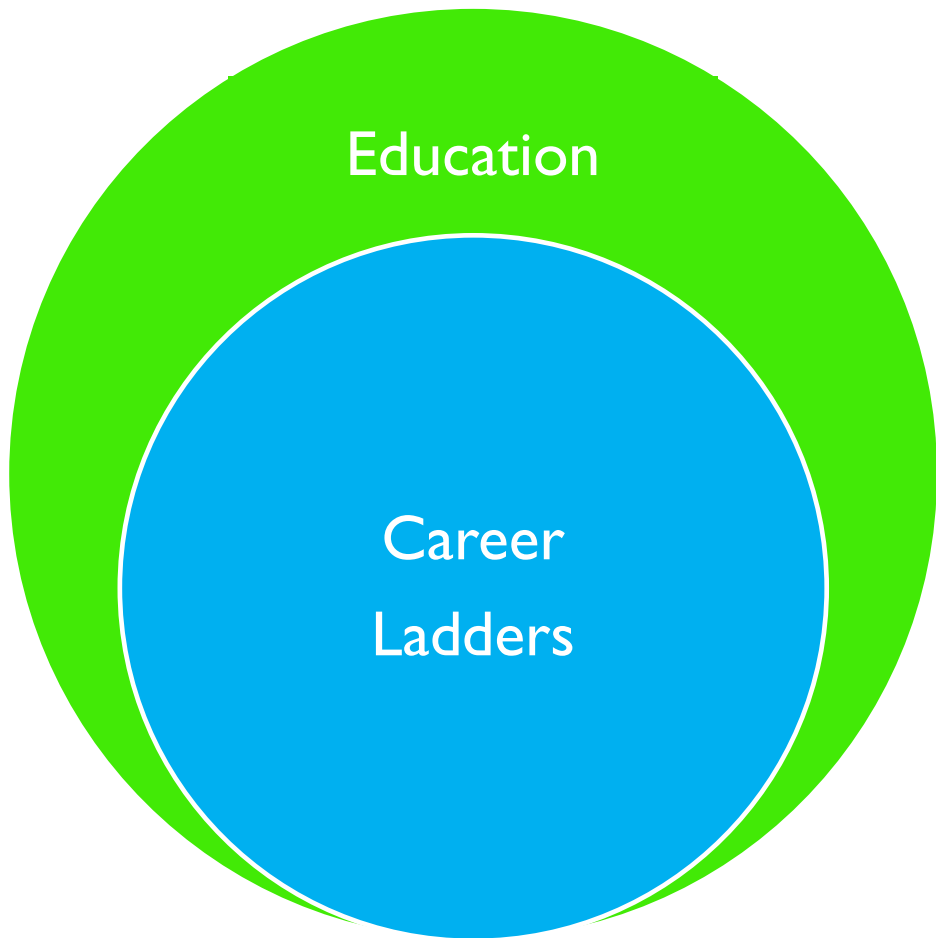
CAREER LADDERS

The graphic features the words 'CAREER LADDERS' in a light blue, sans-serif font, arranged in a staircase pattern. The word 'CAREER' is on the left, and 'LADDERS' is on the right. Three horizontal brown bars are positioned between the words, and three ladders are placed vertically, one between each bar, creating a visual metaphor for climbing or progression.

CAREER LADDERS

- Career Ladders is Salud's development program for our support team members
- Comprehensive curriculum to help develop job-related knowledge and skills
- Commitment to invest in our team members
- Develops confident and qualified front line staff

CAREER LADDERS



- Education
 - All staff have access to Education
- Career Ladders
 - An Education Program for all Front Line Staff

WHY IMPORTANT?

- Want staff to have the support, resources, and training to succeed
- Research shows that people with advanced job knowledge & skills:
 - Enjoy being at work
 - Provide superior service to their customers
 - Customers are more satisfied with their experience
- Career Ladders prepares new team members and refreshes more experienced team members

HOW COURSES ARE COMPLETED

- Staff consult with supervisors to identify time during a normal work day
- Coursework is taken online using Salud's Learning Management System (LMS)
- Courses generally take 30-40 minutes
- After completing a course, an exam must be passed in order to receive credit

DENTAL ASSISTANT CURRICULUM:

Orientation	Apprentice	Level 1	Level 2	Level 3	Level 4
DSS.001	DSS.002	DSS.003	LEAD.101	MGMT.101	MGMT.201
REQUIRED			OPTIONAL		
Dental EHR Introduction to Dental Radiology Dental Chair-side Procedures Pt 1 Dental Instruments & Equipment Pt 1 Medication Management Dental Office Procedures Dental Assistant Clinical Training	Basic Dental Terminology Dental Patient Management & Communication Dental Nitrous Oxide Dental Chairside Procedure 2 Dental Emergency Triage Dental Instruments & Equipment Pt 2 Universal Precautions for the Dental Assistant Dental Radiology Techniques & Applications	Dental Laboratory Skills -Pt 1 Dental Ethics and Professional Conduct Advanced Dental Radiology Dental Management of the Medically Complex Patient Advanced Dental Terminology Dental Materials Hypertension QM AMT Exam Preparation	Healthy Communication Moving From Peer To Supervisor Stress And Time Management Giving And Receiving Criticism/Feedback Time Management Managing Up Employment Law Barriers to Effective Communication Leading a Team	HR 101 Employment Law Recruiting and Selection Performance Mgmt What it takes to Manage Introduction to Management Character and Management Styles The Coaching Habit	CAPSTONE PROJECT

DENTAL CLINIC COORDINATOR CURRICULUM:

Orientation	Apprentice	Level 1	Level 2	Level 3	Level 4
DCC.001	DCC.002	DCC.003	LEAD.101	MGMT.101	MGMT.201
REQUIRED			OPTIONAL		
Dental Electronic Health Records Basic Dental Terminology Medical Dental Integration (MDI) program Dental chair-side procedures Part I Dental emergency Introduction to Dental Radiology Dental Instruments and Equipment, Part 1 Dental Front Desk Management Appointment Scheduling Open Dental Money Handling Check In/Out	Dental chair-side procedures Part 2 Patient Complaints Special Programs Day Ahead Prep Patient Portal Training Billing Questions Insurance and Discounts Dental Radiology Techniques and Applications Dental Instruments and Equipment, Part 2 Dental Patient Management and Communication	Dental Ethics and Professional Conduct Service Matters: Taking Ownership Service Matters: Demonstrating You Care Internal Customer service Managing Stress at Work Ethics for Everyone Active Listening Conflict Management Diversity in the Workplace Email Etiquette Telephone Etiquette	Healthy Communication Moving From Peer To Supervisor Stress And Time Management Giving And Receiving Criticism/Feedback Time Management Managing Up Employment Law Barriers to Effective Communication Leading a Team	HR 101 Employment Law Recruiting and Selection Performance Mgmt What it takes to Manage Introduction to Management Character and Management Styles The Coaching Habit	CAPSTONE PROJECT

HOW TO ADVANCE TO THE NEXT LADDERS LEVEL

- In order to advance in Ladders, staff must complete the following steps:
 - Complete the course work in Salud's LMS
 - Pass their exam with a score of 80% or better
 - Have a current employee evaluation that is "Meets Expectations" or "Exceeds Expectations"
 - Have no written Employee Counseling Notices ("write ups") from their supervisor within the last 6 months

LANYARDS BY LEVEL

- Apprentice – Teal
- Level 1 – Green
- Level 2 – Orange
- Level 3 – Red
- Level 4 - Purple



TIMELINE

- NEW HIRES:
 - Orientation: Due within 90 days of hire
 - Apprenticeship: Due by end of first year of employment
 - Level I: Due by end of second year of employment
- If not completed on time, supervisor will be notified
- If staff fail to complete their courses and final exam within 30 days, then they will be dismissed from their role

AMERICAN MEDICAL TECHNOLOGIES (AMT) EXAM

- American Medical Technologists (AMT) is a nationally approved certification exam for Dental Assistants (DA's)
 - Salud has established the expectation that all DA's become certified
 - Assistants have a broad and standardized job-specific knowledge base
 - Allows our on-the-job trained dental assistants to become certified
 - Salud has committed to helping all dental assistants maintain their certification
 - Salud has created different types of study materials to help learners

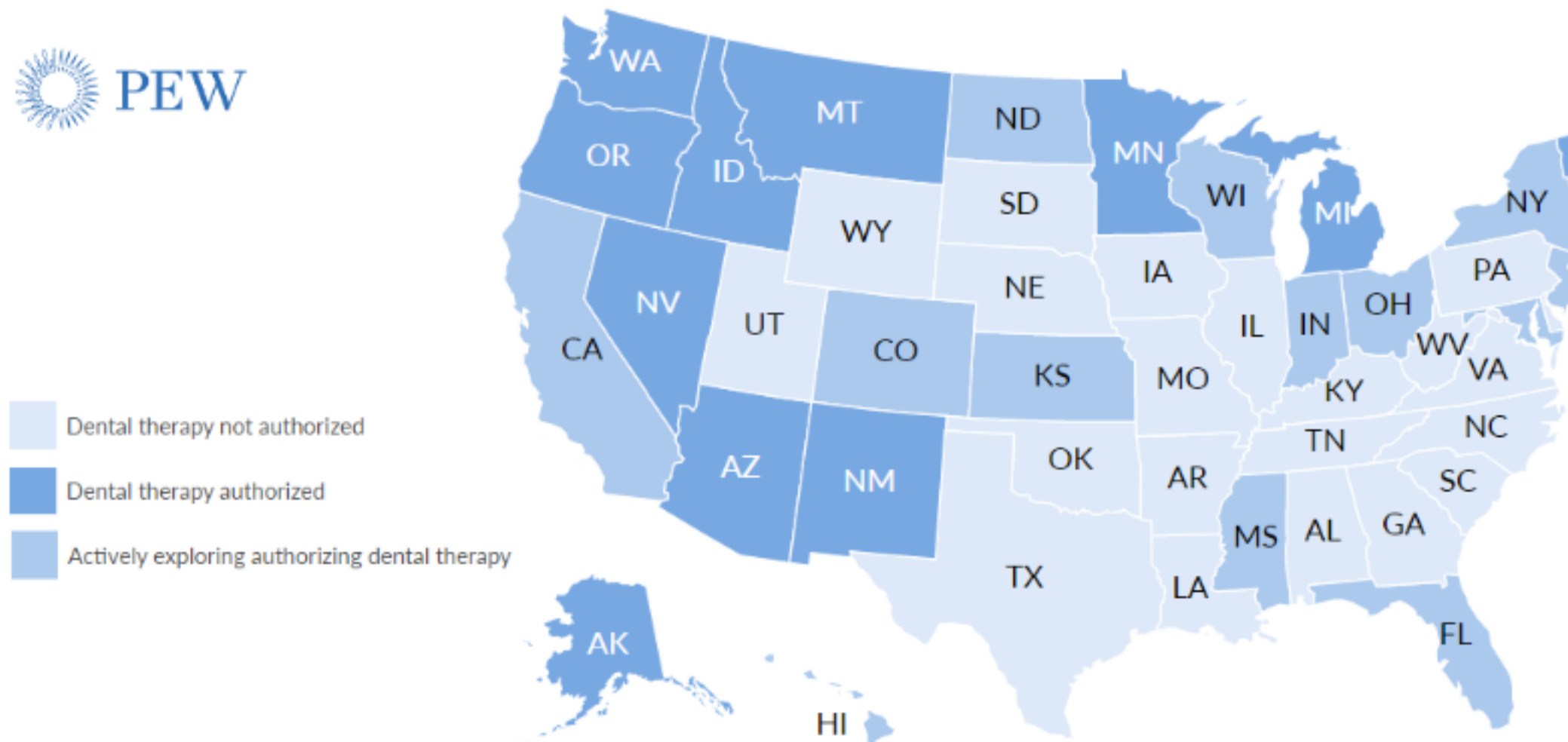
LADDER LEVELS 2-4

Level 2	Level 3	Level 4
Lead.101	MGMT.101	MGMT.201
OPTIONAL		
Healthy Communication Moving From Peer To Supervisor Stress And Time Management Giving And Receiving Criticism/Feedback Time Management Managing Up Employment Law Barriers to Effective Communication Leading a Team	HR 101 Employment Law Recruiting and Selection Performance Mgmt What it takes to Manage Introduction to Management Character and Management Styles The Coaching Habit	CAPSTONE PROJECT

DENTAL THERAPY?

- 📍 Midlevel providers similar to physician assistants in medicine
- 📍 They must receive at least three academic years of full-time instruction, including clinical experience
- 📍 Deliver preventive and routine restorative care, such as filling cavities, placing temporary crowns, and extracting badly diseased or loose teeth
- 📍 As states and tribal communities grapple with provider shortages, especially in underserved areas, several have acted to allow dentists to hire these practitioners

DENTAL THERAPY BY STATE



THANK YOU!

Ethan Kerns, DDS
Chief Dental Officer
Salud Family Health Centers, CO
ekerns@saludclinic.org



Speaker



Nelida Acosta

Hometown Scholars Coordinator
A.T. Still University of Health Sciences



Hometown Scholars Strategy

May 3, 2022

Nelida Acosta
Hometown Scholars Coordinator

About *Hometown Scholars*

A.T. Still University (ATSU) has partnered with the National Association of Community Health Centers to identify and educate highly qualified community members who are committed to serving in a community health center as a physician, dentist, or physician assistant. The Hometown Scholars strategy helps to meet the needs of community health centers by attracting and training motivated, qualified, and committed community-minded physicians, dentists, and physician assistants. ATSU is dedicated to educating physicians, dentists, and physician assistants who are as caring as they are qualified.

Purpose

- Identify community members who are interested in becoming a physician, dentist, or physician assistant
- Educate them via our programs in a community health center based site
- Ultimately have them return to their health center and serve their community as a healer



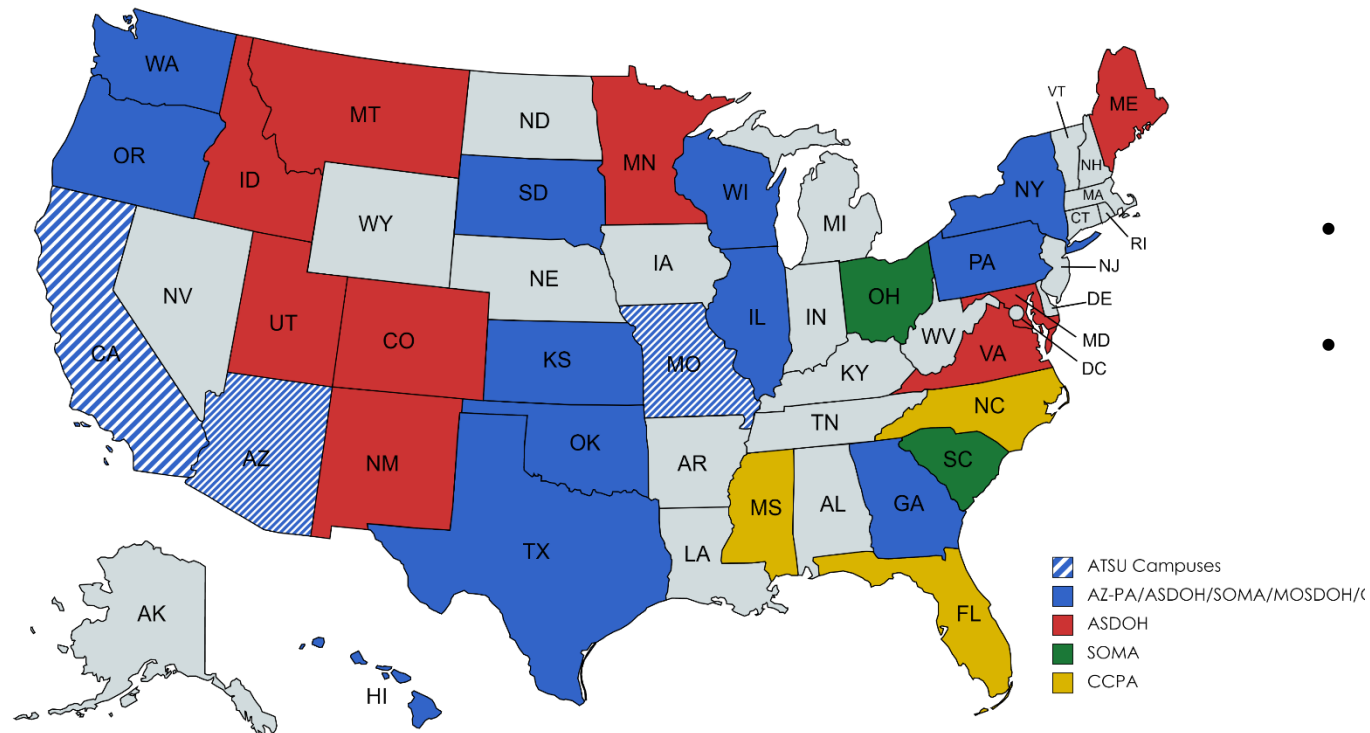
ATSU *Hometown Scholars* Programs

(programs in which students will do their rotations within a health center)

- Arizona School of Health Sciences- Physician Assistant Program (ASHS-PA)
- Arizona School of Dentistry & Oral Health (ASDOH)
- School of Osteopathic Medicine in Arizona (SOMA)
- Missouri School of Dentistry & Oral Health (MOSDOH)
- Central Coast Physician Assistant Program (CCPA)

❖ We do have other programs with in A.T Still University that will take a *Hometown Scholar* endorsement but may not have students rotating in a health center

ATSU campuses and Health Center Sites



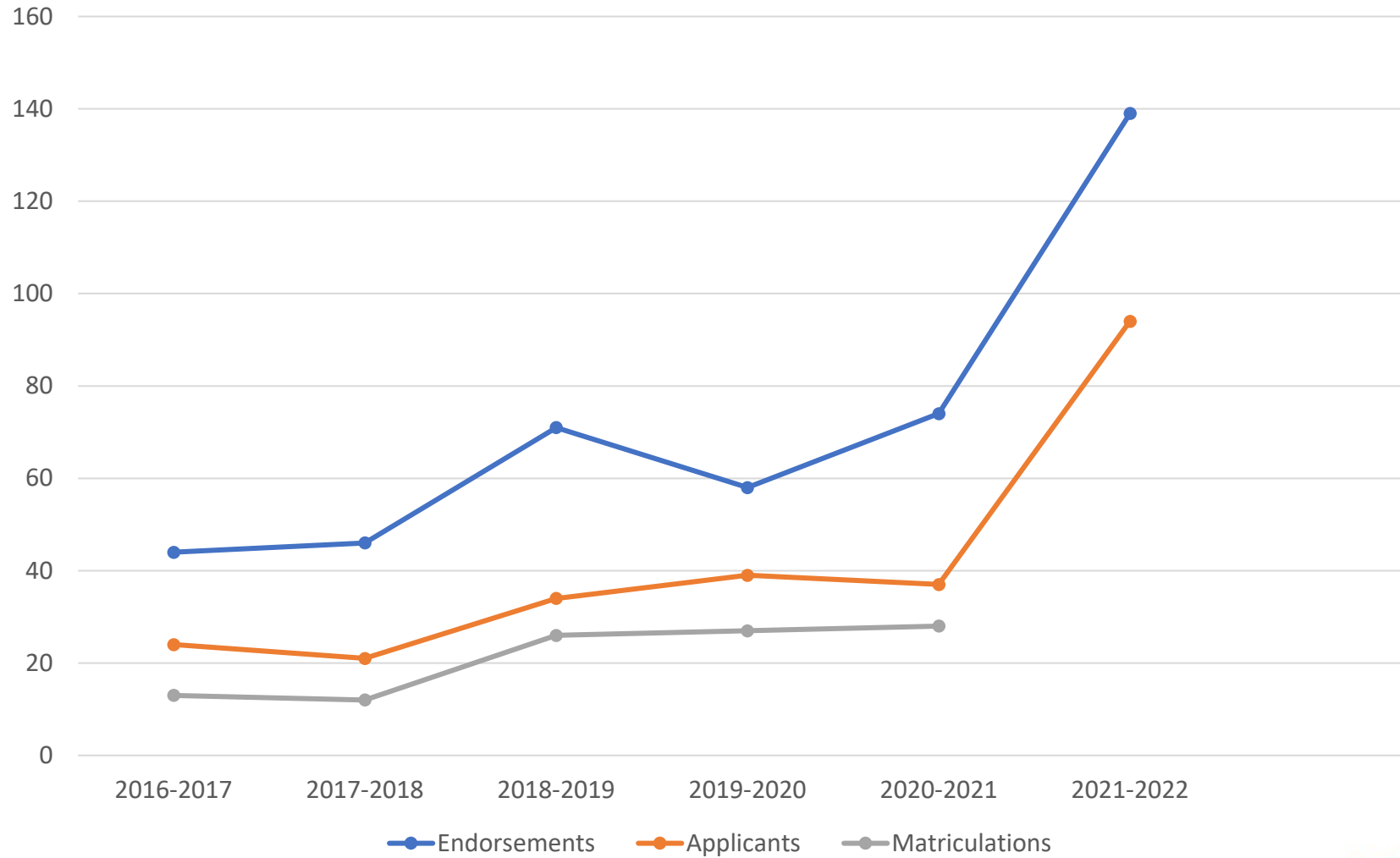
- ATSU has 3 campuses: Kirksville, MO, Mesa, AZ and Santa Maria, CA
- There are 65 health centers within 29 states that take our students

Hometown Scholars Data

- Since the strategy started we have had more endorsements and applicants for our programs to meet our mission (serving the underserved)
- There has been a lot more interest from our future healers (future applicants) via the strategy- in the 2021 calendar year we had 300 requests for more information on how to become Hometown Scholar applicant
- 25% of our Hometown Scholar alumni go back to working in a health center



Hometown Scholar Endorsements, Applications and Matriculations



How can you help??



- **DARE OUR CHILDREN TO DREAM**
by assisting us to promote the *Hometown Scholar* strategy
 - ATSU has *Hometown Scholar* kits that can be sent to each of your health centers to display (now available in Spanish)
 - Get ATSU connected with local school programs/partners
 - Become a health center site

Hometown Scholars Alumni Data

- So far, ATSU has had 250 students graduate via the *Hometown Scholars* strategy
- There are currently 108 *Hometown Scholars* in our programs
- ❖ During this application cycle (so far) ATSU has accepted 31 *Hometown* applicants



Hometown Scholars Alumni



James Duncan, DMD, MSD
El Rio Health



Raven Burrell, PA-C
Wesley Community & Health Centers



Jon Froyd, DO
Yakima Valley Farmworkers Clinic

Hometown Scholars Alumni



Amberly Cancino, PA-C
Family HealthCare Network



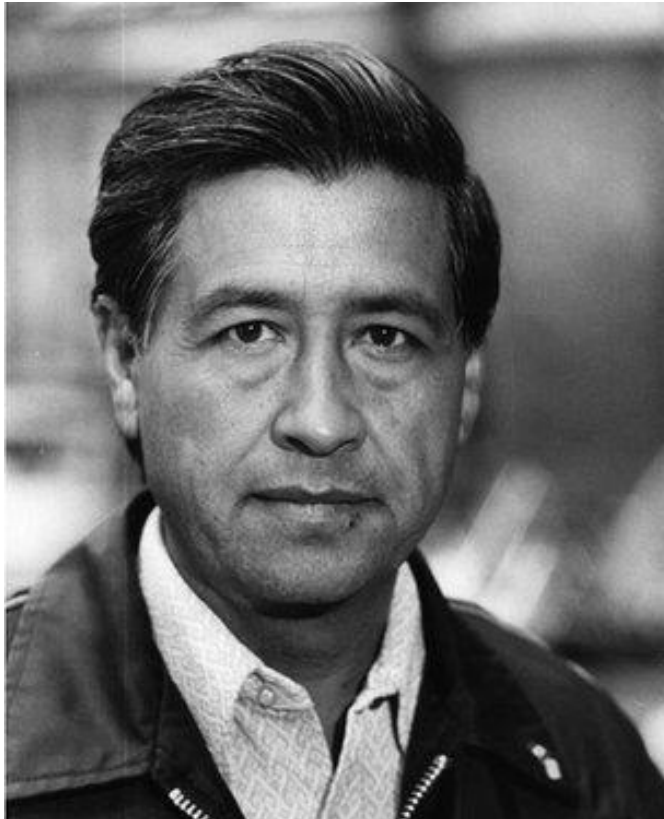
Martin "Marty" Peters, DO
Virginia Garcia Memorial Health
Center



Aldrin, Aquino, DMD
COMTREA Health Center

LADO A LADO

SI SE PUEDE!



Speakers



Hugo A. Bravo-Chavez, MPAS, PA-C

Principal Faculty-Assistant Program Director

A.T. Still University of Health Sciences



Valeria Felix

Hometown Scholar

A.T. Still University of Health Sciences

A.T. STILL
UNIVERSITY

CENTRAL
COAST
PHYSICIAN
ASSISTANT
PROGRAM





INAUGURAL CLASS OF 2023

PROGRAM HISTORY

The Central Coast Physician Assistant (CCPA) Program was created through a partnership between the National Association of Community Health Centers (NACHC), the College for Health Communities and the Under-Served (CHC-U), and A.T. Still University (ATSU).

Vision: program intends to be recognized as the principal source of PAs from historically underrepresented groups providing culturally-humble care to medically underserved communities.

PROGRAM MISSION

The Central Coast Physician Assistant (CCPA) program educates culturally-humble, diverse physician assistants (PAs) to serve the primary care needs of medically underserved communities.

PROGRAM OVERVIEW

**24 Month Master's-Level Program Located in
Santa Maria, CA**

DIDACTIC PHASE

- Innovative program educates students in a community-oriented philosophy, through small-group case-based learning.

CLINICAL PHASE

- Students are embedded in Community Health Centers for the majority of their clinical year training.



PROGRAM ADMISSIONS

90 Students in Inaugural Cohort

- **WE LOOK FOR:** Alignment to Program Mission
- **WE FAVOR:** First Generation College Students, Underrepresented Minorities, and Economically Disadvantaged
- **HOMETOWN SCHOLAR ENDORSEMENT:** <https://www.atsu.edu/hometown-scholars>

CCPA PROGRAM COHORT DATA

NATIONAL AVERAGE AGE

TABLE 52. FIRST-YEAR CLASS: AGE

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Average age of first-year class	228	25.2	2.7	25.0
Age of youngest matriculant	228	21.1	2.6	21.0
Age of oldest matriculant	227	39.4	8.5	39.0

NATIONAL AVERAGE

- AGE: 25.2 years

CCPA PROGRAM AVERAGE

- AGE: 29 years

NATIONAL AVERAGE GENDER

TABLE 49. FIRST-YEAR CLASS: GENDER

	<i>n</i> (P)	% (P)	<i>n</i> (S)	% (S)	Mean % (S)	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Female	225	98.3	7,833	72.2	73.8	34.8	15.9	31.0
Male	225	98.3	2,868	26.4	26.3	12.7	11.2	11.0
Unknown gender	5	2.2	145	1.3	55.7	29.0	30.4	30.0
Total	228	99.6	10,846	100.0	100.0	23.8	17.7	20.0

NATIONAL AVERAGE

- FEMALE: 73.8%
- MALE: 26.3%

CCPA PROGRAM AVERAGE

- Female: 72%
- Male: 28%

CCPA PROGRAM COHORT DATA

NATIONAL AVERAGE ETHNICITY & RACE

TABLE 50. FIRST-YEAR CLASS: ETHNICITY

	n (P)	% (P)	n (S)	% (S)	Mean % (S)	M	SD	Mdn
Hispanic, Latino, or Spanish in origin	168	73.4	814	7.6	10.0	4.8	6.2	3.0
Not Hispanic, Latino, or Spanish in origin	208	90.8	8,959	83.7	91.6	43.1	19.9	39.0
Unknown ethnicity	47	20.5	926	8.7	39.7	19.7	23.9	6.0
Total	226	98.7	10,699	100.0	100.0	25.3	24.4	23.0

Of the 214 programs that reported some ethnicity information (excluding those that only reported "Do not know") for their first-year class, 46 (21.5%) reported no Hispanic students.

TABLE 51. FIRST-YEAR CLASS: RACE

	n (P)	% (P)	n (S)	% (S)	Mean % (S)	M	SD	Mdn
American Indian or Alaskan Native	36	15.7	57	0.5	3.3	1.6	1.4	1.0
Asian	190	83.0	1,064	9.9	11.2	5.6	4.9	4.0
Black or African American	156	68.1	417	3.9	6.7	2.7	2.4	2.0
Multiracial	74	32.3	238	2.2	7.3	3.2	4.3	2.0
Native Hawaiian or Pacific Islander	21	9.2	177	1.6	14.0	8.4	18.3	1.0
White	205	89.5	7,473	69.4	77.5	36.5	18.3	32.0
Other	81	35.4	335	3.1	8.2	4.1	4.3	2.0
Unknown race	80	34.9	1,007	9.4	25.4	12.6	19.6	4.0
Total	227	99.1	10,768	100.0	100.0	12.8	18.0	4.0

Of the 215 programs that reported some race information (excluding those that only reported "Other" or "Do not know") for their first-year class, 6 (2.8%) reported no non-White students.

NATIONAL AVERAGE

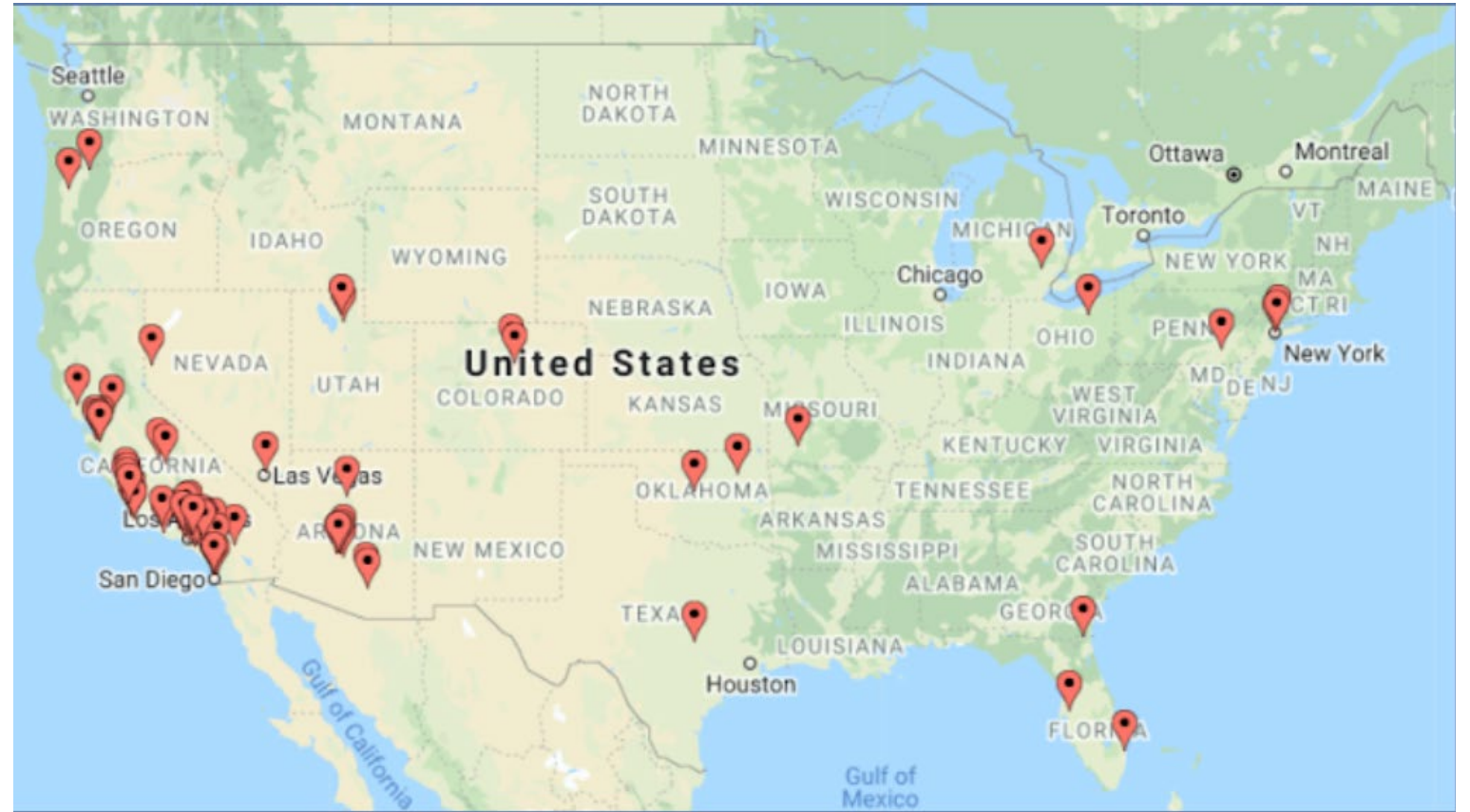
- **HISPANIC 10%**
- **ASIAN 11.2%**
- **WHITE 77.5%**
- **BLACK/AA 6.7%**
- **OTHER 8.2%**
- **MULTI 7.3%**

CCPA PROGRAM AVERAGE

- **HISPANIC 21%**
- **ASIAN 21%**
- **WHITE 37.7%**
- **BLACK/AA 8.8%**
- **OTHER 15%**
- **MULTI 17.7%**

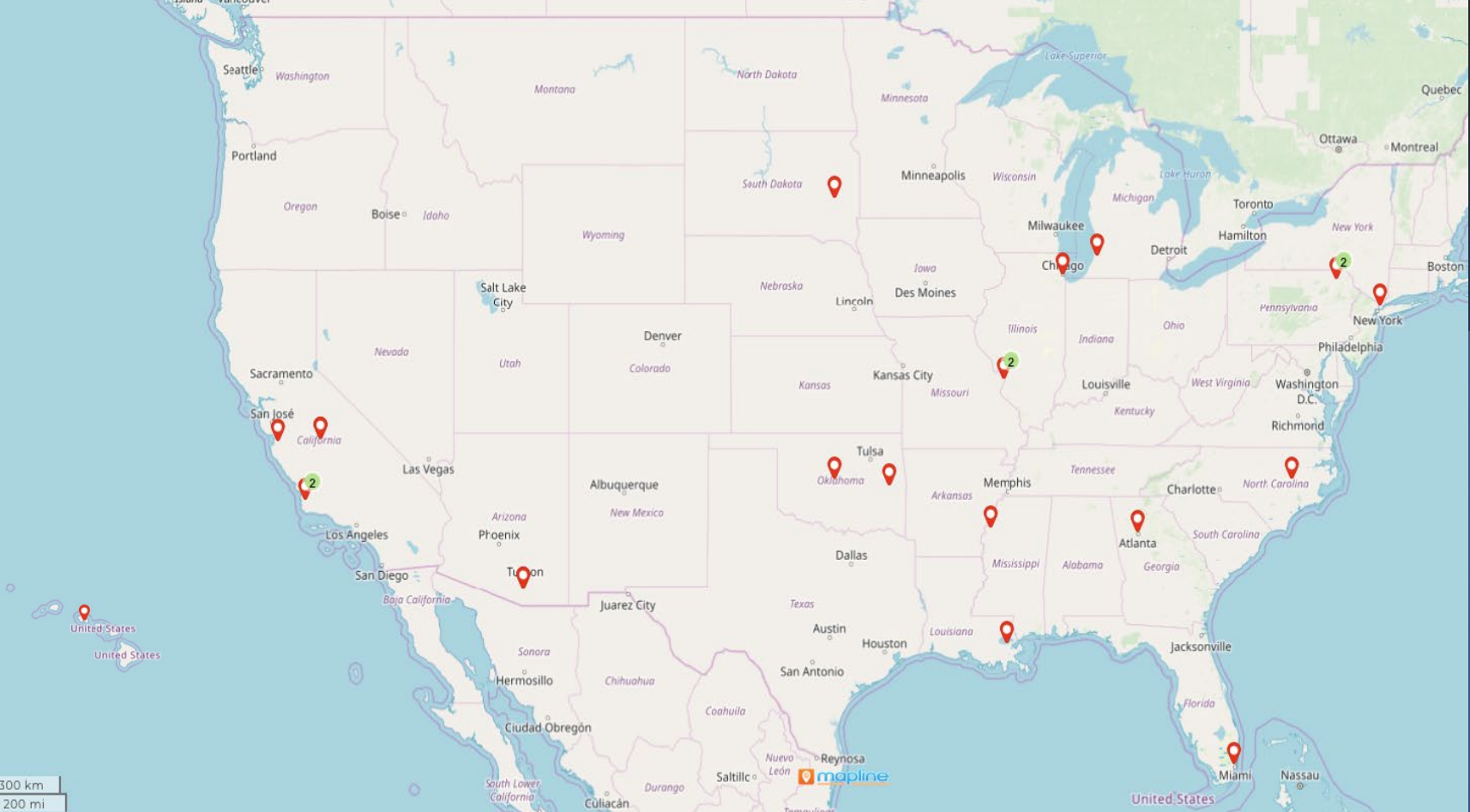
CO 2023

HOMETOWN LOCATIONS OF STUDENTS



CCPA PROGRAM

CLINICAL LEARNING HUBS



21 FEDERALLY QUALIFIED HEALTH
CENTERS NATIONALLY

CLINICAL LEARNING HUBS PROVIDING HEALTH CARE TO AGRICULTURAL WORKERS

-Community Health Centers of the Central Coast

Santa Maria, CA

-Affinia Healthcare

St. Louis, MO

-Community Health of South Florida

Miami, FL

-Greene County Health Care

Snow Hill, NC

-Horizon Health Care

Howard, SD

-InterCare Community Health Network

Bangor, MI

-NEPA Community Health Care

Montrose, PA

-Southern Illinois Health Foundation

Sauget, IL

-Stigler Health & Wellness Center

Stigler, OK

-United Community Health Center

Greene Valley, AZ

-Variety Care

Oklahoma City, OK

-Delta Health Center

Mound Bayou, MS

-United Health Centers of the San Joaquin Valley

Fresno, CA

-Clinica de Salud del Valle de Salinas

Salinas, CA



Community Health Centers of the Central Coast

- Opened in 1978 in a small building in Nipomo, CA
- As of 2021
 - over 800 employees
 - 31 state-licensed clinics
 - provide more than 450,000 visits annually.
- Patient population includes low income, uninsured community members with special emphasis on special populations such as homeless, school-based, migrant and seasonal farm workers, and public housing residents.
- Partnered with A.T. Still University to educate Medical and PA students in a Community Health Center Model



DAY OF THE FARMWORKER

COMMUNITY SERVICE EVENT











Vegetables

red cabbage	celery	broccoli	artichoke
garlic	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli
broccoli	broccoli	broccoli	broccoli

Fruit

peach	apple	blueberry
orange	kiwi	lemon
strawberry	orange	pineapple
orange	orange	orange
orange	orange	orange
orange	orange	orange
orange	orange	orange
orange	orange	orange
orange	orange	orange
orange	orange	orange

Test Your IQ

WELCOME ENIDO

COVID-19 VACCINES

Ages 5-11

1 CAR...
TERS...
HEALTH...
19...
E...
Health...
WEST







SISEPUEDE.ORG

UFW FOUNDATION

@UFWFOUNDATION



UFW FUNDATION

FUNDACION PESINOS

805-

MERTAS DE TEXTO

TEXTAS DE TEXTO

UFW



UFW FUNDATION



IGLOO

IGLOO

IGLOO



SANTA MARIA

SANTA MARIA

DAY OF
ACTION

HONORING
CESAR CHAVEZ
DAY











ATSU

CENTRAL COAST PHYSICIAN
ASSISTANT PROGRAM

The work that you do is
beyond incredible, admirable,
& essential. Our community
is so grateful for you.

El trabajo que haces es mas
que increíble, admirable y
esencial. Nuestra com
esta agradecido.

Orange Freeze
mand
2 cups
1 teasp
milk
cup
grellie
1/2 cups



THANK YOU

Hugo A. Bravo MPAS, PA-C

Assistant Program Director

A.T. Still University

Central Coast PA Program

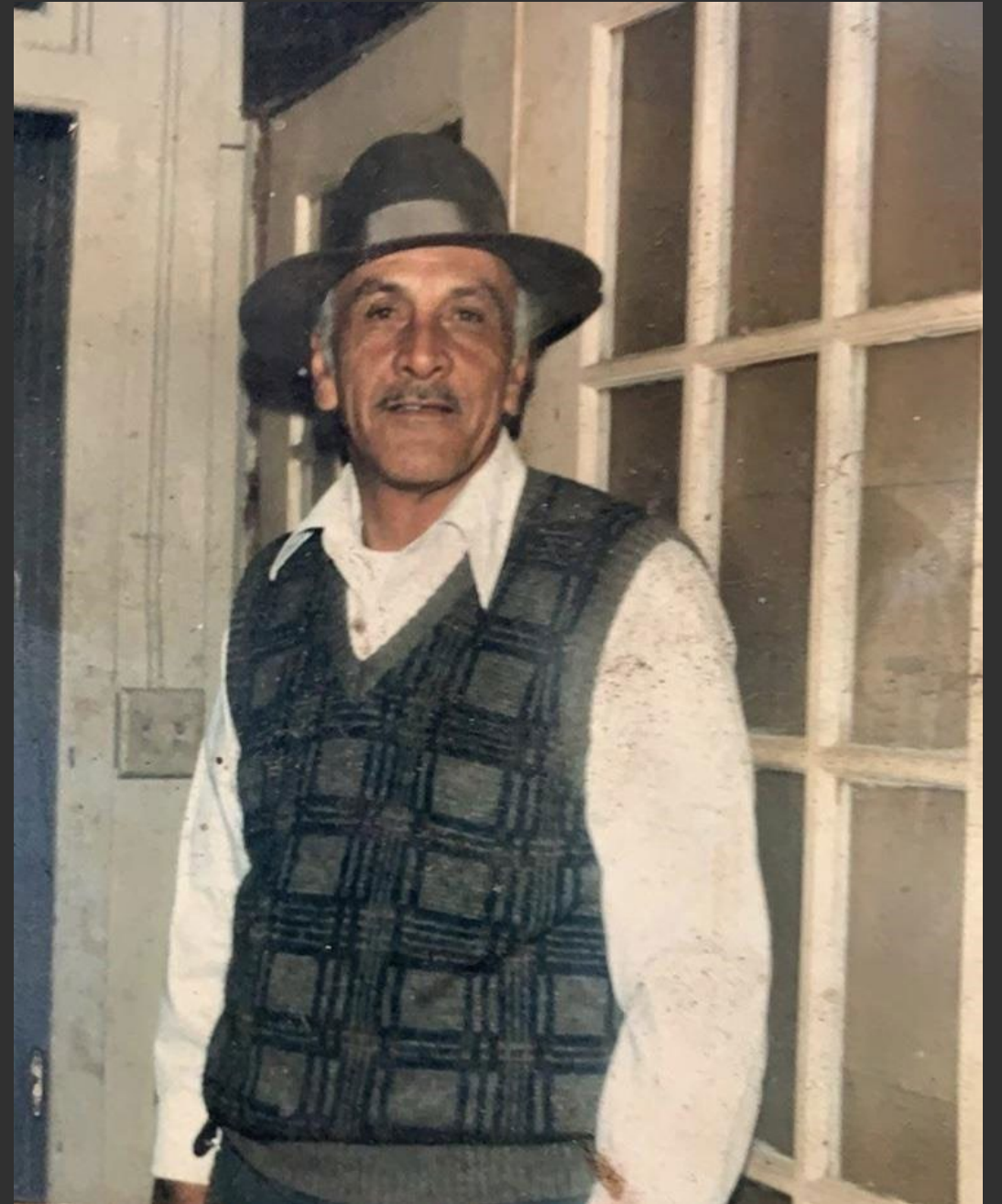
hbravo@atsu.edu

Program Website: www.atsu.edu/ccpa

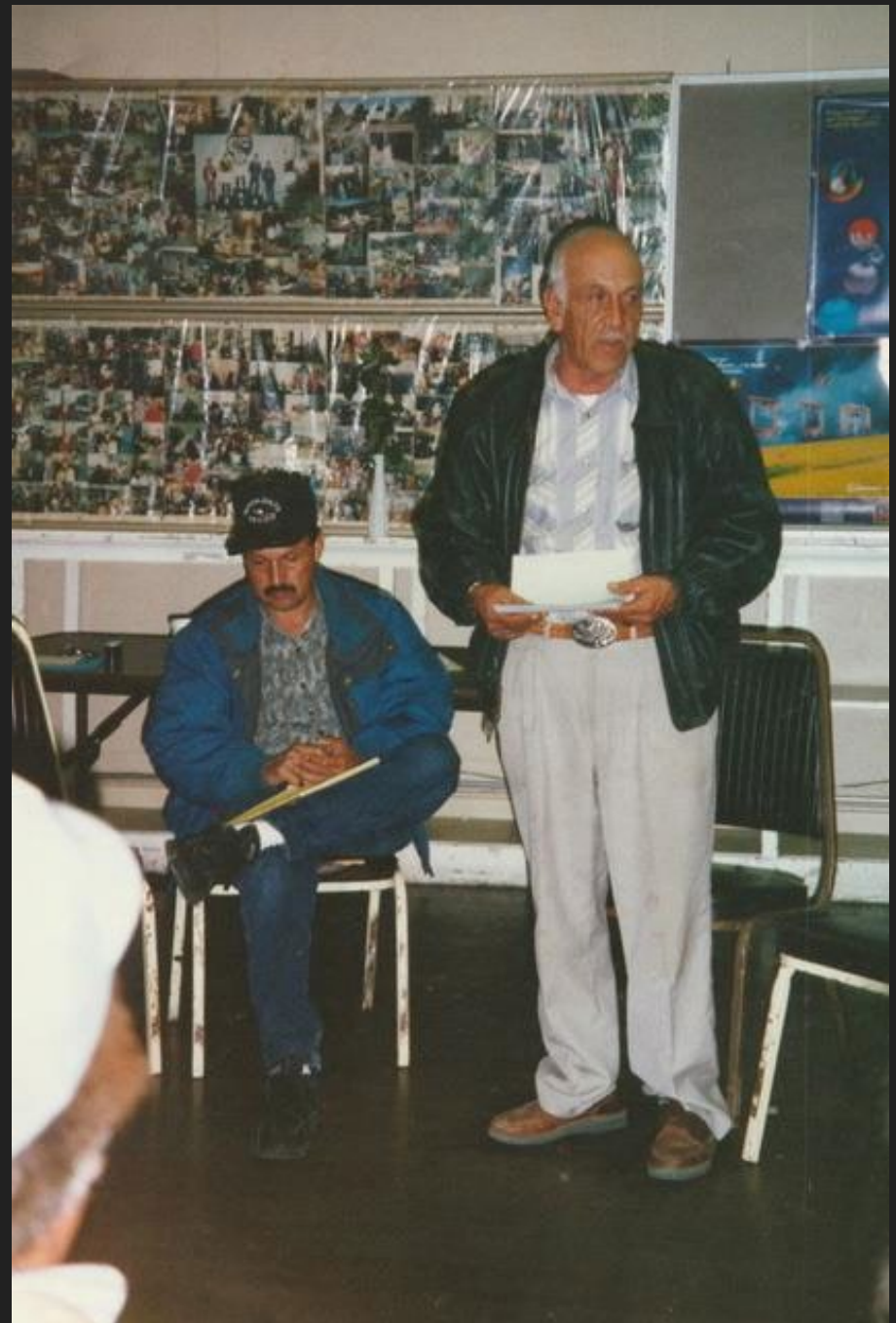
La Familia Saucedo
“The Saucedo Family”

By: Valeria Felix

Jesus Saucedo









Cesar Chavez

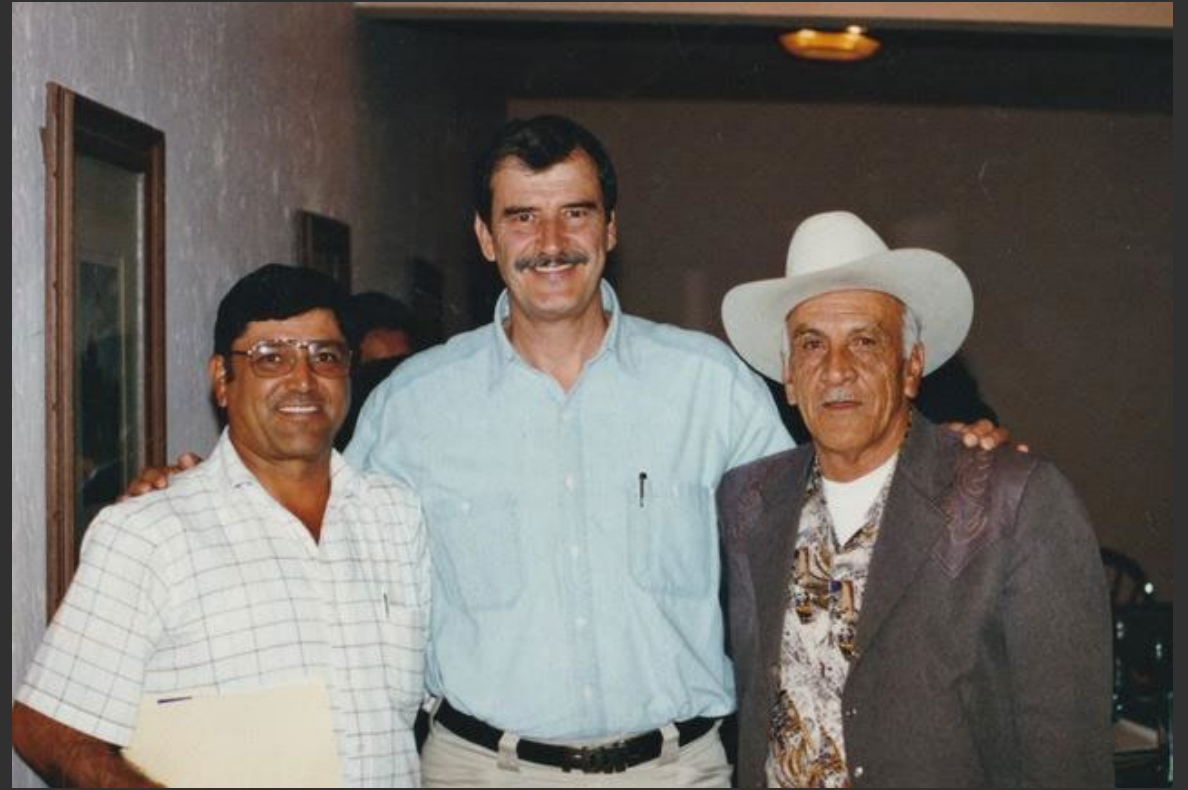




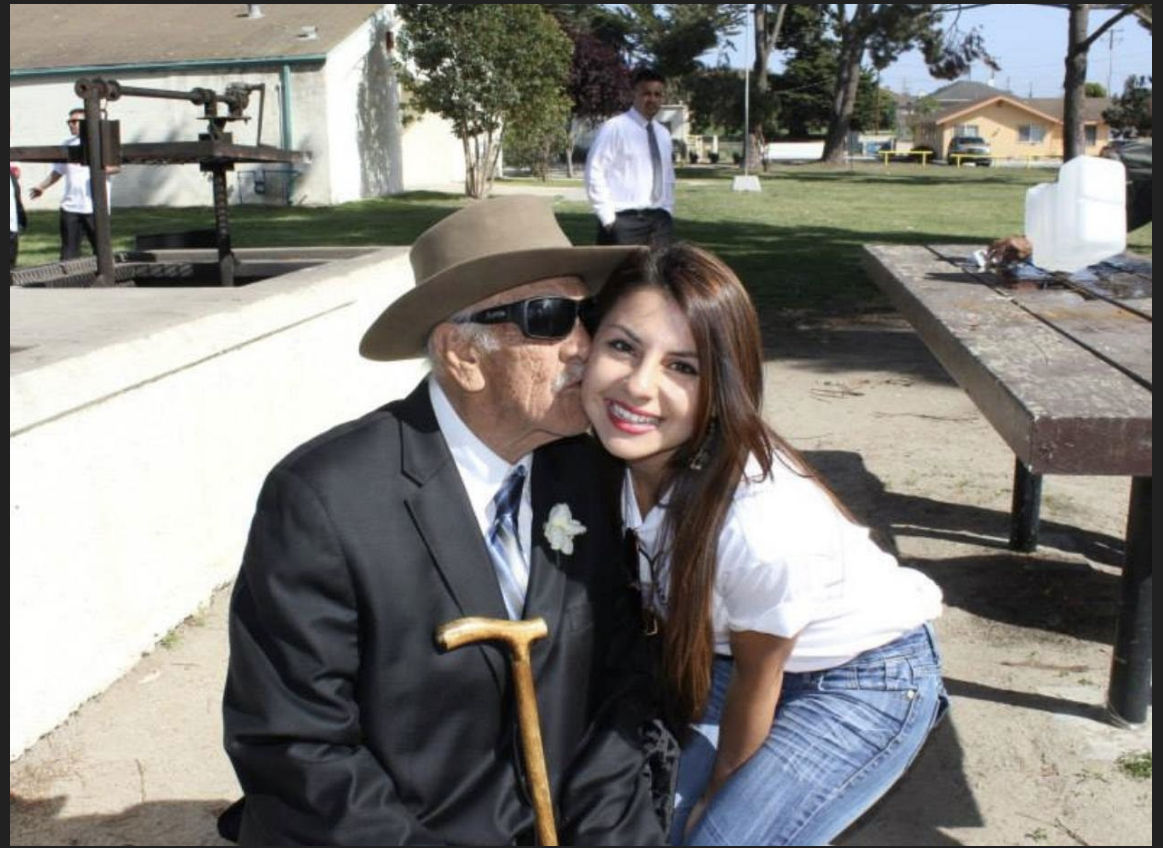
Thousand Mile Walk



Guadalupe Community Center



Lois Capps, Vicente Fox & Juan Carlos Romero Hicks



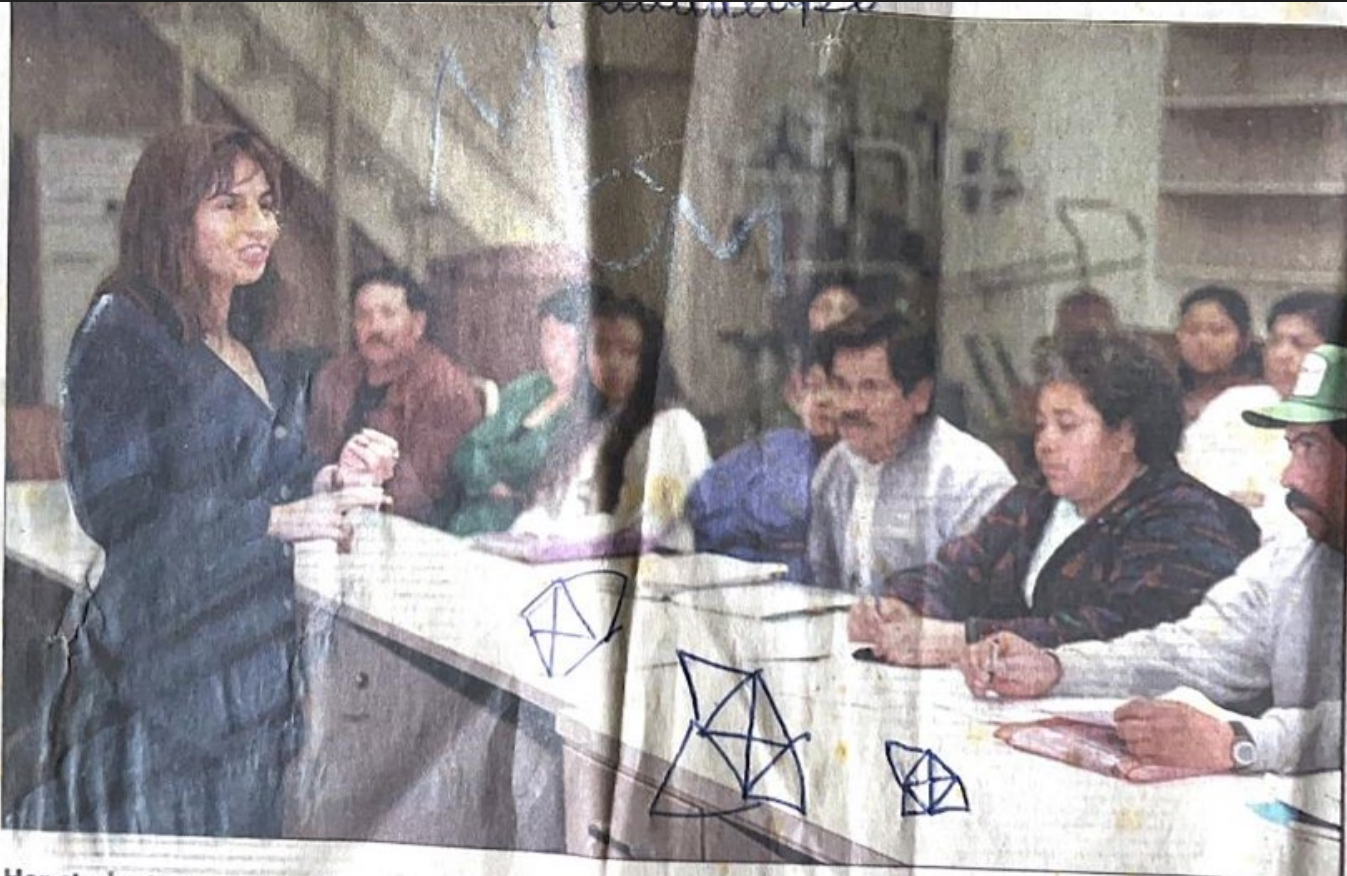


UCLA





Martha Pulido "MOM"



Her students are so anxious to pass the citizenship test that "they can't think of anything else," says Guadalupe adult education teacher Martha Felix. MARK DEFEQ/NEWSPRESS









Jesus Saucedo

"Working for the community, I didn't make much money, but my pay is what I did for this community. My pay is what this place is now."



Contact Us

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