

HEALTHCARE SECTOR TRAININGS COLLEGE PROGRAM

AGREEMENT

between

THE CITY UNIVERSITY OF NEW YORK

on behalf of

LAGUARDIA COMMUNITY COLLEGE

and

THE NEW YORK CITY DEPARTMENT OF SMALL BUSINESS

SERVICES

This LaGuardia Community College Healthcare Sector Trainings College Program Agreement ("CPA"), effective July 1, 2010, is made by and between the Department of Small Business Services ("DSBS") and The City University of New York ("CUNY"), acting on behalf of LaGuardia Community College ("LaGuardia"), and is governed by that certain Master Cooperative Agreement ("MCA") made by and between DSBS and CUNY, having an effective date of April 1, 2009.

NOW THEREFORE, in consideration of the mutual covenants set forth herein, DSBS and CUNY agree as follows:

ARTICLE 1. TERM

The term of this CPA shall commence July 1, 2010 and shall expire August 31, 2011 ("Term"), unless further extended by mutual agreement of the parties or terminated at an earlier date.

ARTICLE 2. SERVICES

A. Healthcare Sector Trainings

1. LaGuardia shall provide health care services training in the form of the following seven (7) courses: (1) American Heart Association Certificate Training; (2) Electronic Records Training; (3) Emergency Medical Technician Training; (4) Enhanced Licensed Practical Nurse and Registered Nurse Training; (5) NCLEX Prep for English Language Learners; (6) Paramedic Training; and (7) Physical Therapy Assistant License Exam Prep (individually or collectively "Training" or "Trainings").
2. Individuals enrolled in any of the above-referenced Trainings are hereinafter referred to as "Participants."

B. Vestibule

1. Individuals seeking to enroll in the following Trainings must first attend and complete the corresponding pre-training, preparatory component or "Vestibule" (see Exhibit 1): Electronic Records Training, Emergency Medical Technician Training, Enhanced Licensed Practical Nurse and Nurse Training, NCLEX Prep for English Language Learners, or Paramedic Training, individuals will participate in the Vestibule component.

ARTICLE 3. TRAININGS

A. American Heart Association Certificate Training

1. Description: This Training, delivered through three (3) types of courses, is designed to provide individuals who are licensed or certified as healthcare professionals with additional training or certification for advancement in the field (see Exhibit 2).
2. Parameters for the three (3) American Heart Association Certificate Trainings
 - a. Basic Cardiac Life Support Course
 - i. Participants: up to eighteen (18) Participants
 - ii. Instruction Time: twelve (12) hours of instruction in the field related to the Training indicated above
 - iii. Term: January 2011 to June 2011
 - b. Advanced Cardiac Life Support Course
 - i. Participants: up to sixteen (16) Participants
 - ii. Instruction Time: sixteen (16) hours of instruction in the field related to the Training indicated above
 - iii. Term: January 2011 to June 2011
 - c. Pediatric Advanced Life Support Course
 - i. Participants: up to eight (8) Participants
 - ii. Instruction Time: sixteen (16) hours of instruction in the field related to the Training indicated above
 - iii. Term: January 2011 to June 2011

B. Electronic Health Records Training

1. Description: This four week Training, delivered through two (2) separate cohorts is designed to provide specialized knowledge and skills needed for the electronic support of clinics, hospitals and private medical practices (see Exhibit 3). This Training requires the completion of the corresponding Vestibule prior to enrollment.
2. Parameters for the Electronic Health Records Training
 - a. Training
 - a. Participants: forty five (45) Participants
 - b. Instruction Time:
 - a. Two hundred and fifty (250) hours of classroom instruction in Electronic Health Skills
 - b. Fifty (50) hours of Lab Skills instruction; and
 - c. One hundred (100) hours of internship experience
 - c. Term: November 1, 2010 to February 12, 2011 and March 21, 2011 to June 16, 2011
 - b. Vestibule

- i. Vestibule Students: sixty (60) individuals per cohort
- ii. Instruction Time: seventy-five (75) hours of instruction in the field related to the Training indicated above for each cohort
- iii. Term: October 12, 2010 to November 1, 2010 and March 9 to March 17, 2011

C. Emergency Medical Technician Training (“EMT”)

1. Description: This Training, delivered in two (2) cohorts, is designed to prepare adult students to become certified emergency medical technicians and work in the pre-hospital care field, where they will provide basic emergency care to victims of traumatic or medical emergencies and transport them to appropriate medical facilities (see Exhibit 4). This Training requires the completion of the corresponding Vestibule prior to enrollment. The Training and the Vestibule shall be administered in two (2) cohorts.

2. Parameters for EMT Training

a. Training

- i. Participants: fifty-eight (58) Participants
- ii. Instruction Time:
 - 1. Two hundred and fifty-two (252) hours of Didactic Preparation and EMT Skills Instruction;
 - 2. Twenty-seven (27) hours of Lab Skills Enhancement;
 - 3. Sixteen (16) hours of Clinical Experience;
 - 4. Twenty (20) hours of Additional Certification Training
 - 5. One hundred and two (102) hours of the contextualized basic education coursework.
- iii. Term: from October 9, 2010 to January 28, 2011 and February 26, 2011 to June 24, 2011

b. Vestibule

- i. Vestibule Students: ninety-one (91) individuals
- ii. Instruction Time: eighty-four (84) hours of instruction in the field related to the Training indicated above
- iii. Term: September 15, 2010 to October 8, 2010 and February 2, 2011 to February 25, 2011

D. Enhanced Licensed Practical Nurse (“LPN”) and Registered Nurse (“RN”) Training.

1. Description: This Training, delivered through three (3) types of courses, lasts from three (3) to six (6) months and is designed to produce nurses with specialty training, skills, and certification in geriatric nursing, pediatric nursing, phlebotomy, EKG, infection control, BLS, and child abuse awareness with the goal of increasing opportunity for job placement and/or promotion

(see Exhibit 5). This Training requires the completion of the corresponding Vestibule prior to enrollment.

2. Parameters for LPN and RN Training

a. Trainings

b. NCLEX-RN Training:

- a. Participants: eleven (11) Participants
- b. Instruction Time: ninety-six (96) hours of instruction in the field related to the Training indicated above
- c. Term: January 21, 2011 through May 31, 2011

c. EKG and Phlebotomy for Nurses:

- a. Participants: twenty-eight (28) Participants
- b. Instruction Time: one hundred and forty (140) hours of instruction in the field related to the Training indicated above
- c. Term: March 8, 2011 through April 30, 2011

d. Pediatric Nursing Training:

- a. Participants: twenty (20) Participants
- b. Instruction Time: thirty-five (35) hours of instruction in the field related to the Training indicated above
- c. Term: May 21, 2011 through June 30, 2011

b. Vestibule

i. NCLEX-RN Vestibule:

- a. Vestibule Students: eleven (11) individuals
- b. Instruction Time: fourteen (14) hours of instruction in the field related to the Training indicated above
- c. Term: January 12, 2011 to January 20, 2011

ii. EKG and Phlebotomy Vestibule for Nurses:

- 1. Vestibule Students: Twenty-nine (29) individuals
- 2. Instruction Time: fourteen (14) hours of instruction in the field related to the Training indicated above
- 3. Term: February 28, 2011 to March 5, 2011

iii. Pediatric Nursing Vestibule:

- a. Vestibule Students: up to twenty (20) individuals.
- b. Instruction Time: thirty-two (32) hours of instruction in the field related to the Training indicated above
- c. Term: May 14, 2011 to May 20, 2011

E. **NCLEX Prep for English Language Learners (Contextualized with English as a Second Language (“ESL”))**

- 1. Description: This eight month training is designed to assist nurses with nursing credentials from abroad to successfully attain New York State (“NYS”) credentials as Licensed Practical Nurses (for a more detailed description see Exhibit 6). This Training requires the completion of the corresponding Vestibule prior to enrollment.

2. Parameters for the NCLEX Training:

a. Training

- i. Participants: sixteen (16) Participants
- ii. Instruction Time:
 1. 240 hours of technical training;
 2. 128 hours of contextualized ESOL instruction;
 3. 24 hours of instruction in electronic medical software;
 4. An externship of at least 160 hours
- iii. Term: January 3, 2011 to June 30, 2011

b. Vestibule

- i. Vestibule Students: up to twenty (20) individuals
- ii. Instruction Time: sixty (60) hours of instruction in the field related to the Training indicated above
- iii. Term: October 25, 2010 to December 16, 2010

F. **Paramedic Training**

1. Description: This intensive one year Training is designed to allow already certified NYS Emergency Medical Technicians to study advanced level pharmacology, anatomy, physiology, advanced level patient assessment, treatment protocols for medical and traumatic emergencies, special techniques in serving pediatric and geriatric populations, therapeutic communications, and other related topics, equivalent to thirty (30) college credits (see Exhibit 7). This Training requires the completion of the corresponding Vestibule prior to enrollment.

2. Parameters for Paramedic Training:

a. Training

- i. Participants: up to eighteen (18) Participants
- ii. Instruction Time:
 1. Seven hundred and sixty-four (764) hours of Paramedic Didactic Instruction;
 2. Three hundred and thirty-two (332) hours of Paramedic Lab Skills Instruction;
 3. One hundred and seventy-six (176) hours of instruction in additional open labs; and
 4. Six hundred and eight (608) hours of Clinical Experience
- iii. Term: October 13, 2010 to August 31, 2011

b. Vestibule:

- i. Vestibule Students: forty-one (41) individuals
- ii. Instruction Time: eighty-eight (88) hours of instruction in the field related to the Training indicated above

iii. Term: from September 7, 2010 to October 9, 2010

G. **Physical Therapy Assistant (“PTA”) License Exam Prep.**

1. Description: This Training is designed to assist PTA graduates who have successfully completed an accredited PTA program to develop the skills and knowledge they need to pass the National Physical Therapy Examination for physical therapy assistants (see Exhibit 8).
2. Parameters for the PTA Training:
 - a. Participants: up to twenty (20) Participants
 - b. Instruction Time: fifty (50) hours of technical training
 - c. Term: December 17, 2010 to April 30, 2011

ARTICLE 4. LAGUARDIA RESPONSIBILITIES

- A. LaGuardia shall designate a College Program Director to act as a liaison with DSBS.
- B. LaGuardia shall make best efforts to ensure that at least seventy-five (75%) of enrolled Participants complete the Trainings (“Desired Completion Rate”).
- C. LaGuardia shall make best efforts to ensure that at least fifty percent (50%) of the Participants are either placed in a job or receive a wage increase within ninety days of completion of the Training.
- D. Reporting Requirements:
 1. LaGuardia shall track enrollment, Training completion, job placement outcomes and any other data as reasonably required by DSBS (“Participant Data”).
 2. LaGuardia shall report Participant Data to DSBS on a monthly basis.
 3. To enable LaGuardia to release Participant Data, each Participant shall sign the MCA Participant Release.
- F. LaGuardia shall coordinate Training schedules to ensure that Participants receive the appropriate intensive services as defined in WIA.
- G. LaGuardia may replace any Participant that drops out of a Training covered by this CPA within the first two (2) weeks of the Training’s start date with a new Participant.

ARTICLE 5. DSBS RESPONSIBILITIES

- A. DSBS shall provide the following employment services (“Employment Services”) to Participants during the Term of the CPA:
 1. Core Services (as defined in 20 CFR §662.240); and

2. Intensive Services (as defined in 20 CFR §663.200)
 - a. orientation and overview of Workforce Career Center opportunities and services; and
 - b. occupational skills workshops including resume writing and interview skills.

- B. DSBS shall assess and refer appropriate candidates for the Trainings who meet the criteria for training described in the Workforce Investment Act ("WIA"), specifically authorizing the use of WIA funds to award contracts to institutions of higher education, such as community colleges, or other eligible training providers, to facilitate cohort training programs in high-demand occupations.

- C. DSBS shall designate a DSBS Program Director whose duties shall include collaborating with CUNY to achieve Program goals and milestones.

- D. DSBS shall make best efforts to replace any Participants that drop out of a Training within the first two (2) weeks.

ARTICLE 6. PAYMENT SCHEDULE

- A. DSBS shall compensate CUNY, the fiscal agent, as designated by the City, charged with accepting and transferring compensation on behalf of LaGuardia, in an amount not to exceed one million one hundred and nine thousand three hundred and forty six dollars (\$1,109,346) for all Trainings provided during the Term of the CPA. Compensation for each individual Training (identified in Table 1 below) shall be based on the following schedule:
 1. Seventy percent (70%) of the maximum amount allotted for each Training (the value of which is identified below in Table 1) shall be paid at the start date of the Training (as indicated in Article 2 of the CPA)

 2. Thirty percent (30%) of the maximum amount allotted for each Training shall be paid on the last day of the Training, (as indicated in Article 2), provided that the proportion of Participants who complete the Training ("Actual Completion Rate") is greater than or equal to the Desired Completion Rate.

 3. If the Actual Completion Rate is less than the Desired Completion Rate, DSBS shall pay CUNY an amount equal to the Actual Completion Rate percentage multiplied by the remaining thirty percent (30%) of the maximum amount allotted for the Training.

Table 1: Total Compensation Allocated to CPA by Individual Healthcare Sector Trainings			
Training	Total	Payment at start date of Training	Payment at last day of Training (contingent on Actual

			Completion Rate being greater or equal to the desired completion rate)
American Heart Association Certificate Training	\$9,548	\$6,684	\$2,864
Electronic Records Training	\$300,000	\$210,000	\$90,000
Emergency Medical Technician Training	\$244,933	\$171,453	\$73,480
Enhanced LPN and RN Training	\$186,855	\$130,799	\$56,056
NCLEX Prep for English Language Learners	\$114,128	\$79,890	\$34,238
Paramedic Training	\$223,882	\$156,717	\$67,165
Physical Therapy Assistant License Exam Prep	\$30,000	\$21,000	\$9,000
Total for all Trainings	\$1,109,346	\$776,543	\$332,803

ARTICLE 7. TERMINATION

- A. Either DSBS or CUNY shall have the right to cancel any Training in whole or in part under the following two (2) circumstances:
1. Termination for Convenience: by giving the other party written notice sixty (60) days prior to the start date of the Training (as specified in Article 2), or
 2. Termination for Cause: by giving the other party written notice thirty (30) days prior to the start date of the Training (as specified in Article 2), with an opportunity to cure any noted default within the said thirty (30) days.
- B. DSBS shall have the right to terminate any Training in whole or in part upon thirty (30) days written notice to CUNY and LaGuardia under the following circumstance: Federal, State or City reimbursement is terminated or not allowed.
- C. If DSBS terminates a Training, CUNY or LaGuardia shall not incur or pay any further obligation pursuant to the terminated Training beyond its termination date. Any obligations necessarily incurred by CUNY or LaGuardia on account of such

terminated Training prior to receipt of the applicable notice of termination and falling due after such date of receipt shall be paid by DSBS in accordance with the terms of this Agreement.

ARTICLE 8. NOTICE

Notices for program matters under this CPA shall be delivered to either party at the addresses identified below:

TO: THE CITY UNIVERSITY OF NEW YORK

Jane Schulman, Vice President
Division of Adult and Continuing Education
LaGuardia Community College
31-10 Thomson Ave. – C227
Long Island City, N.Y. 11101
Attn: DSBS LaGCC Health Care Trainings CPA 2011

TO: THE NEW YORK CITY DEPARTMENT OF SMALL BUSINESS SERVICES

110 William Street, 7th Floor
New York, NY 10038
Attn: Office of the General Counsel

SIGNATURE PAGE follows

SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the dates appearing below their respective signatures.

THE CITY UNIVERSITY OF NEW YORK

BY: Frederick P. Schaffer

TITLE: Frederick P. Schaffer, General Counsel

DATE: June 27, 2011

THE CITY OF NEW YORK

DEPARTMENT OF SMALL BUSINESS SERVICES

BY: Andrew Schwartz

TITLE: Andrew Schwartz, First Deputy Commissioner

DATE: 6/27, 2011

EXHIBIT 1 - Vestibule follows

EXHIBIT 1: THE VESTIBULE

The vestibule is a two to eight week educational component that offers instruction designed to help students achieve success in vocational training or college coursework and to increase retention. By observing students' ability to follow through on their commitments and their ability to master the course material, the program leaders choose the students most likely to succeed in the training program to advance to the training component. An Educational Case Manager ("ECM") works with the faculty and program director proactively to provide support to students and engage in problem solving and advocacy.

The curriculum for the vestibule is contextualized and aligned to the content delivered in the Training the students will be entering. It shall teach students how to use learning resources and how to transition into "school and study" mode for adult learners who may require re-acclimation to the school setting. Some programs are tailored to specific populations such as students needing English language support or students needing academic support in reading comprehension. The vestibule is an opportunity for students to develop solid study strategies, academic skills and learn key concepts that will be further explored in the vocational training tracks. They shall learn introductory material that shall support their success in the training.

By design, more students will enter the vestibule phase than will enter the longer term vocational training and college level programs. The evaluation criteria that will be used to determine which students will move on to the next level is quantifiable and explicitly shared with the students. The criteria include grades, attendance, participation, professionalism, and other measures specific to the Training.

The ECM will meet with faculty and administrators weekly to assure that student issues are discovered and addressed in a timely way. By introducing the ECMs to the students early in the program, relationships are developed which help facilitate greater success in meeting both training and placement goals.

The Vestibule courses are attached to the longer training tracks including Electronic Records Training, Emergency Medical Technician Training, Enhanced LPN and RN Training, ESL, or Paramedic Training. It is not offered in the shorter prep courses which include American Heart Association Certificate training and PTA license examination test prep.

EXHIBIT 2 – American Heart Association Certificate Training follows

EXHIBIT 2 – AMERICAN HEART ASSOCIATION CERTIFICATE TRAINING

SCOPE OF WORK

Overall Description & Goals of the Training:

These short term technical trainings are meant to provide the additional training and certifications to those licensed or certified healthcare professionals who are required to have them to apply for specific positions in the healthcare field. LaGuardia expects that thirty-two of the Participants (75%) enrolled in the Project shall complete the program and twenty-one of the Participants (50%) shall be placed in a job or receive a wage increase within ninety days of graduation.

Intake/Assessment:

Due to the short duration of this Training, the intake process shall reflect different priorities than the other Trainings. In addition to the general DSBS workforce eligibility standards, the applicant will need to have a certification or license as a healthcare professional to enter this program. The applicant must acquire this additional certification to be job eligible or to be eligible for a promotion. Applicants whose certifications have expired and require recertification shall also be considered.

Vestibule:

N/A

Training Components:

See 'Overall Description & Goals of the Training'

Program Autonomy:

In Addition to the DSBS eligibility requirements, CUNY shall determine and apply individual training entrance criteria, and successful completion criteria. Student appeals shall follow individual program and LaGuardia procedures.

Remedial Steps: American Heart Association Certificate Training Course

Because the technical instruction element of these courses lasts only one or two days, the five areas which shall be monitored to determine the need for remediation steps shall be limited in scope. These include Attendance, Academic Progress, Skills Performance, Professionalism, and Job Readiness and Job Search. Depending on the circumstances,

issues in any of these areas may require counseling and/or academic resources to address the challenges faced by the student. Students may be referred to a later course if absent.

Remedial steps: Attendance

The Lead Instructor (“LI”) shall maintain the records of class attendance in a shared computer format with the ECM. The ECM shall check attendance daily and perform a rapid response follow-up contact to the students absent without notice. The LI shall meet with the student to determine how the missed session will be made up. Make-up sessions will all need to be verified in writing. Missed lectures may be made up by viewing the American Heart Association digital recordings. Missed lab sessions may be made up by attending a make-up session.

The ECM shall follow-up with students facing issues that require the assistance of a counselor. Both the make-up sessions and ECM contacts shall be shared as applicable to facilitate tracking of student attendance issues.

Remedial steps: Academic Progress

Academic remediation shall be required for any student with a failing grade for any test instrument. Students who self-identify as requiring assistance shall also be remediated. The training program class shall be divided into groups of six students, each with their own faculty lab skills instructor. Faculty shall work closely with students to provide them with the self confidence to succeed. They may also identify students for remediation in academic performance.

Remediation shall be provided in the following ways:

- The LI, the Faculty Skills Instructors (“FSI”), and the ECM shall form an Instructional Team. The members of the Instructional Team shall communicate regularly through regular meetings and email correspondence about student progress and issues that emerge and shall work together to develop appropriate strategies to address student remediation needs. The Instructional Team shall be led by the LI.
- Review sessions shall be a primary resource for students failing examinations. Review sessions and the student’s progress therein shall be tracked and shared with the Instructional Team. Review sessions shall be by appointment.

Remedial steps: Skills Performance

Students shall receive skills evaluations for each skills session. Students evidencing difficulties with skills shall be referred by the LI for remediation. Students who self-identify as requiring assistance shall also be remediated.

- Review sessions shall be a primary means of remediation for skills performance weaknesses. Review sessions and the student's progress therein shall be tracked and shared with the Instructional Team. Review sessions shall be by appointment.
- Faculty shall be a resource for students having difficulties mastering skills. F SI shall attend skills review sessions to provide remediation as required.
- All remediation efforts shall be documented and shared with the Instructional Team.

Remedial steps: Professionalism

Any member of the Instructional Team may refer a student to the LI for remediation of professionalism. Professionalism shall be graded on the basis of "competent" or "not yet competent" in the areas of Integrity, Empathy/Respect, Appearance and Personal Hygiene, Time Management, and Teamwork with specific behavior required of each.

- Remediation steps shall primarily focus on individual sessions with the ECM or another appropriate counselor. However, other members of the Instructional Team may also participate.
- Assignments may be given to the student to complete, if required.

Remedial steps: Clinical Performance

N/A

Job readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants shall begin to create a career plan early in the program. Career coaches shall be assigned a caseload and remain in touch with the same individuals to assist them in setting specific career related goals.
- Workshops shall be implemented to respond to group-wide needs such as resume preparation, interviewing techniques, and other job readiness skills.
- Counseling sessions shall be scheduled for any students having difficulties with the job readiness requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.

- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.
- The FSI and the LI shall provide encouragement to the graduates to pursue their goals.

The overall strategy for remediation shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the Instructional and Job Readiness teams to assure success.

**BUDGET for AMERICAN HEART ASSOCIATION CERTIFICATE TRAINING
follows on the next page.**

BUDGET for AMERICAN HEART ASSOCIATION CERTIFICATE TRAINING

Budget and Payment Structure

Total Budget for the Project - \$9,548

Number of Participants shall not exceed – 42

The per student budget is \$227 which covers: supplies, textbooks, uniforms, accessories, exams, insurance, physical, and other educational requirements.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

American Heart Association Certificate Training

Number Enrolled Year 2: 42

Dates of Training (January 2011- June 2011)

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director			649
Lead Instructor BCLS	\$45 per hour	36	1,620
Lead Instructor ACLS	\$45 per hour	32	1,440
Skills Instructor ACLS	\$35 per hour	20	700
Lead Instructor PALS	\$45 per hour	16	720
Skills Instructor PALS	\$35 per hour	10	350
Subtotal Base Salaries			5,479
Fringe:			
Fringe @ 33%			214
Fringe @ 9.5%			459
MTA Tax @ 0.34%			16
Subtotal Fringe			689
Total PS			6,168
OTPS:			
Books			1,066
Certification Card fees			210
Supplies			1,487
Subtotal OTPS			2,763
Total Direct Cost			8,931
Indirect Cost @ 10% of PS			617
Total Cost, AHA			9,548

EXHIBIT 3, Electronic Health Records Training, follows

EXHIBIT 3 – ELECTRONIC HEALTH RECORDS TRAINING COURSE

SCOPE OF WORK

Overall Description & Goals of the Training:

This four month training is designed to provide specialized knowledge and skills needed for the electronic support of clinics, hospitals and private medical practices. Participants who complete the Training shall receive industry-recognized certification for their ability to assist with insurance claims, determine eligibility and verify insurance benefits, process reimbursement and payment methodologies, and perform medical billing and coding. By developing the skills and knowledge the Participants needed in these areas, they may then qualify for employment as medical billers and coders, health insurance specialists, medical officer administrators, and health information technologists. After intake and assessment, at least twenty-two students shall be recruited into the Vestibule portion of the training (75%), and a total of fifteen shall complete the entire training. At least 11 individuals (50%) shall be placed in a job or receive a wage increase within ninety days of graduation.

Intake/Assessment:

The Career Development Center staff, in association with the Healthcare Career Center staff, has expertise in creating and implementing an intake process designed to assist programs with screening out applicants ineligible for a program, selecting the candidates most likely to complete a training program, finding satisfying training-related employment, and ensuring that applicants are selected for the program that best matches their career goals. The Intake process is a three step process that includes a two day intake program and a Vestibule component that lasts from two to eight weeks depending upon the Training program. The two day intake process is tailored to meet the particular needs of each Training program. The screening process begins when candidates call to reserve a seat at Orientation.

Screeners use a script to eliminate candidates who do not meet basic program criteria such as high school diploma or GED. Those eligible are invited to the first day of the intake process. Intake begins with a program orientation which includes complete information on the training program to ensure applicants are well versed in program expectations and have an understanding and commitment to a job in the occupation for which they are trained. An academic assessment (TABE) and work related skills assessment (Prove It) are administered if necessary. Candidates complete an application that includes demographic information and verification of eligibility to work in the U.S. At the end of the first day candidates who realize the program does not suit their needs screen themselves out and those who do not meet the academic and eligibility rules are eliminated from consideration.

Candidates who are eligible are invited to the second day of intake which involves the administration of a comprehensive career assessment (the World of Work Inventory), completion of a work and training history and an evaluation of the necessary social and financial supports in place for successful completion of the program. Candidates also respond to three brief occupation-related essays. An individual interview with a counselor or training program staff member is the culminating step in which all information gathered is reviewed with the candidate. Interviewers use a common rating scale to assess each candidate. A review of each candidate's file by several staff members determines eligibility to enter the program. Applicants who successfully completed the first two steps of the intake process are invited to participate in the vestibule portion of the training program. Eligible candidates continue to select out of the program even at this point.

Throughout the Vestibule a dedicated ECM is assigned to work with students and program instructors to ensure students receive all the support needed to successfully complete this component of the intake process. The ECM is the single point of contact for students. The ECM provides participants with a comprehensive array of services such as screening for benefits and services via ACCESSNYC, monitoring attendance and reaching out to students who are absent from class, responding promptly to instructors' concerns, meeting with students to engage in problem-solving and serving as an advocate. These strategies, along with others, have significantly increased the retention rate of training program participants.

Vestibule:

See Exhibit 1.

Training Components:

The training shall be led by an experienced Health Records Educator ("HRE") with a specialty in Electronic Records. The HRE shall provide and deliver the approved curriculum leading to industry-recognized certification. The ECM shall meet with the students and the HRE on a weekly basis to troubleshoot issues and assure timely and successful completion of training. There shall also be job-readiness sessions conducted by the ECM at appropriate intervals of the training to be determined in collaboration with the HRE.

Program Autonomy:

Beyond the DSBS eligibility requirements, CUNY shall determine and apply individual program the applicable vestibule entrance criteria, training entrance criteria, and successful completion criteria. Student appeals shall follow individual program and College procedures.

Remediation Steps: Electronic Health Records Training Course

There are six key areas which shall be monitored to determine the need for remediation steps. These include attendance, academic progress, skills performance, professionalism, clinical performance, and job readiness/ job search. Issues in any of these areas shall require the provision of counseling and/or academic resources to address the challenges faced by the student.

Remedial steps: Attendance:

The LI will maintain the records of class attendance in a shared computer format with the ECM. The ECM will check attendance daily and do a rapid response follow-up contact to the students who were absent without notice. The LI will meet with the student to determine how the missed session shall be made up. Make-up sessions shall all need to be verified in writing. Missed lectures may be made up by completing a homework assignment given by the LI or IA. Missed lab sessions may be made up through a rescheduled lab time, per the ECM's arrangement.

The ECM shall follow-up with students facing issues that require the assistance of a counselor. Both the make-up sessions and ECM contacts shall be shared as applicable to facilitate tracking of student attendance issues. The ECM shall use resources such as "ACCESSNYC" to identify work supports that eligible students can access to help reduce some of the barriers facing their attendance and participation in class.

Remedial steps: Academic progress:

Academic remediation shall be required for any student with a failing grade for any test instrument. Students who self-identify as requiring assistance shall also be remediated. Faculty, the ECM, LI and IA shall work closely with students to provide them with the self confidence to succeed. Faculty mentors shall meet bi-weekly with the LI and the IA to discuss any issues which need to be addressed with student progress in the program. They may also identify students for remediation in academic performance.

Remediation shall be provided in the following ways:

- The LI, the IA, the Faculty and the ECM shall form an Instructional Team modeled on the "Learning Communities" program. The members of the Instructional Team communicate regularly through regular meetings and email correspondence about student progress and issues that emerge and shall work together to develop appropriate strategies to address student remediation needs. The Instructional Team shall be led by the ECM.
- Tutoring sessions shall be a primary resource for students failing examinations. Tutoring sessions and the student's progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- The LI and IA shall create a review curriculum for the computer lab classes which shall be closely linked to the content in the Training classes. Furthermore, these

sessions shall allow students to apply their technical knowledge to medical office situations making the learning more applicable to real life situations.

- The LI and IA shall use the web site associated with the textbook publisher on which class handouts and additional resources such as exercises, test prep materials, and links to additional instructional resources shall be posted so that they can be used for review at home, in the computer lab, or in the resource room. Through the weekly computer classes the LI and IA shall help students develop their computer literacy so that they shall be able to utilize web-based instructional materials and post any questions that they may have.
- The LI may assign homework to ensure that the students have mastered the objectives of the material. Assignment completion shall be monitored and shared with the Instructional Team.

Remedial steps: Skills Performance

Students receive skills evaluations for each skills session. Students evidencing difficulties with skills shall be referred by the Lead Instructor for remediation. Students who self-identify as requiring assistance shall also be remediated.

- Tutoring shall be a primary means of remediation for skills performance weaknesses. Tutoring sessions and the student's progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- The LI, IA and ECM shall be a resource for students having difficulties mastering skills.
- The IA shall serve as a resource to all faculty members in the design of activities to assist in skills remediation. All remediation efforts shall be documented and shared with the Instructional Team. The ECM may also work with the Instructional Team to ensure that students have exam make-up opportunities as decided on a case-by-case basis.

Remedial steps: Professionalism

Any member of the Instructional Team may refer a student to the LI for remediation of professionalism. For Electronic Health Records ("EHR") students, professionalism shall be graded on a "competent" or "not yet competent" basis in the areas of Integrity, Empathy/Respect, Appearance and Personal Hygiene, Time Management, and Teamwork with specific behavior required of each. For paramedics who have a much longer training period, professionalism shall be graded on a "competent" "not yet competent" basis in the areas of Integrity, Empathy, Self-

motivation, Appearance and Personal Hygiene, Self-confidence, Communications, Time Management, Teamwork and Diplomacy, Respect, Patient Advocacy, and Knowledge of Software systems.

- Remediation steps shall primarily focus on individual sessions with the ECM or another appropriate counselor. However, other members of the Instructional Team may also participate.
- Workshops shall be provided by a counselor on topics such as setting goals, time management, test anxiety, overcoming barriers and other appropriate topics. In this way, students have a relationship with a clearly identified staff member who can provide needed support and information.
- Assignments may be given to the student to complete, if indicated. These may include computer based programs such as "WORK KEYS."

Remedial steps: Internship Performance

Review of ECM evaluations shall provide the basis for formation of a remediation plan for sub-standard medical office performance. Indications of emerging issues in the internships shall be immediately flagged for correction and the Instructional Team shall indicate which remediation steps are to be taken. The ECM supervisor shall join the Instructional Team to assist with the remediation plan.

- Tutoring may be required for students who have trouble integrating their knowledge, their skills, and their medical office work.
- Counseling may be required through ECM staff communications if lack of self-confidence, lack of teamwork skills, or similar areas are an issue.
- Additional medical office internship hours or change of clinical location (to a busier shift for example) may be required for the student to achieve competence.

Remediation steps: Job readiness and Job search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with the same individuals to assist them in setting specific career related goals.
- In class workshops shall be implemented to respond to group-wide needs such as resume preparation, interviewing techniques, and other job readiness skills. Employers and previous graduates will speak with students about job opportunities and working in a variety of medical office settings.

- Counseling sessions shall be scheduled for any students having difficulties with the job readiness requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.
- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.
- Faculty mentors, the LI, the IA, and tutors shall provide encouragement to the graduates to pursue their goals.

The overall strategy for remediation shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the Instructional and Job Readiness teams to assure success.

ELECTRONIC HEALTH RECORDS TRAINING BUDGET follows on next page

ELECTRONIC HEALTH RECORDS TRAINING BUDGET

Budget and Payment Structure

Total Budget for the Training – \$300,000

Number of Participants – 45

The per student budget is \$13,636.00 which covers: textbooks, workbooks, clinical instructional supplies, certification exams, etc.

LaGuardia Workforce1 Healthcare Career Center

Electronic Health Records Training

Number Enrolled Year 2: 45

Dates of Training: November 1, 2010 to February 12, 2011 and March 21, 2011 to June 16, 2011.

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director			24,453
Computer Instructor	45,000		45,000
Lab Tech	33,000		33,000
Subtotal Base Salaries			102,453
Fringe:			
Fringe @ 33%			8,070
Fringe @ 37.5%			29,250
MTA Tax @ 0.34%			265
Subtotal Fringe			37,585
Total PS			140,038
OTPS:			
Vendor Fee			112,500
Reproduction			5,168
Staff Training			2,500
Supplies & Materials			3,002
Travel			2,500
Instructional Materials, Books & Supplies			8,588
Medicals			5,850
Certification			5,850
Subtotal OTPS			145,958
Total Direct Cost			285,996
Indirect Cost @ 10% of PS			14,004
Total Cost Electronic Health Records			300,000

EXHIBIT 4, Emergency Medical Technician Training, follows

EXHIBIT 4 – S.A.V.E. SAVING ADULTS THROUGH VOCATIONAL EMT TRAINING (EMERGENCY MEDICAL TECHNICIAN WITH ENHANCED ADULT EDUCATION)

SCOPE OF WORK

Overall Description and Goals

The S.A.V.E. EMT Program at LaGuardia prepares adult students to become certified emergency medical technicians and to work in the pre-hospital care field where they provide basic emergency care to victims of traumatic or medical emergencies and transport them to appropriate medical facilities. This intensive four month course is designed especially for nontraditional adult students facing economic and educational disadvantages that can potentially impede completion of this rigorous professional course of study. It is modeled on Washington State's Integrated Basic Education and Skills Training (I-Best) initiative, which helps underserved populations simultaneously develop basic educational and vocational skills in order to move into careers with better paying jobs. The training is planned and taught by an experienced EMT faculty member and a basic skills educator trained to teach developing adult learners.

Intake/Assessment:

The Career Development Center, in association with the Healthcare Career Center staff has expertise in creating and implementing an intake process designed to assist programs in screening out applicants ineligible for a program, selecting the candidates most likely to complete a training program, finding satisfying training-related employment, and ensuring that applicants are selected for the program that best matches their career goals. The Intake process is a three step process that includes a two day intake program and a Vestibule component that lasts from two to eight weeks depending upon the training program. The two day intake process is tailored to meet the particular needs of each training program. The screening process begins when candidates call to reserve a seat at Orientation.

Screeners use a script to eliminate candidates who do not meet basic program criteria such as high school diploma or permanent citizenship. Those eligible are invited to the first day of the intake process. Intake begins with an orientation which includes complete information on the training program to ensure applicants are well versed in program expectations and have an understanding of and commitment to a job in the occupation for which they are trained. An academic assessment (TABE) and an oral language assessment (BEST+) are administered. Candidates complete an application that includes demographic information and verification of eligibility to work in the U.S. At the end of the first day candidates who realize the program does not suit their needs screen themselves out and those who do not meet the academic and eligibility rules are eliminated from consideration.

Candidates who are eligible are invited to the second day of intake which involves the completion of an overview of the work and training history and the necessary social and financial supports in place to successfully complete the program. Candidates also write an essay. An individual interview with a counselor or training program staff member is the culminating step in which all the information which has been gathered is reviewed with the candidate. Interviewers use a common rating scale to assess each candidate. A review of each candidate's file by several staff members determines eligibility to enter the program. Applicants who successfully complete the first two steps of the intake process are invited to participate in the Vestibule. Eligible candidates continue to select out of the program even at this point.

Throughout the Vestibule a dedicated ECM is assigned to work with students and program instructors to ensure students receive all the support needed to successfully complete this component of the intake process. The

ECM is the single point of contact in providing students with a comprehensive array of services such as screening for benefits and services via ACCESSNYC, monitoring attendance and reaching out to students who are absent from class, responding promptly to instructors' concerns, meeting with students to engage in problem-solving and serving as an advocate. These strategies, along with others, have significantly increased the retention rate for Training program Participants.

Vestibule:

See Exhibit I

Training Components:

The Training consists of:

1. Two hundred and fifty-two (252) hours of Didactic Preparation and EMT Skills Instruction, which includes anatomy, physiology, patient assessment, medical emergencies, trauma emergencies, emergency childbirth, care of the newborn and pediatric emergencies, ambulance operations and all other required EMT related topics, scenarios and case studies, and additional review and remediation sessions;
2. Twenty-seven (27) hours of instruction in Lab Skills Enhancement;
3. Sixteen (16) hours of instruction in Clinical Experience;
4. Twenty (20) hours of additional Certification Training, which includes Emergency Vehicle Operations, Incident Command 100, Command 200, Command 700, Command 800; and
5. One hundred and two (102) hours of contextualized basic education coursework following the Enhanced Adult Education and Skills Training Model. This shall develop students' reading comprehension, academic cognitive strategies, computation skills, and critical thinking skills.

Enhanced Adult Education and Skills Training

LaGuardia's Enhanced Adult Education and Skills Training model is based upon Washington State's successful Integrated Basic Education and Skills Training Model (I-BEST).

Basic skills students entering academic and professional programs are often at a disadvantage. Not only do they lack certain academic skills, but they have often been sheltered in the basic skills classroom, where instruction is paced to the students' needs rather than to curriculum goals. These students often go into the professional/technical classroom with limited vocabulary, struggle to keep up with the volume of dense reading, lack familiarity with an academic culture, and feel isolated from their classroom peers.

The first step is collaboration between the technical and adult education instructors to co-develop curricula and then deliver instruction that integrates basic skills competencies with those of vocational training. The content and adult education instructors co-teach weekly while at other times the content instructor or the basic skills instructor would be teaching solo.

In addition to co-teaching, both instructors meet weekly with the ECM and other members of the Program team to review individual student progress, plan timely and appropriate remediation steps, and to make curricula modifications as necessary.

Program Autonomy:

Beyond the DSBS eligibility requirements, CUNY shall determine and apply individual program Vestibule entrance criteria, training entrance criteria, and successful completion criteria. Student appeals shall follow individual program and College procedures.

Remedial Steps: S.A.V.E. “Emergency Medical Technician Training”

There are six key areas which shall be monitored to determine the need for remediation steps. These include attendance, academic progress, skills performance, professionalism, clinical performance, and job readiness/ job search. Issues in any of these areas shall result in counseling and/or academic resources to address the challenges faced by the student.

Remedial steps: Attendance

The LI shall maintain the records of class attendance in a shared computer format with the ECM. The LI shall indicate to the ECM when the student is absent without notice or has missed more than one session and requires follow-up. The LI shall meet with the student to determine how the missed session shall be made up. Make-up sessions shall all need to be verified in writing. Missed lectures may be made up by attending a make-up session or by completing a homework assignment given by the LI. Missed lab sessions may be made up by attending open labs or a lab session in another EMT program.

The ECM shall follow-up with students facing issues that require the assistance of a counselor. Both the make-up sessions and ECM contacts shall be shared to facilitate tracking of student attendance issues. The ECM shall use resources such as “ACCESSNYC” to identify work supports that eligible students can access to help reduce some of the barriers facing their attendance and participation in class.

Remedial steps: Academic progress

Academic remediation shall be required for any student with a failing grade for any major test instrument or who has a failing grade point average. Students who self-identify as requiring assistance shall also be remediated.

Remediation shall be provided in the following ways:

- The LI, the Instructional Associate, and the ECM shall form an Instructional Team. The members of the Instructional Team communicate regularly through regular meetings and email correspondence about student progress and issues that emerge and shall work together to develop appropriate strategies to address student remediation needs. The Instructional Team shall be led by the Lead Instructor.
- Tutoring sessions shall be a primary resource for students failing examinations. Tutoring sessions and the student’s progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- The LI and Instructional Associate shall provide web sites and appropriate software where additional resources such as exercises, test prep materials, and links to additional instructional resources shall be available so that they can be used for review at home, in the computer lab, or in the resource room.
- The LI may assign homework to ensure that the student has mastered the objectives of the material. Assignment completion shall be monitored and shared with the Instructional Team.

- Educational strategies such as peer study groups, workbook assignments, etc. shall be developed to assist students with their academic performance according to their needs.

Remedial steps: Skills performance

Students shall receive skills evaluations for each skills session. Students evidencing difficulties with skills shall be referred by the Lead Instructor for remediation. Students who self-identify as requiring assistance shall also be remediated.

- Tutoring shall be the primary mean of remediation for skills performance weaknesses. Tutoring sessions and the students' progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- The Instructional Associate shall be a resource for students having difficulties mastering skills. They shall attend open labs to assist with remediation as necessary.
- The Instructional Associate shall serve as a resource in designing activities to assist in skills remediation. All remediation efforts shall be documented and shared with the Instructional Team.

Remedial steps: Professionalism

Any member of the Instructional Team may refer a student to the LI for remediation based on professionalism. For EMTs, professionalism shall be graded on the basis of "competent" or "not yet competent" in the areas of Integrity, Empathy/Respect, Appearance and Personal Hygiene, Time Management, and Teamwork with specific behavior required for each component.

- Remediation steps shall primarily focus on individual sessions with the ECM or another appropriate counselor. However, other members of the instructional team may also participate.
- Workshops shall be provided by a counselor on topics such as setting goals, time management, test anxiety, overcoming barriers and other appropriate topics. As a result, students have a relationship with a clearly identified staff person who can provide needed support and information.
- Assignments may be given to the student to complete, if required.

Remedial steps: Clinical performance:

Review of preceptor evaluations shall provide the basis for formation of the remediation plan for poor clinical performance. Indications of issues in the clinical rotations shall be immediately flagged for correction and the Instructional Team shall indicate which remediation steps are to be taken.

- Tutoring may be required for students who have trouble integrating their knowledge, their skills, and/or their patient treatment.
- Counseling may be required if healthcare provider-patient communications, lack of self-confidence, lack of teamwork skills, or similar areas are the issue.
- Additional clinical rotation hours may be required for the student to achieve competence.

Job Readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with those individuals to assist them in setting specific career related goals.
- Workshops shall be provided on resume preparation, dressing for success, interviewing techniques, and other job readiness skills. Employers and/or previous graduates shall speak with students about job opportunities and working in the New York City (NYC) healthcare system.
- Counseling sessions shall be scheduled for any students having difficulties with the workshop requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.
- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.
- The LI, Skills Faculty, and Instructional Associate shall provide encouragement to the graduates to pursue their goals.

The overall strategy for remediation shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the instructional and job readiness teams to assure success.

EMERGENCY MEDICAL TECHNICIAN BUDGET follows on next page

EMERGENCY MEDICAL TECHNICIAN BUDGET

Budget and Payment Structure

Total Budget for the Project – \$244,933.00

Number of Participants shall not exceed – 58

The per student budget is \$4223.00 which covers: textbooks, medical supplies needed for skills practice, certification exam fees, software, handouts, etc.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

Emergency Medical Technician Training

a. Number Enrolled Year 2: 58

b. Dates of Training October 9, 2010 to January 28, 2011 and February 26, 2011 to June 24, 2011.

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director			15,912
Lead Instructor EMT	\$45 per hour	780	35,100
Lab Skills Instructors (4)	\$35 per hour	198 X 4	27,720
CPR Instructor (8)	\$35 per hour	20 X 8	5,600
Instructional Associate	\$36.50 per hour	1144	41,756
Data Manager	\$20 per hour	644	12,880
Subtotal Base Salaries			138,968
Fringe:			
Fringe @ 33%			5,251
Fringe @ 37.5%			15,659
Fringe @ 9.5%			7,724
MTA Tax @ 0.34%			418
Subtotal Fringe			29,052
Total PS			168,020
OTPS:			
Medical Equipment & Maintenance			10,916
Office and Classroom Equipment			8,000
Medical Exams			9,280
Test Fees			1,450
Books			13,340
Supplies			11,151
Instructional Materials			5,974
Subtotal OTPS			60,111

Total Direct Cost			228,131	
Indriect Cost @ 10% of PS			16,802	
Total Cost EMT			244,933	

EXHIBIT 5 – ENHANCED LPN AND RN TRAINING COURSE follows

EXHIBIT 5 - ENHANCED LPN AND RN CERTIFICATE TRAINING

SCOPE OF WORK

Overall Description and Goals of the Training:

This three to six month Training is designed to produce nurses with specialty skills, and certification in geriatric nursing, pediatric nursing, phlebotomy, EKG, Infection Control, BLS, and Child Abuse Awareness to increase their opportunity for job placement or promotion. This training has the goal of providing certifications to a total of fifty six (56) nurses. Ten of the participating Nursing graduates shall receive intensive review needed to pass the NCLEX-RN exam and earn their registered nurse ("RN") license, followed by RN employment. Forty-six other licensed nursing graduates shall receive additional specialized training to give them an advantage in gaining employment and/or promotions. A minimum of forty two Participants (75%) shall complete the Training. A minimum of 28 Participants (50%) shall be placed in a job or receive a wage increase within ninety days of completion.

Intake Assessment (short-term training):

Due to the short duration of this training, the intake process shall reflect different priorities from the other Training programs. In addition to the general DSBS workforce eligibility standards, the applicant shall need to have a certification or license as a healthcare professional to enter this program. The applicant must acquire this additional certification to be eligible for a job or a promotion. Applicants whose certifications have expired and require recertification shall also be considered.

Vestibule:

See Exhibit 1.

Training Components:

This short term (3-6 months) consists of specialty training, skills, and certification in geriatric nursing, pediatric nursing, phlebotomy, EKG, infection control, BLS, and child abuse awareness for nurses. The training consists of lecture, lab, and internship components. These components are the enhancements to Practical or Registered Nursing training already obtained by the Participants. An additional component of the training is NCLEX-RN Exam Review for Participants who have completed Registered Nursing training but have not passed the NCLEX-RN licensing exam.

Program Autonomy:

In addition to the DSBS eligibility requirements, CUNY shall determine and apply individual Vestibule entrance criteria, training entrance criteria, and successful

completion criteria. Student appeals shall follow individual program and LaGuardia procedures.

Remediation Steps: Enhanced LPN and RN Training

The following six key areas shall be monitored as part of the standard training and remediation offerings and to determine the need for additional remediation or intervention: attendance, academic progress, professionalism, clinicals, and job readiness and job search.

Remedial Steps: Attendance

All training shall require a minimum of a 90% attendance rate. Attendance shall be monitored by the Nurse Educator, ECM, and Data Manager.

Remedial Steps: Academic Progress

Participants' academic progress shall be monitored by a team consisting of the Nurse Educator, Instructional Director, and Educational Case Manager, with technical assistance from Tutors, Student Technology Mentors, and the Data Manager through academic progress reports, attendance records, and case conferences.

Remediation Steps: Internship

Participants shall receive a syllabus for each Training, which shall describe the performance standards and measures to achieve success. Internship performance shall be monitored on an on-going basis by the Instructional Team (Instructional Director, Nurse Educator, Instructor, Tutors, Student Technology Mentors). Periodic team meetings shall address issues or concerns with internship performance.

Remedial Steps: Clinical

N/A

Remedial Steps: Skills Performance

Participants' skills performance shall be monitored by the Nurse Educator, Student Technology Mentors and Tutors, under the supervision of the Instructional Director. Web and other technology-based support shall be used to strengthen skills acquisition and performance.

Remedial Steps: Professionalism

The Professional Code of Conduct for Nurses shall be included as review material in all elements of the Training and a copy shall be included in the Training Participant Handbook. The instructional, case management and administrative staff shall reinforce

compliance with this code, in writing if necessary, through a variety of strategies including modeling behavior, case conferencing, and workshops.

Job Readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with those individuals to assist them in setting specific career related goals.
- Workshops shall be provided on resume preparation, dressing for success, interviewing techniques, and other job readiness skills. Employers and/or previous graduates shall speak with students about job opportunities and working in the NYC healthcare system.
- Counseling sessions shall be scheduled for any students having difficulties with the workshop requirements.
- Utilization of technology such as Optimal Resume, Win Way, and the Perfect Interview shall prepare Participants for employment.
- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.

The overall strategy for job readiness and job search shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the Instructional and Job Readiness teams to ensure success.

ENHANCED LPN AND RN TRAINING COURSE BUDGET follows

ENHANCED LPN AND RN TRAINING COURSE BUDGET

Budget and Payment Structure

Total Budget for the Project – \$186,855

Number of Participants shall not exceed – 59

The per student budget is \$3,167.03 which covers: textbooks, workbooks, clinical instructional supplies, certification exams, etc.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

Enhanced LPN and RN Training

Number Enrolled Year 2: 59

Dates of Training:

- NCLEX-RN from January 21 – May 31, 2011
- EKG & Phlebotomy for Nurses from March 8 – April 30, 2011
- Pediatric Nursing from May 21 – June 30, 2011

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director	96635		9,227
Instructional Director	63517		4,000
Instructional Coordinator	45000		2,250
Educational Case Manager	45000	100%	27,520
Instructors	50 per hour	836	41,800
Instructional Asst/Tutor	30 per hour	50	1,500
Data Manager	16 per hour	402	6,437
Subtotal Base Salaries			92,734
Fringe:			
Release Time Fringe @ 33%			4,365
Fringe @ 37.5%			13,578
Fringe @ 9.5%			4,114
MTA Tax @ 0.34%			270
Subtotal Fringe			22,327
Total PS			115,061
OTPS:			
NCLEX-RN Prep Software			8,000
Instructional Supplies			19,468
BCLS/PALS Tuition			5,600
Recruitment/Assessment			2,800
NCLEX Application Fee			6,500
Certification Fees			11,760
Tuition for Infection Control Course			2,800

Tuition for Child Abuse Awareness Course			3,360	
Subtotal OTPS			60,288	
Total Direct Cost			175,349	
Indirect Cost @ 10% of PS			11,506	
Total Cost Enhanced LPN & RN			186,855	

EXHIBIT 6 – NCLEX Prep for English Language Learners follows

EXHIBIT 6 – NCLEX- preparation for English Language Learners (Contextualized with English to Speakers of Other Languages (“ESOL”))

SCOPE OF WORK

Overall Description & Goals of the Training:

This eight month training is designed to assist nurses with nursing credentials from abroad to successfully obtain NYS credentials as Licensed Practical Nurses (“LPN”), by developing the skills and knowledge they shall need in order to pass the N-CLEX LPN examination and gain employment as LPN in NYC. Based on research, LaGuardia anticipates that these individuals will need development in skills such as medical dosage as well as learning the roles and expectations that go with the role of a nurse in the United States, in addition to improving their English language skills.

The goals of the program are as follows: at least twelve of the Participants (75%) enrolled in the program shall complete the program and at least eight graduates (50%) shall be placed in a job within ninety days of graduation.

Intake:

The Career Development Center, in association with the Healthcare Career Center staff, has expertise in creating and implementing an intake process designed to assist programs in screening out applicants ineligible for a program, selecting the candidates most likely to complete a Training program, finding satisfying training-related employment, and ensuring that applicants are selected for the program that best match their career goals. The Intake process is a three step process that includes a two day intake program and a Vestibule component that extends from two to eight weeks depending upon the Training program. The two day intake process is tailored to meet the particular needs of each Training program. The screening process begins when candidates call to reserve a seat at Orientation.

Screeners use a script to eliminate candidates who do not meet basic program criteria such as a high school diploma or U.S. citizenship. Individuals who are found to be eligible are invited to the first day of the intake process. Intake begins with a program orientation which includes complete information on the training program to ensure applicants are well versed in program expectations and have an understanding and commitment to a job in the occupation for which they are trained. An academic assessment (TABE) and oral language assessment (BEST+) are administered. Candidates complete an application which includes demographic information and verification of eligibility to work in the U.S. At the end of the first day candidates who realize the program does not suit their needs screen themselves out and those who do not meet the academic and eligibility rules are eliminated from consideration.

Candidates who are eligible are invited to a the second day of intake that involves the completion of a work and training history and the necessary social and financial supports in place to successful complete the program. Candidates also write an essay. An individual interview with a counselor or training program staff member is the culminating step during which all information that has been gathered is reviewed with the candidate. Interviewers use a common rating scale to assess each candidate. A review of each candidate’s file by several staff members determines eligibility to enter the program. Applicants who successfully completed the first two steps of the intake process are invited to participate in the Vestibule of the Training program. Eligible candidates continue to select out of the program even at this point.

Throughout the Vestibule a dedicated ECM is assigned to work with students and program instructors to ensure students receive all the support necessary to successfully complete this component of the intake process. The ECM is the single point of contact for students. They provide students with a comprehensive array of services such as screening for benefits and services via ACCESSNYC, monitoring attendance and reaching out to students who are absent from class, responding promptly to instructors' concerns, meeting with students to engage in problem-solving and serving as an advocate. These strategies, along with others, have significantly increased the retention rate of Training program Participants.

Vestibule:

See Exhibit 1.

Training Components:

This eight month Training is designed to assist nurses with nursing credentials from abroad to successfully obtain NYS credentials as LPN, by developing the skills and knowledge they will need in order to pass the NCLEX LPN examination and then get employment as LPN in NYC. Listed below are the training components for NCLEX-PN-ELL

1. 240 hours of technical training consisting of:
 - a. 150 hours of NCLEX preparation
 - b. 24 hours on aspects of the nursing role in US healthcare
 - c. 24 hours on geriatric care and working with patients with dementia/Alzheimer's
 - d. 8 hours for awareness of MDS quality control that long term care facilities need to use
 - e. CPR and the required course in awareness of child/elder abuse
2. 294 hours of contextualized ESOL instruction using I-BEST strategies of integrating the technical instruction
3. 24 hours of instruction in electronic medical software
4. An externship of a minimum of 160 hours, (20 shifts of 8 hours each) under the guidance of a preceptor.

Program Autonomy:

In addition to the DSBS eligibility requirements, CUNY shall determine and apply individual program Vestibule entrance criteria, training entrance criteria, and successful completion criteria. Student appeals shall follow individual Training and LaGuardia procedures.

Remediation: NCLEX- preparation for English Language Learners (Contextualized with English to Speakers of Other Languages ("ESOL"))

The remediation steps for this training program shall include support for academic issues which emerge and assistance with addressing personal barriers and challenges faced by students. The remediation shall consist of a range of pro-active ("intrusive" counseling) strategies and shall include the following:

Remedial Steps: Attendance

LaGuardia shall establish a protocol for monitoring student attendance, classwork and homework that shall trigger intervention by the IA or ECM. Students who have been absent or late more than two days or have not been doing the required classwork or homework shall be contacted if necessary.

Remedial Steps: Academic Progress

The ESOL Instructor, the Technical Instructor and the ECM shall form an Instructional Team modeled on the "Learning Communities". The members of the Instructional Team communicate regularly through regular meetings and email correspondence about student progress and issues that emerge and shall work together to develop appropriate strategies to address student remediation needs. The Instructional Team shall be led by the Educational Coordinator. Both instructors shall develop timely responses to these remediation needs through working together to identify strategies to address these issues, either through classroom instruction or additional academic support through review classes or tutoring.

Remedial Steps: Skills Performance

N/A

Remedial Steps: Professionalism

N/A

Remedial Steps: Clinical Performance

N/A

Job Readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with the same individuals to assist them in setting specific career related goals.
- Workshops shall be provided on resume preparation, dressing for success, interviewing techniques, and other job readiness skills. Employers and/or previous graduates will speak with students about job opportunities and working in the NYC healthcare system.
- Counseling sessions shall be scheduled for any students having difficulties with the workshop requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.
- Graduates missing employment interviews or other scheduled activities shall be contacted using the same rapid response system as used for program attendance.

The overall strategy for job readiness and job search shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the instructional and job readiness teams to ensure success.

NCLEX Prep for English Language Learners BUDGET follows

NCLEX Prep for English Language Learners BUDGET

Budget and Payment Structure

Total Budget for the Project – \$114,128

Number of Participants shall not exceed – 16

The per student budget is \$7,133.00 which covers: textbooks, workbooks, clinical instructional supplies, certification exams, etc.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

NCLEX Prep for English Language Learners

Number Enrolled Year 2: 16

Dates of Training: January 3, 2011 to June 30, 2011.

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Instructional Associate			8,741
ESOL Instructor	42000	50% of FT	10,182
NCLEX Instructor	75	177	13,250
Instructor-Healthcare in the US-Nursing Roles	75	24	1,800
E-Meds Training Instructor	50	24	1,200
CPR & First Aid Instructors			3,000
Special Outreach Associate	59445		3,967
MDS Awareness Instructor	62.5 per hour	8	500
Curriculum Development			1,200
Program Assistant	16.5	634	10,181
Subtotal Base Salaries			54,021
Fringe:			
Release Time Fringe @ 33%	8,137		2,885
Fringe @ 37.5%	24,967		10,275
Fringe @ 9.5%	30,236		1,699
MTA Tax @ 0.34%			141
Subtotal Fringe			15,000
Total PS			69,021
OTPS:			
Instructional Materials			7277
Countries of Origin Credential Fees			8000
ATI Test Prep Software			6,160
NCLEX Exam Fees			6,400
Malpractice Insurance			208
Medical and Drug Tests			2,000
Tuition for Infection Control Course			800

Tuition for Child Abuse Awareness course		960	
Subcontract with Nursing Home Association for Preceptors		6,400	
Subtotal OTPS		38,205	
Total Direct Cost		107,226	
Indirect Cost @ 10% of PS		6,902	
Total Cost ELL NCLEX Prep		114,128	

EXHIBIT 7 – Paramedic Training Course follows

EXHIBIT 7 – PARAMEDIC TRAINING COURSE

SCOPE OF WORK

Overall Description and Goals:

The LaGuardia Paramedic Certificate Program is an intensive one year program of study equivalent to thirty (30) college credits. Previously certified NYS Emergency Medical Technicians will study advanced level pharmacology, anatomy and physiology, advanced level patient assessment, treatment protocols for medical and traumatic emergencies, special techniques in serving pediatric and geriatric populations, therapeutic communications, and many other related topics. In addition, they shall be required to learn and perform advanced level invasive procedures including intravenous medication administration, needle decompression of the chest, endotracheal intubations, transcutaneous pacing, manual defibrillation, interpretation of 12 lead EKGs, etc. Hundreds of hours of clinical rotations in a multitude of areas are also required. LaGuardia expects that sixteen of the Participants (75%) enrolled in the Project shall complete the program and eleven of the Participants (50%) shall be placed in a job or receive a wage increase within ninety days of graduation.

Intake/Assessment:

The Career Development Center, in association with the Healthcare Career Center staff has expertise in creating and implementing an intake process designed to assist programs in screening out applicants ineligible for the program, selecting the candidates most likely to complete a Training program, finding satisfying training-related employment, and ensuring that applicants are selected for the program that best matches their career goals. The Intake process is a three step process that includes a two day intake program and a Vestibule component that extends from two to eight weeks depending upon the Training program. The two day intake process is tailored to meet the particular needs of each Training program. The screening process begins when candidates call to reserve a seat at Orientation.

Screeners use a script to eliminate candidates who do not meet basic program criteria such as high school diploma or U.S. citizenship. Those eligible are invited to the first day of the intake process. Intake begins with a program orientation that includes complete information on the Training program to ensure that applicants are well versed in program expectations and have an understanding and commitment to a job in the occupation for which they are trained. An academic assessment (TABE) and an oral language assessment (BEST+) are administered. Candidates complete an application that includes demographic information and verification of eligibility to work in the U.S. At the end of the first day candidates who realize the program does not suit their needs screen themselves out and those who do not meet the academic and eligibility rules are eliminated from consideration.

Candidates who are eligible are invited to a the second day of intake which involves the completion of a work and training history and establishes the necessary social and financial supports essential to successful completion of the program. Candidates also write an essay. An individual interview with a counselor or training program staff member is the culminating step in which all information that has been gathered is reviewed with the candidate. Interviewers use a common rating scale to assess each candidate. A review of each candidate's file by several staff members determines eligibility to enter the program. Applicants who successfully completed the first two steps of the intake process are invited to participate in the Vestibule. Eligible candidates can continue to select out of the program even at this point.

Throughout the Vestibule a dedicated ECM is assigned to work with students and program instructors to ensure students receive all the support needed to successfully complete this component of the intake process. The ECM is the single point of contact for students. They provide participants with a comprehensive array of services, such as screening for benefits and services via ACCESSNYC, monitoring attendance, reaching out to students who are absent from class, responding promptly to instructors' concerns, meeting with students to engage in problem-solving and serving as an advocate. These strategies, along with others, have significantly increased the retention rate of Training program Participants.

Vestibule:

See Exhibit I.

Training Components:

As described in 'Overall Description & Goals of the Training'

Program Autonomy:

In addition to the DSBS eligibility requirements, CUNY shall determine and apply individual program Vestibule entrance criteria, training entrance criteria, and successful completion criteria. Student appeals shall follow individual program and LaGuardia procedures.

Remedial Steps: Paramedic Certificate Training Course

There are six key areas which shall be monitored to determine the need for remediation steps. These include attendance, academic progress, skills performance, professionalism, clinical performance, and job readiness/ job search. Issues in any of these areas shall require counseling and/or academic resources to address the challenges faced by the student.

Remedial steps: Attendance

The Lead Instructor shall maintain the records of class attendance in a shared computer format with the ECM. The LI shall indicate to the ECM when the student is absent without notice or has missed more than one session and requires follow-up. The LI shall meet with the student to determine how the missed session shall be made up. Make-up sessions shall all need to be verified in writing. Missed lectures may be made up by viewing the digital recording of the lecture in the lab or completing a homework assignment given by the LI or IA. Missed lab sessions may be made up by attending open labs.

The ECM shall follow-up with students facing issues that require the assistance of a counselor. Both the make-up sessions and ECM contacts shall be shared to facilitate tracking of student attendance issues. The ECM shall use resources such as "ACCESSNYC" to identify work supports that eligible students can access to help reduce some of the barriers facing their attendance and participation in class.

Remedial steps: Academic progress

Academic remediation shall be required for any student with a failing grade for any test instrument. Students who self-identify as requiring assistance shall also be remediated. The Training program shall institute an instructor mentoring program in which a class of thirty shall be divided into groups of six students. Each student shall have their own faculty mentor. Faculty mentors shall work closely with students to provide them with the self confidence to succeed. Faculty mentors shall meet bi-weekly with the LI and the IA to discuss any issues

which need to be addressed regarding student progress in the program. They may also identify students for remediation in academic performance.

Remediation shall be provided in the following ways:

- The LI, the IA, the Faculty Mentors, and the ECM shall form an Instructional Team. The members of the Instructional Team communicate regularly through regular meetings and email correspondence about student progress and issues that emerge and shall work together to develop appropriate strategies to address student remediation needs. The Instructional Team shall be led by the LI.
- Tutoring sessions shall be a primary resource for students failing examinations. Tutoring sessions and the student's progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- The LI and the IA shall create a review curriculum for the computer lab classes, which are closely linked to the content in the training classes. Furthermore, these sessions shall allow students to apply their technical knowledge to actual patient care situations making the learning more readily applicable to real life situations.
- The LI and the IA shall use the web site associated with the textbook publisher in for class handouts and additional resources such as exercises, test prep materials; links to additional instructional resources. Such resources shall be posted on the website so that they can be used for review at home, in the computer lab, or in the resource room. Through the weekly computer classes the LI and IA shall help students develop their computer literacy so that they shall be able to utilize web-based instructional materials and post questions that they may have.
- The LI may assign homework to ensure that the student has mastered the objectives of the material. Assignments completion shall be monitored and shared with the Instructional Team.

Remedial steps: Skills performance

Students shall receive skills evaluations for each skills session. Students evidencing difficulties with skills shall be referred by the LI for remediation. Students who self-identify as requiring assistance shall also be remediated.

- Tutoring shall be a primary mean of remediation for skills performance weaknesses. Tutoring sessions and the students' progress therein shall be tracked and shared with the Instructional Team. Tutoring sessions shall be both walk-in and by appointment.
- Faculty Mentors shall be a resource for students having difficulties mastering skills. Faculty mentors shall attend open labs to assist with remediation, as necessary.
- The IA shall serve as a resource to all faculty the design of activities to assist in skills remediation. All remediation efforts shall be documented and shared with the Instructional Team.

Remedial steps: Professionalism

Any member of the Instructional Team may refer a student to the LI for remediation based on professionalism. Professionalism shall be graded on a "competent" or "not yet competent" basis in the areas of Integrity, Empathy/Respect, Appearance and Personal Hygiene, Time Management, and Teamwork with specific

behavior required of each. For paramedics who have a much longer training period, professionalism shall be graded on a "competent" or "not yet competent" basis in the areas of integrity, empathy, motivation, appearance and personal hygiene, self-confidence, communication skills, time management, teamwork and diplomacy, respect, patient advocacy, and careful delivery of service.

- Remediation steps shall primarily focus on individual sessions with the ECM or another appropriate counselor. However, other members of the Instructional Team may also participate.
- Workshops shall be provided by a counselor on topics such as setting goals, time management, test anxiety, overcoming barriers and other appropriate topics. As a result, students have a relationship with a clearly identified staff member who can provide the necessary support and information.
- Assignments may be given to the student to complete, if required.

Remedial steps: Clinical Performance

Review of preceptor evaluations shall provide the basis for formation of the remediation plan for poor clinical performance. Indications of emerging issues in the clinical rotations shall be immediately flagged for correction and the Instructional Team shall indicate which remediation steps are to be taken. The preceptor coordinator shall join the Instructional Team to assist with the remediation plan.

- Tutoring may be required for students who have trouble integrating their knowledge, skills, and patient treatment.
Computer based scenarios shall assist students with patient assessment and treatment integration issues.
- Counseling may be required if rescuer-patient communications, lack of self-confidence, lack of teamwork skills, or similar areas are an issue.
- Additional clinical hours or change of clinical location (to a busier shift for example) may be required for the student to achieve competence.

Job Readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants shall begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with the same individuals to assist them in setting specific career related goals.
- In class workshops shall be implemented to respond to group-wide needs such as resume preparation, interviewing techniques, and other job readiness skills. Employers and previous graduates will speak with students about job opportunities and working in the 9-1-1 system.
- Counseling sessions shall be scheduled for any students having difficulties with the job readiness requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.

- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.
- Faculty mentors, the LI and the IA shall provide encouragement to the graduates to pursue their goals.

The overall strategy for remediation shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the Instructional and Job Readiness teams to assure success.

BUDGET for PARAMEDIC CERTIFICATE TRAINING follows

PARAMEDIC CERTIFICATE TRAINING BUDGET

Budget and Payment Structure

Total Budget for the Training – \$223,882

Number of Participants shall not exceed – 18

The per student budget is \$12, 437.89 which covers: supplies, textbooks, uniforms, accessories, exams, insurance, physical, and other educational requirements.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

Paramedic Training

Number Enrolled Year 2: 18

Dates of Training October 13, 2010 to August 18, 2011.

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director			14,472
Clinical Monitor	\$20 per hour	1750	35,000
Medical Director	\$70 per hour	65	4,550
Lead Paramedic Instructor	\$45 per hour	408	18,360
Lead Vestibule Instructor	\$45 per hour	53	2,385
Vestibule Lab Instructors	\$35 per hour	306	10,710
Lab Instructor/Instructional Assistant	\$35 per hour	255	8,925
Lab Instructor	\$35 per hour	255	8,925
Lab Instructor	\$35 per hour	255	8,925
Lab Instructor	\$35 per hour	255	8,925
Clinical Preceptor	\$25 per hour	192	4,800
Clinical Preceptor	\$25 per hour	112	2,800
Subtotal Base Salaries			128,777
Fringe:			
Fringe @ 33%			4,776
Fringe @ 37.5%			13,069
Fringe @ 9.5%			7,534
MTA Tax @ 0.34%			389
Subtotal Fringe			25,768
Total PS			154,545
OTPS:			
Medical Equipment & Maintenance			32,667
Office & Classroom Equipment			11,922
Instructional Supplies			9,293

Subtotal OTPS			53,882	
Total Direct Cost			208,427	
Indirect Cost @ 10% of PS			15,455	
Total Cost Paramedic			223,882	

EXHIBIT 8– Physical Therapy Assistant (PTA) License Exam Prep Course follows

EXHIBIT 8 PHYSICAL THERAPY ASSISTANT (PTA) LICENSE EXAM PREP COURSE

SCOPE OF WORK

Overall Description & Goals of the Training:

This Training is designed to assist PTA graduates who have successfully completed an accredited Physical Therapy Assistant program develop the skills and knowledge they need to pass the National Physical Therapy Examination (NPTE) for physical therapist assistants. Passing this examination shall allow them to obtain employment as Licensed Physical Therapist Assistants (PTA) in New York City. The program outcomes are as follows: up to fifteen of the students (75%) enrolled in the training shall complete the program and up to ten of the individuals (50%) shall be placed in a job or receive a wage increase within ninety days of graduation

Intake/ Assessment:

The screening and intake process is conducted in collaboration with the ACE Career Development Center (CDC) staff. The screening process in the PTA License Exam Prep training program begins when candidates call to reserve a seat at Orientation. Screeners use a script to eliminate candidates who do not meet basic DSBS workforce eligibility requirements such as eligibility to work in the U.S. Those eligible are invited to an orientation session.

The Intake process begins with a program orientation that includes complete information on the Training program to ensure applicants are well versed in program expectations. Candidates complete an application that includes demographic information, verification of eligibility to work in the U.S., verification of completion of a PTA program by or before December 2010, and verification of employment status (i.e. unemployed/displaced worker). At the end of the orientation session candidates who realize the program does not suit their needs screen themselves out and those who do not meet the academic and eligibility rules are eliminated from consideration.

Up to twenty individuals shall be recruited into the program. Participants are also required to complete their credentials evaluation by the NYS Education Department. This is the first step toward being licensed to work as a PTA in NYS and being eligible to take National Physical Therapy (NPT) Examination for PTAs. The ECM shall ensure that students have the appropriate approval letter before they take the NPT Exam.

Training Components:

The Training course shall include a total of 50 hours of technical training including two three and a half hour computer based practice tests, review of major PTA topics and

competencies, and a two-day seminar conducted by Scorebuilders. The review sessions and workshops focus on answering challenging multiple-choice questions, identifying strengths and weaknesses, discussing the most recent examination trends, and creating a comprehensive study plan. In addition, students shall be led through a modified academic review.

The academic review incorporates sample activities using multiple-choice questions in eight distinct areas of clinical practice: musculoskeletal, neuromuscular, cardiopulmonary, patient care skills, physical agents, education, and administration. By engaging in the sample activities students are able to identify strengths and weaknesses and develop effective remedial strategies prior to the actual examination.

The Computer based practice tests shall be administered at the beginning of the program and at the end of the review sessions to assess students' strengths and weaknesses. Students shall receive a comprehensive report after each practice test. Instructors shall review the reports with students and shall tailor their review sessions based on students' needs.

Based on Federation of State Boards of Physical Therapy that administered the NPT Examination, students are required to register individually. ECM shall follow up with all students to ensure that they register on time.

All students shall attend the career advisement and job readiness workshops after the exam and before going for job interviews.

Vestibule:

N/A

Program Autonomy:

Beyond the DSBS eligibility requirements, CUNY shall determine and apply individual program vestibule entrance criteria, training entrance criteria, and successful completion criteria. Student appeals shall follow individual program and College procedures.

Remediation Steps: Physical Therapy Assistant (PTA) License Exam Prep

The remediation steps for this training program shall focus on support for academic issues that are anticipated or that emerge, and shall include as assistance with addressing personal barriers and challenges that students may face. The remediation shall consist of a range of pro-active ("intrusive" counseling) strategies. These include attendance, academic progress, professionalism, and job readiness and job search. Issues in any of these areas shall require counseling and/or academic resources to address the challenges faced by the student.

Remedial Steps: Attendance

- The Instructors shall maintain the records of class attendance in a shared computer format with the ECM. The ECM shall check attendance daily and do a rapid response follow-up contact to the students who are absent without notice. The Instructor shall meet with the student to determine how the missed session shall be made up and shall provide students with educational material and recourses.
- The ECM shall follow up with students facing issues that require the assistance of a counselor. ECM contacts shall be shared as applicable to facilitate tracking of student attendance issues. The ECM shall use resources such as “ACCESS NYC” to identify various “work supports” that eligible students can access to help reduce some of the barriers facing their attendance and participation in class.

Remedial steps: Academic Progress:

- The instructors and the ECM communicate regularly through meetings and email correspondence about student progress and any issues that emerge. This team shall work together to develop appropriate strategies to address student needs for remediation and other support services.
- Using each student’s preferred modes of communication the ECM shall monitor each student’s use of the support services. This regular interaction and monitoring shall enable the ECM to implement the established intervention protocol in a timely manner.
- The ECM shall meet with individual students on a regular basis to monitor progress, troubleshoot problems, and anticipate needs. This individual relationship with each student will foster communication about issues as they arise and create an atmosphere that is conducive to students seeking help and staff making referrals to services, such as “ACCESSNYC” and to other available support services.
- The instructors and ECM shall develop and implement timely responses to students’ remediation needs and shall collaborate on developing and implementing strategies to address these needs, which may include classroom instruction or additional academic support such as review classes, computer-based tutorials, and group or individual tutoring.
- The Instructors shall provide web sites and appropriate software where additional resources such as exercises, test prep materials; links to additional instructional resources shall be available, these can be used for review at home, in the computer lab, or in the resource room.
- Peer study groups shall be formed to assist students with their academic performance along with strategies to effectively utilize this study time.

Remedial Steps: Internship:

N/A

Remedial Steps: Clinical:

N/A

Remedial Steps: Skills Performance

- An online practice exam as a post-test shall be administered at the end of the review sessions to mimic the real License Exam. This test evaluates students' performance. Six more training hours shall be provided after the test for students who did not perform well based on the agreed-upon criteria..

Remedial steps: Professionalism

- Remediation steps shall primarily focus on individual sessions with the ECM or another appropriate counselor. However, other members of the Instructional Team may also participate.
- Workshops shall be provided by a counselor on topics such as setting goals, time management, test anxiety, overcoming barriers and other appropriate topics. As a result, students have a relationship with a clearly identified staff member who can provide needed support and information

Job Readiness and Job Search:

The Job Readiness Team shall include the ECM, the Career Coaches, and the Account Managers.

- Participants begin to create a career plan early in the program. Career coaches are assigned a caseload and remain in touch with the same individuals to assist them in setting specific career related goals.
- Workshops shall be provided on resume preparation, dressing for success, interviewing techniques, and other job readiness skills. Employers and/or previous graduates will speak with students about job opportunities and working in the NYC healthcare system.
- Counseling sessions shall be scheduled for any students having difficulties with the workshop requirements.
- Technology such as Optimal Resume, Win Way, and the Perfect Interview shall be utilized to prepare participants for employment.

- Graduates missing employment interviews or other scheduled activities shall be contacted with the same rapid response system as used for program attendance.

The overall strategy for remediation shall be a quick response to student difficulties, open assistance to all students regardless of exact exam scores, close counseling to assist with personal issues, remediation targeted to the students' demonstrated difficulties, and excellent communication among members of the Instructional and Job Readiness teams to ensure success.

Physical Therapy Assistant (PTA) License Exam Prep Course BUDGET follows

Physical Therapy Assistant (PTA) License Exam Prep Course BUDGET

Budget and Payment Structure

Total Budget for the Training – \$30,000.00

Number of Participants shall not exceed – 18

The per student budget is \$1,666.67 which covers: supplies, textbooks, uniforms, accessories, exams, insurance, physical, and other educational requirements.

LaGuardia Workforce1 Healthcare Career Center

Occupational Training

Physical Therapy Assistant (PTA) License Exam Prep

Number Enrolled Year 2: 18

Dates of Training December 17, 2010 to April 30, 2011

Description	Salary Rate	Time on Project	Cost to Project
PS:			
Project Director	82299		2,856
P/T Instructors	67 per hour	40	2,680
P/T Administrative Support	12.50 per hour	200	2,500
Subtotal Base Salaries			8,036
Fringe:			
Fringe @ 33%			942
Fringe @ 9.5%			493
MTA Tax @ 0.34%			18
Subtotal Fringe			1,453
Total PS			9,489
OTPS:			
Instructional & Office Supplies/Materials			1,750
Study Guide for PTA Exam			1,600
Subcontract with Score Builders			3,500
Certification Exam Fee			7,400
Exam Center Fee			1,112
Forensic Testing			600
Background Check			940
Medical Exam			2,400
Liability Insurance			260
Subtotal OTPS			19,562
Total Direct Cost			29,051
Indirect Cost @ 10% of PS			949
Total Cost PTA Certification Prep			30,000

