October 28, 2013

TO: Manuel Cabral, Chancellor
Leeward Community College

SUBJECT: Career & Technical Education Award

Leeward Community College is awarded $17,894 in 2012-13 Title I Career and Technical Education Carryover funds to support the titled project:

Health Information Technology Support $17,894

The award period for the project is from July 1, 2013 to June 30, 2014 and the award number for the project is: LEE2012/13(2)-T1-10 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2014. A completion report is due on October 10, 2014.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: M. Pecsok, VCAA
    M. Lane, VCAS
    R. Umehira, CTE Dean
    C. Lucas, FA
    L. Tsuhako, FA
    S. Robinson, Dir. of Academic Program
## Perkins IV Intervention Strategy Proposal Form

(revised August 2013)

<table>
<thead>
<tr>
<th>Campus Priority Number:</th>
<th>#2 of 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryover Funds from 2012 - 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. College:</th>
<th>Leeward Community College</th>
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</thead>
<tbody>
<tr>
<td>2. Strategy Title:</td>
<td>Health Information Technology Support (REVISED - 10-18-13)</td>
</tr>
<tr>
<td>3. Proposer’s Name:</td>
<td>Patrice M Jackson and Beau Beadel</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:patrice.jackson@hawaii.edu">patrice.jackson@hawaii.edu</a> and <a href="mailto:bbeadel@hawaii.edu">bbeadel@hawaii.edu</a></td>
</tr>
<tr>
<td></td>
<td>New Proposal</td>
</tr>
<tr>
<td></td>
<td>Resubmitted/Revised Proposal</td>
</tr>
<tr>
<td>5. Total Amount Requested:</td>
<td>$17,894 was $24,503</td>
</tr>
</tbody>
</table>

6. Proposal meets the following requirement for uses of funds or permissible use of funds (see Appendix section on page 8 from UHCC College Plan Guidelines for FY 2013-14 (also describe how it meets this criterion):

1. “provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences”;

2. “develop, improve, or expand the use of technology in career and technical education, which may include--

   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;,

   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

3. “initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology”

4. “provide services and activities that are of sufficient size, scope, and quality to be effective; and

5. “provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency”

7. Brief Statement of identified problem area and reason for selection:

   **Identified Problem #1**
Health Information Technology (HIT) is a profession that requires a great deal of classroom and actual hands-on training where a very important part of the learning is conducted in a professional work setting through internships at a worksite. Internships are usually non-paid to the student and a worksite manager or designee is responsible for the student learning which often times is very time consuming and demanding.

Obtaining established HIT internship sites is problematic as it costs money to train our students and the criteria have become more and more prescriptive. We also have competition with other educational organizations offering related Health Information Technology in the state of Hawaii. We cannot send students out and have them get irrelevant experience. Relevant experience is the most technical and expensive for work sites to offer because the worksite managers are teaching our students to do actual work and they may have to double check or redo the students work.

Internship sites are important, not only because they will provide the necessary work experience for the students; but also because they may be inclined (if a student performs well) to offer the student employment post-graduation. Without the internships, the students will not be able to get the necessary work experience, which will also help them attain jobs. In this era of cutbacks in government and in healthcare and healthcare funding, the HIT program is seeking to obtain the community and organization’s commitment to offer our student’s internship opportunities which is a required course (BUSN 192) in the Associate in Science degree.

**Identified Problem #2**
The Health Information Technology program is a departure from the typical business program studies. The Commission on Accreditation for Health Informatics and Information Management (CAHIIM) requires a specific number of credentialed instructors on a full time basis. Therefore, it is important that other business division instructors understand the profession so that they can assist and teach in the program.

**Identified Problem #3**
All courses offered in the HIT Program are not offered online. Two courses, BUSN 170 Records and Information Management and BUSN 137 Computerized Databases - MS© Access are not yet developed for online delivery. By offering all of the classes online, we are able to meet the needs of the outer island and working parents or other individuals who can better attend class online. Online courses lead to an ability to reach rural underserved populations as well.

**Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pages 2 - 4 of UHCC College Plan Guidelines for FY 2013-14)**

**1P1: Technical Skill Attainment** —“Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate”.

**Alignment to Indicator:** The HIT profession has a projected growth rate of over 20 percent in an industry that requires high skills for high wage careers. The HIT Program was designed using industry-recognized standards (CAHIIM). Students also qualify for an EHR Trainer credentials, Coding Specialist credentials, and the Registry in Health Information Technology. In order to attain the credentials students will require, an internship experience that includes all aspects of Health Information Technology is essential.
AtD Goal 3 Increase the numbers of students, especially Native Hawaiian, low-income, & other under-served students, who complete all courses they take, earning a grade of C or higher.

**Alignment to Indicator:** The HIT Program will be offered traditionally, hybrid, and online and began in Fall 2013. It is proposed that students on the Leeward Coast will be active participants in this program and opportunities exist for students on neighbor islands and rural locations in the state. By offering these technical skills online, we will be reaching low-income students in underserved regions with high wage/high demand employment.

2P1: Credentials, Certificates, or Degrees – “Student attainment of an industry-recognized credential, a certificate, or a degree”.

**Alignment to Indicator:** The HIT Program was designed as a stackable degree—Certificate of Completion (leading to a Certified Health Technology Specialist- EHR Trainer certification), Certificate of Achievement (Leading to a Coding or Reimbursement Specialty), and an Associate in Science (leading to the Registry in Health Information Technology), which promotes retention in the program by building upon success. The exit strategy is to counsel the students each semester using CTE Peer Mentors and faculty in HIT/BTEC in their current classes and to persist to the following semester and/or certificate and/or degree; and guide them toward industry-recognized credentials necessary for employment in the healthcare industry.

3P1: Student Retention or Transfer – “Student retention in postsecondary education or transfer to a baccalaureate degree program”.

**Alignment to Indicator:** The HIT Program was designed as a stackable degree—Certificate of Completion (leading to a Certified Health Technology Specialist- EHR Trainer certification), Certificate of Achievement (Leading to a Coding Specialty or Reimbursement credential), and an Associate in Science (leading to a Registry in Health Information Technology), which promotes retention in the program by building upon success. By offering courses in a graduated fashion students are given the opportunity to attain credentials at each certification level; and they become more comfortable with the credential examination process. The HIT Program Coordinator and the Retention Specialist work closely to survey students and facilitate their progression in the program. Offering the courses online provide opportunities for parents caring for children, deployed military and native Hawaiians and other individuals living in rural locations with no transportation to attend classes in person.

AtD - Goal 5: Increase the numbers of students, especially Native Hawaiian, low-income, & other under-served students, who earn certificates and/or degrees.

**Alignment to Indicator:** The HIT Program Coordinator will work closely with the Program Coordinator of the Ho`oulu program to offer HIT CTE students opportunities and support. Native Hawaiian students already make up 25% of the composition of the HIT students. The Ho`oulu program coordinator has visited the HIT classes to provide information and personally invite the native Hawaiian and non-Hawaiian students to the Ho`oulu Program to meet with him and tour the facility offerings.

Final courses to be developed as online course are two Business Technology courses (BUSN 170 and BUSN 138) required in the degree.
4P1: **Student Placement** – “Student Placement in military service or apprenticeship programs, or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions”.

**Alignment to Indicator:** To cycle students to several locations will unburden internship sites and provide the graduates with visibility. However, possible intern locations are being asked to do more with less and with sequestration at the federal level and cuts in healthcare reimbursements; we seek to deliver an offering that will “tie” sites to our program and create the perception that it ‘pays” to work with our students.

8. **Brief Strategy Description:**

**Objective #1**

Offer all HIT students and interested CTE students, HIT faculty, and advisory board members, health information technology seminars with industry recognized speakers to provide professional development and networking opportunities between advisory board members, their designees, and the HIT/CTE students, to educate participants on HIT industry trends, practices and employment opportunities. (Coordination of the event will be through HIT students and CTE Peer Mentors and will be led by the HIT Program Coordinator and faculty. A desired output of this interaction between the advisory board and HIT/CTE students is that when the advisory board and/or their designees observe the quality and organization of the seminar (organized by the HIT/CTE students) and meet with them in a professional setting/event it will develop into a natural opportunity for the students to obtain future professional practice and employment opportunities).

**Objective #2**

Provide three (3) business division faculty to attend conferences related to Health Information Technology with subjects that will assist them to better understand about the profession, career opportunities, skills and knowledge required in the profession, and about internship experiences. Upon return from the education seminars, each faculty member will be required to develop a meaningful project for completion in the HIT courses.

**Objective #3**

Offer a business instructor assigned time to develop two business technology courses (BUSN 170 and BUSN 138) required in the Health Information Technology Certificate of Completion and Associate of Science degree.

By offering the technical skills associated with this degree and the associated credentials online, we will be reaching low-income students in underserved regions with high wage/high demand employment.

The HIT Program Coordinator and the Retention Specialist will work closely to survey students and to facilitate their progression in the program. Offering the courses online provide opportunities for parents caring for children, deployed military and native Hawaiians and other individuals living in rural locations with no transportation to attend classes in person.
9. Calendar of Planned Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
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<tbody>
<tr>
<td>Form a student seminar committee</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Assigned time for HIT faculty</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Contact potential seminar industry speakers</td>
<td>Fall 2013</td>
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<tr>
<td>Coordinate seminar location</td>
<td>Fall 2013</td>
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<tr>
<td>Develop introductory invitations and internship commitment contracts</td>
<td>Fall 2013</td>
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<tr>
<td>Invite and obtain seminar registration information</td>
<td>Spring 2014</td>
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<tr>
<td>Implement industry seminars</td>
<td>Spring 2014</td>
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<tr>
<td>Faculty attend health related conferences &amp; seminars</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

10. Effectiveness Measures:

The following tables list the activities and expected outcomes for each objective.

<table>
<thead>
<tr>
<th>Objective 1 Building Community Alliances through industry seminars</th>
<th>Number of students assigned to internships (12)</th>
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<tbody>
<tr>
<td></td>
<td>Number of students in the program (45)</td>
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<tr>
<th>Objective 2 Instructor Professional Development</th>
<th>Instructors Trained (3) to gain knowledge and skills of the HIT profession and/or achieve applicable American Health Information Management Association (AHIMA) credential(s)</th>
</tr>
</thead>
</table>

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<tr>
<th>Objective 3 Completion of online HIT Program</th>
<th>Number of outer island/continental US students attending online HIT Program (10)</th>
</tr>
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</table>
11. Budget Summary  (Double click to activate worksheet. Scroll back to top when done and click outside the sheet). Itemize all items $500 and over.

<table>
<thead>
<tr>
<th>Personnel (List all positions separately)</th>
<th>Budget</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>C2 Faculty to develop 2 online courses (assigned time)</td>
<td>$ 1,212</td>
<td>Faculty/Staff</td>
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</table>

Personnel Subtotal $ 1,212

Fringe Benefits (List per position)

<table>
<thead>
<tr>
<th>C2 Faculty to develop 2 online courses (assigned time)</th>
<th>545</th>
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<tbody>
<tr>
<td>0</td>
<td>$ -</td>
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Fringe Total $ 545

Personnel Subtotal $ 1,757

Services 6083

Material & Supplies 2332

Travel to national conferences 7222

Rentals

Other 500

Equipment

TOTAL COSTS $ 17,894

Fringe Benefit Rates (as of) 8/1/13

Faculty/Staff 44.91%

Casual Hire/Overload 2.26%

Student 0.51%
12. Budget Elements:

- **Personnel** - Please include a short description on all proposed personnel to be paid for by these funds. The description should include the FTE, if the hire is regular or casual, title (counselor, lecturer, APT, etc.), their job duties that will benefit the project (cite narrative), the monthly salary and fringe, and the number of months of funding. Please take into consideration the recruitment time for new hires.

  1. Assigned time business faculty at C2 rank at $1,212 to develop two online BTEC courses plus fringe of 44.91% = $1,757.00

  **Total Personnel = $1757**

- **Material & Supplies** - Itemize supplies purchased that cost more than $500 and have a shelf life of 1 year or longer.

  **Total Misc. Supplies = $2,332**

- **Travel** – Breakdown the estimated cost including airfare, lodging, per diem, conference fees, and ground transportation. Include the conference name, description, location, and dates. If possible, include conference flyer and/or agenda.

  **One Business faculty to attend the ARMA MER Conference May 19-21, 2014 in Chicago = $4,315**

  - Conference Fee: $1,795
  - Pre-Conference Tutorial: $695
  - Travel: 1,000
  - Hotel for 4 days at 200.00: 800
  - Ground Transport: 25

  **One Business faculty to attend the AHIMA Academy February 18-20, 2014 for ICD-10-CM/PCS: Building Expert Trainers in Diagnosis and Procedure Coding = $2907**

  - Conference Fee: $1,195
  - Travel: 887
  - Hotel for 4 days at 200.00: 800
  - Ground Transport: 25

  **Total Travel = $7,222**

- **Services** – If you know the name of the specific vendor you would like to hire, please include. Also a breakdown of service cost (cost per day, hour, etc.)

  **One Business faculty to participate in AHIMA Webinars on E-LEARNING**

  1. CATS Regulatory Coding Audits Preparation Course ($195.00X2) $390
  2. Privacy Practices ($595.00 X2) $1190
  3. Managing Access, Amendment and Disclosures ($195.00 X 2) $390
(2) HIPAA Security ($195.00 X 2) $390
(1) CHPS Domain 3 Prep $63

Honorarium for 3 National Speakers at $1,000 each = $3,000.

AHIMA approval for continuing education = $660

Total Professional Development & Services = $6,083

• Other – Includes items such as software, printing, rentals, etc. Each item must be listed and described as to how it will enhance the project.

$500.00 for printing programs and brochures
13. Indicate which Perkins requirements are covered by this proposal? (Check no more than three categories that best describe your proposal):

- 1. Building of the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions

- 2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instructions, and that link secondary education and postsecondary education for participating career and technical education students

- 3. Increasing State and local flexibility in providing services and activities designed to develop, implement and improve career and technical education, including tech prep education

- 4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities

- 5. Providing technical assistance that –
  (a) Promotes leadership initial preparation, and professional development at the State and local levels; and
  (b) Improves the quality of career and technical education teachers, faculty, administrators and counselors

- 6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries

- 7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive

12. Certifications:

I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins Policies, Federal, State, and University requirements. I certify that this proposal has been reviewed by the fiscal office.

Proposer’s Signature: __________________________________________ Date: 10-18-13

Patrice Jackson