

22012

OK
15
10/2/00

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
County of Cook and State of Illinois

PROGRAM MANAGEMENT CONSULTANT SERVICES
PHYSICIAN ASSISTANT PROGRAM
MALCOLM X COLLEGE

THE CHANCELLOR

REPORTS

that there is a need to utilize the consultant services of Anne Valdez to manage the administrative and educational components of the Physician Assistant Program in accordance with requirements of the grant awarded by HRSA; and

that Ms. Valdez has been providing these management services since February, 1999 and is an experienced, credentialed professional; and

that Ms. Valdez has proposed to continue the required services at an hourly rate of \$22.00 from July 1, 2000 through June 30, 2001; and

that the purchase of professional services is exempt from competitive bidding requirements.

THE CHANCELLOR

RECOMMENDS that the Board of Trustees approves the issuance of a purchase order in the total amount of \$41,250.00 to Anne Valdez, 6 North 188 Willow Drive, St. Charles, Illinois for Physician Assistant Program management services at Malcolm X College.

FINANCIAL \$41,250.00 — Physician Assistant Program Grant

Respectfully submitted:

Wayne D. Watson
Wayne D. Watson
Chancellor

June 1, 2000

COLLEGE REVIEW: _____ REQ. NO. _____
President

CENTRAL OFFICE REVIEWS & DATES SIGNED:

<i>[Signature]</i> Purchasing Date 5-23-00	Contract Compl.	Legal <i>[Signature]</i>	Board Office
<i>C. J. M.</i> Finance Date 5-23-00	Admin. Svcs.	Academic Aff.	Other

CITY COLLEGES OF CHICAGO

WAIVER OF COMPETITIVE PROCEDURE REQUIREMENT

Board rules state that it is the general policy of the District to use competitive procedures to select professional service consultants. Section 2 of the Board Rules, Purchasing Policies and Procedures, lists situations in which a waiver of competitive procedure requirement is possible. In order to retain a consultant without competitive procedures, this waiver form must be completed and approved by the College President, the appropriate Vice Chancellor or the Chancellor.

1. Type of consultant/services required:

Anne Valdez, Project manager for Physician Assisnt Grand awarede HRSA

2. Brief description of the need for a professional services consultant:

The Project Manager will implement the five objectives of the PA grant awarded by HRSA for 7-1-98 to 6-30-01. She will be responsible for the administrative and educational components of this grant.

3. Reason that competitive procedures are not appropriate in this situation:

The position is a short-term position for three years. The City Colleges of Chicago system can not obligate the hiring of another full-time employee under its present system.

4. Is this firm a certified MBE? NO certified WBE? NO

Comments Female vendor.

*Note: The district M/WBE Plan requests that procuring departments make every good faith effort to meet the district's MBE and WBE purchasing goals. The MBE goal for City Colleges of Chicago is 25% and the WBE goal is 7%.

Geraldine Shangreaux
Geraldine shangreaux
Person initiating request

5/5/00
Date

[Signature]
College President
(If request is from a college)

5/12/00
Date

Vice Chancellor
(If request is from District Office)

Date

22012
Malcolm X College
One of the City Colleges of Chicago

1900 West Van Buren Street
Chicago, IL 60612
(312) 850-7000

OFFICE OF BUSINESS & OPERATIONAL SERVICES

MEMORANDUM

TO: Gary Reis
Director, Purchasing

FROM: Victoria C. Smith-Murphy
Director

RE: Anne Valdez, Physician Assistant Grant Manager

DATE: May 15, 2000

I am forwarding to you the contract for Anne Valdez, the Physician Assistant Grant Manager. This contract includes the justification for pay increase for this contract, along with a request that it be submitted for the next Board Report. A requisition will be put in the system for this after July 1, 2000 when the grant is in place for FY 2001.

If there are any questions, please contact me at extension 7010.

C: Zerrie Campbell
Valerie Perkins
File

22012

Memorandum

Physician Assistant Program


Secretary 312/850-7268
Director 312/850-3532
Fax 312/850-3538
email gshangreaux@ccc.edu

Malcolm X College
One of the City Colleges of Chicago
1900 West Van Buren, Room 3241
Chicago, Illinois 60612-3145

DATE: May 11, 2000

TO: Victoria Smith Murphy, Director of Business and Operations

C: Zerrie Campbell, President
Randall Johnson, Ph.D. Dean of Career Programs

FROM: Geri Shangreaux, PA Program Director 

RE: Anne Valdez, Justification for increase in Pay as PA Grant Manager
and Request submit for Board Report

Anne Valdez is the Physician Assistant Grant Manager. This is our last year of the Physician Assistant Training Grant. Anne will be extremely busy implementing all objectives and the evaluation process of the grant. She will also be involved the planning and writing of the next Physician Assistant Grant which will be due in the Fall of 2000. To pay an outsider would cost up to \$60,000 at current consultant fees. In addition, Anne will be instrumental in developing a new data base to trace potential applicants through the recruitment system.

Included:

1. Justification
2. Sample for Board Report
3. Independent Contract Proposal
4. Requisition
5. Waiver of Competitive Procedure Requirement
6. Summary of Grant Proposal
7. PA Training Grant for 2000 to 2001
8. Anne Valdez's Resume
9. Copy of Grant Objectives

III. SUMMARY OF PROPOSAL

Project Title: Physician Assistant Training Grant CFDA # 93.886
 Organization Name: Cook County Hospital/Malcolm X College
 Physician Assistant Program

Address: Malcolm X College, 1900 West Van Buren Street,
 #3241, Chicago, Illinois 60612-3145

Project Director: GerAldine Shangreaux Phone: 312.850.3532
 Fax: 312.850.3538

e-mail: gshangreaux@ccc.edu

Number of Trainees: 52 per year

Facilities: Malcolm X College and Cook County Hospital
 and Other Affiliated Sites

A. Rationale: The Cook County Hospital/Malcolm X College Physician Assistant Program, the first Illinois program and the only public program in northern Illinois, began enrolling students in 1987. Cook County Hospital, the largest public teaching hospital in northern Illinois, is the clinical sponsor and provides the majority of clinical sites for supervised clinical instruction for students. Malcolm X College, one of the City Colleges of Chicago, with over ten allied health programs, is the academic sponsor and the location of Program offices and classrooms. Both institutions are located in an impoverished inner city area of Chicago and both serve predominantly minority populations. In addition to Cook County Hospital and its ambulatory clinics, the PA Program utilizes other teaching hospitals, community hospitals, community health centers and Federally qualified health centers.

The Program is fully accredited by CAHEP and annually matriculates 26 new students. The first-time taker pass rate on the Physician Assistant National Certifying Examination of the National Commission on the Certification of Physician Assistants is 83%; the national rate for the same years is 87%. August 1997 graduates tested on the October certification examination have a 94% pass rate. Forty-seven percent (47%) of graduates provide services in medically underserved or health professional shortage areas that are Federal or state designated; 56% are primary care generalists.

The Program has maintained steady enrollment and graduation rates of minorities and other disadvantaged groups; 33% of graduates and on average 35% of students are underrepresented minorities. Project support will assist the Program to continue to attract underrepresented and disadvantaged students. The *Thirteenth Annual Report on Physician Assistant Educational Programs in the United States 1996-7* reported that 1996 attrition of underrepresented minority (African-American and Latino) PA students (20.8%) is twice that of White and Asian students (10.4%). In 1996, attrition of CCH/MXC African-American and Latino students was 15%; for the Class of 1997, it was 4%. For the Class of 1998 (to date), there has been no attrition of underrepresented minority students. CCH/MXC retention strategies instituted in the past three years, including tutorial and counseling services, curriculum enhancements and continuity faculty in major courses, have improved retention

rates. The Program completion rate in 1996 was 77%; in 1997, 80%; and in 1998, it is anticipated to be 100%. Continuation and expansion of strategies to improve retention rates are proposed.

Opportunities for Program graduates in primary care and medically underserved areas in the Chicago metropolitan region are limited. The project outlines several strategies to increase awareness of PA practice and to influence future utilization of PAs in primary care and medically underserved settings. The Project proposes to develop, implement and evaluate a curriculum which will instruct pre-clinical year PA students in the principles and practices of interdisciplinary health and medical care. It will involve post-graduate family practice physicians in "supervision role modeling" experiences with PA students.

Primary care clinicians must be health advocates and learn about community resources to effectively communicate information to patients and encourage/facilitate referrals. The Project proposes to develop an innovative interdisciplinary education activity for clinical year students. It will include eight seminars on community-based, interdisciplinary approaches to primary care with an emphasis on social services, mental health, substance abuse and other programs. Participating agencies will include Healthcare for the Homeless, CCH Domestic Violence Program, Chicago Recovery Alliance, Physicians for a Violence-free Society, and others. Clinical year students will prepare formal case presentations demonstrating the use of community resources in patient management.

B. Objectives, Criteria and Indicators

Crit.	1			4					Project Objectives
	1	2	3	1	2	3	4	5	
#1	x	x	x	x	x	x	-	x	To recruit applicants from underrepresented minorities (URM), disadvantaged backgrounds and medically underserved communities (MUCs).
#2	x	x	x	x	x	x	-	x	To enroll and retain students from URM, disadvantaged backgrounds and MUCs.
#3	x	x	x	x	x	x	x	x	To develop, implement and evaluate a new interdisciplinary educational program for practicing physicians, resident physicians and PAs in order to establish and improve collaborative practice skills and employment opportunities for PAs in primary ambulatory care in MUCs.
#4	x	x	x	x	x	x	x	x	To develop, implement and evaluate a new interdisciplinary practice curriculum for pre-clinical PA students in order to establish collaborative practice and health care team participation skills.
#5	x	x	x	x	x	x	x	x	To develop, implement and evaluate a new interdisciplinary practice curriculum for clinical PA students in order to improve and implement collaborative practice and health care team participation skills.

C. Methodology: Project methodology is driven by the Program self-assessment of administrative and management ability balanced with the compelling needs of physician assistant education, the need to provide PAs prepared to provide health services to underserved areas and the need for an ethnically and racially diverse PA workforce. The Project objectives will be implemented in a systematic programmatic and educational effort, staffed by Project personnel working in conjunction with Program staff, that will have a continued emphasis on recruitment and retention of members of minorities and interdisciplinary education for collaborative practice between PAs and family practice physicians in residency, and physicians in community-based practices. Recruitment and retention efforts will be based at Malcolm X College and in the community. Curriculum innovations, including faculty development for primary care providers, pre-clinical and clinical PA education, will be implemented at Malcolm X College, at Cook County Hospital and in community health centers. Recruitment and retention efforts will use information, counseling, tutoring and an innovation "day with a PA" methodology to achieve objectives. Interdisciplinary education objectives will be met through faculty development modules for practicing physicians and family practice residents; seminar, practicum and clinical education PA students. Experiences will emphasize collaboration with community-based social service and health agencies and physicians.

D. Evaluation: The evaluation of the Project objectives will be carried out by the Project Manager with support from the Behavioral Science Faculty, the Project Administrative Assistant and other Project staff. Evaluation will be quantitative with specific outcomes outlined for each strategy of the Project for each year. Objective #1 on recruitment of minority/disadvantaged students will be evaluated through the number of programs presented as well as by the number of enrolled students. Objective #2 on retention will be evaluated through the number of completed student support and remedial activities, the results of the diagnostic PACKRAT test and the student outcomes. Objective #3 on faculty development for interdisciplinary practice will be assessed on the basis of the number of modules presented, number of enrollees and evaluation of trainee participation. Objective #4 provides for pre-clinical education for interdisciplinary practice and health systems understanding and will be evaluated through assessment of programs presented, and clinical practicum experiences completed. Objective #5 completes the interdisciplinary innovative curriculum with the education of clinical students. It will be evaluated through quantitative measures of student, clinical faculty and community agency participation and by the level of completion of objective components. In all objectives, the evaluative process will examine the performance of students, faculty and other participants in the areas of program design, implementation and refinement for desired outcomes in recruitment, retention and interdisciplinary education.

22012

GRANT BUDGET
MALCOLM X COLLEGE
PHYSICIAN ASSISTANT PROGRAM
7/1/00 TO 6/30/01

DEPARTMENT OF HEALTH AND HUMAN SERVICES

SALARIES	PAYROLL CODE	NAME	CATEGORY	LINE	LINE ITEM TOTAL	GROUP TOTAL
P/T Admin. Asst.	Group 1	Linda Gurneau	455	001	\$12,486	\$12,486
Fringe Benefits @ 31%	Group 2			002	\$5,610	\$5,610
Consultant Services Grant Manager Educational Consultant	Group 3	Anne Valdez To be hired		003 004	\$41,200 \$2,000	\$43,000
Publishing Marketing	Group 4			005	\$1,000	\$1,000
Equipment	Group 5			006	0	0
Supplies Grant Related	Group 6			007	\$704	\$704
Staff Travel Faculty/Staff travel and Faculty Development Activities	Group 7			008	\$9,000	\$9,000
Trainee Travel	Group 8			009	\$5,000	\$5,000
Direct Fund Project	Group 9					\$77,000
Indirect Costs @ 8% (\$77,000 @ .08= 6160)	Group 10					\$6160
GRAND TOTAL (DIRECT & INDIRECT)	Group 11					\$83,160

Submitted by Geri Shangreaux, PA Director on May 11, 2000

22012

ANNE VALDEZ
6N188 Willow Dr. St. Charles, IL 60175 (630) 587-2737 References available on request

OBJECTIVE

To use communication, organization, and management skills in a culturally diverse educational environment.

EDUCATION

ROOSEVELT UNIVERSITY
Master in General Studies, 1995
Concentration in History and Literature - Graduation with Honors

UNIVERSITY OF CHICAGO
Masters in Humanities Program, 1970-1971

UNIVERSITY OF ILLINOIS, CHICAGO
Bachelor of Arts, 1970
Major: English Literature - Minors: History and Art History - Dean's List Student

EXPERIENCE

WRIGHT COLLEGE
Instructor, English as a Second Language, April, 1996 - Present
Plan and deliver classroom instruction in English grammar and vocabulary
Monitor and respond to student performance, needs and interest
Assist students in computerized learning
Maintain complete and accurate records
Assess student progress and placement

NAES COLLEGE, CHICAGO CAMPUS
Resource and Writing Center Coordinator, April, 1995 - April, 1996
Locate and develop resources for student research and instructor assistance
Assist instructors in planning curriculum for traditional and project-based classes
Assist in planning and facilitating job search seminars.
Assist in writing and developing of grants and self-study
Develop and facilitate pilot student assessment system
Assist head of Operations and Development in projects surrounding Operational Planning
Participate in program assessment and evaluation; participate in instructor evaluation
Review writing by staff and students and offer constructive criticism as needed
Plan and teach classes. Classes taught: Basic Composition, Critical Thinking, Cultural Preservation, Keyboarding
Tutor students at various levels in subjects as requested. Act as student advisor.
Copy editor of Newsletter

22012

NAES COLLEGE

Librarian, June, 1990 - March, 1995

- Select, purchase and catalogue materials, develop and maintain attendant paperwork flow and track payment of invoices
- Develop and publish specialty periodicals index
- Develop method for indexing large private collections and articles holdings
- Serve as reference librarian to staff, students, and outside researchers
- Assist instructors in development of classes, recommending resources and texts
- Order textbooks for classroom use at four campuses and develop and maintain attendant paperwork (1993-1995), track invoices and insure payment
- Assist in developing classes with instructors utilizing library holdings and resources
- Teach as needed, including planning of course, establishing syllabus, grading
- Serve as speaker in classes and as requested by other organizations
- Serve as secretary in board and other meetings as needed

SKILLS

- Excellent written and oral communication skills
- Good organization and planning skills, excellent record management skills
- Excellent research skills (including Internet use)
- Work well with others of all educational levels and ethnic backgrounds
- Specific and general academic knowledge commensurate with education
- Self-directed; "customer service" oriented
- Word processing, basic computer knowledge, data entry (Bib base Small Library Database)
- Some familiarity with web page design and HTML

OTHER ACCOMPLISHMENTS AND INTERESTS

- Lake Forest Academy Holiday Boutique Volunteer Committee Chairman (responsible for contacting and scheduling all volunteers for major fundraiser 1998)
- Lake Forest Academy Parent Association Recording Secretary 1997-1998
- Breed, train and show Doberman Pinschers
- Published poet
- Working knowledge of veterinary medicine

Project Manager's Expected Outcomes for Grants for Physician Assistant awarded by
DHH/HRSA

Objectives and Outcomes as outline by the grant are to be implemented by the Project Manager. Anne Valdez. Recommended start date is February 15, 1999. This grant has been awarded to us and budget from July 1, 1998 to June 30 2001.

Listed below are the five specific objectives with outcomes on the preceding pages:

Objective 1: To recruit applicants from under represented minorities, disadvantaged background and medically underserved communities (MUCs) using the following strategies.

- 1.1: Monthly recruitment open houses
- 1.2: Targeted participation in College recruitment programs
- 1.3: Provide recruitment counseling by Tutor/counselors
- 1.4: Support Advisory Board Minority Recruitment Task Force activities directed at potential students/semi-annual fact sheet
- 1.5: Support Advisory Board member recruitment of members who are leaders of minority career development programs and health services programs serving underserved communities

SMO 1: Year 1 Outcomes (1998-1999)

- 1.1: Minimum 10 open house programs
- 1.2: Minimum of 5 high school programs
- 1.3: Tutor/Counselors document 25 contacts/counselor with potential minority applicants
- 1.4: Task force outlines new recruitment activities/semi-annual fact sheet initiated
- 1.5: One new Advisory Board member recruited and added
- 1.6: Project staff visit one local college, two professional organizations or MUC health settings
- 1.7: "Day with a PA" Program initiated with 5 mentors and a minimum of 20 applicant visits made

SMO 1: Year 2 Outcomes (1999-2000)

- 1.1: Minimum 12 open house programs
- 1.2: Minimum of 5 high school programs
- 1.3: Tutor/Counselors document 40 contacts/counselor with potential minority applicants
- 1.4: Task force implements new recruitment activities/semi-annual fact sheet
- 1.5: One new Advisory Board member recruited and added
- 1.6: Project staff visit one local college, four minority professional organizations or MUC health settings
- 1.7: "Day with a PA" Program continued with 10 mentors and a minimum of 35 applicant visits made

SMO 1: Year 3 Outcomes (2000-2001)

- 1.1: Minimum 12 open house programs
- 1.2: Minimum of 5 high school programs
- 1.3: Tutor/Counselors document 50 contacts/counselor with potential minority applicants
- 1.4: Task force implements and evaluates new recruitment activities/semi-annual fact sheet
- 1.5: Advisory Board membership evaluated for involvement of professionals in minority recruitment and health care in underserved areas
- 1.6: Project staff visit one local college and four professional minority organizations or MUC health settings
- 1.7: "Day with a PA" Program continued with a minimum of 10 mentors and a minimum of 50 applicant visits made

SPECIFIC MEASURABLE OBJECTIVE 2: To enroll and retain students from underrepresented minorities, disadvantaged backgrounds and

medically underserved communities.

- 2.1: Provide weekly tutorials for at risk students
- 2.2: Refer at risk students to College academic center
- 2.3: Provide instruction in problem-solving, learning style assessment and study skills for all students
- 2.4: Provide individual counseling to at risk students by the Behavioral Science Faculty person
- 2.5: Implement the financial planning/financial aid pre-admissions educational programs for applicants and family members that was piloted by the Advisory Board in 1997-1998
- 2.6: Add financial planning to responsibilities of Tutor/Counselors with training from Chicago Area Health and Medical Careers Program for Health and Medical Professions staff
- 2.7: Enroll all students in PA Clinical Knowledge Rating and Assessment Tool (PACKRAT) Program for ongoing assessment and follow-up counseling

SMO 2: Year 1 Outcomes (1998-1999)

- 2.1: Weekly tutorials documented for 40 weeks in the year
- 2.2: Refer two students to College academic center
- 2.3: Provide preparatory instruction during the first three months of the Program
- 2.4: Provide individual counseling to a minimum of three students
- 2.5: Provide the pre-admission program in January 1999
- 2.6: Document financial training for Tutor/Counselors
- 2.7: Enroll all students in PACKRAT and administer the test

SMO 2: Year 2 Outcomes (1999-2000)

- 2.1: Weekly tutorials documented for 40 weeks in the year
- 2.2: Refer two students to College academic center
- 2.3: Provide instruction during the first three months of the Program
- 2.4: Provide individual counseling to a minimum of five students
- 2.5: Provide the pre-admission program in January 2000
- 2.6: Provide financial counseling by Tutor/Counselors for a minimum of 5 applicants and 5 students
- 2.7: Continue enrollment of all students in PACKRAT. Use PACKRAT results to design remedial programs.

SMO 2: Year 3 Outcomes (2000-2001)

- 2.1: Weekly tutorials documented for 40 weeks in the year
- 2.2: Refer two students to College academic center
- 2.3: Provide instruction during the first three months of the Program
- 2.4: Provide individual counseling to a minimum of five students
- 2.5: Provide the pre-admission program in January 2001
- 2.6: Provide financial counseling by Tutor/Counselors for a minimum of 5 applicants and 5 students
- 2.7: Continue enrollment of all students in PACKRAT. Use PACKRAT

results to design remedial programs.

SPECIFIC MEASURABLE OBJECTIVE 3: To develop, implement and evaluate a new interdisciplinary educational program for practicing physicians, resident physicians and physician assistants in order to establish and improve collaborative practice skills and employment opportunities for physician assistants in primary ambulatory care in medically underserved areas.

- 3.1: Design new module of the Health Care Management unit for Cook County Hospital Department of Family Practice Faculty Development Program taught by Program and Project staff and targeted to practicing physicians, physician assistants and fellows enrolled in the Faculty Development Program
- 3.2: Design an implementation, scheduling and evaluation plan for the program including a quarterly informational newsletter
- 3.3: Enroll faculty development fellows, community-based primary care physicians, CCH staff physicians and practicing physician assistants in the program module
- 3.4: Implement the interdisciplinary practice module with two scheduled programs per year
- 3.5: Design a two-hour mini-training, modeled on the faculty development module, for presentation to family practice residents at CCH
- 3.6: Present the resident program in noon conferences at CCH
- 3.7: Implement short and long-term evaluation strategies of the faculty development module and the resident training sessions
- 3.8: Track all participants in faculty development program for practice behaviors including interdisciplinary, collaborative practice with mid-level providers and practice in medically underserved areas

SMO 3: Year One Outcomes (1998-1999)

- 3.1: Design new module curriculum/produce written curriculum guide
- 3.2: Produce action plan with written strategies, timetable and evaluation activities with plan for newsletter
- 3.3: Produce recruitment and enrollment materials for module participants for Year 2 (1999-2000)
- 3.4: No implementation in Year 1
- 3.5: Design new resident training program for residents and produce curriculum guide
- 3.6: No presentation of resident program in Year 1
- 3.7: No implementation of evaluation strategies in Year 1
- 3.8: No tracking in Year 1

SMO 3: Year Two Outcomes (1999-2000)

- 3.1: Refine new curriculum following use in first module
- 3.2: Refine action plan with data from first module/publish newsletter at least once