

## I-BEST Enhanced FTE Application

<b>College:</b> Bellingham Technical College	I-BEST Instruction Start Date: 9/18/07
<b>I-BEST Program Name:</b> Allied Health	Original Submission Date: 4/16/07
<b>Name/Email of primary contact:</b> Patricia McKeown, pmckeown@btc.ctc.edu	Revision #: I
6.12.07	Plan Approved: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

**Brief Program Summary:** (Use the space below to provide a 3 or 4 sentence *narrative* description of your program. Describe the length of the program, the certificates and number of credits, the target population (i.e. ABE, ESL, both, etc.). This information will be used on the Program Summaries List to share information about your program both internally and externally.

The target population for the I-BEST Allied Health program will be both ABE (level 3) and ESL (level 5) students. The I-BEST program student will attend over six full quarters and receive certificates in Caregiving and Nursing Assistant. Students will also complete 30-35 college-level credits required by a variety of BTC's health programs, including Practical Nursing, Dental Assistant and Surgery Technology.

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
<b>OVERVIEW</b>			
1. List the professional-technical program title and CIP/EPC code that has been approved by the SBCTC for this I-BEST program.	P-T Program Title: Nursing Assistant, Practical Nursing, Surgery Technology, Dental Assisting  CIP code <u>51.1614</u> EPC code <u>329</u> CIP code <u>51.1613</u> EPC code <u>326</u> CIP code <u>51.0909</u> EPC code <u>332</u> CIP code <u>51.0601</u> EPC code <u>305</u>	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision	
2. For each integrated course, provide P-T course information, credit equivalency, ABE/ESL hours and anticipated class size using	<u><b>Quarter 1:</b></u>  P-T course name: <u>Fundamentals of Caregiving</u> Dept./Division: <u>HQ</u> Course Number: <u>914</u>	<input type="checkbox"/> Meets Criteria	

<p>Format 1.</p>	<p>P-T course hours: <u>28</u> credits: <u>2</u> (credit equivalency: <u>3.5</u>)  ABE/ESL hours: <u>14</u> Class size <u>20</u></p> <p><b><u>Quarter 2:</u></b></p> <p>P-T course name: <u>Nursing Assistant</u> Essentials  Dept./Division: <u>NA</u> Course Number: <u>101</u>  P-T course hours: <u>38</u> credits: <u>3</u> (credit equivalency: <u>5.25</u>)</p> <p>ABE/ESL hours: <u>19</u> Class size: <u>20</u></p> <p>P-T course name: <u>Nursing Assistant</u> Clinical  Dept./Division: <u>NA</u> Course Number: <u>102</u>  P-T course hours: <u>51</u> credits: <u>2</u> (credit equivalency: <u>3.5</u>)</p> <p>ABE/ESL hours: <u>25.5</u> Class size: <u>10</u></p> <p>P-T course name: <u>CPR: Adult Heartsaver</u>  Dept./Division: <u>HLTH</u> Course Number: <u>103</u>  P-T course hours: <u>3</u> credits: <u>.3</u> (credit equivalency: <u>.525</u>)</p> <p>ABE/ESL hours: <u>1.5</u> Class size: <u>20</u></p> <p>P-T course name: <u>HIV/AIDS: For Healthcare Professionals</u>  Dept./Division: <u>HLTH</u> Course Number: <u>133</u>  P-T course hours: <u>7</u> credits: <u>.4</u> (credit equivalency: <u>.7</u>)</p> <p>ABE/ESL hours: <u>3.5</u> Class size: <u>20</u></p> <p><b><u>Quarter 3:</u></b></p> <p>P-T course name: <u>Introduction to Phlebotomy Skills</u>  Dept./Division: <u>HO</u> Course Number: <u>157</u>  P-T course hours: <u>30</u> credits: <u>3</u> (credit equivalency: <u>5.25</u>)</p> <p>ABE/ESL hours: <u>15</u> Class size: <u>15</u></p> <p><a href="#">Revision</a>  <a href="#">P-T course name: Fundamentals of Medical Terminology</a>  <a href="#">Dept./Division: HT Course Number: 126</a></p>	<p><input checked="" type="checkbox"/> Needs Revision</p>	<p>Switched classes in quarters 4 and 5 to allow students to focus on math in summer .</p>
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<p>Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.</p>	<p><a href="#"><u>P-T course hours: 90 credits: 8 (credit equivalency: 14)</u></a>  <a href="#"><u>ABE/ESL hours: 45 Class size 24</u></a></p> <p><b><u>Quarter 4 (summer):</u></b></p> <p>P-T course name: <a href="#"><u>Elementary Algebra</u></a>  Dept./Division: <a href="#"><u>MATH</u></a> Course Number: <a href="#"><u>98</u></a>  P-T course hours: <a href="#"><u>54</u></a> credits: <a href="#"><u>5</u></a> (credit equivalency: <a href="#"><u>8.75</u></a>)  ABE/ESL hours: <a href="#"><u>27</u></a> Class size <a href="#"><u>24</u></a></p> <p>OR</p> <p>P-T course name: <a href="#"><u>Occupational Math</u></a>  Dept./Division: <a href="#"><u>MATH</u></a> Course Number: <a href="#"><u>100</u></a>  P-T course hours: <a href="#"><u>54</u></a> credits: <a href="#"><u>5</u></a> (credit equivalency: <a href="#"><u>8.75</u></a>)  ABE/ESL hours: <a href="#"><u>27</u></a> Class size <a href="#"><u>24</u></a></p> <p><b><u>Quarter 5:</u></b></p> <p>P-T course name: <a href="#"><u>English Composition I</u></a>  Dept./Division: <a href="#"><u>ENGL</u></a> Course Number: <a href="#"><u>101</u></a>  P-T course hours: <a href="#"><u>54</u></a> credits: <a href="#"><u>5</u></a> (credit equivalency: <a href="#"><u>8.75</u></a>)  ABE/ESL hours: <a href="#"><u>27</u></a> Class size <a href="#"><u>24</u></a></p> <p>P-T course name: <a href="#"><u>General Psychology</u></a>  Dept./Division: <a href="#"><u>PSYC</u></a> Course Number: <a href="#"><u>100</u></a>  P-T course hours: <a href="#"><u>54</u></a> credits: <a href="#"><u>5</u></a> (credit equivalency: <a href="#"><u>8.75</u></a>)  ABE/ESL hours: <a href="#"><u>27</u></a> Class size <a href="#"><u>24</u></a></p> <p><b><u>Quarter 6:</u></b></p> <p>P-T course name: <a href="#"><u>General Biology with Lab</u></a>  Dept./Division: <a href="#"><u>BIOL</u></a> Course Number: <a href="#"><u>160</u></a>  P-T course hours: <a href="#"><u>66</u></a> credits: <a href="#"><u>5</u></a> (credit equivalency: <a href="#"><u>8.75</u></a>)  ABE/ESL hours: <a href="#"><u>33</u></a> Class size <a href="#"><u>24</u></a></p>		<p>Class titles and #'s updated to reflect common course numbering changes for Fall 07.</p>
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	<p> <u>P-T course name: Fundamentals of Medical Terminology</u>  <u>Dept./Division: HT Course Number: 125</u>  <u>P-T course hours: 30 credits: 3 (credit equivalency: 5.25)</u>  <u>ABE/ESL hours: 15 Class size 24</u> </p> <p> <a href="#">Revision</a>  <a href="#">P-T course name: Fundamentals of Medical Terminology</a>  <a href="#">Dept./Division: HT Course Number: 126</a>  <a href="#">P-T course hours: 66 credits: 5 (credit equivalency: 8.75)</a>  <a href="#">ABE/ESL hours: 33 Class size 24</a> </p> <p> <b><u>Quarter 7:</u></b> </p> <p> P-T course name: Human <u>Anatomy &amp; Physiology I</u>  Dept./Division: <u>BIOL</u> Course Number: <u>241</u>  P-T course hours: <u>78</u> credits: <u>5</u> (credit equivalency: 8.75)  ABE/ESL hours: <u>39</u> Class size <u>24</u> </p> <p> AND </p> <p> P-T course name: Human <u>Anatomy &amp; Physiology II</u>  Dept./Division: <u>BIOL</u> Course Number: <u>242</u>  P-T course hours: <u>78</u> credits: <u>5</u> (credit equivalency: 8.75)  ABE/ESL hours: <u>39</u> Class size <u>24</u> </p> <p> OR </p> <p> P-T course name: <u>Essentials of Anatomy &amp; Physiology</u>  Dept./Division: <u>BIO</u> Course Number: <u>105</u>  P-T course hours: <u>60</u> credits: <u>5</u> (credit equivalency: 8.75)  ABE/ESL hours: <u>30</u> Class size <u>24</u> </p> <p> P-T course name: <u>Pharmacology</u>  Dept./Division: <u>HO</u> Course Number: <u>105</u>  P-T course hours: <u>24</u> credits: <u>2</u> (credit equivalency: 8.75)  ABE/ESL hours: <u>12</u> Class size <u>24</u> </p>	<p>For quarters 1-7, ABE/ESL courses that are not integrated will not be eligible to receive enhanced FTEs.</p>
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	<p><b><u>Quarter 1:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 051, Intro. to Health Occupations I</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL course name and #: <u>ABE 032, Reading/Writing 3 or</u>  <u>ESL 015, Reading/Writing Level V</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL course name and #: <u>ABE 022, Math 3</u> (if needed)  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL/DEV course name and #: <u>BAS 065, Study Skills</u> (optional)  ABE/ESL/DEV hours: <u>24</u> Class size: <u>20</u></p> <p>ABE/ESL course name and #: <u>BAS 020, Computer Survival Skills</u>  (optional)  ABE/ESL hours: <u>36</u> Class size: <u>18</u></p> <p><b><u>Quarter 2:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 052, Intro. to Health Occupations</u>  <u>II</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL course name and #: <u>ABE 032, Reading/Writing 3 or</u>  <u>ESL 015, Reading/Writing Level V (continued course)</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL/DEV course name and #: <u>ABE 023, Math 4 or MATH 85,</u>  <u>Basic Math</u>  ABE/ESL/DEV hours: <u>72/54</u> Class size: <u>20 -24</u></p> <p>ABE/ESL course name and #: <u>BAS 020, Computer Survival Skills</u>  (optional)  ABE/ESL hours: <u>36</u> Class size: <u>20</u></p> <p><b><u>Quarter 3:</u></b></p>	<p>In the last four quarters of the proposed program, we have listed BAS 060, Basic Academic skills, as a targeted support class. They wouldn't be repeating the content, but would be academically</p>
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	<p>ABE/ESL course name and #: <u>BAS 053, Intro. to Health Occupations III</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL course name and #: <u>ABE 033, Reading/Writing 4 or ESL 016, Reading/Writing Level VI</u>  ABE/ESL hours: <u>72</u> Class size: <u>20</u></p> <p>ABE/ESL/DEV course name and #: <u>MATH 85, Basic Math</u>  ABE/ESL/DEV hours: <u>30</u> Class size: <u>20 -24</u></p> <p>ABE/ESL/DEV course name and #: <u>English 92, Fundamentals of English</u>  ABE/ESL/DEV hours: <u>54</u> Class size: <u>20 -24</u></p> <p>AND/OR</p> <p>ABE/ESL/DEV course name and #: <u>Reading 85, Reading Skills</u>  ABE/ESL/DEV hours: <u>54</u> Class size: <u>20 -24</u></p> <p><b><u>Quarter 4:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 060, Basic Academic Skills</u>  ABE/ESL hours: <u>90</u> Class size: <u>24</u></p> <p><b><u>Quarter 5:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 060, Basic Academic Skills</u>  ABE/ESL hours: <u>90</u> Class size: <u>24</u></p> <p><b><u>Quarter 6:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 060, Basic Academic Skills</u>  ABE/ESL hours: <u>90</u> Class size: <u>24</u></p> <p><b><u>Quarter 7:</u></b></p> <p>ABE/ESL course name and #: <u>BAS 060, Basic Academic Skills</u></p>	<p>supported through this class for those four quarters depending on what they're taking in that particular quarter.</p>
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	ABE/ESL hours: <u>90</u> Class size: <u>24</u>																							
<p>3. List specific job titles, median salaries and number of job openings that demonstrate a skill gap in your region for which I-BEST students will qualify. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources. Please indicate the data source.</p>	<table border="1"> <thead> <tr> <th>Job Title</th><th>Median Salary</th><th>Number of Openings</th></tr> </thead> <tbody> <tr> <td>1. Home Care Aide/Home Health Aide</td><td>\$9.99/\$9.51</td><td>33/25</td></tr> <tr> <td>2. Nursing Assistant</td><td>\$9.98</td><td>35</td></tr> <tr> <td>3. Healthcare Support Worker</td><td>\$13.33</td><td>6</td></tr> <tr> <td>4. Practical Nurse/Registered</td><td>\$15.96/\$23.99</td><td>29/89</td></tr> <tr> <td>5. Dental Assistant/Hygienist</td><td>\$16.26/\$40.79</td><td>25/8</td></tr> <tr> <td>6. Medical Equipment Preparer/Surgical Technologist</td><td>\$10.26/\$20.05</td><td>4/2</td></tr> </tbody> </table> <p>Data source(s): Workforce Explorer Washington</p>	Job Title	Median Salary	Number of Openings	1. Home Care Aide/Home Health Aide	\$9.99/\$9.51	33/25	2. Nursing Assistant	\$9.98	35	3. Healthcare Support Worker	\$13.33	6	4. Practical Nurse/Registered	\$15.96/\$23.99	29/89	5. Dental Assistant/Hygienist	\$16.26/\$40.79	25/8	6. Medical Equipment Preparer/Surgical Technologist	\$10.26/\$20.05	4/2	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision	
Job Title	Median Salary	Number of Openings																						
1. Home Care Aide/Home Health Aide	\$9.99/\$9.51	33/25																						
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6. Medical Equipment Preparer/Surgical Technologist	\$10.26/\$20.05	4/2																						
<p>4. Describe how local and regional employers participated in the development of the proposed I-BEST program. Please describe their specific role during and after the I-BEST program.</p>	<p>Local and regional employer input was obtained in several different ways. The Northwest Alliance for Healthcare Skills was formed in 2001. The Alliance is comprised of the Northwest WDC, all regional major healthcare providers, Washington State Nurses Association, and three community and technical colleges. The Alliance convened in 2001 to address the shortage of health care workers in Whatcom, Skagit, Island, and San Juan counties.</p> <p>The Alliance holds regularly scheduled quarterly meetings. A major component of its work is to continue to assess the employee shortages in healthcare, progress in meeting those needs, and provide assistance to develop on-going models to address the needs. This partnership has achieved significant accomplishments since 2001 including the development of three new programs at the regional colleges, integrated ESL/Healthcare programs, an ESL Practical Nurse program, and an annual Summer Health Career Camp for middle and high school students which received a Best Practices Award from the</p>	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision																						

	<p>Governor in 2004.</p> <p>The Northwest Alliance has met at BTC and elsewhere to discuss innovative plans, including I-BEST models, to help incumbent workers expand their skill sets in healthcare and assist high school and recently graduated students start a career pathway into healthcare.</p> <p>After the I-BEST program is in place, employers will continue to provide input. Providers also support the program with equipment and cash donations – additional donations will help support equipment and lab access for I-BEST students.</p>		
<p>5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.</p>	<p>Local partners have supported the development of the I-BEST program in a variety of ways, from providing input and ideas to developing recruitment tools.</p> <p>The Northwest Workforce Development Council (NWDC) has identified the majority of employment opportunities in the health and allied services fields as providing an above average living wage. The expansion of employment opportunities with these wage rates is part of our local Economic Development Councils' focus on attracting and expanding higher wage employment in our area.</p> <p>The newly revised NWDC 2000-2005 Strategic Plan states that the current shortages of workers, especially in all areas of nursing, makes addressing the workforce needs of the largest (non-governmental) employment sector in this region a critically high priority. A strong and high quality health care system is a key component in attracting new businesses to this area and to support the growing retirement industry in this region.</p>	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision	
<b>PATHWAY</b>			
<p>6. Describe the <b>educational and</b></p>	<p>A). Continuation of this bridge program will help students of diverse backgrounds obtain family-wage jobs and assist them to</p>	<input checked="" type="checkbox"/> Meets	



<p><b>career pathway</b> that your I-BEST program is part of. Include how the I-BEST program is:</p> <ul style="list-style-type: none"> <li>a. is part of an <b>educational pathway</b> that is at least one year in length (45 college level credits);</li> <li>b. uses proactive measures that inform students and engage them in planning a full <b>educational pathway</b> beginning with I-BEST and including stop-in and stop-out points available to them as they progress to a one-year certificate, a two-year degree, and a bachelor's degree, if appropriate;</li> <li>c. provides students the opportunity to advance on the <b>career pathway</b> without duplicating courses;</li> <li>d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree;</li> <li>e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ABE/ESL or credit-bearing developmental education courses;</li> <li>f. informs students of</li> </ul>	<p>begin a career ladder in the strong and growing field of healthcare. The results of this program include certification in nursing assistant and caregiver. Students may then bridge into a career ladder in a variety of fields, including phlebotomy, practical nursing, surgery technology, dental assisting and hygiene, and registered nursing.</p> <p>B). Counselors, coordinators and program and ABE instructors all work together to check in regularly with students, develop career plans with them, and proactively address any student barriers that develop. Students will meet with the college's job and career placement coordinator, who will assist them with all aspects of the job search process, including developing resumes and cover letters. Students will receive flyers describing relevant career ladder and training options, complete with job titles and wage range information.</p> <p>C). No courses taken during the I-BEST program will be duplicated as students continue their educational pathway. A majority of the credits will apply to their selected program, and students completing the I-BEST program will place into the second quarter of Dental Assisting or third quarter of Practical Nursing or Surgery Technology.</p> <p>D). Courses offered during the I-BEST program will help students develop the skills they need to become employed as a healthcare professional and to continue along their educational pathway. Program-specific and ABE/ESL coursework will dovetail to help students meet technical math and reading skill requirements as well as develop specific medical skills.</p> <p>E). During student advancement beyond the I-BEST program and into the next stages of their education, their connection with the ABE/ESL program will continue in the form of learning assistance tutoring and mentoring. I-BEST instructors and student service staff will work together to inform students of continuing opportunities in education and funding sources.</p>	<p>Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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<p>employment opportunities in their <b>career pathway</b> as they continue their education and also allows students to be employed at the conclusion of the I-BEST program.</p>	<p>F). Students will confer with both instructors and support staff to discuss employment plans and upcoming opportunities. Instructors, college staff and partner agencies, such as NWDC, will work with advisory board members and other employer representatives to determine areas of industry need and openings for which I-BEST students may be qualified. Flyers and other informational handouts will be distributed. The college's Career and Job Placement Coordinator will also work with students to help with placements.</p>		
<p>7. On a separate page, provide a pathway diagram that illustrates both the <b>educational</b> and <b>career pathways</b> described in question 6. <i>For an example, see Appendix C in the Guidelines and Process.</i></p>	<p>See attached.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>8. Check the description below that best matches your I-BEST program. If you select A, please provide the additional required information:</p> <p>_____ a. Describe how you will ensure that I-BEST completers are <u>given priority status</u> in the advanced professional-technical program. If I-BEST completers need to meet specific assessment scores or other criteria, such as prerequisites, to get priority status, explain how you will prepare students <u>during the I-BEST program</u> to meet the specific assessment scores or other criteria; OR</p>	<p>Students will receive priority entrance into their programs and be placed on the Nursing, Dental and Surgery program placement lists at the beginning of the IBEST program.</p> <p>During the I-BEST program, students will need to prepare for the college's Accuplacer assessment tests in reading and mathematics. During the first week of I-BEST classes, students will take the Accuplacer test. On the basis of those scores, CASAS scores, and other evaluations, an individualized plan for each student will be developed to map out a plan for entry into the programs.</p> <p>The plan may include basic instruction in Accuplacer math and reading integrated into the health classes, tutoring inside or outside of class, or enrollment in Study Skills, Reading 85 or Math 85. Please note that a passing grade in Reading 85, English 92 and/or Math 86 will constitute a passing score on the Accuplacer tests. This provides a seamless transition for these students.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>_____ b. The labor market data provided in response to P-3 shows evidence of available high wage jobs for I-BEST program completers at a minimum of \$12 per hour—with the exception of King County which is \$14 per hour. Job titles and associated wages for completers are also listed in question 3.</p>			
SUCCESS STRATEGIES			
<p>9. Describe strategies and processes used to recruit and screen a cohort of basic skills students into the I-BEST program. Describe the eligibility requirements, including but not limited to the ESL and/or ABE levels at which students are accepted into the program and the ESL and/or ABE level required for students to be accepted into the next level of the pathway or certificate program.</p>	<p>Instructional and Student Services staff members collaborate to recruit basic skills students into the I-BEST program, starting with outreach programs at BTC, in the high schools and in the larger community, tight connections and joint outreach activities with community partners such as WorkSource, and a committed Learning Center staff.</p> <p>Targeted populations will include Native Americans (BTC is working collaboratively with Northwest Indian College and the Nooksak Tribe), Hispanics (teaming with Washington Latino Business Association), WorkSource referrals, students who have not scored “program ready” in basic skills on the college’s entrance exam (Accuplacer), immigrants and refugees, and others who meet criteria.</p> <p>All applicants will be screened using CASAS. CASAS reading and math scores of 211 or ESL 5/ABE 3 reading and math levels will be required. Other screening criteria will include goal-setting and student commitment to attendance and course requirements.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>10. What strategies do you have in place to assist students in acquiring</p>	<p>Students have a variety of financial aid resources. BTC has an Opportunity Grant that will be used to assist students with tuition</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p>	

<p>the financial means for entering the program and continuing it to completion?</p>	<p>and related expenses. Funding for single parents, low-income parents, and others will be supplied by the college's Displaced Homemaker, WorkFirst and Worker Retraining programs. DVR will also be funding its clients.</p> <p>F-SET funding is available to Food Stamp recipients. This funding source pays for tuition, books, equipment, supplies, and necessary support services.</p> <p>The BTC Foundation will be able to offer several scholarships to along with institutional college scholarships.</p>	<p><input type="checkbox"/> Needs Revision</p>	
<p><b>11.</b> Describe specific strategies to retain all cohort members to completion of the I-BEST program. Include the proactive measures that will be used to inform I-BEST students how to access the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>	<p>I-BEST cohort students will be supported with mentors, workshops in study skills and other student support workshops. Students will benefit from tutoring and test-taking support strategies, and one-on-one advising to facilitate student success.</p> <p>BTC will provide individual mentoring. Mentors will include peers, college staff members and persons from industry. The industry mentors will be employees who have had success through similar pathways.</p> <p>A college counselor and the ABE coordinator will check in periodically with the instructors and the students to determine if any barriers have arisen which need to be addressed.</p> <p>Financial aid barriers will be alleviated with focus on providing scholarships and grants.</p> <p>All students will participate in an orientation before classes begin, which will cover college services available to the students. This will include campus tours and information on the library, computer use, disability support, counseling, diversity support, child-care referral, financial assistance, job placement support, referrals to partner agencies and any other student services.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p style="text-align: center;"><b>INSTRUCTION</b></p>			

<p><b>12.</b> List program (student) learning outcomes that illustrate integrated professional-technical skill development and basic skills (ABE or ESL) gains. The outcomes must be integrated.</p> <p>Use the <i>Washington State Adult Learning Standards for ESL and ABE</i> and <i>Professional-Technical Competencies</i> that are appropriate as the backbone for developing integrated outcomes.</p> <p>The ESL and ABE standards are available online at:  <a href="http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf">http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</a></p>	<p>The program is based on health skill standards, professional technical competencies, and Washington State Adult Learning Standards for ESL and ABE students.</p> <p>Allied Health and ABE/ESL competencies:</p> <p>Students will be able to understand and discuss the duties and responsibilities required of different health care professionals, from home health aide to the nursing assistant. Students will read about and understand the function of health care systems and their individual role within those systems. They will understand the basic legal rights of clients and essential safety practices. They will be able to clearly communicate information about safety, client rights and health information in written and verbal form to a variety of audiences.</p> <p>Students will be able to perform a variety of tasks, including taking and recording vital signs, cardiopulmonary resuscitation, and bathing, feeding, dressing and transporting of patients in hospitals and nursing homes. Students will be able to create clearly organized and written logs and reports, including observations, medications, daily activities and special events.</p> <p>Students will read and understand basic medical terminology, including language pertaining to body systems, anatomy and disease. They will read about, comprehend and communicate information about basic cell biology, human anatomy and systems, and methods of scientific inquiry.</p> <p>Students will be able to calculate appropriate medication dosages, taking into account factors such as absorption and excretion rates. They will read and comprehend nutrition information and be able to calculate calorie intake and output needed for healthy weight maintenance and special health needs. They will work</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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	<p>with fractions, basic arithmetic and more advanced formulas in their medication and nutrition calculations.</p> <p>Students will understand basic psychological principles which influence social interactions in a variety of settings, and read and understand information on needs and behaviors of those with mental health disturbances and human development. They will understand precepts of and communicate effectively with each other on an interpersonal level as well as in teams.</p> <p>Students will be able to communicate and function effectively in teams and demonstrate the ability to both delegate and lead. Students will be able to assess a wide variety of professional situations that require a written or verbal response and utilize appropriate techniques to respond effectively in a variety of formats.</p>		
<p><b>13.</b> Based upon your integrated program (student) learning outcomes, describe how professional-technical and basic skills faculty members will jointly create, plan, measure, and deliver:</p> <p>a. integrated learning experiences that support these outcomes, including curricula and instruction; AND</p> <p>b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting the integrated learning</p>	<p>a). Basic skills faculty will coteach with the health faculty for at least ½ of the class hours. The basic skills faculty will work with the professional-technical faculty to develop supplemental curriculum to meet the needs of the basic skills students. Supplemental curriculum will be developed as needed to integrate the Allied Health curriculum with basic skills learning. For example, supplemental vocabulary worksheets may be needed. Basic math review materials may be required. Conversation practice scenarios could be set up. These materials will be developed based on the specific needs of learners in the program.</p> <p>b). All students will be pre and post tested using CASAS assessments. CASAS reading and math scores of 211 or ESL 5/ABE 3 reading and math levels will be required.. Pre and post test scores and attendance will be reported in</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

outcomes. Also include CASAS testing, reporting in WABERS, and appropriate professional-technical assessments.	WABERS. Other assessments to be considered for entrance will be students' goals, commitment to attendance and ability to comply with the course requirements. Assessment of integrated learning outcomes will be based on written and verbal quizzes and exams, interaction with fellow students and faculty in the classroom and work in the lab and in the clinical sites.		
<b>14.</b> Specifically describe how and when each I-BEST course within the program will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members so that readers can see where the overlap occurs.	<p>The IBEST Allied Health courses will have a 50% overlap of instruction. The basic skills and health instructors will be together for all the lecture hours and a portion of the lab hours to total at least 50% of the total hours. The instructors will work closely together to insure students' mastery of course competencies and outcomes. The basic skills instructor will participate in classroom and lab hours for the courses and will, in addition, meet with the students separately to provide basic skills instruction.</p> <p>The schedule will typically be 4 - 5 days per week with three hours in the afternoon devoted to basic skills with the basic skills instructor, and 4 – 5 mornings per week devoted to professional technical and general education courses with both instructors present. In the first quarters, more time will be allotted to basic skills/ESL coursework. The basic skills instructor will be hired for 30 hrs. per week contact time with students.</p>	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision	
<b>15.</b> Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid, advising, counseling, registration, general student services, etc.	<p>Instructors, administrators and staff members from the professional technical programs and the ESL and ABE programs have all been integrally involved with creating ideas for and implementing the I-BEST program for Allied Health. This work started with BTC's successful Bridges to Health Careers program, which has been revised to meet IBEST criteria and expanded to move into the certificate and degree health programs.</p> <p>In Student Services, several directors and departments work to assist in implementing the program, including the director of</p>	<input checked="" type="checkbox"/> Meets Criteria  <input type="checkbox"/> Needs Revision	

	WorkFirst, coordinator of Admissions, the registrar, and outreach staff. Counselors and advisors also assist in providing support for recruitment and retention.		
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## I-BEST Enhanced FTE Application

Signature Page

*Please submit original under separate cover upon approval of the I-BEST application.*

College: Bellingham Technical College

Program Title: Allied Health

Proposed Start Date: 9/18/07

Signature:

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Patricia McKeown  
Workforce Administrator

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David Klaffke  
Basic Skills Administrator

Other team members:

Name	Position	Email	Phone Number
Judi Wise	BAS/ESL Instructor, IBEST	<a href="mailto:jwise@btc.ctc.edu">jwise@btc.ctc.edu</a>	360-752-8462
Rosalind Spitzer	Basic Academic Skills Coordinator	<a href="mailto:rspitzer@btc.ctc.edu">rspitzer@btc.ctc.edu</a>	360-752-8422
Carol Lager	Dean of Professional Technical Education	<a href="mailto:clager@btc.ctc.edu">clager@btc.ctc.edu</a>	360-752-8433
Roxanne Telling Ann Marie Read	Nursing faculty also teaching phlebotomy, adjunct faculty	rtelling@btc.ctc.edu, aread@btc.ctc.edu	360-752-8446 360-733-1227
Rhonda Gray Carol Ham	Nursing Assistant faculty	rgray@btc.ctc.edu, cham@btc.ctc.edu	360-671-4940 360-595-2022
Linda Crawford	Coordinator of Child & Family Studies	lcrawfor@btc.ctc.edu	360-752-8353



## Bellingham Technical College

### Step <sup>Up</sup> to Health Careers!

	Integrated Basic Skills and Health Bridge Courses	Optional Health Career Certificate courses	Career Opportunities
	<i>Mon-Thurs 12:00-3:00 pm</i>	<i>Schedule will vary.</i>	
FALL	Introduction to Health Occupations I Reading & Writing ESL 5-6; ABE 3-6 Computer Survival Skills	Fundamentals of Caregiving	Job as caregiver
↓		↓	
WINTER	Introduction to Health Occupations II Reading & Writing ESL 5-6; ABE 3-6 Computer Survival Skills	Nursing Assistant	Job as CNA
↓		↓	
SPRING	Introduction to Health Occupations III Reading & Writing ESL 6; ABE 4-6 Computer Survival Skills	Intro to Phlebotomy Skills Fundamentals of English	Job as Phlebotomist
↓		↓	
SUMMER	College General Education courses ESL/ABE Support courses	Eng 101	
↓		↓	
FALL	College General Education courses ESL/ABE Support courses	Math 98 Psy 101	
↓		↓	
WINTER	College Science courses ESL/ABE Support courses	Cell Biology Medical Terminology	
↓		↓	
SPRING	College Science courses ESL/ABE Support courses	Anatomy & Physiology I & II or Essentials of A & P Pharmacology	Practical Nursing Surgery Technology Dental Assisting