

I-BEST Enhanced FTE Application

College: Centralia College	I-BEST Instruction Start Date: 9/24/07
I-BEST Program Name: NURSING ASSISTANT CERTIFIED	Original Submission Date: 4/25/07
Name/Email of primary contact: Durelle Sullivan – dsullivan@centralia.edu	Revision #:
Nancy Warnstadt – nwarnstadt@centralia.ctc.edu 7.02.07	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.*

Centralia College is providing students an opportunity to obtain strong foundation of skills and entry level certifications for a career in Healthcare. Students will obtain state credentials in Home Health Care and Nursing Assistant Certified (NAC). After successful completion of the I-Best program, students will have the skills to obtain employment or continue up the healthcare career ladder. This Integrated NAC program is 210 hours in length and is 16 credits. The target populations are Adult Basic Education and English as a Second Language students as well as low income adults from our community.

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
OVERVIEW			
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 <u>Fundamentals of Caregiving</u> Certificate of Completion CIP code <u>51.1614</u> EPC code <u>329</u> Dept./Division <u>Workforce Education</u> Course Number: <u>HLSV 130</u> P-T Program Title <u>Nursing Assistant Certified</u> Certificate of Completion CIP code <u>51.2602</u> EPC code <u>329</u> Dept./Division <u>Workforce Education</u> Course Number: <u>HLSV 131</u>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>P-T Program Title <u>Medical Assistant</u> Certificate of Proficiency CIP code <u>51.0801</u> EPC code <u>381</u> Dept./Division <u>Workforce Education</u> Course Number: <u>BTEC 260</u></p> <p>P-T Program Title <u>Practical Nursing</u> Certificate of Proficiency CIP code <u>51.1613</u> EPC code <u>326</u> Dept./Division <u>Workforce Education</u> Course Number: <u>NURS 100</u></p> <p>P-T Program Title <u>Registered Nurse</u> Certificate of Completion, AAS-T CIP code <u>51.1601</u> EPC code <u>326</u> Dept./Division <u>Workforce Education</u> Course Number: <u>NURS 200</u></p>		
<p>2. For each integrated course, provide P-T course information, credit equivalency, ABE/ESL hours and anticipated class size using Format 1.</p>	<p>Format 1: P-T course name and # HLSV 121 <u>Introduction to Health Care Careers</u> P-T course hours <u>20</u> credits <u>2</u> credit equivalency <u>3.5</u> <i>(total credits x 1.75)</i> ABE/ESL hours <u>20</u> Class size <u>10</u></p> <p>P-T course name and # HLSV 122 <u>Basic Math and Vocabulary for Health Care</u> P-T course hours <u>20</u> credits <u>4</u> credit equivalency <u>7.0</u> <i>(total credits x 1.75)</i> ABE/ESL hours <u>40</u> Class size <u>10</u></p> <p>P-T course name and # <u>HLSV 130</u> <u>Basic Fundamentals of Caregiving</u> P-T course hours <u>30</u> credits <u>2</u> credit equivalency <u>3.5</u></p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.</p>	<p style="text-align: right;"><i>(total credits x 1.75)</i></p> <p>ABE/ESL hours <u>30</u> Class size <u>10</u></p> <p>P-T course name and # <u>HLSV 131 Nursing Assistant Certified</u></p> <p>P-T course hours <u>120</u> credits <u>8</u> credit equivalency <u>14</u> <i>(total credits x 1.75)</i></p> <p>ABE/ESL hours <u>65</u> Class size <u>10</u></p> <p>Format 2:</p> <p>ABE/ESL course name and #</p> <table border="0"> <tr><td><u>ABE 014 ESL Language IV</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 016 ESL Language V</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 031 Level III Reading</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 033 Level III Math</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 032 Level III Writing</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 041 Level IV Reading</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 043 Level IV Math</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 042 Level IV Writing</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 051 Level V Reading</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 053 Level V Math</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 052 Level V Writing</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 061 Level VI Reading</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 063 Level VI Math</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> <tr><td><u>ABE 062 Level VI Writing</u></td><td><u>1 - 5 credits</u></td><td><u>10 students</u></td></tr> </table> <p><u>These are separate variable credit classes (1-5 credits)</u></p>	<u>ABE 014 ESL Language IV</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 016 ESL Language V</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 031 Level III Reading</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 033 Level III Math</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 032 Level III Writing</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 041 Level IV Reading</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 043 Level IV Math</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 042 Level IV Writing</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 051 Level V Reading</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 053 Level V Math</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 052 Level V Writing</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 061 Level VI Reading</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 063 Level VI Math</u>	<u>1 - 5 credits</u>	<u>10 students</u>	<u>ABE 062 Level VI Writing</u>	<u>1 - 5 credits</u>	<u>10 students</u>		
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<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 Health Aides</td> <td>\$ 9.25 p/h*</td> <td>16</td> </tr> <tr> <td>2.Nursing Aides</td> <td>\$ 11.42 p/h*</td> <td>35</td> </tr> <tr> <td>3.Nursing Attendants</td> <td>\$ 10.45 p/h*</td> <td>35</td> </tr> <tr> <td>4.EMT's / Paramedics</td> <td>\$ 21.21 p/h*</td> <td>4</td> </tr> <tr> <td>5.Medical Assistants</td> <td>\$ 13.19 p/h*</td> <td>19</td> </tr> <tr> <td>6.Practical Nurses</td> <td>\$ 17.96 p/h*</td> <td>29</td> </tr> <tr> <td>7.Registered Nurses</td> <td>\$ 30.49 p/h*</td> <td>94</td> </tr> </tbody> </table>	Job Title	Median Salary	Number of Openings	1.Home Health Aides	\$ 9.25 p/h*	16	2.Nursing Aides	\$ 11.42 p/h*	35	3.Nursing Attendants	\$ 10.45 p/h*	35	4.EMT's / Paramedics	\$ 21.21 p/h*	4	5.Medical Assistants	\$ 13.19 p/h*	19	6.Practical Nurses	\$ 17.96 p/h*	29	7.Registered Nurses	\$ 30.49 p/h*	94																				
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	<p>* Salary is before benefits added</p> <p>Four health care occupations made the list of occupations across the state with the most vacancies. (Job Vacancy Survey, October 2006) Registered nurses (2,125); nursing aides, orderlies, and attendants (2,120); personal home care aides (1,602); and licensed practical nurses (765) occupations all had large numbers of openings.</p> <ul style="list-style-type: none"> • Openings were for Southwest Washington • Data source(s): Workforce Explorer, Washington Interactive Labor Market Access data, Pacific Workforce Development Council, and the Washington State Workforce Scanning Document. 		
<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 employers provided the college with specific job market data, identified specific job skills needed, and identified the employability skills that were/are a necessary part of sustainable employment. In February 2004, Centralia College was approved for an RN program. Extensive data was provided by the Workforce Development Council, Economic Development Council, three regional hospital boards, and WorkSource to document the needs for trained health care workers in Lewis County in this extensive certification process. Information was also gathered from local and regional employers through the Nursing Advisory Board members and direct contacts with employing businesses. Local hospital and long term care personnel who are members of our advisory boards and are very involved in the clinical experiences of our health care students at all levels. Program supervisors from Sharon Care Center and Liberty County Place directly worked on the development of this program. Liberty Country Place sends their new hires to the college for training and we do our clinical rotations at Sharon Care Center. They often hire students after they finish and pass the state exam. Our clinical instructors work directly with and in the local health care facilities where specific feedback is given while we are training our students. Often our students are hired in the facilities they train in. We plan to follow the success of our I-BEST students by incorporating them into our yearly graduate survey for</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	Professional/Technical students. The I-Best Support Specialist will provide a one-stop information point for the students. This office is located right across the hall from the training classroom. This position will be responsible for recording the follow-up and referrals to program advisors as students return for services as they continue on the pathway.		
5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.	Non-employers such as the regional WDC have provided extensive research regarding the job market, scan data, and program advice. The Lewis County Literacy Council and the local CBO, provide volunteer tutorial support and refer potential students to all programs including the I-BEST program. Labor unions provide referrals, some support services and are involved in salary negotiations for employees at the higher end of the career ladder.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
PATHWAY			
6. Describe the educational and career pathway that your I-BEST program is part of. Include how the I-BEST program is: a. is part of an educational pathway that is at least one year in length (45 college level credits);	A.Educational pathway: The identified courses for our NAC I-Best project are core classes in a nursing educational pathway that leads to state certifications and/or degrees. The NAC certificate is one of the prerequisites for entry into the PN and RN certification. These nursing programs are for 45 - 90 credits in length. The first step on this pathway is made up of two entry level courses; Introduction to Health Care Careers (20 hours, 2 credits) and a Basic Vocabulary and Math for Healthcare Workers (40 hours, 4 credits). The next step is the Fundamentals of Caregiving certification class (30 hrs / 2 credits). The Fundamentals class provides a state credential right away and builds a very strong foundation for learning at the next level. The next step in the pathway is the integrated Nursing Assistant Certification program (120 hrs / 8 credits). Centralia College has a very successful NAC program running classes both day and night. The NAC program has their own skill lab where students can come and practice their skills when classes are not	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>b.uses proactive measures that inform students and engage them in planning a full educational pathway 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;</p>	<p>in session. Centralia College facilitates the State NAC testing in this lab at least once a month.</p> <p>Our Healthcare pathway continues with additional certification options leading to other medical positions or upgrades at the NAC level. Classes in phlebotomy, pharmacy assistant, medical assistant and EMT-B certification are options to program graduates. The graduates will also be able take regular college prerequisite classes for PN and RN courses and continue onto nursing careers.</p> <p>B. Students are informed of the full educational pathway available beginning with initial recruitment. All fliers and presentations not only market the 15 credit I-Best CNA program, but very specifically address the pathway available for students in Allied Health and Nursing.</p> <p>The first classes required in this integrated program are Introduction to Health Care Careers and Basic Math and Vocabulary for Health Care. These classes are designed to increase human relation skills and inform students of the various health care career roles and responsibilities. During the first section of the program, students map both their short-term and long-term career goals and build a timeline for success. Students then will complete the Fundamentals of Caregiving Certification and then the NAC certification class. As part of these courses students will also receive certification for:</p> <ul style="list-style-type: none"> ▪ 7 hours of AIDS training required for all Allied Health careers ▪ and FA/CPR certification <p>Students register with the state and also apply for certification as part of the NAC class. On the last class day and before the clinical experience starts, students fill out the applications for the State Exam together and review their individual career path document. We do this before the clinical experience because many of our students are offered employment as they finish this class. We are fortunate that our I-Best office is located right next to the classroom and students and staff will be able to interact on a regular basis.</p> <p>We are prepared to offer a day and evening section of this I-Best</p>	<p>You have some good practices in place such as requiring NAC certification for LPN and RN, day and evening programming, and completion of exam on last day of class.</p>
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<p>c.provides students the opportunity to advance on the career pathway without duplicating courses;</p> <p>d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree;</p> <p>e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as</p>	<p>Nursing Assistant program if we have a large number of interested students. As the program continues to grow, it is our hope to have cohorts interested in working toward PN or RN degrees so we can integrate more prerequisite classes.</p> <p>C. NAC program components and certification are prerequisites for entry into nursing steps of the career ladder. The NAC certification remains active as filling a nursing program prerequisite as long as the student keeps the certificate current. Because of this, the students will not be required to duplicate this requirement.</p> <p>D. NAC completion and certification is considered to be the required foundation for the Practical & Registered Nursing program. There are additional certifications that open additional job opportunities to program completers and enhance the continuing student's knowledge, skills, and background. The Math and Vocabulary for Healthcare Workers class will help the students in all of their health related classes. Beyond the NAC certification the I-Best program provides a variety of options for students to continue their education and prepare for entry into the Practical Nursing Program. Continuing class options include Cultural Competency in Healthcare, Phlebotomy, Medical Records Confidentiality (HIPPA), Medical Assistant Pharmacology, and Nursing Prerequisites. These opportunities and options strengthen the student's skills, knowledge, and open opportunities for advancement in their careers or provide prerequisite education as they transition into other medical or nurses training.</p> <p>E. Centralia College provides a variety of strong academic support services to all enrolled students. These include free multi-subject tutoring, math lab tutoring, and writing center tutoring and workshops. An online writing tutorial service is being piloted.</p> <p>Our NAC I-Best program will be initially using the</p>		
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<p>advanced ABE/ESL or credit-bearing developmental education courses;</p> <p>f. informs students of employment opportunities in their career pathway as they continue their education and also allows students to be employed at the conclusion of the I-BEST program.</p>	<p>Employment Readiness Scale and Casas testing to measure student entry levels and gains after completion if the program.</p> <p>GED /HSC is not required for entrance into this I-Best training program and students entering college level classes can take them without GEDs or High School diplomas if they test into college level classes. COMPASS placement testing is required for all students entering into college programs such as Medical Assistant, PN or RN. Our I-Best graduates should be prepared to successfully test into college level. If students are recommended into pre-college classes our I-Best support team will help and advise them into correct classes and provide tutoring services. Pre-college math courses (basic math and pre-algebra) support student success in the Practical Nursing Program's prerequisite of algebra I. In addition, there are reading, study skills, and writing pre-college level courses that are designed to strengthen student's readiness to be successful in college level courses and programs of study. As we develop and assess the NAC I-Best program we will add bridge classes in A & P, biology, and other courses if they still prove to be barriers to student success. The Counseling Center has been involved in the planning of the I-Best project and is also available to help students with career paths or college support services. The Workforce staff and Counseling Center has worked together on a similar project bridging local high school students with NAC classes.</p> <p>F. Employment opportunities will be posted on the bulletin board in the classroom. The I-Best office staff will work with WorkSource and community partners for current openings. Announcements that have a fast turn-around time will be shared more often. This will be in verbal and written formats with descriptions, locations, salary / benefit descriptions, and contact information. Letter of application, resume, and interview strategy assistance will be provided in a one day workshop for the cohort after they complete the Home Health Care Certification. This workshop is provided by the Office Technology Skills Center. Students will be able draft out their</p>		
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	resumes and add to them as they complete the NAC certification. The OTSC is located in the same building as the NAC Center and is open during the day and evenings with staff available to help students resume preparation. I-Best program staff are closely connected with employment sites through the clinical experience. These experiences also provide the employers with work related observations of the potential employees. Some of the program career ladder steps are provided by the Individualized Certificate Program (ICP) which have on-the-job training components that also opens doors to employment.		
D. On a separate page, provide a pathway diagram that illustrates both the educational and career pathways described in question 6. <i>For an example, see Appendix C in the Guidelines and Process.</i>	See attached	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>E. 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>	a. Centralia College will give NAC I-BEST completers priority status into the Certificate of Proficiency programs in Phlebotomy Lab Technician, Pharmacy Assistant, Medical Assistant, and EMT-B. The college will also make sure I-BEST completers have the ability to gain access to nursing prerequisite classes and support programs by utilizing the I-BEST support team I-Best students will be better prepared for classes because of the dual instruction and special classes focusing on terminology and medical math and measurement. For the successful NAC I-Best completers who choose to continue in the nursing prerequisites we will create an integrated and extended human anatomy and physiology course or utilize tutors for this difficult class.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<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>	<p>b. Workforce Explorer’s Job Vacancy Survey for October 2006 stated that Southwest Washington had the hardest time filling RN vacancies and over half of the vacancies were open for more than 60 days. Four healthcare occupations made the list of occupations across the state with the most vacancies. Registered nurses, (2,125); nursing aides, (2,120); home care aides, (1,602); and practical nurse (765) occupations all had large numbers of openings. The Washington Interactive Labor Market web site for March 07 lists the following annual vacancies for the Pacific Mountain Consortium which includes Lewis and Thurston counties - Nursing aides - 35, Home Health aides - 16, Registered Nurses, - 94, Practical Nurses, 29 and Medical Assistants 19. Home Health aide and Nursing Assistants at long term care facilities are being hired at the \$9.50 per hour range but if they stay at a facility and/or get some additional skills they are increased to approx. \$10.50 - \$12.00 per hour in Lewis County. Private agencies such as Assured Home Health and Providence Sound Health are paying between \$12.00 and \$18.00 for NAC’s. Thurston County pays \$11.87 per hour at many long term care facilities and many people in Lewis County commute to Olympia or further north for higher wage employment. Workers receive benefits that add \$2.00 - \$3.00 per hour and many facilities pay for continuing education for their employees. Providence Sound shared that over the last few years they have had four NAC’s that went on to receive RN degrees and stayed with the agency.</p>		
<p style="text-align: center;">SUCCESS STRATEGIES</p>			
<p>F. 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</p>	<p>Students for the first cohort will be recruited in Spring and Summer quarters of 2007 for a Fall 2007 quarter start. The I-Best planning and recruitment team is lead by the Assistant Dean of Workforce Education and the Associate Dean of Basic Skills. Other team members consist of the lead instructors in NAC and Basic Skills, I-Best Support Specialist in Workforce Education and Senior Secretary in Basic Skills. Program opportunity presentations will be conducted for Level III and</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>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>above ABE and ESL students and individual faculty members will refer those who show interest, have solid attendance patterns, and are most likely to persevere to and beyond I-BEST program completion. Educational interviews will be conducted by the I-Best Team following group presentations for interested students. In addition to this, potential students from external sources such as WorkSource and the Displaced Homemaker program will be recruited, screened, and tested for program eligibility. The requirements for general population applicants will be age 18 or older, and testing below college level in Compass and Casas tests. Information fliers will be distributed in the ABE/ESL classes, at WorkSource, and in the local long term care facilities containing program details so students will have the information about the program. Program packets will be created including all aspects of the support services available to participants as college students. These packets will be handed out to those students who respond to the marketing of the program. The I-Best team members have met with the advisors for NAC, representatives from registration and the Counseling Center to share the requirements for admittance and ask for assistance in recruiting. Outreach will also be done with our healthcare partners in the community who often have referrals to our programs.</p> <p><u>Eligibility Requirements for acceptance:</u> Potential students must take the CASAS Appraisal and pre-test prior to acceptance into the program. Scores of 221 or above for ABE and 211 for ESL are the general benchmark for measuring the student's potential for success in this program. If these individuals are current students, faculty recommendations will be requested as part of the process. Potential students who score into the upper ranges of ABE level III (211-220) and/or ESL level 4 (201-210) may apply to the program. All individuals have a one-on-one interview with the I-Best team as part of the application process. This interview will help gauge commitment to the program and to establish the students goals on the career ladder.</p>		
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	<p><u>Eligibility Requirements for acceptance into the next steps on the career ladder:</u></p> <p>Continuing students must have successfully completed the I-BEST program, passed the NAC certification tests and CASAS post-tested. Depending upon the scores earned (246 and below for ABE students and 236 and below for ESL students), the student may still be eligible for ABE/ESL assisted support, growth and development. Students who test score higher than this will be COMPASS college placement tested for identification of any pre-college needs. Support systems (tutoring, math and writing labs, and study groups) will continue to support the students as they climb the career ladder.</p>		
<p>10. What strategies do you have in place to assist students in acquiring the financial means for entering the program and continuing it to completion?</p>	<p>Centralia college provides all students with up-to-date information and assistance regarding the application process for financial aid. While students who plan to take less than a one year program are not eligible for financial aid, those who plan to continue with the program for either the one or two year degrees or certificates are eligible if they also meet the other requirements. Diversity and financial aid staff provide assistance in workshops and one-on-one as needed. Students are encouraged to seek eligibility documents that may include a HS diploma, a GED certificate, Ability to Benefit test scores, and income status. Eligible students are also referred to the college by DSHS and the WorkSource for up to one year workforce training which is financially supported by WorkFirst tuition assistance dollars, scholarship applications, plus textbook resources and application completion assistance from campus TRIO programs. People, over the age of 19, who are not eligible for scholarships and financial aid but are still needy and do not have a high school diploma are encouraged to have their high school transcripts evaluated to take advantage of HS tuition waivers for any classes that are required for their HS diploma. This often provides students with the means to get started while they seek other funding. Tuition remains the biggest barrier for getting students into the program. We are hoping for Opportunity Grant funding in 2007-08 to support low income</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	students getting into educational programs while they establish traditional aid packages.		
<p>11. 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>The I-Best Support Team will be housed in the Workforce Education Office. The location of the office is right across the hall from the Home Health Care and NAC classroom and lab. Prior to registration, each student will meet with the I-Best support specialist, NAC director, and the Basic Skills Staff coordinator. During these sessions, students will be: 1) introduced to the requirements of the program, 2) provided with assistance in completing all required documents, 3) given help in accessing financial support and the resources they need to be successful, and 4) taken on a tour of the classroom and lab area. Students will be informed of available support services and how they work prior to enrolling. Part of the Introduction to Healthcare curriculum will be touring the campus and seeing what services are available. They will see how the integration model is designed to help them succeed and how it can help with issues that might affect their ability to continue up the career pathway. Supplemental basic skills instruction is also available to provide students in a structured setting if they are having trouble mastering the subject matter. Our nursing and basic skills instructors have had years of experience in working with students and helping them overcome barriers for success in the classroom while taking care of family issues. We are confident that this program will excel in engaging the students in a comfortable balance between home and school.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
INSTRUCTION			
<p>12. 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</i></p>	<p>I. General Centralia College has adopted the following five Learning Abilities Themes which are identified for each course outline objective and competency:</p> <p>1. Reasoning. The ability to extract information from data, develop ideas and solutions, establish logical progression</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p><i>Learning Standards for ESL and ABE and 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: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</p>	<p>in thinking, and problem solve using such procedures as literary analysis or the scientific method.</p> <ol style="list-style-type: none"> 2. Written, Oral, and Visual Communication. The ability to make ones self understood in public, interpersonal, professional, artistic, and technical arenas. 3. Exploration—Self and Others. An awareness of the values, beliefs, customs, and contributions of persons from one's own and other traditions, ethnicities, classes, and genders. 4. Resourcefulness. The ability to adapt to change, such as technological innovations or environmental conditions. 5. Responsibility. The ability to be accountable to self, society, and the natural world. <p>These learning themes also are reflected in the ABE/ESL standards as identified in ABE Reading, Writing, and Math levels 3 – 6 and ESL Reading, Writing, and Speaking - levels 3 – 6.</p> <ul style="list-style-type: none"> • All students will have a CASAS appraisal and pre-test. Scores will be reviewed for program placement. Post test scores will show rate of growth and mastery. • Degree and certificate students will Compass/Asset test to show readiness for pre-college or college level programming. • All students will complete the foundation classes in the career ladder to improve their understanding of the workplace, labor market, and the available career ladders and will use this information to create their personal plan. The foundation classes will provide them a better understanding of the terminology and math applications in the medical fields represented on the career pathway. <p>II. Read and write with understanding in order to perform competently in medical based careers.</p> <ul style="list-style-type: none"> • Students will incorporate reading and writing into their learning as an integral part of working in the medical field. They will learn to read and write reports, follow written orders, learn terminology for 		
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	<p>the industry, and learn to use resources available to best perform their jobs.</p> <ul style="list-style-type: none"> • Demonstrate familiarity with content knowledge and health care vocabulary. • Demonstrate knowledge and use of available resources such as internet, dictionaries etc. • Use a wide range of strategies for oral communication and adjusting reading comprehension to match technical content. <p>III. Use math to solve problems and communicate in order to function competently.</p> <ul style="list-style-type: none"> • Students will review math skills and learn to use math procedures in many aspects of their medical careers. They will learn to use mathematical procedures appropriately in order to provide accurate information on charts and reports. Measurement skills are vital in this field and will be used throughout the curriculum. • Students will improve their study and math skills resulting in enhanced retention and completion rates. • Taking outcomes listed in NAC curriculum and integrating the math skills necessary to master the outcomes. <p>IV. Speak and listen in order to perform competently in medicals careers.</p> <ul style="list-style-type: none"> • Recall and use career specific vocabulary terms to be understood by others. 		
<p>13. 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>The professional-technical and basic skills instructors have been doing some team teaching over the last year on special projects. They have worked together in teaching an integrated basic energy class several times, a welding class for ESL students, and an NAC class with three ESL students attending. Our ABE and Workforce teams have attended all start up meetings of I-Best programs together and have met several times to discuss our targeted plan. Together our Basic Skills and Workforce Team will use their expertise and experience to plan and deliver the Introduction to Healthcare Careers class as well as the Home Health Care Aide and Nursing Assistant Certified course.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting the integrated learning outcomes. Also include CASAS testing, reporting in WABERS, and appropriate professional-technical assessments.</p>	<p>Instructors will have paid curriculum development time to support both team and individual curriculum planning and development. Joint planning time will be scheduled as needed by the instructors. This will provide instructors a chance to review lessons for the week and plan for the next class session. The instructors will be supplied with planning support and coordination by the I-Best Support Specialist, Director of NAC, Assistant Dean of Workforce Education and the Associate Dean of Basic Skills.</p> <p>b) All students must qualify for the federally supported levels of basic skills education. All ESL Basic Skills Students will be appraised and placed using the CASAS Appraisal Oral Screen, Listening Form 20, Reading Form 20, and an on-site writing sample. ABE students will be appraised using the ECS Reading Form 120 and Math Form 120. ESL and ABE students scoring a level 3 or higher in reading are eligible for admittance to the program.</p> <p>All ESL students will be pre-tested using the CASAS Life and Work series for Reading and CASAS Life Skills series. All ABE students will be pre-tested using the CASAS Life and Work series for reading and the ECS series for math. All students will be pre-tested prior to beginning the program or within the first 12 hours of instruction and scores entered into WABERS. (Students who are already in the WABERS system will have their last CASAS score entered as their pretest.) All Basic Skills students will be post-tested at the end of each quarter using the above tests as determined by scores from pretest or previous post tests.</p> <p>In addition to the CASAS testing, student files will be maintained to track student progress on Washington State Basic Skills Competencies, goal setting, and career planning. Integrated Basic Skills student files maintained in the Basic Skills Department with test results shared with the I-Best support specialist in the master student files. Students will also be assessed according to the criteria on the course outlines of the</p>		
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	<p>credit classes. Students have to pass the mandated skills required by the State Department of Health and will be graded on tests and skills as required by the college. Integrated assessment processes include the use of formal assessment tools (Casas/Compass) and Professional/Technical content and evaluation of the student indicators of success. These include but are not limited to: focused instructor/student meetings and discussion, content knowledge (check points), attendance/class participation, project/homework, self evaluation. The integration and curriculum developed by the instruction team will provide many opportunities for mastery of the competencies and skills that lead to successful completion of the class but score increases in their Casas post-testing.</p>		
<p>14. 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>	<p>The Introduction to Healthcare Careers will be team taught 100% of the time (20 hrs). The focus of this time together will be establishing a good base understanding of the Healthcare pathway and opportunities and establishing a good relationship between I-Best team and cohort members. The basic math and vocabulary for healthcare workers is 40 hour course covering key terms and math skills needed throughout the healthcare field. This course will be taught primarily by the basic skills team with 20 hrs of overlap instruction from the NAC instructor. These classes will be followed by the Basic Fundamentals of Caregiving course which is 30 hours in length. The instructional team has decided to work 100% integrated for this course. Students working through the first three courses in the program will have the foundation to have an extremely successful experience in the Nursing Assistant Certification course. We feel that most students will continue through Nursing Assistant Certification before leaving the pathway for employment even if they plan to work in the home health care field. In the Nursing Assistant Certification course (120 hrs) the nursing instructor provides the content and skills instruction and the Basic Skills instructor will provide the skills to master the content. The NAC class starts each day with a review of content from the day before. Both instructors lead this discussion and address the</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>material that needs review. Students are provided with instruction in the basic skills necessary to understand concepts, pronounce the vocabulary, write nursing reports, etc. The Basic Skills instructor will be in the classroom 65 hrs. for the NAC course or 55% because of the clinical and lab time. We feel that the extensive foundation classes provided in the previous classes will have the students well prepared for success. The total program is 210 hours and 16 credit hours.</p>		
<p>15. 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>	<p>The ABE/ professional technical faculty and staff, and the Workforce and Basic skills administrative team have all worked closely together to develop the program components, practices, and procedures. We have met with the multicultural/diversity and financial aid staff who are helping in recruitment and financial aid form assistance. The college counseling and advising staff are committed to providing students with services and the student programs office provides student handbooks, student ID cards, and student activity information. Centralia College's Disability Office offers top services for students needing special accommodations. There is a job placement service on campus which is used heavily by the community businesses. We also maintain a strong relationship with WorkSource for student referrals and job placement services. The I-Best Support Specialist will monitor the students and link the campus resources to appropriate services. These linked relationships will provide tutoring services, interested and trained faculty, support services such as curriculum development funding, team planning time, class scheduling and others designed to keep the level of involvement high and the cohort together throughout the course of the program.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

I-BEST Enhanced FTE Application

Signature Page

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

College: Centralia College

Program Title: Nursing Assistant Certified

Proposed Start Date: 9/24/07

Signature:

Durelle Sullivan
Workforce Administrator

Nancy Warnstadt
Basic Skills Administrator

Other team members:

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HEALTH CARE

