

I-BEST Enhanced FTE Application

College: Clark College	I-BEST Instruction Start Date: Fall 2008
I-BEST Program Name: IBEST/NAC	Original Submission Date: 5/31/07
Name/Email of primary contact: George Reese, greese@clark.edu	Revision #: 3
10/16/08	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 IBEST/NAC program is one quarter in length and will prepare students for the Nursing Assistant State exam. Students who complete this program will be eligible for priority admission into the Phlebotomy program and will receive four bonus points toward admission in the nursing program. Completion of NAC is also required for admission into the Nursing program.

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 : Nursing Assistant Certificate: CIP: 51.1614 EPC: 329	<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	Format 1: P-T course name: Nursing Assistant Selected Topics Dept./Division: NAC/Nursing Course Number: 280	<input checked="" type="checkbox"/> Meets Criteria	

<p>Format 1.</p> <p>Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.</p>	<p>P-T course hours: 132 credits: 9 <i>ABE/ESL hours 66</i> <i>Class size 20</i> credit equivalency: 15.75 <i>(total credits x 1.75)</i></p> <p><i>Format 2</i></p> <p>P-T course name: First Aid for Health Occupations Dept./Division: IFA Course Number: 032 P-T course hours: 10 credits: 1 <i>ABE/ESL hours 0</i> <i>Class size 20</i></p> <p>ABE/ESL course name: I-BEST Support Dept./Division: Basic Education/GED, ESL Course Number 071 ABE/ESL/GED hours <u>60</u> Class size : 20</p>	<input type="checkbox"/> Needs Revision							
<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</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.Certified Nursing Assistant</td> <td>\$11.00</td> <td>74 +124 Vancouver/</td> </tr> </tbody> </table>	Job Title	Median Salary	Number of Openings	1.Certified Nursing Assistant	\$11.00	74 +124 Vancouver/	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs	
Job Title	Median Salary	Number of Openings							
1.Certified Nursing Assistant	\$11.00	74 +124 Vancouver/							

<p>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>			Portland	Revision	
	2. Medical Receptionist	\$14.04	29 +89 Van./Ptld		
	3. Registered Nurse	\$30.54	215+500 Van./Ptld		
	<p>Data source(s): The Bureau of Labor and Statistics; Washington Employment Security Department Clark County Industry and occupational Profile for August, 2006 prepared by Scruggs and Associates; Workforce Demand list (5/06)</p> <p>Oregon Employment Department According to the Bureau of Labor and Statistics, vacancies for Nursing, Psychiatric, and Home Health Aides are expected to grow much faster than average through 2014. In the Clark College service district, the job vacancy rate is projected to be 50% through 2014 (compared with 38% in Washington state and 40% nationally).</p>				
<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>During the development of the program, local employers were introduced to the IBEST program and asked to participate at several levels. This included curriculum input regarding expectations of workers in an American culture, recruitment of students, guest speakers, and facility tours.</p> <p>Clark College's existing CNA program through the CJST's has a list of work partners they have collaborated with for many years. We will continue these relationships and have established new ones as well, through the IBEST process. Following is a list of work partners.</p> <p>Highgate Senior Living 9803 NE Hazel Dell Ave. Vancouver, WA 98665 (360) 571-7272 Lisa Vandermoss (Program Administrator) Pat Hopstad, RNC, Director of Resident Care</p>			<input checked="checked" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>Heritage Health and Rehabilitation Center 3605 Y St. Vancouver, WA 98663 (360) 693-5839 Kate Manificier (Assistant Director of Nursing)</p> <p>Fort Vancouver Convalescent Center 8507 NE 8th Way Vancouver, WA 98664 (360) 254-5335 Randy Scheel (Co-Administrator)</p> <p>Family Care Services, Inc. 10000 NE 7th Ave. Suite 115 Vancouver, WA 98685 (360) 546-5566 Scott and Diane Hadley (owners)</p>		
<p>5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.</p>	<p>WorkSource Vancouver Town Plaza is a key partner because of the range of programs and services they provide and the existing, strong, on-going coordination with Clark College. In relation to IBEST this support includes marketing and recruiting, a result of direct referrals from informed WorkSource staff. Monthly WorkSource partners meetings provide a forum for promoting and developing integration of IBEST with other community partners including Columbia River Mental Health, Job Corps and Department of Vocational Rehabilitation.</p> <p>WIA Adult programs, administered through WorkSource, are a source of funding and job placement support for IBEST participants. WorkSource Business Services Unit (BSU) will provide connection to employers, expanding an existing partnership supporting WorkFirst Nursing Assistant Customized Job Skill Training program completers. BSU staff targeted to health care sector coordinates community Hispanic outreach efforts with Clark's ESL outreach staff, also located at Town Plaza Center.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	<p>Very thorough response.</p>

	<p><i>The local Workfirst Local Planning Area (LPA)</i> team includes DSHS (Columbia River and Stevenson CSO's), Partners in Careers (contracted for work experience, Community Jobs and LEP services), Division of Child Support, Child Resource and Referral through Educational Service District 112, and others. LPA members will promote IBEST, informing case managers and supporting eligible participants with child care and other resources for low-income parents.</p> <p>Transportation for eligible IBEST trainees is available through the existing Clark County Employment Transportation program, grant-funded and delivered through the Human Services Council.</p> <p><i>The Southwest Washington Workforce Development Council</i> (WDCO) and the Clark College Workforce Advisory Committee, including many business representatives, have reviewed the intent of the IBEST plan and support its implementation, particularly the outcome of increasing the number of qualified workers for in-demand health care jobs.</p> <p><i>Lutheran Community Services of Vancouver</i>, serving LEP clients, is anticipating a shift to vocational ESL instruction and will coordinate with and refer to Clark's I BEST program.</p> <p>Other Nursing Assistant training programs within the SW Washington community, including Highland Terrace in Camas and the Vocational School of Nursing in Hazel Dell, will refer appropriate ESL applicants to the IBEST program at Clark.</p>		
PATHWAY			
6. Describe the educational and career pathway that your I-BEST	<p>a.) The IBEST/NAC credits apply to the Associate of Applied Science in Nursing degree.</p> <p>b.) Students will be made aware of the educational pathway</p>	<input checked="" type="checkbox"/> Meets Criteria	

<p>program is part of. Include how the I-BEST program is:</p> <ul style="list-style-type: none"> a. is part of an educational pathway that is at least one year in length (45 college level credits); 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; c. provides students the opportunity to advance on the career pathway without duplicating courses; d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree; 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; f. informs students of employment opportunities in 	<p>available to them through the IBEST Nursing Assistant program before, during and after completion of the IBEST/NAC class. We are building-in required advising sessions for students that will begin from the initial orientation session to multiple times throughout their time in the IBEST/NAC class and will include post class follow up in three key areas: 1) We want to insure the student passes state licensure; 2) the student is employed; and 3) The student is aware of their next step on the educational pathway and will be provided information and support to continue on the pathway. This continued flow of information and guidance is the key to student success in the IBEST model and students will be able to stop in and stop out of the program as needed as they will be in contact with the same advisor from beginning to end.</p> <ul style="list-style-type: none"> c.) NAC is a separate program that is a prerequisite within the ADN career pathway. There is no duplication of levels. d.) The IBEST/NAC course is the first step and a prerequisite to the Associate to Applied Science degree in Nursing. e.) Clark College offers classes beyond ESL as follows: GED GED for second language learners ABE ENL DVED and Reading Courses in professional, technical, Human Development and other academic transfer classes that do not have a specific reading, English or math pre-requisite are available. We also offer learning support through Student Affairs. Students will be placed in GED classes as needed upon completion of the NAC program. While GED is not a prerequisite of phlebotomy, students will be strongly encouraged to finish their GED before entering the program due to GED completion requirements by most employers. f.) Students will be made aware of the career pathway available to them through the IBEST Nursing Assistant program before, during and after completion of the IBEST/NAC class. We are building-in required counseling sessions for students that 	<div data-bbox="1486 170 1627 235" data-label="Text"> <input type="checkbox"/> Needs Revision </div>	
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<p>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>will include exercises on finding employment, keeping employment and what is necessary to move up the career pathway. This will include visits to job fairs. The counseling sessions will begin from the initial orientation session to multiple times throughout their time in the IBEST/NAC class and will include post class follow up to insure that 1) they have passed the state licensure 2) they have found employment; 3) They understand the educational pathway that will move them up the career pathway.</p>		
<p>7. 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></p>	<p>See attachment.</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>_____ b. The labor market data</p>	<p>a.) Students will receive 4 bonus points (out of 46) toward acceptance into the Registered Nursing program upon completion of the IBEST/NAC class. Students who complete the NAC class will also be given priority admission into the Phlebotomy program.</p> <p>b.) Legacy Health Care system starts nursing assistants with 1 year of experience at \$12.19-\$15.62 an hour.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>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>Recruitment: Marketing materials will be developed to distribute to the general public. Relationships have been formed with Avamere Health Care and Southwest Washington Medical Center. These institutions have stated that they have individuals working for them that could benefit from the CNA program and that they will inform employees of our program. Students will be recruited from existing ESL classes at Clark College as well, and from Workfirst, and from the ABE/GED student body.</p> <p>Eligibility Requirements: ESL students who have completed ESL level 5 will be given the CASAS 20 appraisal. Students will then be assessed based on their appraisal. Students who achieve a score of 220 or above will be accepted into the class after also completing a written exam and an oral interview. The written exam is part of our application process and it deals directly with their career and educational goals in the medical profession. CASAS ECS 130 will be used to assess ABE/GED students. Students who score between ABE level 4-GED level 2 and can successfully pass an oral and written interview will be allowed into the class. Students will be considered on an individual basis and considerations will be made for students who might fall below prescribed levels but have acceptable strengths in other areas. Although the next level of the pathway, Phlebotomy, does not require a GED, we will encourage students to attend our ESL/GED class or traditional GED classes sometime before they move up the ladder. GED may not be necessary for Phlebotomy</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	class, but it will be to obtain most jobs.		
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?	Tuition will be charged at resident rates for the 10 credits of professional-technical coursework. For students who are low income, we will discuss financial aid options and get students connected to services that will provide aid. It is our imperative to get students financial aid. Current options include, traditional Federal Financial Aid, Work First dollars for unemployed or underemployed adults who have dependents and TANF recipients, Worker Retraining money for laid off workers, displaced homemakers or those receiving unemployment benefits within the last two years, and Southwest Washington Medical Center has said it will provide tuition money for employees who take the NAC course. According to Washington State Law, newly graduated certified Nursing Assistants can receive tuition reimbursement if they are employed by a nursing home. We will inform students of this.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
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>*A scavenger hunt exercise has been created for students to complete during their first two weeks of class. Activities in the hunt include, finding the library, computer labs, disability services, counseling, child care, transportation, health department, admissions and parking. A campus tour will be given the first week of class.</p> <p>*Students will be given a goal worksheet at the beginning of the quarter. A counselor will discuss initial goals during the first two weeks of class. Students will meet with the counselor again mid-quarter to assess any issues that might be impeding their education and to get assistance on the worksheet. At the end of the quarter, students will meet again with the counselor to go over what students have accomplished thus far and what students need to do to complete their work and educational goals. The goal worksheet includes: Immediate work and educational goals upon completion of the NAC class, steps needed to achieve those goals, obstacles to education or work, an action plan that requires students to list employers currently seeking NAC's, and basic information regarding requirements to take the NAC certification test, for example where it is given and when. There is also a place to indicate their educational plans upon</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>completion of the certificate. A counselor will address each of the issues with students and will keep a copy of student worksheets for scheduled follow-up.</p> <p>*Students will also make a list of contact people within Clark College and will be encouraged to maintain contact with these individuals, i.e instructors, IBEST program manager, counselor, and an identified person in advising. Their number one contact is the program manager. After completion of the class, the counselor will call students to determine their certificate and work status. For students continuing their education at Clark, the program manager will continue to be their contact person for IBEST. For students who begin working and don't continue their education, but have goals to eventually continue their education, counselors will call students at a 6 month and 1 year interval.</p>		
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 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: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</p>	<p>Upon completing the Clark College I-BEST Nursing Assistant Certified program students will be able to:</p> <p>1. <u><i>Convey ideas in writing in order to perform competently as a Certified Nursing Assistant.</i></u></p> <p>*Determine the purpose and audience for communicating in writing in order to perform the required duties of a Certified Nursing Assistant.</p> <p>*Use multiple planning and pre-writing strategies to identify and organize a limited number of ideas to support a single purpose (such as writing to chart or report on a patient care, to inform, to get things done, and comprehensible health care related documents.</p> <p>*Appropriately use both everyday and specialized health care vocabulary and well constructed and linked paragraphs to monitor, record, and report care given.</p> <p>*Use several simple revision strategies to monitor writing, make revisions based on review and feedback from others, and to produce required Certified Nursing Assistant documents.</p> <p>*Make edits of grammar, spelling, sentence structure, language usage, and text structure with the help of tools such as</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>health care dictionaries and vocabulary lists, simplified dictionaries, grammar checklists, and graphic organizers to produce accurate records and reports.</p> <p><u>2. Read with understanding in order to perform competently as a Certified Nursing Assistant.</u></p> <ul style="list-style-type: none"> *Recognize unfamiliar and specialized words and abbreviations related to health care. *Demonstrate familiarity with everyday and some specialized content knowledge and health care vocabulary in order to comprehend authentic Certified Nursing Assistant materials. *Locate important information in health care specific text using a wide range of strategies. *Monitor and enhance comprehension using a wide range of strategies, such as posing and answering questions, trial and error, and adjusting reading pace in order to comprehend patient charts, lab reports, and safety procedures, patient profiles, specialized instructions and patient information. *Use strategies such as recall, restatement, simple sequencing, simple categorization, and conversion into charts in order to organize health care text information. *Actively apply prior knowledge to assist in understanding information in health care related documents and procedures. <p><u>3. Speak so others can understand in order to perform competently as a Certified Nursing Assistant.</u></p> <ul style="list-style-type: none"> *Recall and use sufficient health care vocabulary, grammar, sentence types, and registers in order to communicate effectively with patients, co-workers, therapists, visitors, and family members. *Select from a range of strategies (such as elaborating with some detail and examples; determining most important/right amount of information and content to convey) to select, organize, and relay information related to patient care. *Apply a range of strategies (including attention to appropriate register, repetition of information, adjustments in pace, tone, volume, eye contact, body language based on listener's response and needs) to monitor and enhance 		
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	<p>effectiveness of communication with patients and co-workers.</p> <p>4. <u>Listen actively in order to perform competently as a CNA.</u></p> <ul style="list-style-type: none"> *Adapt response to varied speakers and contexts when language is not adjusted for English Language learners in order to understand and respond appropriately to extend nursing assistant-related explanations and narratives, detailed instructions, and complex conversations. *Effectively use a wide range of strategies to repair gaps in understanding and give feedback in order to understand procedures and safety concepts that affect nursing care. *Apply linguistic, socio-cultural, and other background knowledge and strategies (such as comparing, integrating, and categorizing information for others) to understand fully the literal and implied intent of the speaker and to respond appropriately in the health care environment. This includes the ability to adapt to a patient's ability to communicate, and to be able to interpret body language to receiving needs not articulated. <p>5. <u>Use math to solve problems and communicate in order to communicate competently as a CNA.</u></p> <ul style="list-style-type: none"> *Recall and use mathematical procedures appropriate to monitoring patient care and providing accurate information on charts and reports. *Evaluate the degree of precision needed for accuracy in providing care. Effectively measure vital signs, intake and output levels and take heights and weights. *Define, select, and organize a variety of common mathematical data and measure with appropriate tools, describe patterns, and/or use appropriate procedures effectively to monitor, chart, and report care given. *Communicate solutions to problems both orally, with visual representations, and in writing, by entries in a table or appropriate graph, chart, or with basic statistics. <p>6. <u>Develop cultural competence in order to demonstrate beliefs/attitudes, knowledge, and skills to communicate competently as a CNA.</u></p> <ul style="list-style-type: none"> *Beliefs/Attitudes 		
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	<p><i>Enhance awareness</i> of and sensitivity to her/his own cultural heritage as well as other different heritages in order to demonstrate beliefs/attitudes appropriate to working in multi-cultural work environments.</p> <p><i>Enhance awareness</i> of his/her own values and biases in order to understand how they may affect perception of other cultures in the workplace.</p> <p>*Knowledge</p> <p><i>Develop a good understanding</i> of the power structure in society in order to better understand how non-dominant groups are treated in the health care environment.</p> <p><i>Acquire specific knowledge</i> and information about the particular group one is working with in order to respond in the health care environment.</p> <p><i>Enhance awareness</i> of institutional barriers that prevent members of disadvantaged groups from using organizational and societal resources in order to more appropriately respond in the health care environment.</p> <p>*Skills</p> <p><i>Generate</i> a wide variety of verbal and nonverbal responses when dealing with diversity in order to communicate more effectively in the health care environment.</p> <p><i>Apply</i> a range of strategies to send and receive both verbal and nonverbal messages in order to more accurately and appropriately communicate more effectively in the health care environment.</p> <p>Develop strategies for appropriately intervening and advocating on behalf of people from different cultures in order to better respond to patient needs and concerns.</p> <p><u><i>7. Develop strategies for success as a student and professional in the trades to include:</i></u></p> <p>*Strategies for academic success such as study skills, critical thinking, and research skills. Students will benefit from hands on experience, clinical experience and develop a work ethic. Critical thinking challenges are a major component of the program.</p> <p>*Enhancing self-awareness through the exploration of</p>		
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	<p>learning styles, strengths, personality and vocational assessments, and self-reflection.</p> <p>8. Develop an educational career plan in order to secure the desired health care professional job.</p> <p>*Set career and educational goals as they relate to roles as Certified Nursing Assistants and report progress on these goals and revise and update them on a regular basis.</p>		
<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>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>a. The professional-technical and basic skills instructors will jointly create, plan, measure and deliver an integrated program by the following methods:</p> <p>*Create: The Basic skills instructor will first observe already existing CNA classes taught by the professional-technical instructor. The professional-technical instructor will also attend basic skills classes before the creative process and curriculum development begins. As well, they will visit Highline Community College's already existing IBEST/NAC program.</p> <p>* Plan: Instructors will meet for 6 hours per week beginning in <u>June</u> to develop curriculum.</p> <p>*Instructors will also attend monthly meetings for all cohort members. These meetings address strengths, weaknesses and needs for the program. Cohort members include: The Director of Adult Basic Education, the Director of Workforce Development, the Dean of Science, Health Sciences, and Physical Education, the Dean of English, Math and Basic Education, the IBEST program Manager, the Career Pathway's Coordinator, a counselor, Assistant Director of Financial Aid, the Director of Instructional and Vocational Services, the Director of Admissions.</p> <p>b. Integrated assessment processes and tools:</p> <p>CASAS (pre-test): The ECS 130 will be given to students during a two hour orientation. Students must fall between ABE 4-GED 2 to qualify. All students will be asked to</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>submit a writing sample, and an oral interview will be done to determine student's communication skills. ESL students will need to complete a level 5 ESL class before being accepted into the program. Exceptions can be made on a case by case basis.</p> <p>On-going assessment: Students will participate in on-going performance based assessments, including instructor observations, skills observations, skills demonstrations, and written exams. Skills assessment will include both basic skills and content specific to health care.</p> <p>Professional-Technical Content Learning Outcomes Assessment:</p> <p>Content area curriculum, instruction and assessment will be measured against the state certification exam. Students will have opportunities to assess their competencies and demonstrate their proficiency in specific skills and tasks which will be measured on the state certification exam.</p> <p>CASAS (post-test): All students will be post-tested after 45 hours of instruction and /or the end of the quarter which ever comes first. The IBEST Advisor/counselor will discuss the results with students in regard to their educational goals and career plans. Post test scores will be reported in WABERS.</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>Course Name: Nursing Assistant Selected Topics</p> <p>Total P-T hours per week: 13.2</p> <p>Total ABE/ESL hours per week 6.6</p> <p>Description of integration: The Basic Skills instructor and P-T instructors will team teach 50% of the time during the Nursing Assistant class to provide foundational skills support and to assist students in feedback, vocabulary, critical thinking skills, spelling and pronunciation, and job readiness skills. Additional team planning will occur outside class time.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid,</p>	<p>Advising, counseling, general student services and financial aid have worked with us throughout the process. We are using a team approach trying to focus on a variety of things to make the program work smoothly for students. Team</p>	<input checked="" type="checkbox"/> Meets Criteria	

<p>advising, counseling, registration, general student services, etc.</p>	<p>members include; The Director of Adult Basic Education, the Director of Workforce Development, the Dean of Science, Health Sciences, and Physical Education, the Dean of English, Math and Basic Education, the IBEST program Manager, the Career Pathway's Coordinator, a counselor, Assistant Director of Financial Aid, the Director of Instructional and Vocational Services, The Vice President of Instruction and a CNA instructor and a basic skills instructor. Monthly and sometimes weekly meetings are called to discuss specific issues within each area of concern.</p>	<p><input type="checkbox"/> Needs Revision</p>	
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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: Clark College

Program Title: IBEST Nursing Assistant Certified

Proposed Start Date: Fall 2007

Signature:

Workforce Administrator

Basic Skills Administrator

Other team members:

Name	Position	Email	Phone Number
Katy Washburne	I-BEST Program Manager	kwashburne@clark.edu	360.992.2449
Mark Mclean	Dir. Of Basic Skills	mmclean@clark.edu	360.992.2725
Joe Renouard	Dir. of Workforce	jrenouard@clark.edu	360.992.2483
Ray Korpi	Dean of Eng., Math & Basic Skills	rkorpi@clark.edu	360.992.2932
Travis Kibota	Dean of SHAPE	tkibota@clark.edu	360.992.2938