

APPENDIX C I-BEST Enhanced FTE Plan

REVISED 11/20/06

College: *Columbia Basin College*

Plan Approved: ☒ YES ☐ NO

Criteria	Plan Description	Reviewers Findings	Reviewer Comments
PLAN OVERVIEW			
1) Please list the professional-technical program title and CIP/EPC code that has been approved by the SBCTC and is associated with this I-BEST program.	Medical Secretary Proficiency (CIP 51.0703/EPC 532) with NAC Training (CIP 51.1614/EPC 329)	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2) List professional-technical college program courses and associated credits granted in this I-BEST program. (See C-9 for integration specifics)	As part of the I-BEST project, the professional-technical program courses will be revised to include basic skills instruction in the below-listed course: COURSE NAME: CA 100 Introduction to Microcomputers Total P-T course credits <u>4</u> Total ABE/ESL hours per week: <u>2</u> COURSE NAME: HIT 147 Medical Terminology Total P-T course credits: <u>5</u> Total ABE/ESL hours per week <u>2.5</u> COURSE NAME: AOT 101/102 Keyboarding I or II Total P-T course credits <u>2-4</u> Total ABE/ESL hours per week: <u>1-2</u> COURSE NAME: AOT 109.1, .2, .3 Keyboarding Skillbuilding Total P-T course credits <u>3, 3, 3</u> Total ABE/ESL hours per week: <u>.15 – 4.5</u>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>COURSE NAME: AOT 117 Office Orientation Total P-T course credits <u>3</u>. Total ABE/ESL hours per week: <u>1.5</u>.</p> <p>COURSE NAME: HIT 118 Legal Aspects of the Medical Office Total P-T course credits <u>3</u>. Total ABE/ESL hours per week <u>1.5</u></p> <p>COURSE NAME: NA 100 Nursing Assistant Total P-T course credits <u>4</u>. Total ABE/ESL hours per week <u>2</u></p> <p>COURSE NAME: NA 100.1 Nursing Assistant Lab Total P-T course credits <u>4</u>. Total ABE/ESL hours per week <u>2</u></p> <p>COURSE NAME: AOT 195.2 Supervised Employment Total P-T course credits <u>4</u>. Total ABE/ESL hours per week <u>2</u></p> <p>COURSE NAME: HIT 155 Introduction to Coding Total P-T course credits <u>4</u>. Total ABE/ESL hours per week <u>2</u></p> <p>COURSE NAME: SPE 103 Workplace Communication Total P-T course credits <u>3</u>. Total ABE/ESL hours per week <u>1.5</u></p> <p>COURSE NAME: (Course No. TBD) IBEST Special Studies Total P-T course credits ____. Total ABE/ESL hours per week <u>Variable 1-15</u> *Estimated ABE/ESL support hours. Total program credits: Min. 45- max. 60</p>		
3) Provide evidence of local or regional labor market demand for	Workforce Explorer lists Medical Secretary as a high demand/high wage occupation with local median pay of	<input checked="" type="checkbox"/> Meets	

<p>jobs associated with the I-BEST program. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources.</p>	<p>\$14.47/hr. This occupation ranks 101 of 192 listed occupations. Medical Secretaries (Demand SOC Code 436013) has a 1.3% vacancy rate. Workforce Explorer lists local NAC (nurse's aide)) median pay as \$10.17/hr. Local area hospitals prefer both skill sets (front office and clinical) for medical secretaries.</p> <p>Area hospitals and employers list medical secretary, clinipro specialist/receptionist, patient financial service representative, file clerk, patient account representative, switchboard operator positions that could be filled by students completing this program. Kadlec Medical Center and Kennewick General Hospital reported 35 medical secretary openings in 2005 and anticipate the same number of openings in 2006-07.</p>	<p>Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>4) Respond to any and all criteria/criterion that fits your proposed I-BEST program:</p> <p>a) Provide evidence that the I-BEST program fits into an advanced professional-technical program at least one year in length (45 college level credits); AND/OR</p> <p>b) Provide labor market data that 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. Specifically list job titles and associated wages for completers; AND/OR</p> <p>c) Provide evidence that the proposed I-BEST program is articulated with an advanced career path program where I-BEST program completers are</p>	<p>a) This I-BEST Medical Secretary with NAC Training program meets the 45 college level credit requirement.</p> <p>b) Workforce Explorer lists Medical Secretary as a high demand/high wage occupation with local pay of an estimated \$14.47/hr. This occupation ranks 101 of 192 listed occupations. Medical Secretaries (Demand SOC Code 436013) has a 1.3% vacancy rate. Area hospitals and employers list medical secretary, health unit coordinator, clinipro specialist/receptionist, patient financial service representative, file clerk, patient account representative, switchboard operator positions that could be filled by students completing this program. Workforce Explorer lists nursing aide, orderly and attendant as an occupation with local pay of an estimated \$10.17/hr. Please note both medical secretary median wage of \$14.47 and NAC median wage of \$10.17 are above IBEST program wage level. Further, local area hospitals are requiring both skill sets for medical secretaries. The primary focus of this proposal is to prepare students as medical secretaries with the \$14.47 median wage. Incumbent workers from area health care employers will be targeted to prepare for medical secretary with NAC program. The incumbent worker population includes</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	<p>Yes, students are being prepared for medical secretary with CNA skills as part of this training.</p>

given preferential status in the advanced program.	NAC's. c) Preferential status is being considered by the Health Sciences division for articulation into nursing.		
5) Describe how the I-BEST program gets students to the skill level needed to go on to the next degree or certificate.	This program provides the necessary skills for employment in a medical office. Students will be qualified for employment as medical secretaries, ward secretaries, and health unit coordinators as well as Nursing Assistant Certified (NAC). Students will have general education and elective courses (17-19 credits) remaining to complete the Health Unit Coordinator certificate. The skills, abilities and experiences will prepare students for success in the additional elective courses (Anatomy and Physiology for HIT, intermediate and advanced coding) and general education courses. Additionally, students may also pursue other certificates such as Medical Office Receptionist, Medical Billing Clerk, and Medical Coding Specialist certificates as all 45 professional-technical credits apply. All credits also apply toward the AAS Medical Reimbursement and Coding, AAS Medical Transcription, and AAS Administrative Assistant degrees. Further, the credits serve as prerequisites and/or preparation for some health science programs (i.e. phlebotomy and medical assistant). Students will be informed by instructors and through program materials of the various options.		
INSTRUCTION			
1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.	<p>Upon completion, the Medical Secretary with NAC Training student will demonstrate abilities to:</p> <ol style="list-style-type: none"> 1. Communicate effectively (may include bilingual services) as doctor to patient liaison <ul style="list-style-type: none"> • convey ideas in writing to communicate • determine the purpose for communicating • organize and present information to serve the purpose • pay attention to conventions of English language usage including grammar, spelling, and sentence structure, to minimize barriers to reader's 	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>comprehension</p> <ul style="list-style-type: none"> • seek feedback and revise to enhance the effectiveness of the communication • use phone as an effective business tool <p>2. Think critically and problem solve in medical settings to convey concerns to health care providers and ancillary staff</p> <ul style="list-style-type: none"> • perform medical office scheduling • recognize unfamiliar and some specialized words and abbreviations using word analysis or inference • demonstrate familiarity with everyday and specialized content knowledge and vocabulary • locate important information in 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 • organize information using some strategies, such as recall, restatement, simple sequencing and simple categorization • actively apply prior knowledge to assist in understanding information in texts • demonstrate a basic understanding of ICD-9 CM coding. • classify CPT coding including the use of modifiers. • apply practices for optimal reimbursement for medical services. • complete reading and interpreting simulated patient records for coding purposes. • differentiate between a disease, condition, and a procedure. • perform research to verify appropriate use of codes and modifiers. 		
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	<ul style="list-style-type: none"> • recognize the medical secretary's role and limitations in a medical office. • verify and confirm the accuracy of the use of ICD-9 CM coding for billing and reimbursement. • verify and confirm the accuracy of CPT coding including the use of modifiers for billing and reimbursement. • demonstrate an understanding of the practices for optimal reimbursement for medical services. • read and interpret simulated patient records for coding purposes. • demonstrate the ability to differentiate between a disease, condition, or a procedure. • research to verify the appropriate use of codes and modifiers. <p>3. Apply appropriate technology in the medical office</p> <ul style="list-style-type: none"> • be adept in file management • have a working knowledge of MS Word and Excel to create and edit business documents • type a minimum of 30 wpm with and 100 cpm with accuracy • Understand and use the Internet, sending and receiving e-mail; using an Internet browser <p>4. Apply and self-assess career management techniques to ensure success on the job as a medical secretary and NAC as well as prepare for advancement.</p> <ul style="list-style-type: none"> • identify areas of interest • identify strategies to obtain employment • become familiar with career building alternatives • Assess and apply appropriate societal and work ethics in the medical office environment including observing HIPAA requirements and patient confidentiality while demonstrating a responsible work ethic. <p>5. Achieve certification in First Aid, Healthcare Provider CPR, and Nursing Assistant</p>		
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	6. Demonstrate cultural competence in office and clinical settings		
<p>2) Based upon those integrated program learning outcomes, describe how professional-technical and basic skills faculty members will <u>coordinate and collaborate</u> to create:</p> <p>a) quality learning experiences that support outcomes (curricula) ; AND</p> <p>b) Comprehensive assessment processes (including CASAS testing, reporting in WABERS, and professional technical assessments) that ensures opportunities for students to meet integrated learning outcomes.</p>	<p>a) Faculty members are collaborating to:</p> <ul style="list-style-type: none"> • develop and enhance course curricula together through frequent meetings • team teach for at least 50% of the class (see following questions for details) • meet regularly throughout the program to review progress • share office hours to meet needs of Medical Secretary/NAC students • train fellow ABE/ESL/AOT/Allied Health team members on CASAS assessments and reports • review CASAS results as a team to determine skill priorities • review progress and identify areas for improvement as a team at the end of each quarter • gain awareness of community-based and student services serving target population • develop program entrance and assessment tools (questionnaire and writing supplemental application) <p>b) Columbia Basin College proposes these steps to ensure opportunities for students to meet integrated learning outcomes:</p> <ul style="list-style-type: none"> • Initial Assessment: all students will take the COMPASS test at the college testing center. All students will also complete the CASAS reading assessment and score at a minimum ESL Level 5 or ABE Level 4. All candidates will be interviewed for compatibility with career, family and program goals. • CASAS Results Integration: to ensure the best use of information, all I-BEST (ABE, ESL and P/T) will be trained in administering, interpreting, and using the CASAS testing system. Individual and class results from CASAS assessments will be given to instructors to improve course instruction and to tailor instruction 	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>to student needs. In addition, instructors will have access to ABE/ESL materials to address particular needs of students.</p> <ul style="list-style-type: none"> • CASAS Post-Testing: students will post-test at the end of each quarter before registering for future classes. Results will be tracked in WABERS • Professional-Technical Integrated Learning Outcomes Assessment. Students will take keyboarding placement test to determine appropriate placement. Students will learn keyboarding by touch with accuracy. Using Skills Assessment Manager (SAM) training and pre- and post-exams, students will be monitored in understanding of computer concepts and software. Medical coding will include discussion tables to facilitate understanding of appropriate codes. • Integrated instructor-developed assessments will occur throughout the program. Employer evaluations will be conducted at the shadowing and Supervised Employment experiences. • Students will be prepared and encouraged to test for NAC certification. 		
3) Specifically describe how I-BEST courses will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members.	<p>COURSE NAME: Introduction to Microcomputers/ESL Technology Total P-T course credits <u>4</u> Total ABE/ESL hours per week: <u>2</u> Description of Integration: The ABE/ESL Instructor will team teach for 50% of the class with the P-T instructor. The ABE/ESL instructor will provide assistance with vocabulary building and additional lab time (if necessary) for students to complete assignments.</p> <p>COURSE NAME: AOT 101 Keyboarding 101 Total P-T course credits <u>2</u> Total ABE/ESL hours per week: <u>1</u> Description of Integration: The ABE/ESL Instructor will team</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	<p>The additional time for ABE/ESL would not eligible for enhanced FTE.</p> <p>Yes, students may complete the CNA certificate without the skills needed for general education requirements. Program completers</p>

	<p>teach for 50% of the class with the P-T instructor. The ABE/ESL instructor will provide assistance with vocabulary building and additional lab time (if necessary) for students to complete assignments.</p> <p>COURSE NAME: AOT 102 Keyboarding 102 Total P-T course credits <u>2</u> Total ABE/ESL hours per week <u>1</u> Description of Integration: The ABE/ESL Instructor will team teach for 50% of the class with the P-T instructor. The ABE/ESL instructor will provide assistance with vocabulary building and additional lab time (if necessary) for students to complete assignments.</p> <p>COURSE NAME: AOT 109.1, .2, .3 Keyboarding Skillbuilding Total P-T course credits <u>3, 3, 3</u> Total ABE/ESL hours per week 1.5 – 4.5 Description of Integration: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion, managing student projects and combining speed reading techniques with comprehension skills. The P-T instructor will provide assistance with assignments and technical topics.</p> <p>COURSE NAME: HIT 118 Aspects of the Medical Total P-T course credits <u>3</u> Total Basic Skills credits <u>1.5</u> Description of Integration: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion, managing student projects and combining speed reading techniques with comprehension skills. The P-T instructor will provide assistance with assignments and technical topics.</p> <p>COURSE NAME: AOT 195.2 Supervised Employment Total P-T course credits <u>3</u> Total ABE/ESL hours per week <u>1.5</u></p>		will complete both CAN and medical secretary programs.
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	<p>Description of additional support: The ABE/ESL Instructor will meet weekly with students to discuss workplace experiences and strategies for success on the job.</p> <p>COURSE NAME: HIT 155 Introduction to Coding Total P-T course credits <u>4</u>. Total ABE/ESL hours per week <u>2</u> Description of additional support: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion, managing student projects and combining speed reading techniques with comprehension skills. The P-T instructor will provide assistance with assignments and technical topics.</p> <p>COURSE NAME: SPE 103 Workplace Communication Total P-T course credits <u>3</u>. Total ABE/ESL hours per week <u>1.5</u> Description of Integration: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion, managing student projects and combining speed reading techniques with comprehension skills. The P-T instructor will provide assistance with assignments and technical topics.</p> <p>COURSE NAME: NA 100 Nursing Assistant Total P-T course credits <u>4</u> Total Basic Skills credits <u>2</u> Description of Integration: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion and managing student projects. The P-T instructor will provide assistance with technical vocabulary building and additional study time (if necessary) for students to complete assignments. (Students will complete NAC training at the end of the program.)</p> <p>COURSE NAME: NA 100.1 Nursing Assistant Lab/Clinical Total P-T course credits <u>4</u></p>		
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	<p>Total Basic Skills credits <u>2</u></p> <p>Description of Integration: The ABE/ESL Instructor will team teach (50% of time) with the P-T instructor including lecturing, leading group discussion and managing student projects. The P-T instructor will provide assistance with technical vocabulary building and additional study time (if necessary) for students to complete assignments. (Students will complete NAC training at the end of the program.).</p> <p>COURSE NAME: (Course No. TBD) IBEST Special Studies</p> <p>Total P-T course credits ____.</p> <p>Total ABE/ESL hours per week <u>1-15 (variable credit with credits determined by professional-technical program credit load.</u> The ABE/ESL Instructor will provide support instruction. The support instruction will include lecture and lab activities in computer literacy; medical front office exposure and environment and job-specific skills and knowledge; nursing assistant skills and knowledge; and other wrap-around support and strategies with a focus on vocabulary development and study skills to enhance student learning. The ABE/ESL hours are included in the above-listed professional-technical courses.</p>		
4) Describe strategies to ensure that basic skills students will have an opportunity to continue basic skills learning beyond the I-BEST program (classes above federally supported level).	<p>After completing the I-BEST Medical Secretary with NAC program, students will have many opportunities to continue basic skills learning. Advisors and counselors will assist students in identifying future courses and certificates, and students will be encouraged to access the math and writing tutor centers for additional help. Transitional ABE and ESL classes are available in the basic skills division for students needing additional support.</p> <p>For students progressing toward certificates and degrees, developmental education courses in math, reading, writing, spelling, vocabulary, and speed reading are available through the basic skills program to allow students to transition to required general education and other college-level courses. Students needing these courses will be identified and advised to enroll in</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	the identified development course(s).		
PROGRAM SUCCESS STRATEGIES			
1) Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.	<p>In addition to its regular marketing, Columbia Basin College will use the following strategies to recruit basic skills students:</p> <ol style="list-style-type: none"> 1. work closely with WorkFirst to recruit students through DSHS and ESD referrals 2. recruit students from current and new ABE/GED/ESL classes including students at off-campus sites such as WorkSource 3. market the I-BEST program to partner agencies such as WIA and local employers such as the local hospitals targeting incumbent workers. 4. market this program to the general public through the college's regular recruiting and promotional programs including students attending AOT and Health Sciences First Year Introduction (FYI) will also be informed of this opportunity. <p>The application process is:</p> <ol style="list-style-type: none"> 1. Complete admission application. 2. Complete I-BEST questionnaire and written supplemental application addressing motivation, experience and career goals. This writing assessment will be used entrance and placement consideration. 3. Interview with I-BEST team members (reflection of willingness and commitment to the program will be evaluated based on an established rubric). 4. Take COMPASS tests and CASAS assessments. 5. Screening for meeting or exceeding one of the following: ESL Level 5 CASAS reading score, ABE Level 4 CASAS reading score or GED and/or high school diploma (for employability) 6. Take keyboarding timing to meet or exceed keyboarding entry speed of 25 wpm w/ max. 3 errors 	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>7. Pass national background check</p> <p>8. Obtain required immunizations.</p>		
2) Specifically describe strategies to retain all cohort members to completion of the I-BEST program.	<p>The Medical Secretary/NAC programs historically have very high retention rates. The I-BEST program will continue to use these programs' retention strategies by:</p> <ul style="list-style-type: none"> • developing a student "family" by encouraging teamwork, group activities and team projects • regularly meeting with students to address challenges and issues • seek case management services to connect students with existing college and community resources such as counseling, tutoring, the Resource Center, housing services, utility service assistance, etc. • conduct program advising sessions to continually monitor student progress and inform students of scheduling and program information. 	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
3) Describe how local and regional employers participated in the development of the proposed I-BEST program.	<p>Personnel administrators at Kadlec and Kennewick General Hospitals were consulted. Both hospitals indicated they are currently hiring medical secretaries and prefer that these employees also possess the NAC skill set. Kadlec further asked the nursing department to comment about the desirability of medical secretary with NAC skill set, and the director of nursing enthusiastically endorsed this model. Kadlec has had 15 medical secretary openings over the last year and has paid employees with certification at a higher rate than office personnel who were being trained on the job. CBC's Basic Skills Dean met with members of the CBC Medical Assistant Advisory Board which was composed of representatives from the area hospitals and physicians' offices. All said they preferred office/clerical personnel with specialized health training over trained office personnel without the office health component. This group gave input for inclusion in the I-BEST coursework which has been included. The group further indicated smaller offices would find the NAC qualification very desirable because medical office employees need to be able to fulfill a variety of duties. Potential</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>employers expressed the desirability for applicants with Spanish language (and/or second language).Employers are preferring employees with more than one skill set and certification.</p> <p>Local employers currently participate in AOT shadowing and Supervised Employment (internships) and these same opportunities will be afforded I-BEST students. The employers will also serve as student mentors, evaluate student shadowing and internship students, and potentially employ qualified applicants. Employers providing educational benefits to successful employees (incumbent workers) will be sought to participate in the program.</p>		
<p>4) Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.</p>	<p>Worker Retraining, a WIA contractor, provides financial support and career counseling to medical secretary (HUC) students and will continue to do so. They have been seeking ABE/ESL integration specifically with our existing medical terminology course.</p> <p>Our local Workforce Development Council (WDC) has been informed of the College's intent to develop this I-BEST proposal. Michelle Mann will be forwarding a letter of support of this proposal. La Clinica has been contacted and indicates they currently have employees who may be candidates for this opportunity. They will be providing scheduling preferences to the project. Additionally, employees of this facility are receiving financial aid application information to facilitate beginning their application process.</p> <p>Formal letters of support are being collected from advisory committees, hospitals and other workplace partners.</p> <p>The two professional-technical programs works closely with area employers. These established relationships are being drawn upon to provide I-BEST students job shadow, internship, clinical and experiences.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>5) Specifically describe how internal college partners have participated in the development of the I-BEST program (financial aid, advising, counseling, registration, general student services, etc).</p>	<p>The I-BEST team made up of ABE/ESL/AOT/Allied Health members, has met with Student Services administrator, WorkFirst, Worker Retraining, Financial Aid, Admissions, CBC Foundation, Communications and Counseling to discuss marketing, recruitment, eligibility, and screening strategies as well as identify barriers to student and program success. Additionally, the I-BEST team presented the plan to CBC's Student Services Executive Team and discussed strategies to successfully enroll students in the I-BEST program and ensure student achievement throughout the program. The team will continue to meet regularly with these internal college partners to identify concerns and plan strategies for success. Student services staff and community-based organizations (CBO's) have been included in the planning process to ensure support to achieve student retention and program success. Further, regular meetings throughout the program will be critical for student and program success.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>6) Education Pathway: Specifically describe the proactive measures that will be used to inform students about the full educational pathway, including stop-in and stop-out points, available to them beginning with the I-BEST program. This includes progressing to a one year certificate, a 2 year degree, and/or a bachelor's degree.</p>	<p>As part of the program orientation and advising sessions, instructors will present students the availability of progressing to other certificates and degrees: AOT/HIT certificates and degrees:</p> <ol style="list-style-type: none"> 1. I-BEST <ol style="list-style-type: none"> a) Students may enter with previous NAC or HUC completion. This student will complete the deficit skill set and satisfy required immunizations, national background check to meet IBEST requirements. b) Students needing both skill sets will need to complete the entire program and requirements. <p>AOT/HIT programs (IBEST completers will have satisfied many major and major support courses which will satisfy requirements toward these programs)</p> <ol style="list-style-type: none"> 2. Health Unit Coordinator certificate, one quarter (by earning the additional 17-19 additional credits). 3. Medical Office Receptionist certificate, 4. Medical Billing Clerk certificate 5. Medical Transcriptions certificate 6. Medical Reimbursement and Coding degree 	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>7. Administrative Assistant degree</p> <p>Health Science programs (IBEST completers may receive preferential status for admission. The Health Sciences division is currently considering this. :</p> <p>8. Phlebotomy 9. Medical Assistant 10. Dental assistant 11. EMT 12. Nursing 13. Radiology Technology</p> <p>As part of the on-going program process, the I-BEST team and the two professional/technical programs conduct quarterly information sessions which will include advising sessions detailing student individual progress toward IBEST completion, transitioning from I-BEST to specific professional/technical programs, certificate or degree requirements and employment outlook. Students interested in transitioning to a four-year degree will be connected with Coordinated Bachelor's Degree and WSU staff.</p> <p>Upon completing the IBEST program, the completers will participate in an exit interview wherein the pathway will be further encouraged.</p> <p>Once students have graduated from the program and received their certificates, they will be invited back to share their experiences with the next group or cohort.</p>		
<p>7) Career Pathway: Specifically describe the proactive measures that will:</p> <p>a. allow students to be employed at the conclusion of the I-BEST program; and</p> <p>b. inform students of</p>	<p>a. The main method of job placement is coordinated through Columbia Basin College's highly successful Center for Employment Services (CESC) and the AOT department's Supervised Employment course. Students are placed in quarter-long internships with local employers. Last year most students were hired by the supervised employment site and/or received job placement referrals.</p> <p>b. CESC and AOT department referrals continue throughout a</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

employment opportunities in their career pathway as they continue their education to a one year certificate, 2 year degree, or bachelor's degree.	student's program of study. Students are also afforded additional job shadowing experiences. Each certificate requires a separate internship addressing certificate-specific job duties and responsibilities.		
8) Describe the proactive measures that will be used to inform I-BEST students about the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)	As part of the I-BEST program orientation to ensure students are aware of campus services, students are given tours of the college campus including computer labs, libraries, student services, and tutor centers. WorkSource partners representing local agencies are invited as guest speakers to present to the cohort. Students qualifying for additional WorkFirst support are given assistance with childcare resources, referrals, textbooks and additional problem-solving. A student handbook provides campus information on various services such as education access, library use, counseling, testing, and student services.	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
9) What strategies do you have in place for assisting them in acquiring the financial means for entering the program and continuing it to completion?	<p>The I-BEST team made up of ABE/ESL/AOT/Allied Health members, has met with Student Services administrator, WorkFirst, Worker Retraining, Financial Aid, Admissions, CBC Foundation (scholarships may be available based on student need) and Counseling to discuss financial resources and eligibility. The team will continue to meet regularly with these internal college partners to identify concerns and plan strategies for success.</p> <p>To provide a means for financing further education, students will be encouraged to apply for federal and state student financial aid. Additionally, they will be encouraged to seek out employers providing educational benefits. La Clinica and Yakima Valley Farmworkers' Clinic (Miramar) are local employers which provide educational benefits and potentially have employees who are potential candidates for this project. These employers are being contacted for potential referral of employees to this I-BEST project.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

I-BEST Enhanced FTE Plan
Signature Page

REVISED 11/20/06

College: Columbia Basin College

Program Title: IBEST- Medical Secretary Proficiency and NAC

Proposed Start Date: Mid January 2007

Signature:

Workforce Administrator
Administrator

Basic Skills Administrator

Health Sciences