



APPLICATION GUIDELINES APPENDIX A 2007 I-BEST

College:	Columbia Basin College		
Contact Person:	Jason Clizer		
Phone:	(509) 547-0511 #2588	Email:	jclizer@columbiabasin.edu
Brief Program Summary:	<p>The IBEST/NAC program is one quarter in length and will prepare students for the Nursing Assistant State exam. Completers will gain valuable education and health care experience that will help them determine the next step on the health sciences pathway. Additionally, completers will be eligible for priority admission into the planned I-BEST Phlebotomy program. NAC training is the first step on the Health Sciences Career Pathway at CBC. (see pathway diagrams)</p>		
Professional-Technical Program (P-T) Title:	Nursing Assistant Certificate		
CIP Code:	51.1614		
EPC Code:	329		

Number of students expected to be served	15
Program Entrance Levels for ABE & ESL	Level 5/6 ESL, Level 4 ABE
Program Exit Levels for ABE & ESL	Pass NAC state exam
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	COMPASS score (Writing:78-100, Reading:82-100 Math:59-100)
Job Title(s) for I-BEST program completers	Nursing Assistants, Nursing Aides, Orderlies, Attendants
Median salary for I-BEST program completers	\$10.69 (Benton County) \$12.22 (WA state)

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY: Approved ☒

Denied ☐

Date Approved 1/22/08

Please respond to ALL criteria listed below.

Criteria	Meets Criteria	Reviewers' Comments
<p>1. Program has an identified educational pathway(s) linked to a career pathway.</p>	<p><i>Proposal provides evidence that the program is part of an educational pathway, linked to a career pathway, which begins with adult basic education ABE/ESL and continues to a one-year certificate and beyond. Proposal clearly articulates how each level of attainment in the educational pathway prepares students to readily engage in the next level. Proposal includes a pathway diagram (see attached example).</i></p> <p>The short-term CNA training course (leading to certification) provides a solid “stepping stone” and starting point on the health care career pathway. The focus of this project is to support a cohort of ESL/ABE, WorkFirst, and students from the “general” population through a one quarter NAC program designed to prepare students to successfully complete the state NAC certification exam. This project will prepare students for entry-level positions in health care and will also provide a solid foundation and clear idea of what is needed for advancement along the health career pathway.</p> <p>Participants in this I-BEST program are part of a fully integrated training to prepare for the National Nurse Aide Assessment Exam. The 8 P/T credits students earn can apply to AAS degrees in area colleges. Successful completers of the NAC IBEST program also gain access to related associate degree pathways in Health Sciences. These educational pathways lead to higher wage employment in the health care field.</p> <p>Workforce Explorer lists nursing assistants as “in demand” for the area. Nursing Assistants can expect to make a median hourly wage of \$10.69 per hour. Successful completers are considered for preferential status to the Phlebotomy IBEST program (planned for Spring 2008).</p> <p>The NAC IBEST training program is designed using industry skill sets and outcomes. The skills, abilities and experiences gained will prepare students for success in the additional health sciences courses, such as medical terminology and coding. Students completing the NAC IBEST have a clear advantage to advancing on the Health Sciences Pathway as the NAC class will orient them to health care employment, allow them to be a part of a health care team and gain valuable hands-on experience in the field. In the program orientation and advising sessions, instructors will present students with information about the Health Sciences Career</p>	

	<p>Pathway and how to progress to other certificates and degrees.</p> <p>As part of the on-going program process, the Basic Skills and Health Sciences Divisions will 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. After completing the IBEST program, students will participate in an exit interview wherein continuation on the pathway will be further encouraged and explained. 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>2. Proposal demonstrates at the completion of the program, completers will have the opportunity to fill job openings and/or are provided with preferential status for next program level.</p>	<p><i>Proposal (1) provides labor market data that shows evidence of available jobs for program graduates at a minimum of \$12 per hour (\$14/hr for King County) and/or (2) provides a description of how preferential status will be given to I-BEST program completers for enrollment into the next program level.</i></p> <p>According to Workforce Explorer there are approximately 32 annual openings for workers with the NAC certificate in the Tri Cities (Richland, Kennewick, Pasco) areas. Workforce Explorer lists the median wage as \$10.69 per hour. There is a projected 30% increase in demand for nursing assistants over the next six years.</p> <p>Employment as a nursing assistant is available in a variety of settings including nursing care facilities, hospitals, home care facilities, hospice and individual and family services. This program will provide access to employment for ESL populations who have faced language barriers in gaining starting employment in health care. Additionally, bilingual employees, especially in health care, are in great demand in the Tri Cities area.</p> <p>The NAC course provides valuable healthcare exposure to students which then give preferential status for other health care programs. For example, CBC's nursing program gives additional points toward application when applicants have completed a qualified Nursing Assistant program. Radiologic Sciences and other healthcare programs also provide preference points to students who have a background/experience and training in healthcare. Having completed a Nursing Assistant program, students are well oriented to the healthcare setting and have a more realistic expectation of future steps within the healthcare pathway. During and after completing the I-BEST/NAC program, students will have many opportunities</p>	

	<p>to continue basic skills learning. Advisors and instructors 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 the identified development course(s). During the program, and in addition to the NAC lecture and lab, IBEST participants will attend at least 2 hours of “Special Studies” class where students will have ongoing academic, career, and goal setting support that will provide them with plans and skills to ensure an opportunity to learn beyond the I-BEST program.</p>	
<p>3. Proposal describes integrated professional-technical and adult basic education learning outcomes.</p>	<p><i>Proposal provides (1) targeted integrated learning outcomes that include WA Adult Learning Standards and relevant professional-technical skills standards, and (2) requirements for employment at the conclusion of the I-BEST and (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.</i></p> <p><u>I-Targeted Integrated Learning Outcomes</u></p> <p>Upon completion of the NAC IBEST Program students should be able to:</p> <ol style="list-style-type: none"> 1. Read with understanding in order to perform competently as a nursing assistant. <ul style="list-style-type: none"> • Recognize unfamiliar and specialized words, abbreviations, and medical terminology used in various health care settings. • Demonstrate familiarity with patient records and medical information. For example, be able to accurately read and understand individual patient/client care plans. • Be familiar with and understand rules and regulations of the workplace, including safety and emergency procedures. • Understand written sentences and paragraphs in work-related documents. • Be able to read independently in order to meet continuing education requirements. 2. Convey ideas in writing in order to perform competently as a nursing assistant. 	

	<ul style="list-style-type: none"> • Write effectively in order to document and record pertinent patient information. For example, measuring and recording food and liquid intake and output and recording vital signs. • Document and store patient records in order to maintain information in written or electronic form. <p>3. Speak so others can understand in order to perform competently as a nursing assistant.</p> <ul style="list-style-type: none"> • Recall and use sufficient medical vocabulary, grammar, and proper register in order to communicate effectively in the workplace. • Speak effectively in order to give instructions to patients/clients and relay information to nurses and other facility personnel. <p>4. Listen actively in order to perform competently as a nursing assistant.</p> <ul style="list-style-type: none"> • Be able to give full attention to verbal and non-verbal information from patients/clients. • Be able to listen to and understand information and ideas presented through spoken words and sentences. <p>5. Use critical thinking to solve problems.</p> <ul style="list-style-type: none"> • Monitor and review information gathered from materials, events or the environment in order to detect and assess potential problems. • Accurately and efficiently recognize and report any changes or problems with patients/clients to the appropriate personnel. • Be aware of and sensitive to cultural, age-related, gender-related and other issues that might arise on the job. <p>6. Develop an Educational/Career Plan in order to secure initial and employment and plan for advancing on the health career pathway.</p> <ul style="list-style-type: none"> • Set career and educational goals as they relate to roles as a nursing assistant. Report progress on these goals and revise and update them on a regular basis. 	
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	<p>In addition to the integrated learning outcomes listed above, the main objectives of the NAC course are to prepare students for the National Nurse Aide Assessment Program written and oral examinations. Skill areas addressed include:</p> <ul style="list-style-type: none"> I. Physical Care Skills <ul style="list-style-type: none"> A. Activities of Daily Living B. Basic Nursing Skills C. Restorative Skills II. Psychosocial Care Skills <ul style="list-style-type: none"> A. Emotional and Mental Health Needs B. Spiritual and Cultural Needs III. Role of the Nurse Aide (in relation to legal and ethical behaviors) <p><u>II-Requirements for Employment</u></p> <p>In order to be considered for employment as a certified nursing assistant, students are expected to pass the state exam administered at the end of the program. The main method of job placement is through referrals and work experience gained during the clinical portion of the program at Richland Rehab. Typically, students learn about jobs in their chosen field by word-of-mouth (the NA instructor pointed out that many of the NAC job openings available are not advertised) and from classified ads in the employment section of the local paper. Every Thursday, there are multiple job openings for certified nursing assistants. The NAC instructor often gives completers letters of recommendation to assist with job placement.</p> <p><u>III-Next Level of Training, Academic Entry Levels, Tests, Certifications, or Skills Experience</u></p> <p>Nursing Assistant students are frequently targeting the Associate Degree Nursing program as their next level of training. Academic requirements for entry include general education requirements and science preparation courses. These include English Composition, Speech, Psychology, Mathematics, and Anatomy and Physiology. Students beginning this next level of training will need to complete the COMPASS examination to determine college readiness. During the I-BEST program, students will meet with Basic Skills Instructors in a “Special Studies” class. In addition to monitoring current progress, a major focus of this class will be</p>	
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	<p>on continuing education, reading comprehension and test-taking skills. Student resources will include an orientation to the COMPASS website (where practice test items are available) and a visit to the campus assessment center. In addition, we will invite guest speakers to class to discuss available resources students can utilize in preparation for the COMPASS exam. Depending on student readiness and career goals, one aim of the I-BEST program is to have students complete the COMPASS exam to determine next level of academic placement. Nursing Assistant students also frequently target other programs, including Medical Assistant and Radiologic Technology. These also require similar academic requirements and COMPASS examination. No further certifications or skills experience are required for entry.</p>	
<p>4. Proposal describes integrated assessment development and/or use.</p>	<p><i>Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies. Proposal describes the development and use of the tools by both instructors.</i></p> <p>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 a writing sample. ABE students will be appraised using the ECS Reading form 120 and Math Form 120. ESL and ABE students scoring a level 4 or higher in reading are eligible for admittance to the program.</p> <p>All ESL students will be pretested using the CASAS Life and Work series for Reading and CASAS Life Skills series. All ABE students will be pretested using the CASAS Life and Work series for reading and the ECS series for math. All students will be pretested prior to beginning the program or within the first 12 hours of instruction and scores entered into WABERS.</p> <p>All Basic Skills students will be post-tested at the end of the one quarter program using the above tests as determined by scores from pretest or previous posttests. Reports from the CASAS TopsPro will be used by the Basic Skills and Health Sciences instructor to identify students' strengths and areas for improvement.</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.</p> <p>Integrated Basic Skills student files will be supervised by the Basic Skills Special Projects Director and maintained by Basic Skills instructors with support from office assistants.</p>	

	<p>Professional technical program outcomes are integrated with Basic Skills outcomes and assessment processes. For example, students will take unit quizzes over material covered in lecture and lab that is mandated by the Department of Health/DSHS. The Basic Skills instructor will provide additional support and instruction on test-taking strategies, writing skills or paperwork/documentation requirements and other skills as determined by class needs. Students are also assessed by performance on a skill-set checklist in the lab and clinical portion of the program. Professional technical program outcomes are assessed throughout the quarter and at completion of the program when participants take the national exam. Professional technical faculty member will generate grades for program participants.</p>	
<p>5. Proposal describes integrated teaching strategies.</p>	<p><i>Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.</i></p> <p>The identified basic skills instructor is currently collaborating with the NAC instructor as our first group of IBEST students is nearing completion of a 4 quarter Medical Secretary/NAC program. The professional-technical and basic skills instructors have been meeting over this quarter and plan to continue meeting (upon SBCTC approval) before the start date and ongoing throughout the quarter for curriculum planning and continued class evaluation. Weekly planning time will be scheduled for the IBEST and NAC instructor.</p> <p>Additionally, faculty members from Basic Skills and Health Sciences are collaborating to develop and enhance course curricula together through frequent meetings, will team teach for at least 50% of the class, meet regularly throughout the program to review progress, review CASAS results as a team to determine skill priorities, review progress and identify areas for improvement as a team at the end of the program.</p> <p>The ABE/ESL Instructor will team teach the lecture portion of the class at least 50% of time with the P-T instructor including lecturing, leading group discussion, managing student projects and assignments. The P-T instructor will provide assistance with technical vocabulary building and additional study time (if necessary) for students to complete assignments. Lecture class will be held Monday, Tuesday, Wednesday and Friday. The Basic Skill instructor will co-teach the lecture class on Wednesday and Friday. All students are encouraged to participate (ESL/ABE students <i>required</i> to attend) in the I-BEST Special Studies class to be held on Thursdays for <i>at least</i> two additional hours. The hours for the</p>	

	Special Studies class are purposely set as variable to account for different needs throughout the quarter. For example, the basic skills instructor may need to meet for additional hours with students in preparation for the NAC exam toward the end of the quarter	
6. Proposal describes strategies for student success.	<p><i>Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).</i></p> <p>Columbia Basin College will use the following strategies to recruit basic skills students: Organizers are already working closely with WorkFirst and Worker Retraining to recruit students to the program. We will recruit students from current and new ABE/GED/ESL classes. We will market the I-BEST program to partner agencies such as WorkSource and local employers and market the program to the general public through the distribution of program fliers and an information session.</p> <p>The application process is as follows:</p> <ol style="list-style-type: none"> 1. Attend information session where participants will complete I-BEST questionnaire and written supplemental application addressing motivation, experience and career goals. This writing assessment will be used for entrance and placement consideration. Students will also learn program details such as class schedule and required documentation. 2. Interview with I-BEST team members (reflection of willingness and commitment to the program will be evaluated based on an established rubric). 3. Complete CBC's NAC application. 4. 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) 5. Obtain required immunizations 6. Provide proof of having current 7 hour HIV/AIDS training and Healthcare Provider CPR/First Aid 7. Complete Background Check <p>In addition, the Basic Skills Project Director is meeting with faculty from Basic Skills and</p>	

	<p>Health Sciences and representatives from registration, financial aid and other relevant campus departments to explain the program and the requirements for admittance and ask for assistance in recruiting.</p> <p>An IBEST website has been developed and will be updated regularly so that prospective students and employers can get information about integrated basic skills programs offered at Columbia Basin College.</p> <p>The NAC program at CBC historically has very high retention rates. The I-BEST program plans to continue and expand on this success by developing a solid cohort 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, and the Opportunity Grant and to conduct program advising sessions to continually monitor student progress and inform students of scheduling and program information.</p> <p>CBC was recently awarded the Opportunity Grant, which will be instrumental in providing financial assistance to students beginning on the Health Sciences Pathway by starting with the NAC certification. The Opportunity Grant director and Basic Skills instructional coordinator have already visited various classes/programs at CBC (including ABE/ESL) to share information about this resource and distribute applications. In order to obtain OG funding, students are required to complete the FAFSA to determine need. Additionally, WorkFirst and Worker Retraining will provide tuition and other assistance to IBEST participants. Also, CBC Foundation scholarships may be available based on student need.</p>	
<p>7. Proposal describes strategies to promote transition into and success within the next step of the pathway.</p>	<p><i>Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic support.</i></p> <p>During and after completing the I-BEST/NAC program, students will have many opportunities to continue basic skills learning. Advisors and instructors 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-</p>	

	<p>level courses. Students needing these courses will be identified and advised to enroll in the identified development course(s). During the program, and in addition to the NAC lecture and lab, IBEST participants will attend 2 hours of “Special Studies” class where students will have ongoing academic, career, and goal setting support that will provide them with plans and skills to ensure an opportunity to learn beyond the I-BEST program.</p>	
<p>8. Optional: Is there any additional information that you choose to share, for instance connection to other initiatives, and support from other entities like the local workforce development council, economic development council, cultural and/or social service organizations, etc.</p>	<p>Local employment partners such as WorkFirst, Worker Retraining, WorkSource and DSHS are all very interested in short-term training programs and in giving their clients a starting point on a career pathway. This proposed NAC/IBEST fills this need nicely. Further, the Nursing Advisory Committee, Benton Franklin Community Health Alliance and WorkSource all recognize NAC certification as an important first step on the Health Sciences Pathway. Students complete clinical training at Richland Rehab and some completers will obtain employment at this location. Area Hospices and other long-term care facilities continually hire students with NA certification. Employers and partner agencies have continually expressed a need for increased short-term certificated training opportunities for our students/clients. Regional employers point to the continued need for certified nursing assistants in our area as the turnover in this entry-level position is relatively high.</p> <p>The I-BEST team made up of ABE/ESL and Health Sciences members, has met with representatives from Student Services, WorkFirst, Worker Retraining, Financial Aid, and Public Relations to discuss marketing, recruitment, eligibility, and screening strategies as well as identify barriers to student and program success. The team will continue to meet regularly with these internal college partners to identify concerns and plan strategies for current and future success.</p>	

Assurances	Check box that the college provides assurance for each of the following:	
1.	<input checked="" type="checkbox"/> The college provides assurance that local and regional labor market demand in the industry has been verified (<i>a variety of resources can be used including traditional labor market data, industry data, trade association data, and other transactional data</i>)	
2.	<input checked="" type="checkbox"/> The college provides assurance that there has been active involvement by employers and community partners in the development and in providing ongoing support for the I-BEST program.	
3.	<input checked="" type="checkbox"/> The college provides assurance I-BEST completers will have all the requisite education and skills (including required academic levels, skills and experience, and passage of tests or certifications, etc.) to move into employment and the next level of the pathway.	
4.	<input checked="" type="checkbox"/> The college provides assurance that there is no duplication in courses within the pathway.	
5.	<input checked="" type="checkbox"/> The college provides assurance that I-BEST students will have individualized education and career plans to aid in the continuation of their skill and wage progression.	

Please complete information for EACH of the I-BEST program's courses in the formats listed below.

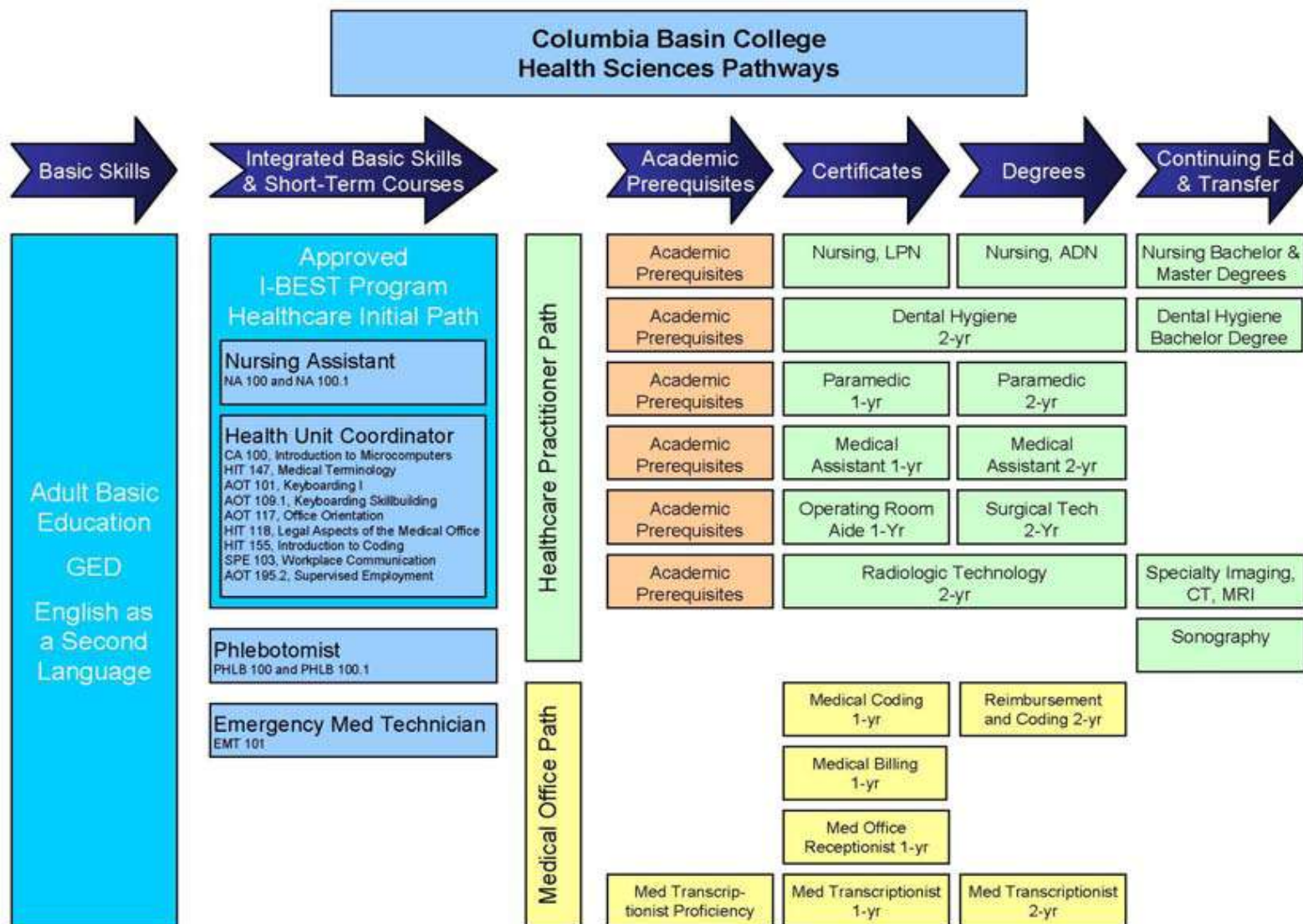
Format 1—*complete for integrated courses with at least a 50% overlap of instruction:*

P-T course name: Nursing Assistant Lecture	Credits: 4	Dept./Division: Health Sciences	Course Number: NA 100
P-T course quarterly hours: 46	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 23	Class size: 15

Format 2 —*complete for non-integrated courses that directly support the I-BEST program (not eligible for enhanced FTE):*

P-T course name: Nursing Assistant Lab	Credits: 4	Dept./Division: Health Sciences	Course Number: NA 1001
P-T course quarterly hours: 90	Class size: 15		

ABE/ESL course name: IBEST Special Studies	Dept./Division: Basic Skills	Course Number: ESL 199
ABE/ESL quarterly hours: 22-33 (minimum of 2 class hrs./week for entire quarter)	Class size: 15	



Career and Transfer Readiness Columbia Basin College Health Sciences

Tier 6

Program:
Nursing
Dental Hygiene
Medical Assistant
Radiologic Technology
Paramedic
Administrative Assist
Med Reimbursement Coding

Tier 5

Class or Skill:
Nutrition
Developmental Psychology
Microbiology
Statistics

Tier 4

Class or Skill:
Pharmacology Math
Chemistry
Cell Biology
Anatomy and Physiology
English Composition
General Psychology

Tier 3

Class or Skill:
GED Completion
Computer Applications
Pharmacology Math
Don't Quit Workshop
CPR / First Aid / HIV-AIDS
Medical Terminology

Tier 2

Class or Skill:
ESL
Medical Terminology

Short Term Training:
Nursing Assistant
Phlebotomy
Emergency Medical Technician
Health Unit Coordinator
Medical Billing Clerk
Medical Office Receptionist
Medical Coding Certificate

Tier 1

Class or Skill:
Literacy
Healthcare Literacy
Basic Skills Math
Basic Skills English
Computer Skills

Educational Preparation

Workforce Preparation

Basic Skills Integration

