



## APPLICATION GUIDELINES 2007 I-BEST

<b>College:</b>	<b>Everett Community College</b>		
<b>Contact Person:</b>	Darrell Mihara		
<b>Phone:</b>	425-388-9581	<b>Email:</b>	Dmihara@everettcc.edu
<b>Brief Program Summary:</b>	<p>I-BEST students enrolled in the Nursing Assistant Certified program are recruited from individuals testing at the ABE level and populations for whom English is a second language. ABE students will be recruited from EvCC's WorkFirst program, DSHS, community partners and by referrals from EvCC's Nursing department. ESL students will begin by taking a preparation quarter Level 3 ESL integrated with medical terminology and an introduction to health care. For ESL students ,after the preparation quarter, the I-BEST quarter integrates Level 4 ESL (16 credits) with the Nursing 100 course (10 credits). For ABE students the I-BEST quarter integrates ABE Level 2 Communication with Nursing 100. After completion of the integrated I-BEST course and supplemental ESL credits (for ESL students), students will receive a Certificate of Completion and qualify to take the <i>NNAAP</i> exam (<i>National Nurse Aide Assessment Program</i>) for state certification. Once certified by the state, students will qualify for nursing assistant jobs if they seek immediate employment. ESL students may also complete Level 5 ESL, ESL, 097 &amp; 098 (college prep English). Both ESL and ABE students can continue with education in one of the pathways available that lead to various health care jobs or careers.</p>		
<b>Professional-Technical Program (P-T) Title:</b>	Nursing Assistant		
<b>CIP Code:</b>	51.1614		
<b>EPC Code:</b>	329		
<b>I-BEST Instruction Start Date:</b>	1-4-10		
Number of students expected to be served		10	
Minimum Entry Criteria including ABE & ESL Levels		High school diploma or equivalent or GED Verification of required immunizations , Level 3 ESL; Level 1 ABE	
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)		Additional ESL and/or Asset/Compass scores for placement into college preparatory and college level classes, especially English, and Bridge Lab for Reading/Study Skills.	
Job Title(s) for I-BEST program completers		Nursing Assistant Certified (NAC)	
Median salary for I-BEST program completers		\$13.89 per hour	

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Sharon Buck  
Signature of Workforce Administrator

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Darrell Mihara  
Signature of Adult Basic Education Administrator

<b>FOR SBCTC USE ONLY:</b>	Approved <input checked="" type="checkbox"/>	Denied <input type="checkbox"/>	Date Approved <u>8/05/09</u>
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Please complete column 2 with responses to criteria in column 1.

Criteria	College's response to essential elements.	Reviewers' Comments
<b>1. Program has an identified educational pathway(s) linked to a career pathway.</b>	<p><b><i>Essential elements to meet criteria.</i></b>  <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><b><i>College's response.</i></b></p> <p>Qualified ESL students enrolled in the preparation quarter for NAC training have completed Level 3 ESL. The preparation quarter provides a Level 3 ESL course integrated with an introductory health care skills and medical terminology course. After completion of the preparatory quarter, students are concurrently enrolled in Nursing 100 (Nursing Assistant Certified program) and Level 4 ESL providing integrated I-BEST instruction. I-BEST instruction will integrate Level 4 ESL skills with the various NAC outcomes</p> <p>ABE students who are level 2 or above will be concurrently enrolled in Nursing 100 (Nursing Assistant Certified program) and Level 2 ABE Communications providing integrated I-BEST instruction. I-BEST instruction will integrate Level 2 ABE Skills in Communication skills with the various NAC outcomes.</p> <p>Upon successful completion of the I-BEST Nursing 100 and for ESL students the supplemental ESL quarter, students take the NNAAP exam for state certification as a nursing assistant. Once certification is complete, students are qualified for entry-level jobs in hospitals, long-term care facilities, clinics, physician's offices, urgent care settings, and client's homes or they may pursue a certificate or degree in one of the pathways available in nursing or health care related fields.</p>	

	<p>To pursue the further education and training in medical occupations, ESL students have a number of options to increase their English language skills including writing and reading. Generally, most ESL students on this pathway will need to complete ESL Level 5, then complete ESL 097 to prepare to enroll in English 098, which is the minimum writing requirement for the next level of medical certificate programs such as Medical Assisting and Phebotomy. These students who wish to complete English 101 (required for Nursing) may prepare by completing ESL 098. Both ESL 097 and 098 are specifically designed for non-native speakers and writers to progress seamlessly through college level writing requirements.</p> <p>ABE students can continue on and pursue their GED in preparation for developmental or college level courses. Once students are at the English 098 level they can enroll in certificate programs such as Medical Assisting and Phebotomy.</p> <p>To further promote these students' success in transitioning to college level classes, they may enroll in the Reading and Study Skills Bridge Lab, where enrollment allows the students to focus on building skills as the needed to progress in the next levels of education and training.</p> <p>Exposure to these pathways and resources and how to use them is integrated into the ABE, ESL and I-BEST instruction.</p>	
<p><b>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.</b></p>	<p><b><i>Essential elements to meet criteria.</i></b>  <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><b><i>College's response.</i></b>  The table below represents the number of job openings available in Snohomish County for I-BEST pathway completers. Data source: The Washington State Workforce Explorer databases</p>	

	<table><tr><th>Job Description</th><th>Starting Wage (10% range as basis)</th><th>Average Wage</th><th>Short-term Annual Job Openings</th><th>Long-term Annual Job Openings</th></tr><tr><td>Nursing Assistant Certified</td><td>\$9.00</td><td>\$14.08</td><td>884</td><td>907</td></tr></table>	Job Description	Starting Wage (10% range as basis)	Average Wage	Short-term Annual Job Openings	Long-term Annual Job Openings	Nursing Assistant Certified	\$9.00	\$14.08	884	907																																										
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3. Proposal describes integrated professional-	<i>Essential elements to meet criteria.</i> Proposal provides (1) targeted integrated learning outcomes that include WA				
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<p><b>technical and adult basic education learning outcomes.</b></p>	<p>Adult Learning Standards and relevant professional-technical skills standards, and (2) requirements for employment at the conclusion of the I-BEST <u>and</u> (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.</p> <p><b><i>College's response.</i></b></p> <p>All ESL students must demonstrate Level 3 proficiency upon entry into the I-BEST portion of the program. I-BEST instruction will integrate Level 4 ESL skills with the various technical skills outcomes. Completion of Level 4 ESL outcomes will be adequate for students to advance to the next level of instruction which includes Level 5 ESL and ESL to English transition classes (see Criteria#1 for more detail).</p> <p>All ABE students must demonstrate Level 1 proficiency upon entry into the I-BEST portion of the program. I-BEST instruction will integrate Level 2 ABE skills with various technical skills outcomes. Completion of Level 2 ABE outcomes will be adequate for students to advance to the next level of instruction.</p> <p>Upon successful completion of the I-BEST courses students will be able to understand and respond to conversations, explanations, and instructions related to basic technical/skill tasks for situations in a health care environment in order to facilitate an optimal level of functioning for the health care client and to function as an effective member of a nursing team. Further, students will be able to:</p> <p>ESL-R 4.2, ABE-R 2.2 Demonstrate familiarity with nursing assistant and related content knowledge and related vocabulary including the identification of nursing assistant and patient equipment, materials, infection control standards, and nursing assistant skill procedures.</p> <p>ESL-R 4.3, ABE-R 2.3 Locate important information in nursing assistant texts and other related documents including patient charting, recording observations of patients' condition, and recording vital signs and daily intake and output when necessary.</p>	
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	<p>ESL-W 4.3, ABE W 2.3 Appropriately use nursing assistant vocabulary and basic text structure of simple steps/instructions/commands or a single paragraph to convey understanding of nursing assistant practices and procedures.</p> <p>Describe orally and in writing the steps involved in nursing assistant skill delivery and patient care and demonstrate this understanding by successfully carrying out each required nursing skill during the OBRA skills test in the nursing lab.</p> <p>ESL-S 4.2, ABE Select from a limited range of strategies to select and relay information to paraphrase nursing skill and task instructions in order to demonstrate understanding and give directions and procedure steps for basic nursing skills and tasks.</p> <p>ESL -L 4.1, ABE Understand and respond to conversations, explanations, and instructions related to familiar nursing tasks (including patient personal care, taking vital signs, transferring and ambulating, and basic safety and infection control procedures) and situations. Follow oral and written instructions related to Nursing Assistant Program Student Learning Objective #1 to perform basic technical skills which facilitate an optimal level of functioning for the health care client.</p>	
<p><b>4. Proposal describes integrated assessment development and/or use.</b></p>	<p><b><i>Essential elements to meet criteria.</i></b></p> <p>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.</p>	
	<p><b><i>College's response.</i></b></p> <p>The integrated outcomes for both ABE/ESL and the technical/skills classes will be assessed using nursing assistant certification procedures. For example, assessments devised around the OBRA Skills Test taken from the NNAAP (<i>National Nurse Aide Assessment Program</i>) guidelines will be used to determine students' ability to read, understand, and follow written and oral directions given in a laboratory setting. This will simulate the WA state skills certification exam taken at the end of the I-BEST training quarter. Increase in English/Basic skills will be measured by CASAS and recorded</p>	

	<p>in WABERS. The development and increases in nursing assistant competencies will be assessed through simulating a work environment in lab where students will be given written and oral nursing assistant skill assignments (procedures). Success will be measured by the step by step completion of the nursing skill procedures using the appropriate equipment and materials and verbal/nonverbal communication necessary to complete the procedures as outlined by OBRA.</p> <p>Technical and ABE/ESL instructors have developed curriculum and instructional strategies together using our successful I-BEST Welding program as a model. The nursing assistant instructor and ABE/ESL instructor meet together after lab once a week to identify vocabulary and communication necessary for language and hands-on skill development. The instructional plan identifies both the classroom and technical lab components where the instructors collaborate in joint instruction. For example, some technical lectures are given in the ESL classroom. The ABE/ESL instructor participates in technical training lecture classes and co-teaches with the professional-technical instructors in the nursing lab.</p>	
5. Proposal describes integrated teaching strategies.	<p><b><i>Essential elements to meet criteria.</i></b> Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.</p> <p><b><i>College's response.</i></b></p> <p>The Nursing Assistant Certified ESL pathway diagram shows two quarters, a preparatory quarter, and the quarter of integrated I-BEST training. In the preparatory quarter, the plan is to provide 4 hours of ESL language study four days a week. During this quarter, ESL students are also preparing and providing documents that prove high school graduation or completion in their native country and all required immunizations completed for application to the Nursing Assistant Program. Students attend an informal interview by the Nursing Department and pass a background check before formal acceptance into the NAC Program, answering three or four questions orally and in writing. This provides for 165 hours of prerequisite training over the quarter.</p>	

	<p>ABE students will attend a preparatory quarter in which they will attend ABE classes 12 hours per week. During this quarter students will be completing immunizations required for the program. Students attend an informal interview by the Nursing Department and pass a background check before formal acceptance into the NAC Program, answering three or four questions orally and in writing.</p> <p>In the I-BEST quarter, the plan is to provide 16 hours of ESL language or 12 hours of ABE study per week. The nursing assistant classes, including lecture, lab and clinical practice will provide 16 hours of technical and skills training per week for a combined total of 320 hours of language and technical study or 280 hours of ABE and technical study. The ESL/ABE instructor team teaches in the technical classes 8 hours per week and the technical instructor team teaches the ESL language study, incorporating nursing assistant vocabulary and concepts, 8 hours per week. Thus, 160 hours of the 320 total hours have a 50% overlap of instruction.</p>	
<p><b>6. Proposal describes strategies for student success.</b></p>	<p><b><i>Essential elements to meet criteria.</i></b></p> <p>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).</p>	
	<p><b><i>College's response.</i></b></p> <p>Strategies for recruiting students will be primarily through referrals from the Refugee and Immigrant Services NW (RISNW), DSHS, and EvCC WorkFirst Department. These organizations will screen and provide case management. Refugee and Immigrant Services NW is a direct partner of EvCC. RISNW is located on the EvCC campus and their offices are next door to the Adult Education program. EvCC and RISNW have a 25-year history of working together to meet LEP student needs. In previous Work First funded LEP Nursing Assistant programs, for example, RISNW has provided intense case management including phone calls and home visits</p>	



	<p>when students miss more than two class sessions.</p> <p>Candidates will likely be TANF clients or low wage parents. Students will be eligible for WorkFirst dollars for tuition, equipment, and supplies for completion of this I-BEST program. Students will be shown how to access the financial aid process and be informed about the options to complete more technical training through the certificate and degree pathways.</p> <p>Since most (two-thirds) of the I-BEST students will be students of the RISNW, these students will receive direct intensive case management services from that organization. Most other students will be TANF clients and will receive case management from DSHS, Employment Security, and the EvCC WorkFirst Department. Specifics include: direct contact with clients who miss class, provision of support services including transportation, and childcare vouchers.</p> <p>Through program funds, each student will be provided with basic equipment necessary for beginning employment, including a uniform (scrubs), transfer belt, and name tag.</p>	
<b>7. Proposal describes strategies to promote transition into and success within the next step of the pathway.</b>	<p><b><i>Essential elements to meet criteria.</i></b></p> <p>Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic support.</p>	
	<p><b><i>College's response.</i></b></p> <p>The Basic Skills and Adult Education Division, WorkFirst Department, and Workforce Development Department at the college have a long history of collaboration. These departments will aid students in continuing along the pathway after completion of the I-BEST program.</p> <p>The WorkFirst staff will handle financial aid, determining eligibility of referrals from DSHS and the RISNW. Faculty will be serving as advisors and be providing counseling during the entire training period and beyond. Delivery of general Student Services information will be an on-going</p>	

	<p>activity.</p> <p>Practically all of the participants will be WorkFirst tuition eligible. The WorkFirst representative in the Financial Aid office has been briefed about this new program and will expedite all tuition aid awards. Also, the Director of Financial Aid will provide a workshop to all I-BEST students to increase their awareness of all financial aid options students can take advantage of after completing the I-BEST nursing assistant program.</p> <p>During the I-BEST quarter, specific pathway information will be available to students for future planning purposes. Each of the career pathways provided through EvCC will be outlined along with prerequisites needed, such as completion of ESL Level 5, ESL 097 and/or 098, ENG 97 and 98 and other preparation for college level classes including the EvCC Adult Education Bridge Lab,. Also, guest speakers (possible employers, such as Home Health Services of Snohomish County) will visit during the I-BEST quarter to discuss employment opportunities with students. Opportunities for employment will also be available at the facility where students complete their clinical training hours for the quarter. All students will attend the Health Care Job Fair Expo in Seattle (along with the ABE/ESL instructor) to gather information and job applications from possible employers as well. These opportunities are provided to enhance the students' ability in decision making regarding their future educational needs, goals, and career options.</p>	
<p><b>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.</b></p>	<p><b><i>College's response.</i></b></p> <p>This I-BEST program is aligned with the Snohomish County Blueprint for Economic and Workforce Development, in support of the Medical /Healthcare industry cluster and the strategic plan of our Healthcare Skills Panel. Entities that participate in this planning include the Economic Development Council, Workforce Development Council, hospitals and clinics, government, K-20, and other business and Labor partners.</p> <p>We especially appreciate our business partners who have made their facilities available for our students' clinical experiences such as Everett Rehab.</p>	

Assurances	Check box that the college provides assurance for each of the following:	
1.	<input checked="" type="checkbox"/> The college provides assurance that <b>local and regional labor market demand in the industry has been verified</b> ( <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 <b>there has been active involvement by employers and community partners in the development and in providing ongoing support for the I-BEST program.</b>	
3.	<input checked="" type="checkbox"/> The college provides assurance <b>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.</b>	
4.	<input checked="" type="checkbox"/> The college provides assurance that <b>there is no duplication in courses within the pathway.</b>	
5.	<input checked="" type="checkbox"/> The college provides assurance that <b>I-BEST students will have individualized education and career plans to aid in the continuation of their skill and wage progression.</b>	

**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 Certified	Credits: 10	Dept./Division: Nursing Department	Course Number: NURS 100
P-T course quarterly hours: 160 hours	credit equivalency ( <i>total credits x 1.75</i> ): 17.5	ABE/ESL quarterly hours: 160 hours	Class size: 10

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

ABE/ESL course name: ABE Level 2	Dept./Division: Adult Basic Education/Basic Skills and Adult Education	Course Number: ABE 021
ABE/ESL quarterly hours: 120 hours	Class size: 10	

ABE/ESL course name: ESL for NAC	Dept./Division: Adult Basic Education/Basic Skills and Adult Education	Course Number: ESL 040 A
ABE/ESL quarterly hours: 160 hours	Class size: 10	

## Nursing Assistant Certified Pathways Diagram

### Employment Opportunities: Exit and Re-entry Points

