

APPENDIX C I-BEST Enhanced FTE Plan

College: Highline Community College	Plan Approved: <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> NO
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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.	Professional-Technical Program: Medical Assisting Certificate: Fundamentals of Allied Health CIP 51.0801 EPC 381	<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.	<p>COURSE NAME: Med A 100 Fundamentals of Caregiving Total P-T course credits <u>3</u>. Total ABE/ESL hours per week: <u>1.5</u>.</p> <p>COURSE NAME: Med A 110 Health Care Careers Total P-T course credits <u>3</u>. Total ABE/ESL hours per week: <u>1.5</u>.</p> <p>COURSE NAME: Med A 120 Therapeutic Communication Total P-T course credits <u>3</u>. Total ABE/ESL hours per week: <u>1.5</u>.</p> <p>COURSE NAME: MedA 260 Emergency First Aid Total P-T course credits <u>2</u>. Total ABE/ESL hours per week: <u>1</u>.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
3) Provide evidence of local or	According to the Department of Labor, home health aides is		

<p>regional labor market demand for 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>expected to be the fastest growing occupation, as a result of both growing demand for home services from an aging population and efforts to contain costs by moving patients out of hospitals and nursing care facilities as quickly as possible. Consumer preference for care in the home and improvements in medical technologies for in-home treatment also will contribute to much-faster-than-average employment growth for home health aides. Home Health Aides is expect</p> <p>In Washington State, between 2002 and 2007, this occupation is projected to increase by more than 10% . It is estimated that there will be 186 openings annually due to new positions and 127 openings annually from workers leaving this occupation. <i>Workforce Explorer</i></p> <p><i>The Tacoma News Tribune</i> (4/1/06) lists Home Health Aides at the number one fastest growing occupation 2004-2014 citing a growth rate of 56.0%. Medical Assistants are listed at the number three occupation with a growth rate of 52.1 %. Home Care Aides are number ten with at 40.1% growth rate.</p> <p>In the south King County area, the need is projected to be greater than in the state in general, this is due to larger numbers of individuals with disabilities living in south county, an aging population demographic, and a growing number of skilled nursing homes and assisted living facilities in the area. In checking newspaper advertisements, there are consistently thirty or more openings in the Seattle –Tacoma area listed each week.</p> <p>This employment information is specific to the College’s area as researched by CC Benefits. (Kent West, Kent/Auburn Valley, SeaTac Airport, HCC Neighborhood, Federal Way, Renton/Tukwila, Burien, and North Pierce)</p> <p>Healthcare support 2005 11,229 positions 2010 12,641 1,412 new jobs</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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	<p>937 replacement jobs % new & replacement = 21%</p> <p>Home Health Aides</p> <p>2005 5,469 positions 2010 6,204 new jobs 735 new jobs 349 replacement jobs % new & replacement = 20%</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 <u>given preferential status</u> in the advanced program.</p>	<p>a.) The Fundamentals of Allied Health certificate (11 credits) is incorporated as part of requirements of the Associate of Applied Science in Medical Assisting. Credits in this certificate would also apply toward the Human Services Associate of Applied Science degree.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>5) Describe how the I-BEST program gets students to the skill level</p>	<p>Students in this program will have the benefit of gaining the initial allied health care content while expanding and applying</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p>	

<p>needed to go on to the next degree or certificate.</p>	<p>their English language and basic skills development. Utilizing the meaningful context of care-giving to learn and practice key concepts and vocabulary provides the foundation needed for continuing in the field of medical assisting or human services. Students are assessed in each topic area. Standard performance based assessments are used for CPR and emergency first aid. Types of evaluation tools include role plays and video taping in using therapeutic communication, performing tasks required of primary care providers, written and verbal tests of knowledge of allied health careers, and specific assessments of language and basic skills. Frequent and individualized feedback based on the assessment information along with advising will support students in goal setting toward working toward a further certificate or degree.</p> <p>The for-credit, entry-level Med A courses that comprise the core of the program are fully aligned with the typical first-quarter coursework for students entering this field. Successful completers can continue in either the Medical Assisting or Human Services program course sequence(s) without needing additional basic skills remediation.</p> <p>Faculty meet regularly for advising the students with evaluation and feedback information that will assist in ensuring student success and a smooth career pathway.</p>	<p><input type="checkbox"/> Needs Revision</p>	
<p style="text-align: center;">INSTRUCTION</p>			
<p>1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.</p>	<p><i>The proposed I-BEST program will closely link Medical Assisting/Caregiving curriculum with competencies in reading, writing, speaking and listening –strengthening both sets of skills. Upon completion of the integrated Fundamentals of Allied Health certificate students will be able to:</i></p> <p><u>Read with understanding the assigned Medical Assisting and Caregiving module material, as well as identify and apply correct terminology.</u></p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	<p>Well done.</p>

	<ul style="list-style-type: none"> ▪ Identify their own learning preferences, personal attributes important for health career professionals, twelve physician specialists and five non-physician health care specialists. ▪ Follow specific directions to perform CPR, first aid and routine care provision tasks, interpret charts and diagrams depicting patient vital information and positioning. ▪ Extract the meaning of vocabulary relating to stages of growth and development, and the signs, symptoms and treatment of various common physical and emotional conditions. ▪ Determine the meaning and apply correctly practices of client rights, infection control, blood borne pathogens, and food handling procedures. ▪ Use critical thinking and understanding in analyzing the career opportunities related to personal interests and abilities, the role of women in medicine (past and present) and the effect of culture and religion on medicine and health. <p><u>Speak so that others can understand in order to perform competently as a care provider.</u></p> <ul style="list-style-type: none"> ▪ Demonstrate skills in using therapeutic communication and differentiate with social communication. ▪ Use culturally respectful language and patient (listener) feedback to confirm understanding in the care giving setting. 		
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	<ul style="list-style-type: none"> ▪ Describe step-by-step procedures in first aid, CPR and self care routines. ▪ Practice appropriate non-verbal language (eye contact and body movement) and pronunciation of medical terms and conditions. ▪ Request, confirm and clarify information in the medical and caregiving setting. <p><u>Listen actively in order to perform competently in health care and caregiving environments.</u></p> <ul style="list-style-type: none"> ▪ Adapt responses to speakers and contexts recognizing cultural and situational variables. ▪ Follow specific spoken directions to correctly accomplish tasks and procedures fundamental to care giving, first aid and CPR. ▪ Respond to requests for assistance and information about medications and care routine practices and record pertinent facts. ▪ Use active listening techniques and therapeutic communication skills including follow-up questions, and repeating information back to the speaker. ▪ Demonstrate culturally sensitive listening and responding practices recognizing different interpretations of eye contact and listener-speaker space. <p><u>Write so that others can understand in order to perform competently in health care and caregiving environments.</u></p> <ul style="list-style-type: none"> ▪ Fill out forms related to patient/client care and 		
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	<p>employment applications using correct vocabulary.</p> <ul style="list-style-type: none"> ▪ Write patient/client care notes using correct grammar, punctuation, and spelling (use a dictionary) demonstrating comprehension of allied health information. ▪ Write a cover letter of introduction to accompany employment applications. ▪ Complete written assignments demonstrating comprehension of medical assisting reading material. ▪ Use word processing to compose and revise written material, compose memos, and participate in email communication. 		
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<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.) The professional technical and basic skills instructors will utilize an environment that demonstrates and reinforces best practices in allied health education. That environment is the college's Medical Assisting laboratory, a fully appointed simulation setting which will allow for supportive practice, application and transference of skills in an authentic environment. In addition, the environment is a dedicated space allowing ease for regular planning meetings with instructors twice weekly.</p> <p>The basic skills instructor and professional technical instructor will plan direct-instruction periods during which students will be applying their developing reading, writing, and speaking skills in the context of allied health through demonstrations, simulations and role plays.</p> <p>The basic skills instructor will collaborate with the professional technical instructor in designing textbook reading, assignments, and discussions to ensure a strong application of reading, writing and speaking skills using the allied health context.</p> <p>The faculty fully embraces the notion that flexibility is key and that, accordingly, the day-to-day structure of class activities may need to be altered to meet specific curricular goals and emergent student needs. The team has developed a basic scheduling template that supports integration of skills and smooth transition from activity to activity. In this model, Monday, Wednesday and Friday sessions will consist of the medical assisting modules taught by the professional-technical instructor and integrated with the English and basic skills learning through the facilitation by the ABE/ESL instructor. The additional ABE/ESL class meets Tuesday and Thursday, sessions will be 2.5 hours each day. At this time, students will have the opportunity to ask questions and to receive, from their instructor, targeted</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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	<p>reinforcement of the most challenging material from the previous lesson(s). This team-taught sequence will emphasize underlying concepts, principles, and vocabulary of the current target skill-set.</p> <p>The professional technical instructor will determine the appropriate assignments and documentation for student portfolios. The professional technical instructor will collaborate with the basic skills instructor to design integrated assignments and include pieces of student work that demonstrate both knowledge in allied health and reading and writing skills.</p> <p>In preparation for practice and actual interviews, the professional technical instructor will clarify typical interview questions and appropriate responses in terms of content. In conjunction with interview preparation, the basic skills instructor will identify and support elements of speaking, reading and writing.</p> <p>The professional-technical and basic skills instructors will plan and revise curriculum and lesson plans together using the (Skagit Valley College) SVC modules for collaboration. These instructors will work closely to identify, integrate, and evaluate the vocabulary, concepts, and content. Regular weekly meetings utilizing the SVC modules will ensure high-quality, responsive instruction.</p> <p>In addition, as noted above, five (5) hours per week of stand-alone ABE/ESL is scheduled for reinforcement, additional study, and application of content principles.</p> <p>b.) Both the basic skills and the professional technical instructors will assess students comprehensively at entry, during and upon completion of the program. Assessment protocols will address both basic skills and content-area competency.</p>		
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	<p>Initial basic skills testing will include CASAS. Students attaining Level 4 CASAS will be considered eligible. All participants will be entered into the WABERS database. CASAS post-testing will be conducted, according to established CASAS guidelines, to determine skills gains.</p> <p>The first week of the quarter will be an in-depth screening period. Instructors will assess more thoroughly for specific ESL/ABE competencies as well as current knowledge of medical assisting/allied health content.</p> <p>The professional technical instructor will use the standard performance-based assessments required and approved by DSHS for earning the Fundamentals of Caregiving certificate (3 credit course). The standard Red Cross approved performance-based assessments are used for the Emergency First Aid course.</p> <p>Identified performance competencies form the assessment criteria for the Therapeutic Communications content. Students complete application based assignments, participate in roles plays and are video taped in practice sessions to provide accurate feedback and critiques. A written test is also required.</p> <p>The Exploration of Allied Health Careers course requires learning skills in researching internet and reference sources. The library reference librarians along with the professional technical and ESL/ABE instructors will assist students in practicing this process. Students will create small group projects focusing on particular careers of interest that will be presented to classmates. Written assignments and a written test are required.</p> <p>As noted in the Plan Overview (Item 5), the for-credit, entry-level Med A courses that comprise the core of the program are fully aligned with the typical first-quarter coursework for students entering this field. Successful completers can continue in either the Medical Assisting or Human Services program</p>		
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	course sequence(s) without needing additional basic skills remediation. As a result, the students' transitions the next steps in their studies will be seamless.		
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>Students will have the benefit of the ESL/ABE instructor in the classroom with the professional-technical instructor for half or more of each daily four-and-a-half hour session as they learn the fundamentals of allied health content on Mondays, Wednesdays, and Fridays. The instructors will meet regularly to have a careful and flexible plan to ensure that students have optimum advantage in developing their English language and basic skills learning integrated with their allied health curriculum. Weekly planning will determine exact times of the 50% overlap for each session.</p> <p>On Tuesdays and Thursdays students attend their ESL/ABE class. Because the ESL/ABE instructor has spent significant time in the professional-technical classroom and has been a partner in planning, opportunities to further language and basic skills learning and check for comprehension of allied health content is ensured.</p> <p>In addition, an ESL/ABE classroom assistant will be with the students 100% of their instructional time (both professional-technical integrated with ESL/ABE and stand alone ESL/ABE class sessions).</p> <p>During their co-teaching time, the instructors will both function as equal, fully participating members of the instructional team. Each, however, will have a different primary responsibility. For the professional-technical instructor, that responsibility will focus on delivery of workplace concepts and skills through mini-lectures, presentations, group activities, projects, and hands-on applications of skills and caregiving practice. The basic skills instructor, meantime, will concentrate on managing the classroom's pedagogic framework, monitoring student</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>understanding/classroom dynamics, and developing appropriate responses to student need. The latter role will include, but not be limited to, such activities as:</p> <ul style="list-style-type: none"> • Actively observing students during class time or practice-time to identify points of confusion • Monitoring the co-instructor's presentations for idiomatic and academic expressions, providing “translation” as needed • Teaching study skills and infusing them into class • Actively teaching language and mathematics skills based on core class content • Coaching students in composition skills and work-shopping their writing assignments • Teaching and modeling reading/note-taking techniques • Actively soliciting student feedback on understanding (e.g., through directed questioning, pre- and post-tests, 3x5 card responses) • Providing a pedagogic frame to lessons (e.g., giving opening "anticipatory" overviews of objectives, managing group work/applications, etc.) <p>Instructors will be implement principles of universal design. These principles include:</p> <ul style="list-style-type: none"> ▪ multiple methods of presenting information meaning that students will be able to interact with and respond to curriculum in a variety of ways; ▪ students participate in a different types of assessment processes ensuring more than one way to demonstrate knowledge and proficiency; ▪ the importance of the environment as a direct support of learning, for instance to accomplish the foundation of health care students are learning in the medical assisting laboratory; 		
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	<ul style="list-style-type: none"> ▪ instructors' awareness of the influence of their own cultural values on their teaching and their willingness to reflect on ways that may impact learners; ▪ instructors' responsibility in guiding students to find meaning in material in ways that motivate and encourage. <p>These values are systematically addressed in weekly meetings as instructors reflect on student progress and participate in self-evaluation. Continued understanding and application of UDL will be accessed through the articles and research found at Universal Design in Education Online. http://www.udeducation.org/teach/teaching_techniques/bowe.asp <i>Universal Design in Education: Teaching Non Traditional Students</i></p> <p>During co-planning time, the instructors will identify key learning goals for each course unit, co-develop activities that aid/reinforce learning, and co-design assessments. As the quarter progresses, they will also meet to evaluate trouble spots and identify opportunities both for the program and, through case-management, for individual students.</p> <p>As a result of these collaborations, instructors will create <i>Week Plans</i> for students that clearly convey the learning outcome, daily key concepts, vocabulary, and homework assignments. This tool will be developed in partnership with the instructors and used to communicate expectations and competencies to learners. It will serve as an organizational guide and highlight assignment responsibilities.</p> <p>Scheduled instructor planning sessions implementing the 9 Integrated Instruction Modules developed by Skagit Valley College began in winter quarter and will continue throughout</p>		
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	<p>spring quarter. Regular, thoughtful planning will occur to determine best methods for integration based on nature of the content, student levels and emergent learning needs.</p> <p>Instructors worked through introductory information and module 1 during their preliminary planning sessions, with the understanding that module 1 plan of implementation and reflection will be re-visited weekly along with Module 2. Application of the information on interactive potential, authentic materials, and self-direction has been highlighted as integral to this program.</p>		
<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>	<p>Students will receive individualized advising relating to both English Language Learning/Adult Basic Education and the professional technical areas of Human Services and Medical Assisting. Further classes will be recommended based upon formal and informal assessment and student's goals. Students will have access to developmental education courses, as needed, to continue development of their basic skills after completion of the I-BEST program. The exit-competency level for the program is set to match the mid-point of the college's credit-bearing developmental studies curriculum. This basic skills exit-point meets the prerequisite skill-level expectations for second- and third-quarter core courses in Medical Assisting or Human Services, allowing successful completers to make a fully seamless transition to their next quarter's studies in the program of their choice. Students who successfully complete the program will have access to developmental education courses, as needed, to continue development of their basic skills after completion of the I-BEST program, in preparation for enrollment in program-related general-education requirements that come later in the program sequence.. Students who do not meet the exit competency will be advised into supplementary, intensive basic skills studies at the ABE/ESL level.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

PROGRAM SUCCESS STRATEGIES

<p>5. Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.</p>	<p>Highline is dedicated to a comprehensive, collaborative approach to recruitment by using the college's resources including Entry Services and Educational Planning, Worker Retraining, WorkFirst program managers, community and campus ESL/ABE classes, and its ACHIEVE program. Student services offices including Women's Programs, Multicultural Student Services, and Entry Services have been recruiting potential students. Beyond the campus, partners in social service agencies and in community-based organizations have been notified of this training opportunity and provided with contact information. Information has been provided as well to all Level 4 and 5 ESL classes, both on campus and in the community.</p> <p>Program orientations have been held for the campus and community-based ESL classes and for students currently participating in the college's ACHIEVE program. General screening is occurring at initial point of contact and additional screening will continue during the first days of the quarter.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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<p>6. Specifically describe strategies to retain all cohort members to completion of the I-BEST program.</p>	<p>We have identified a key support person (Danette Randolph) to assist in student intervention. She will work closely with the instructors and students and collaboratively between student services and instruction. When needed, she will refer students to the appropriate campus and community resources. Additional services likely to be utilized include financial aid, Woman's Programs, Counseling Center, Access Services, Tutoring Center, case managers, etc. The support person will know all students from their point of entry, assist in screening, interviewing, setting up success plans for transportation, childcare, study time, etc and anticipating challenges and providing intervention if necessary.</p> <p>The program's intensive week-long orientation is intended to build a strong cohort and develop instructor-student rapport. The collaborative nature of the integrated curriculum creates a solid base. Advance planning for difficult situations, awareness of student services, an identified support person, and dedicated space will all contribute to student retention and success.</p> <p>We also have an ESL/ABE classroom assistant who will accompany the students for 100% of their instructional time. This assistant is experienced in supporting English language learners, is multi-lingual, and has a strong background in allied health. The classroom assistant will be an important resource for students and will work closely with professional-technical and ESL/ABE instructors.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>7. Describe how local and regional employers participated in the development of the proposed I-BEST program.</p>	<p>Four industry partners (Village Green, Laurel House, Home Instead, and Sherry Isackson's agency) contacted the Human Services program manager seeking to recruit students qualified to do personal assisting, home health care and respite care. The Human Services Program manager and Medical Assisting Coordinator collaborated in determining best solutions in meeting this community need. The Medical Assisting and Human Services Advisory Committees supported the importance</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>of training students for these high need positions that could begin a career leading to Medical Assisting or Human Services. Advisory Committee members and the agencies noted above, were interviewed to determine the appropriate curriculum to prepare completers for home care and personal health care work. Their input resulted in the Medical Assisting Department's commitment to create the Fundamentals of Allied Health Certificate as an entry point for students who have a desire to work in health care/human services.</p>		
<p>8. Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.</p>	<p>As noted above, local partners from industry based organizations have been critical in developing this program. We have also worked with community-based-organizations such as the YWCA and Refugee's Alliance. Community service organizations in Renton, Federal Way, Auburn and White Center have partnered to assist in getting the information about this program to their constituents. Our key I-BEST support person frequently goes to these CBOs and CSOs to make personal connections with prospective students. Women's Programs sends information electronically to Worksource sites.</p> <p>DSHS providers in Auburn, Kent, Federal Way, and Renton work collaboratively with Women's programs and the Workfirst Program Manager to share employment information related to the college's professional technical programs, highlight new areas of need and refer students. DSHS case managers have identified home health care as an important career opportunity. The college continues to work closely with Park Lake Homes, Neighborhood House, Refugee Federation, Airport Jobs and the YMCA to market and recruit students who can benefit from this integrated basic skills and allied health program.</p> <p>Highline has a representative (Nancy Warren) at the monthly Wednesday WDC meetings in Seattle. We have requested input from this group and we have shared our I-BEST initiatives. The WDC has fully supported this proposal. Employment Security representatives from White Center, Renton, Federal Way, and</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>Auburn have attended Highline's Workfirst meetings and we regularly have college staff at the Employment Security sites. When asked for input regarding job skill training, office based technology and customer service and home health assistance were requested. In addition, our Worker Retraining Advisory Committee has consistently stated the need for entry level health care and assisted in developing the short certificate.</p>		
<p>9. 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 college has developed an I-BEST Steering Group with broad representation. This committee, co-chaired by the professional-technical and basic skills deans, has been meeting monthly during fall quarter. The membership is as follows:</p> <p><u>I-BEST Childcare Assistant Certificate Committee Members:</u> Alice Madsen Interim Dean of Instruction for Professional Technical Education Jeff Wagnitz Dean of Instruction for Transfer and Pre College Kathy Oberg Division Chair, Health, Education, & Physical Education Joy Smucker Division Chair Business, Paralegal, Medical Assisting Steve Washburn ESL/ABE Coordinator/Instructor Linda Faaren ESL/ABE & WorkFirst Program Manager Danette Randolph Program Manager Workforce Education Marie Bruin Director Women's Programs & WorkFirst Barabra Smith Nursing Coordinator Babs Cerna Medical Assisting Coordinator Dan Drischel Human Services Coordinator Jenny Sandler ACHIEVE Program Manager Tammy Merrill Community Service & Employment Kim Waserski Financial Aid Advisor Gwen Spencer Director of Educational Planning Laura Westergard Director of Entry Services Toni Castro Dean of Multicultural Student Services</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>The college is unified in its commitment to successful I-BEST programs. Regular meetings with representatives from instruction, student services, and administration provide comprehensive support. Our financial aid office offers special workshops for I-BEST students and members of our ESL community. Recently Communications and Marketing has become involved to assist in creating a brochure of integrated offerings.</p>		
<p>10. 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>The Medical Assisting program coordinator and faculty as well as the Human Services program manager will be actively involved with this program. The Medical Assisting program coordinator will be teaching 2/3 of the curriculum. The faculty and program coordinators will be available for additional advising as well. Faculty will share various career pathways in the field of Medical Assisting and Human Services. Medical Assisting offers a one-year certificate and an Associate of Applied Science degree. Human Services offers three short certificates of completion, Initial Human Services, Youth Development Specialist and Family Support Specialist, all of which ladder into the Associate of Applied Science degree. Students will also be introduced to the variety of transfer possibilities in earning a bachelor's degree and beyond.</p> <p>Medical Assisting and Human Services faculty will be available regularly for individual academic and career advising. Faculty weekly check-in conferences with each student will assure that careful explanation of options is clearly conveyed and students develop their own education and career map.</p> <p>Potential employers will be guest speaking and participating in the program, outlining the various employment options available based on completed coursework and experience.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>11. Career Pathway: Specifically describe the proactive measures</p>	<p>a.) Students completing the <i>Fundamentals of Allied Health</i> I-BEST program will be well prepared for positions as Home</p>		

<p>that will:</p> <ul style="list-style-type: none"> a. allow students to be employed at the conclusion of the I-BEST program; and b. inform students of employment opportunities in their career pathway as they continue their education to a one year certificate, 2 year degree, or bachelor's degree. 	<p>Health Care providers, Personal Care Assistants, and Respite Care Providers. Representatives from Home Health Care agencies, Assisted Living agencies, and DSHS Respite Care will attend an end-of-the-quarter job fair to interview and potentially hire completing students. Several of these organizations specifically wish to hire individuals who are bilingual in order to better serve the needs of their diverse cliental.</p> <p>b.) It is important to explain the college experience to all students. Those who are learning English and may be first generation attending college deserve to have the time to process the concepts of credits, quarters, certificates, and the various kinds of degrees. Students will be informed of the “career subway” available to them. This subway analogy can offer a visual aide that depicts the points at which they have added a skill set and are employable, as well as ways to continue their education track while working in their desired career area. In the <i>Fundamentals of Allied Health</i>, students who successfully complete the program are ready to work in home health care etc. They also have the opportunity to continue as full or part-time students in Medical Assisting. Or, if they prefer a related helping profession that is non-medical, they can enter the Human Services program. Human Services offers three under 20-credit certificates that prepare completers for employment in youth work, family support, and general human service work. Students can directly apply their 11 credit <i>Fundamentals of Allied Health</i> toward either Medical Assisting or Human Services. Students will be apprised of the range of employment possibilities available to them after completing an Associate of Applied Science degree in either Medical Assisting or Human Services.</p> <p>Highline plans to offer an I-BEST Nursing Assistant short certificate by summer quarter. This is yet another possibility for students completing the <i>Fundamentals of Allied Health</i> who wish to become certified nursing assistants.</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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	<p>Central Washington University shares a building on our campus. I-BEST students will visit and tour this building and learn about the bachelor degree options. In addition, they can attend transfer sessions held regularly in our student union building to learn about the many ways to build toward a bachelor's degree. Medical Assisting and Human Services faculty will share the subway model demonstrating the many stop-off and return-on options. Opportunities for transferring to The Evergreen College and other options will be shared. First generation college students and immigrants who have graduated from these programs will guest speak sharing their own stories and insights with the I-BEST students.</p> <p>Because the I-BEST program has been carefully designed to dovetail into one-year certificate and degree, students will be encouraged to continue their education while on-the-job. Medical Assisting and Human Services faculty are collecting contact information to remain connected with students who complete I-BEST. Medical Assisting and Human Services offer flexible models including weekend, online, hybrid, and modularized course offerings to continue education and build career advancement.</p>		
12. 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.)	<p>The first week of the quarter will be devoted to an orientation which includes touring, visiting, and learning about all support services at the college and developing relationships with key people in these areas. Students will create a handbook of college resources that includes their own photos of locations and key support people and a simple map. Throughout the quarter students will re-visit these areas and use the services.</p> <p>Library (Building 25) Computer Lab (Building 30) Access Services, Counseling Center, Registration, Financial Aid (Building 6) Book Store, cafeteria, student union (Building 8)</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	Good

	<p>Tutoring Center (Building 26)</p> <p>Education Faculty and CWU (Building 29)</p> <p>Medical Assisting Classroom (Building 23)</p> <p>Faculty Building 18 for Medical Assisting faculty offices</p> <p>Faculty Building 11 for Human Services faculty office</p>		
<p>13. 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>	<p>Recognizing that many of our students may be low income, we are committed to finding appropriate financial solutions for each constituency we attract. Women's Programs/WorkFirst Services, for example will assist students who qualify for WorkFirst funding. The colleges Community Employment Department will assist students who qualify for DVR or other funding sources. Highline Community College Worker Retraining department will fund student that qualify as dislocated workers.</p> <p>For students who qualify only for traditional financial aid, we have the active participation of our financial aid office. Students will be assisted in completing the financial aid process when they enter the program. Tuition deferrals and payment plans will be employed to minimize the cost of participation while students await their awards. Highline offers two monthly financial aid workshops per month. I-BEST students are invited and encouraged to attend. They are prompted to bring the appropriate paperwork and with support, complete the application process. In addition, students who need additional help are scheduled for individualized sessions with the financial aid coordinator who is also a member of the I-BEST Stakeholders Committee</p> <p>For a limited number of students who fail to qualify for any type of aid, the college's Foundation offers emergency assistance..</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	Good

I-BEST Enhanced FTE Plan
Signature Page

College: Highline Community College

Program Title: Fundamentals of Allied Health

Proposed Start Date: Spring Quarter 2006

Signature: Hard copies with signatures will be mailed.

Alice Madsen

Workforce Administrator

Jeff Wagnitz

Basic Skills Administrator

APPENDIX D
Course Coding