

APPENDIX C I-BEST Enhanced FTE Plan

College: Highline Community College	Plan Approved: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
--	--

Criteria	Plan Description	Reviewers Findings	Reviewer Comments
PLAN OVERVIEW			
1) Please list the professional-technical program title and CIP/EPC code that has been approved by the SBCTC and is associated with this I-BEST program.	Nursing Assistant CIP 51.1614 EPC 329	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2) List professional-technical college program courses and associated credits granted in this I-BEST program.	Nursing Assistant Theory 100 5 credits (72 hours, lecture/lab) ABE/ESL (co-teaching time) 36 hours Nursing Assistant Practicum 101 6 credits (72 hours, lecture/lab) ABE/ESL (co-teaching time) 36 hours	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
3) Provide evidence of local or 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>Highline Community College is surrounded by large skilled nursing facilities. Wesley Homes with 188 beds, Judson Park with 297 beds, Masonic Retirement Center with 182 beds. These facilities consistently have openings for Nursing Assistants Certified. In addition Highline Hospital, Valley Medical Center, Auburn Regional, and Multi-care hire Nursing Assistants Certified. Students in this program with have clinical experience in both skilled nursing and hospital settings. According to Workforce Explorer, the projected growth rate for 2012 for nursing assistant jobs in King County is 13. 9%. (Source: Workforce Explorer)</p> <p>According to CC Benefits using the zip codes for the College's</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	service area, there are 2, 390 jobs projected for 2007. The entry level hourly wage is set at \$13.55. Nursing Assistants as an occupation appears on the Demand list for King and Pierce counties. In checking newspaper advertisements, there are consistently twenty or more openings in the Seattle –Tacoma area listed each week.		
<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>c.) Students applying for Highline Community College’s Registered Nursing program receive an additional 3 point advantage with evidence of possessing a Nursing Assistant Certification.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>5) Describe how the I-BEST program gets students to the skill level needed to go on to the next degree or certificate.</p>	<p>Students in the Nursing Assistant program will have the benefit of gaining nursing assistant content while expanding and applying their English language and basic skills development. Utilizing the meaningful context of nursing care to learn and</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>practice key concepts and vocabulary provides the foundation needed for continuing in the allied health care. Students are assessed in each topic area. Standard performance based assessments are used for CPR and first aid. Types of evaluation tools include role plays and video taping in practicing patient care, performing tasks required of primary care providers, written and verbal tests of knowledge of nursing assisting, 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 target populations for this I-BEST are students with skills at ESL Level 4-5. This relatively high threshold was selected so that students could transition successfully to the high language-proficiency demands of studies in the patient-care professions. The program is specifically designed to prepare successful completers for further study in their professional path, whether the next step is professional core courses, pre-allied health general education courses, or high-level developmental education in preparation for either.</p> <p>Students who successfully complete the program will have access to several branches within the college's larger Healthcare Pathway. In general, those branches can be grouped into two sets:</p> <ul style="list-style-type: none"> • Students who choose to pursue a Medical Assisting career ladder can exit directly from the Nursing Assistant I-BEST into the entry-level core courses in that program. The prerequisites for entry Medical Assisting courses allow concurrent enrollment in developmental education courses, if any, that are needed for completion of the program's general education requirements. • Students who choose an allied health ladder, either in Nursing or Respiratory Care/Polysomnography, will exit 		
--	--	--	--

	<p>into preparation (if needed) for the general education prerequisites required for entry into those programs.</p> <p>Completers of this I-BEST will be able to apply their NAC certification to receive additional points toward admission into either the ADN, Respiratory Care, or Polysomnography programs.</p> <p>During the I-BEST session itself, nursing faculty advisors will meet regularly with the students for evaluation and feedback information that will assist in ensuring student success and a smooth career pathway. With the guidance of advisors students will develop actions plans to clarify their education and employment pathways.</p>		
INSTRUCTION			
1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.	<p><i>The proposed IBEST program will closely link Nursing Assistant curriculum with competencies in reading, speaking, and listening—strengthening both sets of skills. Upon completion of the integrated Nursing Assistant training, students will be able to:</i></p> <p>➤ <u>Read with understanding the assigned <i>Nursing assistants</i>. A basic study guide material, as well as identify and use correct terminology</u></p> <ol style="list-style-type: none"> 1. Identify the fundamental concepts of safety and emergency procedures, preventing the spread of microorganisms, protecting client rights, respecting cultural and religious diversity, understanding psychosocial characteristics of clients, providing personal, restorative, and end-of-life nursing care, and obeying the laws and regulations that govern nursing assistant practice. 2. Extract contextual meaning of new vocabulary, such as <i>virus, bacteria, personal protective equipment, vital signs, sphygmomanometer,</i> 	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	Good.

restorative care, incontinence, perineal care, prosthetic and orthotic devices, dehydration, integumentary system, Fowler's position; Sim's position, lateral, prone, ambulation, coping, dementia, maladaptive behavior, cognitive impairment, grief, self-determination, hospice, abuse, and neglect.

3. Determine the meaning of simple sentences, such as information contained in instructions for care and other selected portions of the client medical record.
4. Follow those written instructions when appropriate.
5. Use critical thinking and understanding when reading care instructions.

➤ Perform procedures as directed by verbal and/or written instructions

1. Follow written and verbal instructions to provide care to clients.
2. Apply the fundamental concepts of safety and emergency procedures, preventing the spread of microorganisms, protecting client rights, respecting cultural and religious diversity, understanding psychosocial characteristics of clients, providing personal, restorative, and end-of-life nursing care, and obeying the laws and regulations that govern nursing assistant practice to the provision of care to clients.
3. Utilize new vocabulary in the appropriate context, such as *virus, bacteria, personal protective equipment, vital signs, sphygmomanometer, restorative care, incontinence, perineal care, prosthetic and orthotic devices, dehydration, integumentary system, Fowler's position; Sim's*

	<p><i>position, lateral, prone, ambulation, coping, dementia, maladaptive behavior, cognitive impairment, grief, self-determination, hospice, abuse, and neglect.</i></p> <ol style="list-style-type: none"> 4. Provide care that maintains safety of client, staff, self, visitors, and others in the caregiving environment. 5. Provide care that is appropriate to the client's needs in consideration of factors such as: race, culture, religion, sexual orientation, life-style, disease processes including mental illness, developmental level, cognitive ability, as well as individual client preferences. 6. Provide care that is in accordance with the laws and regulations of nursing assistant practice. 7. Utilize critical thinking in deciding when and what to report to supervisor. <p>➤ <u>Speak so that others can understand in order to perform competently in caregiving environments</u></p> <ol style="list-style-type: none"> 1. Present questions and statements articulately in caregiving environments in order to optimize listener comprehension 2. Use listener feedback to confirm understanding in caregiving environments 3. Reword questions and statements as necessary to ensure comprehension in caregiving environments 4. Use proper healthcare terminology in references and descriptions 5. Explain basic caregiving concepts to others <p>➤ <u>Listen actively in order to perform competently in caregiving environments</u></p>		
--	--	--	--

	<ol style="list-style-type: none"> 1. Adapt responses to a variety of speakers and contexts in order to optimize speaker comprehension in caregiving environments 2. Follow specific oral directions to achieve desired results in caregiving environments 3. Demonstrate understanding of others when working as part of a team 4. Use active listening techniques, such as eye contact, body language, follow-up questions, and repeating information back to speaker as appropriate in caregiving environments 5. Understand how speakers may misinterpret your attention/understanding when these techniques are not used <p>➤ <u>Write so that others can understand in order to perform competently in caregiving environments</u></p> <ol style="list-style-type: none"> 1. Present questions and statements clearly in order to optimize reader comprehension 2. Use effective writing techniques, such as active vs. passive voice, power verbs, call-to-action verbiage, parallelism, self-editing, and proofreading to produce documents and communications appropriate to the caregiving environment 3. Elicit reader feedback (when appropriate) to confirm understanding 4. Understand how to adapt one's writing predicated on the target audience interests and literacy 5. Understand and apply basic grammar and punctuation rules 		
--	--	--	--

<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> <ul style="list-style-type: none"> a) quality learning experiences that support outcomes (curricula) ; AND 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>a) The basic skills instructor and professional technical instructor will co-plan direct-instruction periods during which students will be applying their developing reading, writing, and speaking skills in the context of nursing assisting.</p> <p>The basic skills instructor will collaborate with the professional technical instructor in designing textbook reading, assignments, and laboratory practice to ensure a strong application of reading, writing and speaking skills using the Nursing Assistant context.</p> <p>For the clinical portion of this training, the professional technical instructor and ABE/ESL instructor will meet regularly to review and revise instructional methods based on students' success in application of learning in the authentic nursing setting. Along with the professional –technical instructor, the ABE/ESL instructor will be an integral part of the daily clinical orientations and end of shift debriefing and exchanges. This will ensure that students are integrating their growing nursing competence with their developing language skills.</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> <p>Initial basic skills testing will include CASAS. Students attaining Level 5 CASAS will be 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. Students will be well prepared for formal assessments</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
---	---	--	--

	<p>because practice application based assignments throughout the quarter will build skills and provide avenues for feedback and correction.</p> <ul style="list-style-type: none"> ▪ The team-teaching structure of the program — along with its adherence to Universal Design principles — will facilitate comprehensive and flexible assessment of students' gains as their studies progress. Students will participate in different types of assessment processes, ensuring more than one way to demonstrate knowledge and proficiency. Among some examples are: <ul style="list-style-type: none"> ○ Skills demonstrations ○ Oral presentations ○ Visual presentations (posters, etc.) ○ Team activities ○ Written reports, procedures, and sample workplace writing <p>The faculty will use these findings, along with their own ongoing observations of student learning, both to benchmark student achievement (summative assessment) and to refine instruction (formative assessment).</p> <p>The professional technical assessment of competencies will include tests of health care practices, CPR, first aid, written documentation of care and interpersonal skills. All professional technical assessments are in line with industry standards. Industry outcomes for Nursing Assistants are established under the WACs that govern state licensure requirements for the certificate. Patient-care outcomes will; be assessed in the laboratory/clinical setting through on-site, competency-based assessment by qualified faculty-practitioners using established rubrics. Examples of these competencies include:</p> <ul style="list-style-type: none"> • Aseptic technique • Proper collection and recording of patient vital signs • Demonstration of proper patient positioning and body 		
--	---	--	--

	<p>mechanics</p> <p>Additionally, students will demonstrate mastery of CPR and First Aid through certification testing.</p> <p>Patient care and laboratory-clinical practice will be integrated with basic skills development in reading and writing. Instructors will meet weekly to adjust and accommodate lesson plans to reflect the increasing expertise of students as they gain competence and to address areas of difficulty that may require additional strategies for comprehension. Students will practice speaking skills by sharing weekly self-evaluations of their performance on specific assignments and role play health-care situations requiring problem solving strategies.</p> <p>The first week of the quarter instructors will assess more thoroughly for specific ESL/ABE competencies as well as current knowledge of introductory nursing knowledge.</p>		
<p>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>	<p>The schedule for the Nursing Assisting training follows: Nursing Assisting 100 Theory meets Tuesdays, Wednesdays, and Thursdays from 8:00AM to 3:00PM June 26 through July 25. Beginning July 26 through August 24 students are in clinical practice at Judson Park Nursing Facility and Highline Hospital. Clinical meets Wednesdays and Thursdays with students working either a morning (6:00AM-2:20PM) shift, or a swing shift (2:10 to 10:20PM).</p> <p>The ABE/ESL instructor will overlap with the professional technical instructor 36 of the 72 hours of Nur A 100 Theory for Nursing Assistants class. For the Nur A 101 Nursing Assistant Practicum course that involves 72 hours of clinical work, the ABE/ESL instructor will overlap with the professional-technical instructor 36 hours. This time will be targeted during pre and post shift work and during scheduled debriefing and inservice-</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	<p>Are you aware that the 5 hours of stand-alone instruction would not be eligible for enhanced FTE. Yes. We have chosen to add this component for the students' benefit because we believe it is essential to their success.</p>

	<p>training sessions. Additional hours have intentionally been built in to both the classroom theory and the practicum clinical portions of this training to ensure that ample time is invested in integrating the content and language skill components.</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>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 of office tools. The basic skills instructor, meantime, will concentrate on managing the classroom's pedagogic framework, monitoring student 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 workshopping their writing assignments • Teaching and modeling reading/notetaking techniques • Actively soliciting student feedback on understanding (e.g., through directed questioning, pre- and post-tests, 3x5 card responses) 		
--	---	--	--

	<ul style="list-style-type: none"> • 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 nursing assisting, students are working in a laboratory that simulates a skilled nursing facility. ▪ 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 spring quarter and will continue throughout summer quarter. In addition both professional technical and ESL/ABE instructors are participating in Highline's I-BEST Summer Institute. 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>		
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	Students will receive individualized advising relating to both English Language Learning/Adult Basic Education and the professional technical area of nursing assisting. Further classes will be recommended based upon formal and informal assessment and student's goals. The exit-competency level for	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs	

supported level).	<p>the program is set to match the upper mid-point (090+ level) of the college's credit-bearing developmental studies curriculum. Students who successfully complete the program will have seamless access to the next step in several branches within the college's larger Healthcare Pathway, whether the next step is professional core courses, pre-allied health general education courses, or high-level developmental education.</p> <p>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 their chosen program sequence.</p>	Revision	
PROGRAM SUCCESS STRATEGIES			
5) Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.	<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 3, 4, and 5 ESL classes, both on campus and in the community.</p> <p>Weekly 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>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

--	--	--	--

6. Specifically describe strategies to retain all cohort members to completion of the I-BEST program.	<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 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>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
➤ Describe how local and regional employers participated in the development of the proposed I-BEST program.	<p>The Advisory Committee to the Nursing department was involved in the creation of this program. The Committee felt it was an excellent way to prepare students for high demand entry level positions as well as ladder into longer programs potentially leading to Registered Nursing or other allied health careers. These industry members assisted developing clinical sites, reviewing the DSHS criteria and curriculum and developing a schedule that reflects a progression of learning. Representatives from this committee have offered their expertise by volunteering to hold practice interviews with students when they are near completion of the certificate.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	Good
➤ Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.	<p>Our WorkFirst and several agency representatives requested that Highline Community College offer nursing assisting for certification. Our Worker Retraining program consistently works with clients that are specifically looking for skilled nursing as an entrance to health care professions.</p>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs	

	<p>Agency and CBO representatives attending regular campus WorkFirst Partners meetings have indicated interest and support for this program and will be kept informed. 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 Nursing Assisting 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 our nursing assisting 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 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, nursing assisting was requested.</p> <p>The Nursing Department Advisory Committee will be active in assisting in this endeavor. Several members plan to attend the end-of-the-quarter interview practice session. They will assist in interview skill development and give students completing this program the opportunity to interview for appropriate openings in their facilities. Two large nearby skilled nursing facilities, Judson Park and Welsey Homes have openings and are interested in hiring program completers.</p>	Revision	
➤ Specifically describe how internal college partners have participated in the	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	<input checked="" type="checkbox"/> Meets Criteria	

<p>development of the I-BEST program (financial aid, advising, counseling, registration, general student services, etc).</p>	<p>monthly during the academic year. The membership is as follows:</p> <p><u>I-BEST Nursing 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 Health, Education & Phys. Ed. Division Chair 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 Tammy Merrill Community Service & Employment Barbara Smith Program Coordinator Nursing and Administrator Nursing Assistant Program Liz Webber Nursing Department Instructor Maurea Maya ESL/ABE Instructor Kim Waskerski 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 type="checkbox"/> Needs Revision</p>	
<p>➤ 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 Nursing Department coordinator/Nursing Assistant Administrator and nursing faculty will be actively involved with this program. They will meet with students on a bi-weekly basis and be available for additional advising. Faculty will share various career pathways in the allied health areas including options available at Highline (Polysomnography, Medical Assisting, and Respiratory Care) and options at neighboring colleges. Students will also be introduced to the variety of continuing learning possibilities in earning an AAS, or a traditional transfer degree.</p> <p>Clinical experience will allow students access to authentic work practice. Potential employers will be guest speaking and participating in the program, outlining the various employment</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	options available based on completed coursework and experience.		
--	---	--	--

<p>➤ Career Pathway: Specifically describe the proactive measures that will:</p> <ol style="list-style-type: none"> 1. allow students to be employed at the conclusion of the I-BEST program; and 2. 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>a.) Students will develop their resumes highlighting their classroom, laboratory, and clinical learning experiences. They will be well prepared for the certification examination that follows their program completion. Achieving a <i>Nursing Assistant Certification</i> opens the door to employment in this high demand field. Additionally, employers from neighboring Skilled Nursing Facilities, Assisted Living Homes, and from Highline Hospital will participate in an end-of-quarter job fair that includes interviews.</p> <p>b.) Nursing assistant instructors and the Nurse Administrator, who is also the Nursing Department Coordinator will meet weekly with the NA cohort group of students to provide an overview of allied health career pathways. NA students who pass their certification examination received 3 additional points toward their nursing application for our RN program, should that be their future educational and career choice. The Respiratory Care program also gives preference in to NA Certified applicants.</p> <p>Opportunities to stop out for employment needs and ease in returning to college will be diagramed. Options to work part time and attend college in flexible modalities will be offered. The key to student success is built upon a structure that ensures individual advising with nursing (or other appropriate allied health) faculty. With a faculty advisor, each student will develop his/her own education and career action plan. This plan will be flexible enough to be adapted as needed, but will provide clearly developed, attainable goals for each student as well as the educational pathway to a bachelor's level (BSN or BAS).</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>➤ Describe the proactive measures that will be used to inform I-BEST students about the range of support services available to them as college</p>	<p>Students will participate in a preliminary orientation that will establish their qualifications for acceptance. The qualifications for acceptance are:</p> <p>➤ CASAS scores at Level 4-5 ESL or equivalent</p>	<p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs</p>	

students (library, computer labs, disability support, counseling, child care, etc.)	<ul style="list-style-type: none"> ➤ Current immunizations ➤ Acceptable Washington State Patrol background check <p>The preliminary orientation will explain these criteria, along with information about access to course materials and uniforms.. The orientation will include campus touring, visiting, and learning about all support services at the college and developing relationships with key people in these areas. These supports will be re-visited throughout the quarter and students will create a handbook of college resources that includes their own photos of locations and key support people and a simple map. Students will also be introduced to Blackboard as a supplement to learning and building community.</p>	Revision	
➤ 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>Tuition will be charged at resident rates for the 15 credits of professional-technical coursework. 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 college's 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.</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>	<input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

I-BEST Enhanced FTE Plan
Signature Page

College: Highline Community College

Program Title: Nursing Assistant

Proposed Start Date: Summer Quarter 2006

Signature:

Alice Madsen

Workforce Administrator

Jeff Wagnitz

Basic Skills Administrator

