



APPLICATION GUIDELINES APPENDIX A 2007 I-BEST

College:	Highline Community College		
Contact Person:	Alice Madsen Dean of Instruction for Professional Technical Programs Jeff Wagnitz Dean of Instruction for Pre College and Transfer Programs		
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Brief Program Summary:	<p>The Phlebotomy I-Best will provide training and education in practices of phlebotomy for ABE/ESL students and others. This 15 college-credit one-quarter program, will prepare students as a phlebotomist, a health care worker trained to draw blood in hospitals, labs, doctor's offices, etc. These credits will apply to certificates and AAS degrees in the Medical Assistant program.</p>		
Professional-Technical Program (P-T) Title:	Phlebotomy		
CIP Code:	51.1009		
EPC Code:	382		

Number of students expected to be served	15 cohorts per quarter
Program Entrance Levels for ABE & ESL	Level 4 & 5 ESL/ABE
Program Exit Levels for ABE & ESL	
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	Compass scores for entrance into Medical Assistant program
Job Title(s) for I-BEST program completers	Phlebotomist
Median salary for I-BEST program completers	\$12-\$18

Signature of Workforce Administrator
FOR SBCTC USE ONLY:

Signature of Adult Basic Education Administrator

Approved ☒

Denied ☐

Date Approved 2/21/08

Please respond to ALL criteria listed below.

Criteria	Meets Criteria	Reviewers' Comments
<p>1. Program has an identified educational pathway(s) linked to a career pathway.</p>	<p>As demonstrated in the attached pathway diagram, students will be recruited from a variety of entry levels, including ABE/ESL, GED, Pathfinder Bridge Course and the non-credit Saturday Phlebotomy class. These students will be screened and referred by advisors and instructors. The content and ABE/ESL instructors will establish a plan of action to eliminate education barriers. At the completion of the Phlebotomy I-Best, students will be able to transition to the Medical Assisting or Nursing Assistant Program. Their instructors, who have worked with them throughout the program in instruction and advising, will assist with entry into the next program of study. Options may include transfer degree opportunities or programs of study in Medical Assisting, Nursing, Respiratory Care, and Human Services at Highline Community College. Students will be informed of additional healthcare programs at neighboring colleges. Opportunities for continuing the educational pathway toward a bachelor's degree will be explained and materials provided. Support will be in place for tuition assistance information, and counseling and tutoring on an individual basis, as determined through the case management of each student. Employers will speak in classes and participate in resume reviews and mock interviews.</p>	
<p>2. Proposal demonstrates at the completion of the program, completers will have the opportunity to fill job openings and/or are provided with preferential status for next program level.</p>	<p>Salaries were found to range between \$12-\$18, based on information from Workforce Explorer for Washington (\$14.83), CC Benefits (\$14.52) and CareerBuilder.com Seattle posting for open phlebotomist position (\$12-\$18).</p> <p>According to American Career Infonet the Phlebotomy Specialty shows a 20% increase statewide and 52% increase nationwide. As of this writing, there are 320 openings statewide and thousands nationwide. In a similar survey of ESD and Washington Health Care Jobs, where phlebotomy is considered in VHD or very high demand, we found over 50 job openings in the Puget Sound Region, week after week.</p> <p>Explicit instruction on job search and interviewing, networking, and communication at the worksite will be provided to students so that they are prepared to enter the job market. These students will also have open access to the Medical Assisting, Nursing Assisting, Human Services, RC, Polysomnography and Nursing instructors. These instructors will become familiar with the students' abilities and can advise them on their next course of action to enter any one of Medical Assisting's five programs, other health and human services programs, or proceed with developmental courses and general requirements as advised.</p>	

	<p>Students who complete the Phlebotomy I-BEST will have 15 credits toward their Medical Assisting or Human Services AAS degree and be able to continue in either program without disruption.</p> <p>The exit-competency level for 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 steps in several branches within the college's education or human services pathway without needing additional prerequisites. To the extent that further developmental studies are necessary for program and workplace success, these can be taken alongside the core courses.</p> <p>Students who successfully complete this program (2.0 GPA or better) may continue adding additional short certificates working toward their AAS degree in Medical Assisting or Human Services.</p> <p>None of these are competitive-admissions programs. Because the I-BEST completers will have already been assigned an advisor from the program, they will be able to take advantage of the college's early advising/registration period, ensuring that they will have priority over new entrants. Faculty members in the program are committed to ensuring I-BEST completers space in next-quarter courses, even if doing so requires overloads.</p>	
<p>3. Proposal describes integrated professional-technical and adult basic education learning outcomes.</p>	<p>Performance Objectives and Learning outcomes for I-Best phlebotomist students have been written according to all skill areas within WA State Learning Standards and integrated to cover course content that is specific to this Phlebotomy I-Best. The new Washington State Curriculum Framework for Reading With Understanding (RWU) is extremely applicable to this I-Best program because students are expected to read unfamiliar content in both text and online formats. The ESL/ABE Basic Skills instructor and the content instructors refer to the RWU Framework when designing lessons and classroom activities, establishing standards of proficient performance, and developing student assessment tools. As soon as the Curriculum Framework for the other skill areas of Speaking, Writing and Listening are introduced by the SBCTC, they will also be used by the ESL/ABE instructor and the content instructors in the same manner as the RWU</p>	

	<p>Curriculum Framework to establish student learning outcomes. In addition to the skill areas of reading, writing, speaking and listening, learning outcomes for job search, interview and job retention skills have been established. Employability will be an important part of this program. A continuous or circular model of program evaluation to gauge it's effectiveness and the program will be revised, if needed, on a regular basis to ensure that the program integrates learning outcomes and ensures student success.</p> <p>The content and ABE/ESL instructors will assure that by the end of the program, students will:</p> <p><u>Read with understanding the assigned Medical Assisting and Phlebotomy module material, as well as identify and apply correct terminology.</u></p> <ul style="list-style-type: none"> • Extract the meaning of medical terminology as it applies to phlebotomy and the cardiovascular system. • Determine the importance and apply correctly practices laboratory safety. Blood-borne pathogens, and infection control. • Follow specific instructions to perform venipuncture and capillary blood collection for laboratory testing. <p><u>Speak so that others can understand in order to perform as a proficient phlebotomist.</u></p> <ul style="list-style-type: none"> • Use culturally respectful language and patient feedback to confirm understanding of blood specimen collection. • Explain preparation procedures for laboratory testing to patients. • Practice appropriate therapeutic communication and interaction with patient. • Explain patient preparation for common laboratory tests <p><u>Listen actively in order to perform competently in the medical laboratory and patient environment.</u></p> <ul style="list-style-type: none"> • Demonstrate culturally sensitive listening and responding practices recognizing different interpretation of eye contact and listener-speaker space. • Determine the meaning and apply correct practices of patient rights, infection control, and blood borne pathogens. • Use culturally respectful language and patient feedback to confirm 	
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	<p>understanding when acquiring lab specimens.</p> <ul style="list-style-type: none"> • Describe step-by-step preparation for common laboratory tests. • Practice appropriate non-verbal language eye contact and body movement). • Pronounce and recognize medical terms used in the clinical lab and medical environment. • Demonstrate an understanding of patient confidentiality and HIPPA laws. • Follow specific spoken directions to correctly accomplish tasks and procedures. • Demonstrate proficiency in the collection of venous and capillary blood specimens. <p><u>Demonstrate proficiency in order to perform competently as a phlebotomist in the medical laboratory and patient environment.</u></p> <ul style="list-style-type: none"> • Perform venipuncture using various type of collection <ul style="list-style-type: none"> ○ Evacuated tube system ○ Syringe ○ Butterfly 	
<p>4. Proposal describes integrated assessment development and/or use.</p>	<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 phlebotomy and medical terminology content.</p> <p>Professional technical content will be assessed via classroom, laboratory and clinical activities, tests of knowledge of phlebotomy, and qualitative assessment using video segments of blood draws with instructor and peer feedback. Students complete written tests based on text reading</p>	

	<p>assignments and class learning.</p> <p>Assessment tools for the ESL/ABE population in this I-Best have been developed and agreed upon jointly by the content teacher and the basic skills instructor in order to meet the needs and learning styles of this population. Non-traditional assessment tools such as Angelo and Cross's Classroom Assessment Techniques have been the model used when assessment tools were designed. Traditional assessment tools, such as multiple choice and true/false tests, have been replaced by these non-traditional tools to accommodate the students' language and basic skills abilities and/or limitations. Ongoing summative and formative assessment tools will be used to adjust teaching and learning strategies, maximize program effectiveness, improve student outcomes, and ensure student success. These adjustments help to ensure that students achieve targeted standards-based learning goals within a set time frame.</p>	
<p>5. Proposal describes integrated teaching strategies.</p>	<p>The Basic Skill instructor and the Prof-Tech instructors who are involved in the planning of this I-Best have conducted regular weekly and sometimes bi-weekly joint course planning sessions since the beginning of October 2007 so that they are prepared for the course in January 2008. At each planning session, the basic skills instructor has been encouraged to help design classroom activities and teaching strategies based on State Standards and Teaching and Learning Outcomes. Washington State Standards have been used for development of the teaching strategies that will be used. Prof-Tech instructors have carefully integrated professional standards for this particular career pathway into the course planning so that students will be employable at the end of the program. A course calendar has been developed that requires the Basic Skills and Prof-Tech instructor to overlap 50% of the class time so that each can observe student performance during their counterpart's classroom instructor.</p> <p>Both professional-technical and ABE/ESL instructors for this course participated in Highline's I-BEST Summer Institute. In that intensive week-long process, they worked collaboratively applying the Integrated Instruction Modules developed by Skagit Valley College, engaging in</p>	

	<p>activities with I-BEST experienced lead facilitators, developing integration in curriculum and creating appropriate on-going assessments. Regular, thoughtful planning occurs to determine best methods for integration based on nature of the content, student levels and emergent learning needs. Instructors meet daily and have set longer meetings each Monday to review progress, problem solve, and record data.</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 phlebotomy-care workplace concepts and skills through mini-lectures, presentations, group activities, projects, and hands-on applications of preparing developmentally appropriate environments and activities and interacting appropriately with school age children. 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 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.) 	
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	<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 Examples of assessment include small group presentations of best practices, case study analysis and reflection orally and in writing, journal entries responding to specific content-related prompts, peer interviews, portfolio documentation, traditional written tests using short responses, essays and other formats, and role plays to demonstrate competence in interpersonal and culturally responsive skills. This breadth of assessment opportunities will inform students and instructors of progress, skill gaps, areas for additional review and support and strengths. All assessment strategies are aligned with the integrated course outcomes and are tracked throughout the course by both instructors and students. Student records of course outcomes with evidence of attainment through documentation of assignments/assessments become part of the developing portfolio. Content and ESL/ABE instructors work collaboratively to determine need for revision, review, changes in instructional strategies or delivery based on this collected evidence. Because assessment is both formative and summative it demonstrates challenges early and can then inform responsive scaffolding and assistance. ▪ The importance of the environment as a direct support of learning, for instance to accomplish the foundation of business technology, students are working in a computer laboratory and office areas. ▪ Instructors' awareness of the influence of their own cultural values on their teaching and their willingness to reflect on ways that may impact learners. 	
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	<ul style="list-style-type: none"> ▪ 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>	
6. Proposal describes strategies for student success.	<p>Highline has a single point of contact for all I-BEST and Opportunity Grants students, Danette Randolph Program Manager for Workforce Special Projects assists students in accessing campus and community resources and functions as a liaison for students, faculty and student services. The students in the Phlebotomy I-BEST who qualify could be recipients of the Opportunity Grant. These students meet with their advisor monthly. Full time faculty members meet with the cohort in total (weekly) and individually (three times per quarter) to assure a clear advising message and supportive relationship.</p> <p>Recognizing that many of our students may be low income, we are</p>	

	<p>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. Students may qualify for Opportunity Grants funding.</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. As the-point-of-contact for I-BEST students, the Program Manager for Workforce Special Projects provides comprehensive support and keeps in close communication with I-BEST students in their seeking of funding support. For a limited number of students who fail to qualify for any type of aid, the college's Foundation offers emergency assistance.</p> <p>The first week of the quarter will be include an orientation which involves 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. Throughout the quarter students will re-visit these areas and use the services.</p> <p>Library (Building 25) Computer Lab (Building 30) Access Services (Building 99)</p>	
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	<p>for Extended Learning. It has been noted that approximately two-thirds of the students taking the Saturday class were non-native English speakers. The fact that there is a severe shortage of health care workers in the community has increased the interest in phlebotomy and other I-Best programs. Highline is responding to the need to offer an integrated program to this traditionally underserved and academically challenged population. Unlike the Saturday class, this I-Best class will give students valuable clinical practice which will also help them network for jobs after they graduate.</p> <p><u>Local Immigrant and Refugee Agencies</u> – Local immigrant and refugee agencies such as the Kenyan Women’s Association and REWA will be included in recruiting efforts. Many of these groups can refer higher level students to Highline.</p> <p><u>Highline Medical Center</u> – Highline currently offers ESL classes onsite at Highline Medical Center. There are many non-native English speakers working at the Medical Center who want to improve their earning potential and would like to stay employed in a health care setting.</p> <p><u>Current ESL/ABE Population</u> – The student population of Highline’s Pre-College Studies department makes up approximately 29% of the total enrollment at Highline. This equals roughly 3,000 students participating in both on and off campus classes. The level 4 and 5 instructors as well as the GED and ABE will provide printed material, which explains the Phlebotomy I-Best, the requirements of the program and the employment outlook. Level 3 instructors can also inform students of the possibilities for future certificate programs. Presentations to the classes will also be given by the content and basic skills instructors.</p> <p><u>Educational Planning</u> – If a student comes in from the community to explore I-Best options at Highline, the Ed Planning department is well versed on this program and can refer students.</p> <p><u>Women’s Programs and Worker Retraining</u> – A natural portal for entry to this program is through Women’s Programs and Worker Retraining. They work closely with the I-Best programs and provide screening, advising, and entry for many students.</p> <p><u>Word of Mouth Within the Program</u> – Word-of-mouth is a very powerful way to generate interest in this program. Many good programs in I-Best are filled from the recommendations of the students. If the Phlebotomy I-Best successfully helps student gain employment and/or enter pathways to Medical Assisting, the class will fill with students who have heard through their classmates that it is a quality program.</p>	
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	<p>(2) retention:</p> <p>Strategies that ensure student retention include the use of campus resources such as the Tutoring Center, the Writing Center, the Counseling Center, Women's Programs, and staff in Financial Aid who are experienced with this population. In addition, students will continue to meet with their ESL/ABE transition advisors throughout the quarter so that problems or barriers can be discussed with faculty who are at stake for the students' success. The ESL/ABE teacher will continue to monitor student's progress throughout the quarter and will discuss issues regularly with the content teachers. If barriers can be eliminated by minor adjustments in delivery, assessment or projects, the instructors will take steps to make the learning process more accommodating.</p> <p>(3) program completion:</p> <p>The instructors' first priority is student success. The stakeholders have done a good job promoting, recruiting, screening, advising and accommodating the students according to their needs and preferences so that a wide majority will complete the course. We will track all students throughout the quarter with progress reports and we will keep complete records of those who don't complete and the reasons why, as well as those who do complete and whether or not they are working in the field. We will use campus resources to help students complete the program and to help them prepare for interviews. In-class as well as online teaching formats will be used throughout the quarter in order to maximize input and reinforcement of new content. We will invite previous students back for panel discussions and to answer questions about experiences on the job and do's and don'ts of the job search process.</p>	
<p>7. Proposal describes strategies to promote transition into and success within the next step of the pathway.</p>	<p>The Phlebotomy certificate is a short-term certificate that is part of the pathway to the AAS degree Medical Assisting. All of the content courses/credits included are required or elective courses toward the degree.</p> <p>Interested students are advised from the moment of inquiry by the single point-of-contact for students entering all Highline I-BEST programs. During the I-BEST quarter, students are advised in both group and individual sessions by the Medical Assisting faculty. Options and pathways are fully explained and followed up with individual futures planning with every student. Before the completion of the I-BEST certificate, students have developed strong advising ties with the faculty.</p> <p>It is important to explain the college experience to all students. Those who</p>	

	<p>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 pathway available to them. This pathway analogy can offer a visual aid 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. Students are able to stop out or continue as part-time students after completing this I-BEST certificate.</p> <p>To ensure students success, a medical assisting department faculty advisor will work with individual students throughout their educational pathway. This relationship will begin with the Phlebotomy I-Best and will continue as students transition into other academic programs. Throughout the programs, students will meet with their advisor to review and plan their ongoing educational opportunities. Financial aid and other tuition assistance possibilities, including Opportunity Grants and Workfirst, will be determined and students will be well prepared to enter into the next academic program without delay. Students will be apprised of the range of employment possibilities available to them after completing an Associate of Applied Science degree in Medical Assisting. Students will also be advised of transfer degree opportunities and other program options at Highline Community College in Polysomnography, Nursing, Respiratory Care and Human Services. The students will learn through this educational pathway that they may navigate career choices and that they have multiple employment possibilities.</p>	
<p>8. Optional: Is there any additional information that you choose to share, for instance connection to other initiatives, and support from other entities like the local workforce development council, economic development council, cultural and/or social service organizations, etc.</p>	<p>The Phlebotomy I-BEST program is an additional offering that can add another career pathway for Highline’s new Gateway Center (fall 2008 High Demand funding) helping immigrants and refugees with healthcare careers in their home country access related healthcare careers in the United States. The Phlebotomy I-BEST program also supports students who qualify for the Opportunity Grant funding as healthcare is one of Highline’s pathways. Our Achieving the Dream initiative identifies ESL students transitioning to credit coursework as a focus. One intervention strategy is a mentoring-advising model within the Pathfinder Bridge classes—this strategy directly supports students deciding to proceed with the Phlebotomy I-BEST. The Pathfinder Bridge class itself was developed with a Best Practices grant through the SBCTC.</p> <p>Agency and CBO representatives attending regular campus WorkFirst Partners meetings have indicated interest and support for this program and</p>	

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

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

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

P-T course name:	Credits:	P-T course quarterly hours:	ABE/ESL quarterly hours:	credit equivalency (total credits x 1.75):	Course Number:
Intro to Medical Terminology	2	22	11	3.5	MED A 113
Term Anat Phys Cardiovascular	1	11	5.5	1.75	MED A 201
Medical Law	2	22	11	3.5	MED A 122
Intro to Lab Procedures	1	17	8.5	1.75	MED A 212
Phlebotomy	2	39	19.5	3.5	MED A 220
Advanced Phlebotomy	2	33	16.5	3.5	MED A 222
Pre Cooperative Education	1	11	5.5	1.75	MED A 139
Externship: Phlebotomy	4	120	60	7	MED A 240
Dept./Division: MedA/Business					Class size: 15

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

ABE/ESL course name: ESL Level 4	Dept./Division: ABE/ESL	Course Number: ABE 030 & 032
ABE/ESL quarterly hours: 55	Class size: 15	

APPENDIX B
Pathway Diagram Example

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Pathway Diagram
Highline Community College Phlebotomy I-BEST

