

I-BEST Enhanced FTE Application

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| College: North Seattle Community College | I-BEST Instruction Start Date: |
| I-BEST Program Name: I-BEST Nursing Assistant Program Certificate | Original Submission Date: 7/03/2007 Revision: <u>8/18/2010</u> |
| Name/Email of primary contact: Kim Chapman (ABE Dean) sstapleton@sccd.ctc.edu Alternate: Kristin Distelhorst (Nursing Assistant ESL instructor) kdistelhorst@sccd.ctc.edu | Revision #: 1 |
| 5/20/09 | Plan Approved: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |

Deleted: 5/19/2009

Brief Program Summary: *(Use the space below to provide a 3 or 4 sentence **narrative** description of your program. Describe the length of the program, the certificates and number of credits, the target population (i.e. ABE, ESL, both, etc.). This information will be used on the Program Summaries List to share information about your program both internally and externally.*

The I-BEST Nursing Assistant Program provides specific education, training and on-site supervised clinical experience to prepare ESL students to sit for the Washington State Certification for Nursing Assistants. All students in the program will receive ESL, ABE faculty support while they complete the 96 hours of lecture, 32 hours of laboratory and 33 hours of homework lab/study hall for a total of 12 credits. The program length is 11 weeks.

| Criteria | Plan Description | Reviewers Findings | Reviewers Comments |
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| OVERVIEW | | | |
| 1. List the professional-technical program title and CIP/EPC code that has been approved by the SBCTC for this I-BEST program. | P-T Program Title <u>Nursing Assistant Certificate</u> CIP code <u>51.1614</u> EPC code <u>329</u> | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | |
| 2. For each integrated course, provide | Format 1: | <input checked="" type="checkbox"/> Meets | |

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| <p>P-T course information, credit equivalency, ABE/ESL hours and anticipated class size using Format 1.</p> | <p>P-T course name : <u>Nursing Assistant Program</u></p> <p>Dept./Division: <u>Health and Human Services</u></p> <p>Course Number: <u>NURS 107</u></p> <p>P-T course hours <u>200</u> credits <u>12</u> credit equivalency <u>21</u></p> <p style="text-align: right;"><i>(total credits x 1.75)</i></p> <p>ABE/ESL hours <u>108.8*</u> Class size <u>20</u></p> <p>*80% of 96 hours of lecture= 76.8 hours</p> <p>*100% of 32 hours of nursing laboratory=32 hours</p> <p>P-T course name : <u>CPR and First Aid for Healthcare Providers</u></p> <p>Dept./Division: <u>Health and Human Services</u></p> <p>Course Number: <u>NUR 105</u></p> <p>P-T course hours <u>22</u> credits <u>2</u> credit equivalency <u>3.5</u></p> <p style="text-align: right;"><i>(total credits x 1.75)</i></p> <p>ABE/ESL hours <u>22*</u> Class size <u>15</u></p> <p>*100% of 22 hours of lecture = 22 hours</p> <p>Format 2: ABE/ESL course name and # <u>ABE/ESL/Study Skills</u> Laboratory <u>ESL 059</u></p> <p>ABE/ESL hours <u>33</u> Class size up to <u>20</u></p> | <p>Criteria</p> <p><input type="checkbox"/> Needs Revision</p> | |
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| <p>3. List specific job titles, median salaries and number of job openings that demonstrate a skill gap in your region for which I-BEST students will qualify. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources. Please indicate the data source.</p> | <table border="1" data-bbox="504 418 1161 654"> <thead> <tr> <th>Job Title</th> <th>Median Salary</th> <th>Number of Openings</th> </tr> </thead> <tbody> <tr> <td>Nursing Aides</td> <td>\$13.29 (Range is \$9.65 - \$16.48)</td> <td>571</td> </tr> <tr> <td>Home Health Aides</td> <td>\$11.17</td> <td>232</td> </tr> <tr> <td>Personal and Home Care Aides</td> <td>\$10.77</td> <td>806</td> </tr> </tbody> </table> <p>As an example of local employment, Nursing Assistants-Certified at SunBridge Health nursing facilities make \$10.83/hr. with shift differentials.</p> <p>Source: Ms. Amy Jarman, Human Resources Director, SunBridge Programs.</p> <p>The total number of Americans in need of long-term care is projected to more than double from 13 million in 2000 to 27 million in 2050 (HHS, 2003). Long-term care providers face tremendous challenges each day trying to provide high-quality care to clients. One of the greatest challenges is staff retention among direct care workers -- nursing assistants, personal care attendants and home health aides -- who provide hands-on services to clients. These frontline caregivers provide the majority of paid assistance to persons with disabilities (of all ages) in the formal long-term care delivery system (Stone & Wiener, 2001). Nursing assistants working in nursing facilities make up an estimated 24.7% (593,490) of the over 2.4 million paraprofessional workers (AHCA, 2004; BLS, 2004). Since nursing assistants primarily provide hands-on assistance to clients with activities of daily living (ADLs), they are key</p> | Job Title | Median Salary | Number of Openings | Nursing Aides | \$13.29 (Range is \$9.65 - \$16.48) | 571 | Home Health Aides | \$11.17 | 232 | Personal and Home Care Aides | \$10.77 | 806 | <p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p> | <p>Workforce Explorer, Washington does not identify “nursing assistants” or certified nursing assistants in their data. These job titles include workers with NAC licenses.</p> <p>The information shown on this chart is median wage, versus the range from low to high, as depicted on the career pathway chart.</p> |
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| Job Title | Median Salary | Number of Openings | | | | | | | | | | | | | |
| Nursing Aides | \$13.29 (Range is \$9.65 - \$16.48) | 571 | | | | | | | | | | | | | |
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| | <p>players in determining the quality of paid long-term care.</p> <p>Turnover among direct care workers is high and can reach rates of over 100% in some organizations (GAO, 2001; Decker, Dollard & Kraditor, 2001; Cohen-Mansfield, 1997). The nursing home industry, in particular, has been plagued for decades by an inability to recruit and retain nursing assistants (GAO, 2001). Long-term care providers are reporting national average nursing assistant turnover rates at 71% and more than 52,000 vacant nursing assistant positions (AHCA, 2003).</p> <p>(Source: U.S. Department of Health and Human Services: An Introduction to the National Nursing Assistant Survey, September 2006)</p> <p>Jobs most in demand in Washington:</p> <p>Four healthcare occupations made the list of occupations across the state with the most vacancies. Registered nurses (2,125); nursing aides, orderlies, and attendants (2,120); personal home care aides (1,602); and licensed practical nurses (765) occupations all had large numbers of openings in October 2006.</p> <p>(Source: Workforce Explorer, Washington (http://workforceexplorer.com/))</p> | | |
| 4. Describe how local and regional employers participated in the development of the proposed I-BEST program. Please describe their specific role during and after the I-BEST program. | Ballard Care and Rehabilitation Center (Sun Bridge-a division of Sun Health Systems) has been involved with planning the Nursing Assistant program at NSCC and will be one of the sites for the clinical experience. At the time of NSCC's meeting with the Human Resources Director and Nursing Director for Sun Bridge (April 2007)-there were 16 openings at their 133 bed skilled nursing facility for certified nursing assistants. | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | |
| 5. Specifically describe how local partners other than employers | Representatives from the following organizations have discussed not only the strong need for but also their support of an Nursing | <input checked="" type="checkbox"/> Meets Criteria | |

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| (WDCs, CBOs, labor unions, etc.) will support the I-BEST program. | <p>Assistant Program at North Seattle Community College: WorkSource DSHS Group Health Cooperative Mercer Island Care and Rehabilitation Washington State Nurses Association Pacific Associates TRAC Associates</p> <p>Pacific Associates and TRAC came to the Director of Workforce Education at NSCC to request that we reactivate our CNA program because they wanted to refer students to the program. NSCC also works closely with DSHS and they have stated that they want to be able to put ESL students into a career and technical program. ESL students need more career and technical training so that they can be placed into jobs other than dishwashing, housekeeping or child care. These organizations will help to recruit students to the program and, in some cases, provide case management for their clients. The I-BEST Coordinator will work with all agency case managers to ensure that the students' needs are being met as completely and smoothly as possible. Offering the program as an I-BEST model ensures that we can reach a far greater number of students and help them to be not only successful graduates but qualified members of the health care workforce.</p> | <input type="checkbox"/> Needs Revision | |
| PATHWAY | | | |
| <p>6. Describe the educational and career pathway that your I-BEST program is part of. Include how the I-BEST program is:</p> <p>a. is part of an educational pathway that is at least one year in length (45 college level credits);</p> | <p>a. The Nursing Assistant Program (1 quarter) is the first step in a career pathway that can lead to Licensed Practical Nurse (LPN) and Registered Nurse (RN). The LPN program at NSCC is four quarters in length and the RN program is 3 quarters in length. NSCC has developed a contract between the LPN and RN</p> | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | <p>Note: Career Pathway Q6F info can be found in Q6B.</p> |

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| <ul style="list-style-type: none"> b. uses proactive measures that inform students and engage them in planning a full educational pathway beginning with I-BEST and including stop-in and stop-out points available to them as they progress to a one-year certificate, a two-year degree, and a bachelor's degree, if appropriate; c. provides students the opportunity to advance on the career pathway without duplicating courses; d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree; e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ABE/ESL or credit-bearing developmental education courses; f. informs students of employment opportunities in their career pathway as they continue their education and also allows students to be employed at the conclusion of the I-BEST program. | <p>programs to allocate 50% of their open seats in the RN program to NSCC graduates who meet all the required criteria.</p> <p>b. From the first Informational Session, students will learn about their various options for further educational pathways. This information will be included in all recruitment, informational and printed materials about the program. In addition, the I-BEST Coordinator in conjunction with the Nursing Assistant and ESL Support instructors will provide personalized advising for individual students as they move through the program.</p> <p>c. This pathway allows for students to take the required courses at their appropriate level for their initial career goal. Medical terminology learning for the Nursing Assistant level is further refined at the LPN level and deepened at the RN level as each of those positions require. All coursework as the students advance is added to and not duplicated.</p> <p>d. The NURS 107, 12 credit course, is a basic first step to enter a nursing-related field and to gain valuable work experience in a health care setting working closely with LPN's and RN's. The I-BEST curriculum in the NAC program will place a heavy focus on improving reading and writing skills and developing research and study skills. During the Study Skills/ ESL Lab, students will be expected to learn and do internet research, write and present reports orally and in writing to their peer group. Developing these skills will help enable the students to successfully complete the prerequisites for the next step in the nursing career ladder.</p> <p>e. The students who enter the Nursing Assistant Program will receive support and continued developmental instruction through-out the length of the program in accordance with the Washington State Adult Learning Standards for ESL and ABE and Professional-Technical Competences. The curriculum will also include many of the College Readiness</p> | | |
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| | <p>outcomes in order to further prepare the students for their academic and vocational career. Upon completion of the program, students will be advised as to the courses and programs that will help them further develop their skills.</p> <p>f. Along with information on educational pathways, as described in 6b above, students will also be informed of “stop out” points, where they can achieve employment along their career and educational pathways. Students will also work closely with the Career Services department and the Nursing instructors in order to learn about available employment opportunities. Also, as a requirement of the Nursing Assistant program, all students will complete a 72 hour supervised clinical experience in a local area nursing facility which is one of their potential employers.</p> <p>Given the high number of vacancies for nursing assistants, there will be ample opportunities for graduates of this program to obtain employment upon their graduation and certification. Job search skills will be included in the curriculum in order to ensure that students will be job ready at the conclusion of the program.</p> <p>Additionally, the NURS 105, 2 credit course is a co-requisite that leads to certification in CPR for the Professional Rescuer and Healthcare Provider First Aid enabling Nursing Assistants to pursue a wider range of employment opportunities including Skilled Nursing Facilities, Adult Family Homes, and hospitals.</p> | | |
| <p>7. On a separate page, provide a pathway diagram that illustrates both the educational and career pathways described in question 6. <i>For an example, see Appendix C in the Guidelines and Process.</i></p> | <p>See appendix a</p> | <p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p> | |
| <p>8. Check the description below that best matches your I-BEST program. If you select A, please</p> | <p>The program meets the criteria stated in section a : I-BEST completers will be afforded 20% of the seats in the NSCC LPN program (7 seats) if they meet all other necessary</p> | <p><input checked="" type="checkbox"/> Meets Criteria</p> | |

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| <p>provide the additional required information:</p> <p>_____ a. Describe how you will ensure that I-BEST completers are <u>given priority status</u> in the advanced professional-technical program. If I-BEST completers need to meet specific assessment scores or other criteria, such as prerequisites, to get priority status, explain how you will prepare students <u>during the I-BEST program</u> to meet the specific assessment scores or other criteria; OR</p> <p>_____ b. The labor market data provided in response to P-3 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. Job titles and associated wages for completers are also listed in question 3.</p> | <p>requirements: MAT 098 OR MAT 100 OR Compass placement into MAT 098 or higher; ANP 213, (Human Anatomy & Physiology), ANP 214; ENG 101; NUR 099 (Critical Thinking); PSY 206 (Developmental Psychology).</p> <p>As stated above in 6d, in the I-BEST NAC programs students will build and improve basic skills and study skills including related mathematics, reading, writing and oral communication skills to assist them as they continue on to take prerequisites for the LPN program.</p> <p>Ideally in the future, we would like to I-BEST the LPN prerequisites.</p> <p>Additionally, NSCC has an already established LPN to RN program. The LPN to RN Ladder Program provides an option for LPNs to complete coursework for a 3-quarter RN program that will make them eligible to take the Registered Nurse (RN) state boards. Successful completion of the program earns the student an Associate Degree of Nursing. Students must first successfully complete an LPN certificate program. Then, in the second year, they complete RN coursework in the LPN to RN program and are eligible to take the RN state boards.</p> <p>North Seattle Community College currently has a contract between their own Licensed Practical Nurse (LPN) and Registered Nurse (RN) programs, ensuring that 50% of the open seats in the RN program be allocated to their own graduates of the LPN program who meet all the other necessary requirements.</p> <p>A similar contract will be developed between the Nursing Assistant and LPN programs. Additionally, successful graduates of the Nursing Assistant program will be allowed up to two years to complete all the prerequisites for admission to the LPN program and will be provided with additional support in attaining their prerequisite coursework to meet their educational goals.</p> | <p><input type="checkbox"/> Needs Revision</p> | |
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| | <p>During the program, the curriculum will include study skills, along with basic skills, to help students get ready for the next step in the career pathway – prerequisites for the LPN program. Within the next year, NSCC hopes to develop a Nursing Assistant to LPN I-BEST Program to help students complete these courses.</p> | | |
| SUCCESS STRATEGIES | | | |
| <p>9. Describe strategies and processes used to recruit and screen a cohort of basic skills students into the I-BEST program. Describe the eligibility requirements, including but not limited to the ESL and/or ABE levels at which students are accepted into the program and the ESL and/or ABE level required for students to be accepted into the next level of the pathway or certificate program.</p> | <p>Eligibility Requirements: CASAS -220 minimum score (reading and listening), all CASAS scores at NSCC are recorded in WABERS.</p> <ol style="list-style-type: none"> 1. Submission of on-site writing sample related to Nursing Assistant program 2. Ability to read, write and speak English proficiently as assessed by interview with an English specialist. (Students may be asked to interview with an English specialist to assess English listening and speaking skills) 3. Must attend Nursing Assistant Information Session <p>The NAC program is open to all students, meaning that I-BEST and non I-BEST students will be studying together. We feel that this is a distinct advantage for the I-BEST students in that they get more of an authentic academic experience.</p> <p>I-BEST students will be recruited from North Seattle's own robust ESL population as well as the college community at large. The Advising, Workforce Education, Women's Programs and Counseling departments will work with the I-BEST Coordinator to distribute information as well to other community college programs, DSHS, WorkSource, and other employment services. We will also reach out to area nursing homes who employ janitorial, housekeeping, food service and transportation staff, many of whom may wish to increase their job skills in the health care field.</p> | <p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p> | |

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| | <p>At the conclusion of the NAC program, all I-BEST students will be post-tested with CASAS. At this point, students will be advised as to their best next step in order to advance to the English 101 level required by the LPN program. This may include further ESL classes, developmental English classes and/or health care bridge classes, as well as tutoring. Other prerequisites for the LPN have prerequisites themselves, so students will be advised as to the order in which to take these courses. Many of these courses do not have a specific COMPASS or CASAS requirement (e.g., Biology and Psychology, which are the prerequisites for A&P and Developmental Psychology respectively). This enables students to be able to earn college credits while still developing their English skills in ESL or Developmental English classes.</p> <p>Students wishing to continue in another Allied Health career pathway will also be advised.</p> | | |
| <p>10. What strategies do you have in place to assist students in acquiring the financial means for entering the program and continuing it to completion?</p> | <p>North Seattle Community College was just awarded an LEP Pathway grant from DSHS. This will provide a resource for our students in transitioning into a vocational training program. In addition, the Worker Retraining and WorkFirst Programs offer financial assistance to those participants who meet Worker Retraining or WorkFirst Program requirements. Many of the prospective students qualify under a new category for working adults who wish to advance their careers. The recently-awarded Opportunity Grant will also be utilized to assist students in this program.</p> | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | Good |
| <p>11. Describe specific strategies to retain all cohort members to completion of the I-BEST program. Include the proactive measures that will be used to inform I-BEST students how to access the range of support services available to them as college students (library, computer labs, disability support, counseling,</p> | <p>North Seattle is a strong supporter of the concept of a single point of contact. Throughout the program, the I-BEST Coordinator will work with the students to ensure that they have access to the support services they need. The 4 hour Program Orientation the students receive before starting the Nursing Assistant Program will be dedicated to introducing the students to all the campus resources through speakers, tours and a scavenger hunt.</p> | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | |

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| child care, etc.) | | | |
| INSTRUCTION | | | |
| <p>12. List program (student) learning outcomes that illustrate integrated professional-technical skill development and basic skills (ABE or ESL) gains. The outcomes must be integrated.</p> <p>Use the <i>Washington State Adult Learning Standards for ESL and ABE</i> and <i>Professional-Technical Competencies</i> that are appropriate as the backbone for developing integrated outcomes.</p> <p>The ESL and ABE standards are available online at: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</p> | <p>Upon completing the I-BEST Nursing Assistant Program, students will be able to :</p> <p>1. Read with understanding all assigned nursing assistant materials in order to perform competently as a Certified Nursing Assistant. This includes</p> <ul style="list-style-type: none"> • recognizing unfamiliar medical terminology and abbreviations • developing familiarity with specific nursing assistant content and vocabulary • locating information in texts, client records and library materials • organizing information in order to recall, categorize, restate and answer questions about content and care <p>2. Comprehend verbal and non-verbal communications as it relates to the practice of nursing assistants as part of a health care team in either a hospital, long term care facility or home environment. This includes:</p> <ul style="list-style-type: none"> • using a variety of communication skills (active listening, verbal and non-verbal communication, encouraging conversation, asking for information, using open-ended questions and indirect statements, paraphrasing, interviewing, teaching clients and family members) in order to provide best practices as a member of the health care team. <p>3. Listen actively and speak clearly in order to perform as a qualified Certified Nursing Assistant. This includes:</p> <ul style="list-style-type: none"> • listening carefully to all oral communication in the classroom, laboratory and clinical settings • clarifying information • monitoring any difficulties or barriers to comprehension | | |

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| | <p>and working to overcome these</p> <ul style="list-style-type: none"> • monitoring and working to overcome any speaking difficulties in order to speak clearly and distinctly • using prior knowledge and integrating that into new learning to address listening and speaking goals in the clinical setting. <p>4. Write clearly and effectively as a Certified Nursing Assistant. This includes:</p> <ul style="list-style-type: none"> • submitting classroom written homework in a timely and efficient manner • utilizing strategies for summarizing, reporting and charting in a client's record • using specialized vocabulary appropriate for a health care setting and legal client record • editing writing for spelling, grammar and sentence structure <p>5. Use basic mathematical skills in order to perform measuring and conversion challenges. This includes:</p> <ul style="list-style-type: none"> • becoming competent and precise in measuring weight, height, temperature, pulse, respiration, blood pressure and intake and output of liquids and solids • solving simple metric conversions, ratios, proportions and percents <p>6. Meet all the Washington State Certified Nursing Assistant standards of practice upon completion of the classroom assignments and activities, the laboratory skills practice and the clinical portion of the program. This includes demonstration of the following skills, ability and knowledge:</p> <ul style="list-style-type: none"> • Basic technical skills which facilitate an optimal level of functioning for the client, recognizing individual, cultural and spiritual diversity. • Basic personal care skills • The ability to identify the psychosocial characteristics of | | |
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| | <p>all clients including persons with mental retardation, mental illness, dementia, Alzheimer's Disease and related disorders.</p> <ul style="list-style-type: none"> • The incorporation of principles and skills of restorative nursing in providing nursing care • Behavior which maintains and respects clients' rights and promotes clients' independence, regardless of race, religion, lifestyle, sexual orientation, disease process or ability to pay • Procedures and techniques to prevent the spread of microorganisms • Ability to identify and implement safety and emergency procedures • Knowledge of and response to the laws and regulations which affect his or her practice, including but not limited to, client abuse and neglect, client complaint procedures, the workers' right to know and the Uniform Disciplinary Act | | |
| <p>13. Based upon your integrated program (student) learning outcomes, describe how professional-technical and basic skills faculty members will jointly create, plan, measure, and deliver:</p> <p>a. integrated learning experiences that support these outcomes, including curricula and instruction; AND</p> <p>b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting the integrated learning outcomes. Also include</p> | <p>a. Prior to the start of each quarter, the Nursing Assistant instructor and the ESL instructor will meet to develop the outline of course activities, assignments and quizzes. The Nursing Assistant instructor will use Beverly Robertson's <u>Nursing Assistants: A Basic Study Guide</u> with selected additional related readings and handouts as well as the Washington Nursing Assistant Candidate Handbook. The classroom and laboratory experience will rely heavily on small group activities, discussions, and short presentations. The students will be given 3 hours a week on campus to work with the ESL instructor in order to improve their study skills, as well as learn about test-taking strategies, decoding unfamiliar vocabulary, note taking, and time management skills. During the first eight weeks of the program the two instructors will meet weekly to outline their roles and overlap time for each unit.</p> | <p><input checked="" type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p> | |

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| CASAS testing, reporting in WABERS, and appropriate professional-technical assessments. | <p>b. All entering I-BEST students will have taken a CASAS test prior to admission to the program. In addition, each student will have submitted a short writing example.</p> <p>At the conclusion of the program each I-BEST student will be post-tested with a CASAS test. The test results will be entered into WABERS in order to assess progression in English language skills as well as advancement toward college level courses. Improvement in writing will be assessed in homework assignments, class and lab activities, as developed by ESL and technical faculty.</p> <p>Oral communication and nursing technical skills will be assessed during lab and clinical activities. Mid-term and Final exams include practical exams of technical skills (professional-technical assessment) and the appropriate use of sensitive and appropriate verbal and non-verbal communication.</p> | | |
| 14. Specifically describe how and when each I-BEST course within the program will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members so that readers can see where the overlap occurs. | <p>The I-BEST Nursing Assistant Program will have a dedicated ESL instructor who will provide both overlapping and separate (not overlapping) ESL instruction. The classroom setting will be integrated at a minimum of 50% and the laboratory at 100%.</p> <p>During the Clinical portion of the course, where the students will be gaining hands on experience in a skilled and long-term care facility, the I-BEST ESL instructor will check with the clinical instructor and the students periodically to ensure that the clinical experience and learning is going smoothly. The ESL instructor will be available to address any issues that relate to the students' learning styles, communication skills and other issues.</p> | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | |
| 15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid, advising, counseling, registration, general student services, etc. | The following college partners have been involved in the discussion and planning of this program: Advising Department, Workforce Education, the Testing Center, the Health and Human Services Division and the Adult Basic Education Department and the Grant Manager for the Department of Labor Community Based Jobs Training Grant. | <input checked="" type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision | |

I-BEST Enhanced FTE Application

Signature Page

Please submit original under separate cover upon approval of the I-BEST application.

College: North Seattle Community College

Program Title: I-BEST / Nursing Assistant

Proposed Start Date: Fall 2007

Signature:

Workforce Administrator

Basic Skills Administrator

Other team members:

| Name | Position | Email | Phone Number |
|---------------------|--|--|---------------------|
| Alice Melling | Associate Dean – Student Development | amelling@sccd.ctc.edu | 206.527.3693 |
| Betsy Abts | Director – Admissions & Registration | babts@sccd.ctc.edu | 206.527.3796 |
| Bob Fineman | Dean – Health & Human Services | rfineman@sccd.ctc.edu | 206-527-3791 |
| Edith Wollin | Dean – Arts, Humanities & ABE/ESL | ewollin@sccd.ctc.edu | 206.528.4547 |
| Jan Stephenson | Director—Workforce Education | jstephenson@sccd.ctc.edu | 206-527-3727 |
| Kim Chapman | Assistant Dean- Adult Basic Education | kchapman@sccd.ctc.edu | 206-528-4521 |
| Kristin Distelhorst | ESL Instructor | kdistelhorst@sccd.ctc.edu | 206-527-3709 |
| Rob Lynch | I-BEST Coordinator / ABE Instructor | rlynch@sccd.ctc.edu | 206.778.9562 |
| Suzanne Schledt | Director – Student Financial Aid Service | sschledt@sccd.ctc.edu | 206.528.4700 |

