APPLICATION GUIDELINES APPENDIX A
2007 I-BEST

College:	**Renton Technical College**		
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Brief Program Summary (including program length and number of college-level credits):	This single quarter, 11 credit program is designed to provide the training required to prepare students for Central Service Technician Certification. It can also be the student's first step towards a career in the healthcare field. Students gain knowledge of National and International standards for decontamination and sterilization. Students study the principles of microbiology with emphasis on decontamination, disinfection and sterilization, with an overview of medical terminology, fundamentals of human anatomy, proper care and handling of surgical instrumentation, basic surgical instrument identification, inventory control, distribution, purchasing, and healthcare trends. An internship at a local hospital is included in the program.		
Professional-Technical Program (P-T) Title:	**CENTRAL SERVICE TECHNICIAN**		
CIP Code:	**51.0798**		
EPC Code:	**384**		
I-BEST Instruction Start Date:	**Fall 2008**		

Number of students expected to be served	**18**
Minimum Entry Criteria including ABE & ESL Levels	**ESL Level II/ABE Level II**
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	**Compass no set scores college entry requirement, GED**
Job Title(s) for I-BEST program completers	**Central Service Technician**
Median salary for I-BEST program completers	**$14.91 (average salary, Workforce Explorer)**

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY: **Approved** ☒ **Denied** ☐ **Date Approved** 10/31/08

Please complete column 2 with responses to criteria in column 1.

Criteria	College's response to essential elements.	Reviewers' Comments
1. Program has an identified educational pathway(s) linked to a career pathway.	***Essential elements to meet criteria.*** Proposal provides evidence that the program is part of an educational pathway, linked to a career pathway, which begins with adult basic education ABE/ESL and continues to a one-year certificate and beyond. Proposal clearly articulates how each level of attainment in the educational pathway prepares students to readily engage in the next level. Proposal includes a pathway diagram (see attached example). ***College's response.*** This program is designed to provide the training required to prepare students for Central Service Certification. It can also be a student's first step towards a career in the healthcare field. Students gain knowledge of National and International standards for decontamination and sterilization. Students study the principles of microbiology with emphasis on decontamination, disinfection and sterilization, with an overview of medical terminology, fundamentals of human anatomy, proper care and handling of surgical instrumentation, basic surgical instrument identification, inventory control, distribution, purchasing, and healthcare trends. An internship at a local hospital is included in the program.. This program is a highly recommended pre-requisite for the Surgical Technologist program which is an additional year-long program. Students attend 192 hours and obtain 11 credits during the quarter. Through the addition of the IBEST model the highly diverse and non-native population will receive additional resources not found in short term programs. These students will also have the ability to get on the registration list for Surgical Technologist program but will be required to take an additional requirement for the program - 5-credit Anatomy and Physiology course. Students who complete the general education courses are guaranteed spots in the Surgical Technologist program within 6 months.	
2. Proposal demonstrates at the completion of the program, completers will have the opportunity to fill job	***Essential elements to meet criteria.*** Proposal (1) provides labor market data that shows evidence of available jobs for I-BEST program completers at a minimum of $13 per hour ($15/hr for King County) (with the exception of Early Childhood Education); and/or (2) provides a description	Medical Equipment Preparers (which includes central

openings and/or are provided with preferential status for next program level.	of how preferential status will be given to I-BEST program completers for entry into the next program level of an educational pathway that ends in available jobs with earnings of $13 per hour ($15 for King County. ***College's response.*** This program is an introductory program for an incumbent worker or individuals wishing to enter a health care program. This program is one quarter in length and leads to a livable wage job. Median wages of $10.62 up to $19.76 (Workforce Explorer) According to the workforce labor market and economic analysis data the demand for CENTRAL SERVICE TECHNICIANs will increase by 21% between 2006 and 2016 with a projected demand of 1907 positions up from 1573 in 2006.	service technician by definition) median wage is **$15.32** in King County according to Workforce Explorer, so it meets wages.
3. Proposal shows evidence that program graduates will fill high demand jobs.	***Essential elements to meet criteria.*** Proposal provides evidence of local and regional labor market demand for program graduates who will fill high demand jobs. Labor market data may include a variety of resources such as transitional labor market data, industry data, trade association data, and other transactional data. Labor market demand must demonstrate a gap between the number of program graduates/completers in the region versus the number of job openings locally and regionally (list the number of available positions locally and the number of programs graduates locally). ***College's response.*** The following data is from a survey of Washington's non-federal acute care hospitals entitled "Washington State Hospitals" Results of 2005 Workforce Survey" and conducted by the University of Washington Center for Health Workforce Studies and the Washington State Hospital Association's Health Work Force Institute. "The questionnaire asked hospital respondents to provide numbers of persons employed, full-time equivalents (FTE's) employed, and RTEs vacant (for which they were currently recruiting) for 21 occupations in their acute care facilities. Total 2005 employees were estimated using these reported numbers and imputed values for non-respondents, and…compared with numbers from the 2004 and 2002-3 surveys." Central Service Technicians and Phlebotomists are included in the categories of Medical Technicians and Medical Lab Technicians. The table "Difficulty Recruiting in Washington Hospitals 2001-2005, by Occupation" indicates that for each year 28% to 45% of hospitals indicated a very difficult time recruiting, and between 44% and 60% indicated a somewhat difficult time recruiting. For 2005 alone, Seattle/King County area more than 50% of hospitals reported recruitment as "very difficult". In 2005 in Snohomish County the 50%	

	to 99% of hospitals reported the recruitment of Medical Technicians/clinical Lab Scientists at "very difficult". "Estimated Number of Persons Employed in Washington's Hospitals by Occupation in 2002-3, 2004, and 2005" % of Hospitals Employing Occupation in 2005 / Occupation / 2002-3 / 2004 / 2005 / Percentage Change 2002-3 to 2005 Medical technicians/clinical lab scientists — 80% — 1,415 — 1,405 — 1,677 — 19% Medical/clinical lab technologists — 81% — 446 — 672 — 707 — 59% "Estimated number of FTEs Employed in Washington's Hospitals by Occupation in 2002-3, 2004, and 2005" Occupation / 2002-3 / 2004 / 2005 / % Change 2002-3 to 2005 Medical technicians/clinical lab scientists — 1,035 — 1,029 — 1,407 — 36% Medical/clinical lab technologists — 408 — 533 — 545 — 34% Central Service Tech- average openings 62, projected 111.	
4. Proposal describes integrated professional-technical and adult basic education learning outcomes.	***Essential elements to meet criteria.*** Proposal provides (1) targeted integrated learning outcomes that include WA Adult Learning Standards and relevant professional-technical skills standards; and (2) requirements for employment at the conclusion of the I-BEST; and (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.	
	College's response. **1. Read with understanding in order to perform competently as a CENTRAL SERVICE TECHNICIAN.** • Demonstrate familiarity with specialized content knowledge and allied health vocabulary in order to comprehend authentic central service materials and supply. • Locate important information in equipment orders. • Apply prior knowledge to assist in understanding equipment orders and requirements for sterile processing. **2. Convey ideas in writing to communicate effectively as a CENTRAL SERVICE TECHNICIAN.**	

	• Appropriately use vocabulary and text structure to convey information in processing equipment orders and needs of the operating room (i.e., prepare and affix a list of contents to a package or group of packages; record daily changes in inventory status; assist in establishing and maintaining an inventory of departmental supplies) • Determine the purpose and audience for written communication, such as appropriate use of the equipment order sheets. **3. Speak so others can understand**. • Recall and use sufficient oral vocabulary in a range of familiar to unpredictable communication tasks with other health care professionals (i.e., communicate effectively with students, nurses' aides, and patients). • Apply a range of strategies adapted for enhancing communication whether in person or on the telephone. **4. Listen actively** to monitor typical comprehension needed in a health care setting. • Understand and respond to extended explanations and instructions from doctors and nurses. • Effectively use various strategies to repair gaps in understanding while taking information over the phone or while talking with a patient. • Integrate information from listening with prior knowledge (i.e., attend lectures, workshops and seminars relevant to central service). **5. Use math to solve problems typical in a health care setting.** • Recall and use multi-step mathematical procedures for ensuring the adequate sterilization requirements are met. • Determine the degree of precision required by the situation (i.e., prepare standard irrigating solutions according to prescribed formulas). Requirements for employment include a certificate of completion as a Central Service Technician. Upon satisfactory completion of this program, the student is eligible to take a national board exam for qualification as a Certified Registered Central Service Technician (CRCST). Moving up the career ladder will include the completion of the following additional course upon completion of the CENTRAL SERVICE TECHNICIAN program. A five-credit	

	Anatomy and Physiology course is required. The Surgical Technologist program is a certificate; AAS and an AAS-T degree program follow on the career ladder.	
5. Proposal describes integrated assessment development and/or use.	***Essential elements to meet criteria.*** Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies. Proposal describes the development and use of the tools by both instructors.	
	College's response. Assessments of basic skills gains include COMPASS for reading, writing, math for all students entering the college. CASAS tests in listening and reading, and the BEST Plus oral assessment tool will be applied for the students requiring language support. During this one quarter course a variety of assessments including quizzes, final tests, papers, and demonstrations for competency will be reviewed and developed by both the technical and ABE/ESL faculty members. Speaking and writing rubrics will also be incorporated to provide students with meaningful feedback on their progress.	
6. Proposal describes integrated teaching strategies.	***Essential elements to meet criteria.*** Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.	
	College's response. During the instructional experience the Basic Studies/English as a Second Language faculty will be in the classroom for 72 hours of theory and laboratory practice, at 100% overlap. When the students go into their clinical rotation ABE/ESL faculty will accompany students for 50% of the experience, which is 30 hours. Permission of the health care agencies will be gained prior to starting the program. The faculty will place students requiring intensive support in the same facility to reduce travel and improve access for direct learning program. Basic studies and technical instructors work together to improve students' skills through collaboration on course planning, assessments, and instructional methods and delivery. Instructors work together during class and outside of class for planning. During the integrated instruction the technical faculty leads the delivery of the content while the basic studies faculty member chimes in with appropriate language and math support. This integration is seamless in that students don't distinguish the two levels of instruction. Furthermore, basic studies faculty assist the technical faculty in providing additional and alternative methods of presenting and assessing technical content. In addition to large group instruction, the integrated lessons will include small group discussion, hands on learning, project-based learning, web-based and technology supported instruction, and videos and DVD's showing concepts in action.	

	There is an additional basic studies class, Student Success in Technical Programs, to provide needed support for students. Technical instructors provide materials and expertise to aid the basic studies faculty in developing supplemental materials that will help contextualize basic skills exercises. Joint planning, complete instructional materials for the review and planning, both faculty course content and methods of delivery, and evaluation of program curriculum. Basic skills and tech faculty will team teach providing 100% of theory and lab course.	
7. Proposal describes strategies for student success.	***Essential elements to meet criteria.*** Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).	
	College's response. ***a. Recruitment screening*** Recruitment activities include open houses, counseling referrals, CBO referrals, career exploration by Basic Studies students (visiting the program taking a hands-on approach), Allied Health instructors speaking to ESL Level 4 and 5 and GED classes, students enrolled in the ESL Allied Health class, contacting students on the current waitlists for nursing and medical assistant, and on-going marketing of the program. Historically enrollment has consisted of 40% English as-a-second language speakers. Prior to entry into the program students must meet with Allied Health staff or the I-BEST ABE/ESL instructor for assessment and career counseling. (unless they have completed the ESL Allied Health Class). Currently registration sends an email to the faculty member and Dean for follow up when it is noted the student has identified language or academic (through COMPASS) concerns. ***2). Retention*** Students may drop into the Student Success center where they will receive individualized attention to work through tough assignments and where tutoring program is available to assist them. At the Student Success Center students will receive one-on-one support and will participate in workshops on resume writing, job interviews, and how to be a successful employee.	

	The college also provides instruction and consultation through Universal Design for Learning which the faculty in this program have been applying in the classroom. Dual-faculty collaboration will provide an individual delivery method to meet student educational needs. When a student is not making progress the UDL Specialist and/or the Learning Disabilities Specialist will be call upon to meet with the student and the instructor and provide advice on teaching accommodation. Faculty and ABE/ESL faculty will meet regularly with students prior to class to ensure their educational needs are being met. ***3) Program Completion*** Graduates have access to the Student Success Center which receives job notices, provides the ability to assist with job placement and job tracking.	
8. Proposal describes strategies to promote transition into and success within the next step of the pathway.	***Essential elements to meet criteria.*** Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic support.	
	College's response. The college also has a career pathway handout to assist the students. In addition, the phlebotomy program also has laboratory experiences in the Surgical Technologist program to allow cross training and engagement between students. The College has an assigned Allied Health Counselor who also provides direction and support for students as they move through the program. During orientation in the phlebotomy program the Dean of Allied Health reviews pathways and options. Financial aid is also reviewed for the future and contact information is provided.	
9. Proposal describes partner involvement in the development program.	***Essential elements to meet criteria.*** Proposal shows evidence that local and regional businesses, labor, WDC, and community based organizations are active in supporting the college's effort to begin or expand this program (please list your partners here).	
	College's response. Workforce Development Council staff, our 503 consortium members (Bellevue Community College, Lake Washington Technical College, Cascadia, Hopelink, and Renton Technical College), and out Out-of-School Youth Consortium (King County, YWCA, YMCA, Center for Career Alternatives, and Neighborhood House) members have encouraged the submittal of this application. The WDC and consortia wants to offer as many I-BEST opportunities	

	as possible to both youth and adults. We have also consulted with YouthSource Renton whose partners and staff see this as a great opportunity for out-of-school youth.	
10. 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.	***College's response.*** RTC's track record with IBEST has provided catalysis for successful engagement with our community partners. The college is sought after for incumbent worker retraining and support in allied health. WorkSource Renton, TRAC Associates, and Pacific Associates have been providing case management for some of the students in the past and are anxious to see the development of an IBEST model. This relationship was established by the students and the college through the IBEST LPN pilot. Renton Technical College is a partner with Bellevue Community College, Cascadia Community College, Lake Washington Technical College and Hopelink funded with WIA 503 Incentive dollars. The College will share information about this program through the Student Transitions Center located at Bellevue Community College. The College is also an I-BEST Youth Pilot program site. The I-BEST Youth Pilot coordinator is charged with recruiting and supporting students engaged in I-BEST programs as Renton Technical College and other local colleges. This program will be of interest to I-BEST Youth Pilot participants (16 to 24 year old youth).	

Assurances	Check box that the college provides assurance for each of the following:	
1.	☒ The college provides assurance that **local and regional labor market demand in the industry has been verified** *(a variety of resources can be used including traditional labor market data, industry data, trade association data, and other transactional data)*	
2.	☒ 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.	☒ 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.	☒ The college provides assurance that **there is no duplication in courses within the pathway.**	
5.	☒ 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: Central Service Technician	Credits: 11 credits	Dept. and Course Number students use to register for course: Allied Health CST 500 4200	
P-T course quarterly hours: 192 hours	credit equivalency *(total credits x 1.75)*: 19.25	ABE/ESL quarterly hours: 102 hours	Class size: 18

APPENDIX B

Renton Technical College

Articulation of CST to SURG TECHNOLOGIST