APPLICATION GUIDELINES APPENDIX A
2007 I-BEST

College:	**Renton Technical College**		
Contact Person:	Heather Stephen-Selby		
Phone:	425-235-2352 (5552)	**Email:**	Hstephen-selby@rtc.edu
Brief Program Summary (including program length and number of college-level credits):	This 4 quarter, 52 credit program prepares the student for employment as a Surgical Technologist in an operating room and related areas. This is a four quarter full-time program that results in a Certificate of Completion for Surgical Technologist and an Associate of Applied Science Degree or an Associate of Applied Science Transfer Degree.		
Professional-Technical Program (P-T) Title:	**SURGICAL TECHNOLOGIST**		
CIP Code:	**51.0909**		
EPC Code:	**332**		
I-BEST Instruction Start Date:	**Fall 2008**		

Number of students expected to be served	**20**
Minimum Entry Criteria including ABE & ESL Levels	**ESL level 3 /below CASAS 256**
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	**Compass - no set scores college entry requirement,** **GED, Anatomy and Physiology 5 Credit class for a C or better grade**
Job Title(s) for I-BEST program completers	**Surgical Technologist**
Median salary for I-BEST program completers	**$20.95 (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. • **Certificate of Completion** *(1444 hours/80 credits)* • **Associate of Applied Science Degree** *(1692 hours/100 credits)* • **Associate of Applied Science-Transfer Degree** *(1692 hours/100 credits)* The Surgical Technologist program is accredited nationally by the Commission on Accreditation of Allied Health Education Programs in collaboration with the Association of Surgical Technologists, and the American College of Surgeons. In this program, the student is trained primarily as the scrub person, and secondarily as a circulator in a surgery setting. Students also study the allied health areas of endoscopy, labor and delivery, and sterile processing. A major portion of the program training occurs in area hospitals. A *Certificate of Completion* is awarded upon successful completion of core course requirements. To earn an Associate of Applied Science (AAS) or Associate of Applied Science-Transfer (AAS-T) degree, students must complete the certificate program and meet the General Education course requirements. The prerequisite, a 5-credit Introduction to Anatomy & Physiology course, is part of the General Education requirements for the AAS degree. **Program Length** 4 quarters 748 hours/52 credits Monday - Friday, 8:00 am - 2:30 pm (Hours may vary during clinical rotation.) Through the addition of the IBEST model the highly diverse and non-native population will receive additional resources not found in a highly technical program.	

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.	***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 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 the next level up from Central Service Technician and is a demand field. Median wages of $15.96 up to $26.46 (Workforce Explorer). According to the workforce labor market and economic analysis data the demand for SURGICAL TECHNOLOGISTs will increase by 21.5% between 2006 and 2016 with a projected demand of 1651 positions up from 1359 in 2006.	
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 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." For Surgery Technologists, The table "Difficulty Recruiting in Washington Hospitals 2001-2005, by Occupation" indicates that for each year 23% to 31% of hospitals indicated a very difficult time recruiting, and between 51% and 58% indicated a somewhat difficult time recruiting. For 2005 alone, in the Seattle/King County area more than 50% of hospitals reported recruitment as "very difficult". "Estimated Number of Persons Employed in Washington's Hospitals by Occupation in 2002-3, 2004, and 2005"	Employment projections for King County / Workforce Explorer: Surgical Technologists = 47 Program completers per Workforce Explorer = 42 This number (2005) represents Renton, Seattle Central, and Cambridge College-Seattle.

Occupation	% of Hospitals Employing Occupation in 2005	2002-3	2004	2005	Percentage Change 2002-3 to 2005
Surgical technologists	88%	982	1,315	1,148	17%

"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
Surgical technologists	710	904	929	31%

Surgery technician - average openings 80, projected 150 (by 2016), website lists local graduates at 52 per year.42

The program will run one section per year dedicated to the IBEST model starting in January 2009.

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 SURGICAL TECHNOLOGIST.

- Demonstrate familiarity with specialized content knowledge and allied health vocabulary in order to comprehend authentic medical terminology and language in the operating room setting.
- Locate important information in patient orders.
- Apply prior knowledge to assist in understanding patient orders and requirements for the physician's and nurses'.

2. Convey ideas in writing to communicate effectively as a SURGICAL TECHNOLOGIST.

- Appropriately use vocabulary and text structure to convey information in processing patient, physician orders and needs of the operating room.
- Determine the purpose and audience for written communication, such as use of the

patient 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 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.
5. **Use math to solve problems typical in a health care setting.**
   - Recall and use multi-step mathematical procedures for ensuring the adequate measurements of fluids and equipment are met.

Requirements for employment include a certificate of completion as a Surgical Technologist. Upon satisfactory completion of this program, the student is eligible to take a national board exam for qualification as a Certified Surgical Technologist.

Moving up the career ladder will include the completion of the following additional course upon certification as a SURGICAL TECHNOLOGIST. The Surgical Technologist program is a certificate, AAS and an AAS-T degree program. Courses include:

		Hours	Credits
BIO.....100.....	Introduction to Anatomy & Physiology	72	5
ENG....101.....	English Composition	60	5
PSYC..101.....	General Psychology	60	5
SPCH..101.....	Speech Communication	60	5
Total		**252**	**20**

General Education Course Requirements for AAS-T Degree:

Course #	**Course Title**	**Hours**	**Credits**
BIO.....210.....	Microbiology	72	5
ENG....101.....	English Composition	60	5
MATH 110.....	College Algebra	60	5
PSYC..101.....	General Psychology ***or***		
SPCH..101.....	Speech Communication	60	5

	Total.....**252**.....**20**	
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. a) Basic studies and technical instructors work together to improve students' skills through collaboration on course planning, assessments, and instructional delivery methods and delivery. Technical instructors provide materials and expertise to aid the basic studies faculty in developing supplemental materials that will help contextualize basic skills exercises. Basic studies faculty assist technical faculty in providing additional and alternative methods of teaching technical content. Teachers work together during in class and use outside class time for planning. b) 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 to the students requiring language support. During the one quarter course a variety of assessments including quizzes, final tests, papers, and demonstrations for competency will be reviewed and developed with both the preparatory and ABE/ESL faculty participation. Universal Design for learning testing will be part of the program to assess individual learning styles and learning disabilities beyond language comprehension. Students who have completed the Central Service Program will have priority access to the waitlist for the Surgical Technologist program.	
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. 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 provides the appropriate language and math support. This integration is seamless in that students don't distinguish the two levels of instruction. Furthermore, basic studies faculty work together with 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.	
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 the Dean for follow up when a student has language or academic (through COMPASS) issues. ***2). Retention*** During the first three quarters of the program, the ESL faculty will be present in a minimum of 63% of the program's scheduled courses. These courses will include surgical techniques, procedures, Microbiology, Medical Terminology, human relations, and communications.	

	Aside from these courses, the students will also take Speech for ESL (which is part of the degree option), a communication course that is taught by ESL faculty, and Language Lab – a more traditional ESL course designed within the health care context that will cover reading, writing, listening, speaking and study skills to aid students both in school and on the job. This will be provided for one hour after school for two quarters. 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, assists 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:	Credits:	Dept. and Course Number students use to register for course:
Healthcare Provider First Aid/CPR &AED	16 hours, 2 credits	HCPCS 102
Surgical Techniques	96 hours, 8 credits	SURG 101
Surgical Procedures I	48 hours, 4 credits	SURG 106
Surgical Procedures II	60 hours, 5 credits	SURG 107
Surgical Procedures III	36 hours, 3 credits	SURG 108
Skills Laboratory I	72 hours, 3 credits	SURG 109
Skills Laboratory II	72 hours, 3 credits	SURG 110
Skills Laboratory III	120 hours, 5 credits	SURG 111

Medical Terminology Microbiology Pharmacology Patient Care Skills Applied Mathematics Communications Human Relations	36 hours, 3 credits 36 hours, 3 credits 36 hours, 3 credits 12 hours, 1 credits 24 hours, 2 credits 48 hours, 4 credits 36 hours, 3 credits	SURG130 SURG 131 SURG 132 SURG 133 SURG 160 SURG 170 SURG 180	
P-T course quarterly hours: 748 Hours I-BEST integrated hours	credit equivalency *(total credits x 1.75)*: 52 credits x 1.75 = 91	ABE/ESL quarterly hours: 748 total. Quarter 1 – 372 hours; quarter 2 – 220 hours; quarter 3 – 156 hours	Class size: 20 students

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

P-T course name: Language Lab	Credits: 72 hours, 6 credits	Dept. and Course Number students use to register for course: BAST 101
P-T course quarterly hours: 36 hours	Class size: 20 students	

APPENDIX B

Renton Technical College

Articulation of CST to SURG TECHNOLOGIST