



APPLICATION GUIDELINES APPENDIX A 2008 I-BEST

College:	Seattle Central Community College		
Contact Person:	Andrea Samuels		
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Brief Program Summary (including program length and number of college-level credits):	<p>The I-BEST Nursing Assistant Certified (NAC) program is a two-quarter program with 12.5 college credits that will prepare students for the OBRA (Omnibus Budget Reconciliation Act) Nursing Assistant Certification Exam. Completers will gain valuable education and health care experience that will help them determine the next step on the healthcare careers pathway. In the 1st quarter students will take a Bridge to Health Careers class to prepare for the NAC course. The 2nd quarter is the NAC content material. I-BEST students will attend an additional 4 credits of an ESL/ ABE support course during the 2nd quarter. Graduates will have priority admission and have earned credits for several healthcare programs at Seattle Vocational Institute such as Phlebotomy, Medical Assistant, and Health Unit Coordinator, and Dental Assistant.</p>		
Professional-Technical Program (P-T) Title:	I-BEST Nursing Assistant Certified		
CIP Code:	51.1614		
EPC Code:	329		
I-BEST Instruction Start Date:	04/6/09		

Number of students expected to be served	15 – 20/ Per quarter
Minimum Entry Criteria including ABE & ESL Levels	ESL CASAS levels 5 and 6 and ABE CASAS levels 4 and above for I-BEST students.
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	<p>Compass Test scores that meet ENG/ ESL 096, or Math 084.</p> <p>These are the requirements for students to take Allied Health Division courses beyond the Nursing Assistant course. There is no differential in the requirements for I-BEST students and college-ready students to continue to the next level.</p>
Job Title(s) for I-BEST program completers	Nursing Assistant Certified
Median salary for I-BEST program completers	\$13.49/ hour

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY:

Approved ☒

Denied ☐

Date Approved 3/11/09

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

Criteria	College's response to essential elements.	Reviewers' Comments
<p>1. Program has an identified educational pathway(s) linked to a career pathway.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>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).</p>	
	<p><i>*See Appendices B and C for pathway diagrams.</i></p> <p>The I-BEST Nursing Assistant Certified (NAC) enables basic skills students to enter into the healthcare field with skilled Nursing Assistant preparation. Upon completion of the NAC I-BEST, students will have completed 29 hours (or 2.5 credits) of transferable hours/ credits for Seattle Vocational Institute's 1320-hour Medical Assistant program, 990-hour Health Unit Coordinator program, the 135-hour Phlebotomy program, and 15 hours of the 1200-hour Dental Assistant program. Students will be able to move to the next level of the healthcare careers pathway to obtain certification as medical assistants, health unit coordinators, phlebotomists (to become nursing assistants with enhanced functions), or dental assistants, and upon passing the Compass Test and completing additional prerequisite coursework, students can continue onto the 3rd tier of the pathway to obtain degrees or certificates as surgical technologists, licensed practical nurses, respiratory therapists, dental hygienists, or Associate Degree Nurses.</p> <p>After completing the NAC I-BEST students will be encouraged to take Math 070, Basic Math Skills for Health Care Professions (equivalent to Math 081), to prepare for the next level of college math, Math 084, the entry requirement for many of the college-level allied health programs at Seattle Central and on the health care careers pathway.</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><i>Essential elements to meet criteria.</i></p> <p>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); <u>and/or</u> (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).</p>	
	<p>The Washington State Employment Security Department's Workforce Explorer database indicates that the occupation of Nursing Assistant Certified (NAC) is in demand in King County. According to WOIS, the Seattle-Bellevue-Everett area median income for a NAC is \$13.49 an hour. Nursing assistants with a high school diploma and six months of experience earn \$11.54 to \$14.54 per hour, and a state-employed certified nurse assistant 1 earns \$12.08 to \$15.22 per hour. Upon completion of the NAC I-BEST, students are eligible to enroll in the SVI Phlebotomy program for one additional quarter of study. Nursing Assistant certification would make students eligible for employment as nursing assistants with enhanced functions for higher wages of \$17.24 an hour.</p>	
	<p>Upon successful completion of the NAC I-BEST coursework and 80 hours of clinical study, students will be eligible to take the Washington State Nursing Assistant examination for certification. After achieving certification, I-BEST graduates will be prepared for employment in a long-term care facility, hospital, or community health agency.</p> <p>The professional and academic skills students develop in the NAC I-BEST will prepare them for employment as certified nursing assistants and for continued study on the healthcare pathway. The I-BEST program provides additional coursework for students to meet the skill level prerequisites and fulfill college credits for several healthcare programs at Seattle Central and SVI. Students who successfully complete the NAC I-BEST will be given preferential entry status into SVI's healthcare programs, and with completion of these programs, they will be able to earn wages above the tipping point: Phlebotomy (reaching the tipping point w/ a wage of \$17.24/hr), Health Unit Coordinator (\$16.00/hr), Dental Assistant (\$19.06/ hr), or the Medical Assistant (\$16.57) program.</p>	

<p>3. Proposal shows evidence that program graduates will fill high demand jobs.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>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).</p> <p>The Washington State Employment Security Department's Workforce Explorer database indicates that the occupation of Nursing Assistant Certified (NAC) is in demand in King county with a short-term growth rate of 2.2% with 223 annual openings. According to WOIS, between 2006 and 2016, the number of NAC positions available in this occupation is projected to increase 22.1%. It is estimated that there will be 527 openings annually due to new positions and 237 openings annually from workers leaving this occupation. Local area Nursing Assistant Certified program graduates during the fiscal year 2006-07 were as follows: Lake Washington Tech: 13, Renton: 103, Highline: 13, Green River: 32. Seattle Community College district graduates for fiscal year 2007-08 were: North: 26, South: 5. This data demonstrates a need for additional qualified Certified Nursing Assistants in the Seattle area during the next decade as employment opportunities increase.</p> <p>NAC I-BEST students will practice and solidify their nursing assistant skills during clinical sessions at locations such as <i>Kin On Health Care Center</i>, the <i>Washington Center</i> and <i>Kiero</i>. These healthcare centers are committed to the NAC program at Seattle Central and have stated an intention to hire many of the program graduates.</p>	
<p>4. Proposal describes integrated professional-technical and adult basic education learning outcomes.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>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; <u>and</u> (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.</p> <p>Integrated Reading & Nursing Assistant Learning Outcomes</p> <p>By the end of the SCCC I-BEST Nursing Assistant Certified program,</p>	

	<p>I-BEST ESL and ABE students will be able to:</p> <p>R 1: Locate important vocabulary, including abbreviations and medical terminology from Allied Health course (AHE) textbooks, charts, graphics, labels, and reports using reading strategies such as skimming and scanning, listing, outlining, and note-taking.</p> <p>R 2: Recognize essential AHE vocabulary, medical terminology, and abbreviations using word analysis or inference.</p> <p>R 3: Recognize suffixes, prefixes, and root words needed to understand medical terminology using word analysis or inference.</p> <p>R 4: Act on information provided in class, personal experience, and AHE textbooks to recognize and implement safety and emergency procedures.</p> <p>R 5: Organize information to facilitate memorization of NAC skills and procedures using strategies such as categorization and sequencing.</p> <p>R 6: Demonstrate an understanding of reading and class demonstrations by successfully performing the basic technical skills necessary to work as a NAC.</p> <p>R 7: Monitor and enhance comprehension of AHE textbooks, healthcare articles, patient records, medical information, and college study skills through strategies such as brainstorming, discussions of readings, student-generated test questions, and timed on-line reading quizzes.</p> <p>Integrated Writing and Nursing Assistant Learning Outcomes</p> <p>By the end of the SCCC I-BEST Nursing Assistant Certified program, I-BEST ESL and ABE students will be able to:</p> <p>W 1: Create notes, outlines, and flashcards to facilitate learning of AHE materials.</p> <p>W 2: Use pre-writing strategies to plan and organize writing tasks for AHE courses.</p> <p>W 3: Determine the purpose (e.g. documenting observations, completing a resume) and the audience (colleagues, patients, supervisors) for communication in writing.</p> <p>W 4: Edit for grammar, spelling, sentence structure and language use.</p> <p>W 5: Seek and utilize feedback from instructors in order to revise written communication.</p> <p>Integrated Speaking and Nursing Assistant Learning Outcomes</p> <p>By the end of the SCCC I-BEST Nursing Assistant Certified program, I-BEST ESL and ABE students will be able to:</p> <p>S 1: Recall oral vocabulary and demonstrate control of basic grammar and sentence variety in a range of communicative tasks (unfamiliar and</p>	
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	<p>unpredictable) by using healthcare vocabulary, procedures, and equipment to make presentations and demonstrate learned NAC skills.</p> <p>S 2: Apply appropriate speaking strategies to monitor effectiveness of communication in explaining personal care procedures to patients, as well as their rights and responsibilities.</p> <p>S 3: Apply strategies such as appropriate register, repetition of information, adjustment in pace, tone, volume, eye contact, and body language to monitor and enhance communication, leadership, and interpersonal skills.</p> <p>S 4: Speak effectively in order to relay information to instructors and healthcare facility personnel.</p> <p>S 5: Accurately and efficiently recognize and report any changes or issues with patients to supervisor.</p> <p>Integrated Listening and Nursing Assistant Learning Outcomes</p> <p>By the end of the SCCC I-BEST Nursing Assistant Certified program, I-BEST ESL and ABE students will know and be able to:</p> <p>L 1: Understand and respond appropriately to detailed instructions and lectures of college instructors and comments by native English-speaking classmates.</p> <p>L 2: Monitor own comprehension of AHE courses by taking lecture notes to review main ideas and record homework exercises and due dates.</p> <p>L 3: Integrate information from listening by effectively using a wide range of strategies such as asking for repetition and clarification to repair gaps in understanding of lectures, conversations, and directives.</p> <p>L 4: Apply linguistic, socio-cultural, and other background knowledge and strategies to understand fully the literal and implied intent of the speaker (e.g. instructor, patient, colleagues and classmates).</p> <p>L 5: Give full attention to verbal and non-verbal information from patients/clients and respond appropriately by performing the necessary personal care tasks for someone who is unable to do so for his or herself.</p>	
5. Proposal describes integrated assessment development and/or use.	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies.</p> <p>Proposal describes the development and use of the tools by both instructors.</p>	
	<p>Each quarter all I-BEST ESL and ABE students will be CASAS pre-tested within their first 12 hours and post-tested after attending 55 hours of ESL instruction. All students will take the CASAS appraisal Form 80 or Form 130 at intake and attend a 10-hour orientation for placement. Students must place at ESL levels 5 or 6, ABE levels 4 or 6*, or GED levels 5 and 6 to</p>	

	<p>gain admittance to the CDA I-BEST. (<i>*Note: We don't offer a course titled ABE 5. ABE 4 is comparable to an 8th grade skill level. Our program offers GED level 5 for students without a high school diploma. The next level is ABE 6 (Compass-prep for students with HS diploma or GED). ABE level 5 is too similar to GED 5 and is therefore is not offered.</i>)</p> <p>Students will be assessed through in-class quizzes, homework exercises, demonstrations, and individual and group projects (written reports and oral presentations) to measure achievement of the integrated learning outcomes. Assessment will also be demonstrated by achievement of the OBRA Nursing Assistant Certificate when students have passed the examination.</p>	
<p>6. Proposal describes integrated teaching strategies.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.</p>	
	<p>The I-BEST instructor will overlap 50-100% of the total instructional hours in the content courses, including Nursing Assistant Certified (AHE 111), HIV/AIDS Training (AHE 150/AHL* 105), Healthcare Provider CPR (AHE 152/ AHL 101), and Standard Precautions and First Aid (AHE 151/ AHL 104) and Job Search Skills (CWE 197). In addition, the I-BEST instructor will teach a 44-hour ESL/ABE support lab to supplement writing, reading, and math instruction as needed.</p> <p><i>*AHL is the prefix for Allied Health courses at SVI. This allows the AHE courses to transfer from Central to SVI.</i></p> <p>In AHE 111 students will learn nursing assistant theory using hands-on, interactive learning in the classroom and nursing lab. They will practice proper procedures for the 22 basic nursing skills, including taking and recording vital signs, measuring and recording height and weight, washing hands, making beds, taking blood pressure, etc. The Nursing Assistant Practicum is the clinical requirement for all NAC students. Students will complete 80 hours in a clinical setting. In AHE 150/ AHL101 (HIV/AIDS Training) students will receive 7 hours of training to achieve HIV/AIDS certification. In AHE 152/AHL 105 (Healthcare Provider CPR) students will receive the training needed to become certified in CPR, and in AHE 151 /AHL 104 (Standard Precautions and First Aid) they will receive an introduction to equipment and supplies they will need to use in the health</p>	

	<p>care environment. In addition, students will take 1 cooperative education credit to identify career goals and receive assistance in developing job-seeking skills (e.g. developing and completing resumes, cover letters, applications, and mock interviews).</p> <p>Prior to class meetings, the instructors will review weekly lesson plans for both courses. This is to ensure adequate opportunity to conduct the tasks (physical and visual reinforcement) followed by articulation of the task (English language skills reinforcement). Students will also learn basic computer navigational skills and learn to use Angel (the on-line classroom) to submit assignments to both instructors and to communicate with one another outside of class.</p> <p>In the ESL/ ABE support lab students will review lectures and textbook assignments from the ABE courses. The I-BEST instructor will have students practice and articulate the material of the content courses through activities such as keeping and organizing a notebook, reading aloud, taking notes, outlining and summarizing readings and lectures, taking practice tests, giving oral presentations, taking dictations, and creating study questions. Additional activities for language acquisition and improvement include readings, written assignments, lecture, demonstration, audio visuals, field trips, games and contests, role play, computers, student projects, and cooperative learning in order to address diverse learning styles.</p>	
<p>7. Proposal describes strategies for student success.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>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).</p> <p>1) Students in the NAC I-BEST will primarily be recruited from basic skills courses by the I-BEST Coordinator, instructors, and Basic & Transitional Studies Division staff. Outreach for recruitment of new students will be done in conjunction with Seattle Central's Outreach Coordinator, Worker Retraining, and the Work First and Women's programs. In an effort to reach non-traditional community college students, the college plans to invite members from Community-Based Organizations (CBOs) and Mutual Assistance Associations (MAAs) from within our district to participate in</p>	

	<p>planning meetings in order to promote the transition of students from CBOs and MAAs into high-level ESL courses and thus I-BEST programs. Screening of new students will be done by the I-BEST Program Coordinator and the NAC instructors through orientation sessions and individual interviews.</p> <p>2) Interdepartmental collaboration within the college is critical to support I-BEST students and promote retention and success. This includes coordination with Financial Aid, Worker Retraining, Opportunity Grant Coordinator, Work First, Perkins, and the Women's Programs coordinators, Workforce Education, and the Career Center to coordinate employment preparation and job search assistance, admissions and registration to facilitate registration, residency processing and tuition waivers, and coordination with enrollment services and institutional advancement staff to ensure coding and tracking systems are in place.</p> <p>3) To support retention in the program, students enrolled in the NAC I-BEST will be directly supported by the I-BEST Program Coordinator. The coordinator will provide guidance for students such as helping them apply for financial aid and other funding, navigating the college as first time college students, mitigating outside barriers such as lack of money, transportation, and childcare, and supporting them in their post-I-BEST job and education steps. In addition, the Basic & Transitional Studies division offers a tutoring program for students needing additional English or math support. This service is open to all BT&S students in the day and evening.</p> <p>The Basic & Transitional Studies counselor is also available for support. Low-income I-BEST students may also receive financial and advisory support from the Opportunity Grant Coordinator. These key support people will interface students with financial aid, student services, academic assistance and outside support. In addition, for students who need to step out of the pathway, due to work or life constraints, we've developed a database of I-BEST students so they can be contacted and encouraged to continue along their educational pathway or participate in a new opportunity.</p>	
8. Proposal describes strategies to promote transition into and success within the next	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic</p>	

<p>step of the pathway.</p>	<p>support.</p> <p>1) In order to lessen the skills gap between basic skills and college-level courses, ESL students at levels 4, 5, and 6 can enroll in medical ESL courses to prepare for the NAC I-BEST or other healthcare courses. These courses include: <i>Home Health Aid</i>, <i>Medical Terminology</i>, and <i>Anatomy & Physiology</i> for ESL Students. Students at these levels can also enroll in ESL math. These bridge courses are taken concurrently with ESL core classes.</p> <p>2) Healthcare I-BEST students are required to take Bridge to Health Careers as the 1st quarter of the I-BEST. It is an entry-level course to better prepare students for the NAC I-BEST course. In the bridge class students will be introduced to healthcare careers and prepared to enter into a program by learning and practicing study and job skills within the context of the healthcare field. Heavy emphasis will be placed upon writing and reading skills needed on-the-job and for study and computer skills in college-level English and content courses. This course, together with the AHE courses (AHE 111, 150, 151, and 152) will effectively prepare students academically and professionally for the next step on the healthcare career pathway.</p> <p>3) The student support services at Seattle Central promote smooth transition into and along the health career pathway for NAC I-BEST graduates. Support systems and personnel available to students during the program include:</p> <ul style="list-style-type: none"> • An I-BEST Program Coordinator for individual pathway planning, employment referrals and individual financial aid sessions to help students alleviate the hurdle of paying for I-BEST courses and for classes further on their career pathway. The I-BEST coordinator also screens students to find out which of the following services they are eligible for and refer students accordingly. • B&TS Tutoring Program Coordinator for finding assistance for students who may need additional English or math support beyond what they are receiving in the classroom. • An Opportunity Grant counselor for Opportunity Grant pathway planning for the next level on the CFS pathway, and to find financial aid resources for low income students. 	
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	<ul style="list-style-type: none"> • Career Center counselors to help students find employment, develop resumes, apply for scholarships, and plan for their career goals. • Quarterly college orientations for Basic & Transitional Studies students are offered in collaboration with the Student Academic Assistance to advise and physically demonstrate to I-BEST and high-level ESL/ ABE students about the support services available to them to support them as they transition to the next level. <p>4) Once students have completed the NAC I-BEST program and have secured employment at a local hospital or agency, several local hospitals will support or pay for employees to continue with additional training. Seattle Central Community College is a participant in the HEET (Hospital Employee Education & Training) grant to provide math and college preparation at area hospitals to incumbent employees. The HEET grant partners with Highline Community College, SEIU Healthcare 1199NW, Highline Medical Center, Valley Medical Center, Swedish Medical Center and Renton Technical Community College to create a college system for working adults to learn through distance learning and on-site skill-building using on-site faculty and the hospitals to teach the course content.</p>	
9. Proposal describes partner involvement in the development program.	<p><i>Essential elements to meet criteria.</i></p> <p>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).</p>	
	<p>The I-BEST Program Coordinator has met with the Technical Advisory Committee for Allied Health (the Allied Health Advisory Committee) to discuss the establishment and prolongation of a NAC I-BEST. The committee members were very supportive and discussed the possibility of eventually offering a NAC I-BEST on-site at local hospitals.</p> <p>The Basic & Transitional Studies and Health and Human Services Divisions at Seattle Central Community College actively work with and partner with several organizations, committees, businesses and government agencies including the Technical Advisory Committee (Allied Health Division), Virginia Mason Medical Center, Swedish Medical Center, the SEIU Healthcare NW Training Partnership College Consortium, the Refugee Planning Committee, the Refugee Forum, the Seattle Literacy Consortium, the King County Workforce Development Council, Community</p>	

	<p>Corrections, Work Source, and the Department of Vocational Rehabilitation.</p> <p>The Basic & Transitional Studies community-based organization partnerships include Asian Counseling & Referral Service, El Centro de la Raza, Refugee Women's Alliance, Literacy Source, King County Correctional Facility (KCCF), St. James ESL Program, Bryant Manor Learning Center, Brighton Manor Housing Services, the First AME Head Start Program, Muslim Housing Authority, Goodwill Learning Center, Seattle Vocational Institute, and the Seattle Public Library.</p>	
<p>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.</p>	<p>The Basic & Transitional Studies Division has actively participated in the development and support of the King County Workforce Development Council's Health Careers for Youth Program at SVI. This program works together with the Bright Futures transition program to transition young adults into college by providing them with healthcare vocational skills and then supporting them through their first year of college.</p> <p>In addition, division administration and faculty have worked together with the Work First program at SCCC to build solid contacts with human resource representatives at several local hospitals including Swedish, Harborview Medical Center, Virginia Mason, and Group Health. This will provide graduates of the NAC program additional support as they transition to work.</p>	

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: Nursing Assistant Certified	Credits: 9	Dept. and Course Number students use to register for course: AHE 111	
P-T course quarterly hours: 140	credit equivalency (<i>total credits x 1.75</i>): 15.75	ABE/ESL quarterly hours: 70	Class size: 15-20
P-T course name: HIV/AIDS Education	Credits: .5	Dept. and Course Number students use to register for course: AHE 150/ AHL* 105	
P-T course quarterly hours: 7	credit equivalency (<i>total credits x 1.75</i>): .875	ABE/ESL quarterly hours: 4	Class size: 15-20
P-T course name: Healthcare Provider CPR	Credits: 1	Dept. and Course Number students use to register for course: AHE 152/ AHL 101	
P-T course quarterly hours: 11	credit equivalency (<i>total credits x 1.75</i>): 1.75	ABE/ESL quarterly hours: 6	Class size: 15-20
P-T course name: Standard Precautions and First Aid	Credits: 1	Dept. and Course Number students use to register for course: AHE 151/ AHL 104	
P-T course quarterly hours: 11	credit equivalency (<i>total credits x 1.75</i>): 1.75	ABE/ESL quarterly hours: 6	Class size: 15-20
P-T course name: Cooperative Education	Credits: 1	Dept. and Course Number students use to register for course: CWE 197	
P-T course quarterly hours: 11	credit equivalency (<i>total credits x 1.75</i>): 1.75	ABE/ESL quarterly hours: 6	Class size: 15-20

*AHL is the prefix for Allied Health courses at SVI. This allows the AHE courses to transfer from Central to SVI.

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

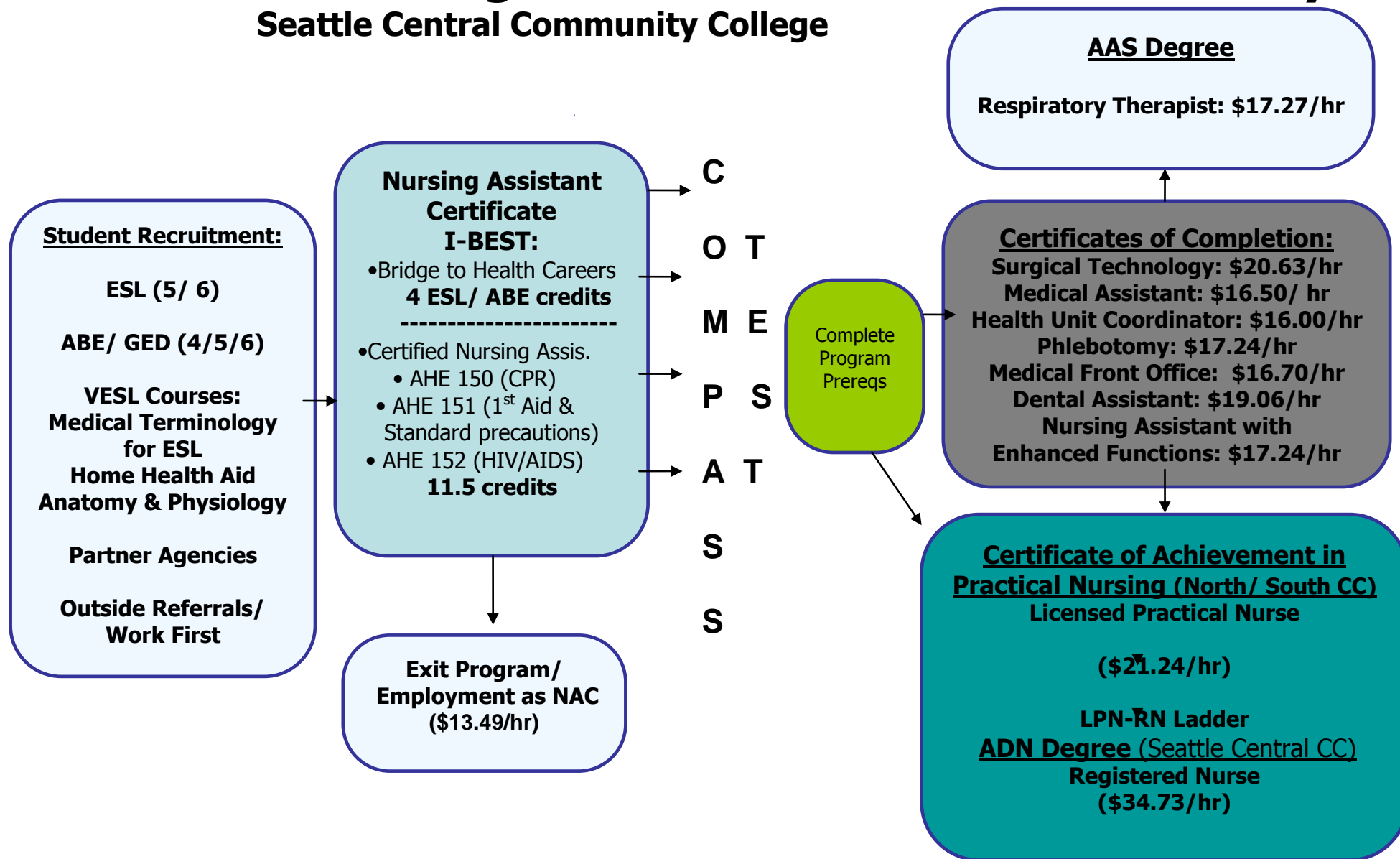
P-T course name: Bridge to Careers in Health Care	Credits: 4	Dept. and Course Number students use to register for course: ESL 069	
P-T course quarterly hours: 44	Class size: 15-20		

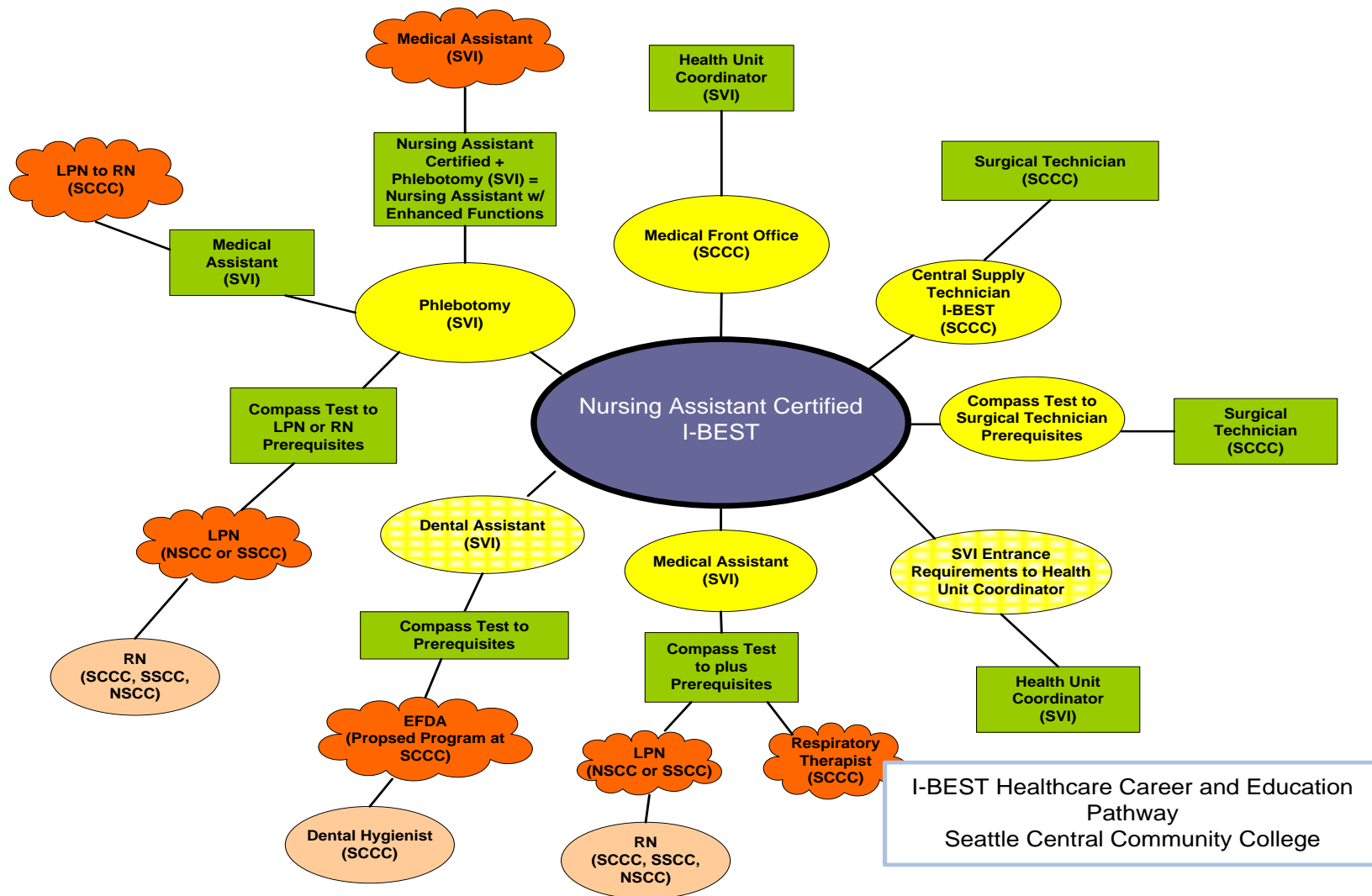
ABE/ESL course name: ESL 059 Vocational ESL Nursing Assistant	Credits: 4	Dept. and Course Number students use to register for course: ESL 059 or
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Certified/ ABE 070 Vocational ABE 7 Nursing Assistant Certified		ABE 070
ABE/ESL quarterly hours: 44 hours	Class size: 15	

I-BEST Nursing Assistant Certification Pathway

Seattle Central Community College





Appendix C