APPLICATION GUIDELINES APPENDIX A
2008 I-BEST

College:	**Seattle Vocational Institute/ Seattle Central Community College**	
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Brief Program Summary(including program length and number of college-level credits):	The Medical Laboratory Assistant/ Phlebotomy Certificate at Seattle Vocational Institute is a full-time, 1-quarter, 300-360* clock hour I-BEST program to prepare students for the Certified Medical Laboratory Assistant, Phlebotomy Technician, Clinical Assistant, and Phlebotomy certification exams. A clinical experience is included in the program. **Total program hours may decrease from 360 to 300 beginning Spring Quarter 2010. An updated application will be sent at that time.*	
Professional-Technical Program (P-T) Title:	**Medical Laboratory Assistant/ Phlebotomy**	
CIP Code:	**51.0802**	
EPC Code:	**314**	
I-BEST Instruction Start Date:	**01/04/2010**	

Number of students expected to be served	**50 annually**
Minimum Entry Criteria including ABE & ESL Levels	ECS CASAS Reading score: Above 241* ECS CASAS Math score: 231* - GED or High School Diploma **These are approximate scores for entry. Some exceptions may be made.*
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	**Students may choose to earn further healthcare credentials such as:** - Medical Assistant (No additional requirements) - Nursing Assistant with enhanced functions (No additional requirements) - Medical Laboratory Technician (ENG 101) - Licensed practical Nurse: requires additional year of prerequisites (ENG 101).

Job Title(s) for I-BEST program completers	Medical Laboratory Assistant, Phlebotomist Health Care Assistant Category A, Phlebotomy Technician, Laboratory Assistant, Healthcare Support Worker, Clinical Laboratory Technician
Median salary for I-BEST program completers	**$13.00-$16.00 per hour**

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY: **Approved** ☒ **Denied** ☐ **Date Approved** 2/17/10

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). Students can enter the I-BEST Medical Lab Assistant (MLA)/ Phlebotomy program with a CASAS score of 241 for reading and 231 for math. Students who are not yet at the qualifying level have several options to prepare for the program, such as enrolling in ABE, ESL, or GED courses at Seattle Vocational Institute (SVI) or Seattle Central Community College (SCCC). For additional preparation students can enroll in the Bridges to Healthcare Careers course or the Nursing Assistant Certified I-BEST program at SCCC, a program which articulates some of its course hours between SVI and SCCC. I-BEST MLA/Phlebotomist Certificate program graduates will receive a Medical Laboratory Assistant/ Phlebotomy Tech Certificate and possess the necessary skills and requirements to acquire the HCA (Health Care Assistant License) Category A through their employers, and National Certification (ex: NPA, ASCP) per required draws and clinical rotations. Upon meeting the required hours of work experience, students can sit for the following certification exams: Registered Phlebotomy Technician (RPT) certificate, Certified Medical Laboratory Assistant certificate (CMLA), Clinical Assistant certificate (CA), and the Phlebotomy (PHLEB) certificate. Graduates can find immediate employment as a Clinical & Medical Laboratory Assistant or Phlebotomist Technician. Program graduates who want to work in patient care can transition directly into the Medical Assistant program at SVI (4 quarters of additional study) with 25 hours of that program already completed in blood borne pathogens, CPR, First Aid and Standard Precautions. An additional option in patient care is to transfer those 25 hours to the SCCC Nursing Assistant Certified program to become Nursing Assistants with enhanced functions, a valuable role in hospitals and nursing	Reviewers' note: Under Minimum Entry Criteria including ABE & ESL Levels on the cover page, you list - GED or High School Diploma. Students must be federally eligible to be served by adult basic education to be coded as I-BEST students.

	homes. Nursing Assistants who are also certified as phlebotomists have expanded career options and are eligible for higher salaries from many employers (*Workforce Explorer lists an hourly average of $16.02/ hr*). The inclusion of an I-BEST support instructor to this program will aid students in the transfer of learned skills to the next level of study at a community college. The I-BEST instructor will provide instruction in time management and college-ready study skills such as note-taking, test-taking, reviewing, self-editing, vocabulary knowledge, and interpersonal communication. At the end of this program students should be prepared for college-level English (ENG 101) or developmental English (ENG 096) and math (MATH 084). Students who would like to continue their training in the medical laboratory setting will be advised by their instructors and the I-BEST Program Manager as to which program would be the best fit to continue medical laboratory training. The next step on the medical lab training pathway is a Medical Laboratory Technician program, which requires completion of English 101 (a 7-quarter AAAS program at Shoreline Community College).	
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.	
	The MLA/Phlebotomy I-BEST prepares students to work in roles under these titles in Workforce Explorer: *Medical & Clinical Lab Technicians* (includes Medical Laboratory Assistants) and *Health Care Support Workers* (includes Phlebotomists, Blood Bank Assistants and Public Health Assistants). Labor market data from WorkForce Explorer lists the occupation of Medical & Clinical Lab Technicians as **in demand** in Seattle-King County. Entry-level Medical Lab Assistant wages in King County range from $13-$16 per hour. (*LabCorp in Seattle lists the wages for a Medical Lab Assistant as $13-$16 per hour*). Entry-level Medical Laboratory Assistants have a predicted growth rate of 1.7% and with an average of short-term job openings of 36 positions annually in Seattle King County with longer-term	

	employment projections showing an increase between 2007-2017 by 15%. In addition to immediate employment options upon program completion, MLA/ Phlebotomy program graduates will have preferential status for entry into the Medical Assistant Program at SVI, with three spots reserved quarterly for MLA/ Phlebotomy program graduates. The current state of the medical field offers numerous job opportunities for medical assistants, with Workforce Explorer listing short-term employment projections with a 2.3% growth rate over the next few years. The median income for Medical Assistants in the Seattle-Bellevue area as $16.83/ hour.	
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).	
	The entry-level Medical Laboratory Assistant position is often used as a gateway to advance into other clinical or laboratory occupations. Employers report a strong preference to hire entry-level workers who have completed training programs such as this one. Through this training students will learn interpersonal and communications skills, the basic principles of hematology, medical microbiology, immunohematology, immunology, clinical chemistry, and urinalysis. They will also learn to perform routine medical laboratory procedures and tests, apply preset strategies to record and analyze data, to draw blood, collect other specimens, maintain laboratories and supplies, inform and instruct patients, process specimens, keep accurate records, and communicate the results to supervisors and patients. Graduates of the MLA/ Phlebotomist Certificate program will have a distinct advantage in the job market over other entry-level workers who would require extensive on the job training. In addition, the inclusion of a clinical experience further positions our graduates to be strong competitors in the job market.	

	According to IPEDS and WorkForce Explorer, there were 17 graduates of Clinical Medical Lab Assistant programs at the certificate level of 1 year or less in King County programs in 2008. Specific 2007-2008 graduation rates were: Renton TC (graduates 17/year), and Shoreline (14/ year, but at the 1 or more year of study level). Bryman College also offers this program, but graduate information is not available. The SVI MLA/ Phlebotomy program will allow graduates to be competitive for jobs than phlebotomist since they will finish this program with Clinical Lab Assistant and Phlebotomy training.	
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. **Integrated Reading Learning Outcomes:** *By the end of the SVI MLA/Phlebotomy I-BEST program, ABE students will be able to:* R 1: Locate important vocabulary, read for details and determine missing information from textbooks, charts, graphics, labels, client records, and lab requisitions using reading strategies such as skimming and scanning, listing, outlining, and note-taking. R 2: Recognize essential phlebotomy vocabulary, body system terminology (i.e. circulatory, urinary, hematology, immunology, serology, microbiology) medical terminology, and abbreviations to perform assigned specimen collection tasks using word analysis or inference. R 3: Actively apply prior knowledge, information provided in class, personal experience, and course materials to demonstrate understanding of safety and emergency procedures. R 5: Apply information from class to identify the functions of the major constituents of blood and to differentiate between whole blood, serum and plasma. R 5: Organize information from PowerPoints, textbook, and lab practice to facilitate acquisition of laboratory testing and procedures using strategies	

	such as categorization, sequencing, and restatement. R 6: Demonstrate an understanding of course readings by performing the basic technical skills necessary to work as a phlebotomist (e.g. Be able to identify veins in arms on which phlebotomy is performed/ capillary punctures and specific training in obtaining a blood specimen from an infant). R 7: Monitor and enhance comprehension of the textbook, medical websites, medical dictionaries, legal policies, ethical procedures, and study skills through strategies such as posing and answering questions, recalling, restating, rephrasing, and explaining the content of the text or using simple examples **Integrated Writing Learning Outcomes:** *By the end of the SVI MLA/Phlebotomy I-BEST program, ABE students will be able to:* W 1: Create notes, outlines, and flashcards to facilitate learning of laboratory and phlebotomy vocabulary and processes. W 2: Use pre-writing strategies (such as outlining, restating, summarizing, and categorizing ideas) for planning and organizing writing tasks. W 3: Determine the purpose (e.g. producing charts and files, lab-generated reports, and documenting abnormal results) and the audience (colleagues, patients, supervisors) for communication in writing. W 4: Undertake multiple re-readings of text in order to self-edit work (i.e. lab reports, documenting client interviews, specimen collection and process descriptions) for grammar, spelling, sentence structure and language use. Use appropriate tools such as dictionaries and grammar guides. W 5: Seek and utilize feedback from instructors in order to revise written assignments. W 6: Select from and use tools and strategies to 1) examine past work, educational, and personal experiences to 2) plan, organize, and then produce an effective resume, cover letter, and thank you letter. W 7: Use simple revision strategies (re-read and revise written work) to do simple data entries, patient record retrieval, and verification of patient insurance, data, and special notations using appropriate sources on a computer.	

	W 8: Appropriately use specialized vocabulary and a variety of sentence structures, to write medium-length, coherently-linked, and detailed text with appropriate tone, language, and level of formality for in class assignments. **Integrated Speaking Learning Outcomes:** *By the end of the SVI MLA/ Phlebotomy I-BEST program, ABE students will be able to:* S 1: Communicate professionally and act as a member of the health care team. S 2: Relate well to others, responding appropriately to situations, and contributing to group effort. S 3: Ask questions to clarify information. **Integrated Math Learning Outcomes:** *By the end of the SVI MLA/Phlebotomy I-BEST program, ABE students will be able to:* M 1: Read, write, and interpret units of measurement to perform pre-determined quality control procedures for urinalysis tests, including maintenance and instrument calibration. M 2: Define, select and organize mathematical data to collect random, midstream, clean catch, and timed (2, 12, 24-hour, etc.) urine specimens as well as collections for drug screening and urine pregnancy tests. M 3: Evaluate the degree of precision needed to perform and record vital sign measurements including blood pressure, pulse rate, and body temperature. Recognize and report abnormal values for vital sign measurement using predetermined criteria. M 4: Define, select, organize, and integrate mathematical information to ensure equipment is readily available by calibrating scales, machines and pipettes. M 5: Identify and then communicate to others the correct tests to be performed at the clinical laboratory assistant level by comparing test results to reference intervals, recording results by manual method or computer, reporting STAT results, and recognizing critical values all by following established laboratory protocols.	

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. All entering I-BEST students will take the ECS CASAS eTest (Computer Adaptive Test) prior to admission to the program. Students generally must place at CASAS Reading level 241 and Math level 231 to gain admittance to the MLA/Phlebotomy I-BEST program. These requirements can be reduced somewhat by other indicators of probable program success including minimum CPAt scores, teacher recommendations, and work in intensive labs and classrooms. Entry level requirements are high due to the intensive nature of this program. At the conclusion of the program, each I-BEST student will be post-tested with CASAS tests. The test results will be entered into WABERS+ in order to assess progression in English language and math skills as well as advancement toward college level courses. Improvement in writing will be assessed in assignments and in class and lab activities, as developed by the content and basic skills instructors. Oral communication and phlebotomy technical skills will be assessed during lab activities. Midterm and final examinations will include practical assessment of technical skills (professional-technical assessment) the appropriate use of verbal and non-verbal communication, and student-generated test questions. In addition, students will be assessed through homework, case studies, problem-solving scenarios, small group projects, journal/reflection writings, observations, lab demonstrations of learned skills and clinical practice, and individual and group projects (written reports and oral presentations) to measure achievement of the integrated learning outcomes.	
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. The I-BEST instructor will overlap 50% of the total instructional hours in the content courses to supplement writing, reading, studying, and math skills each quarter. All instructors will review weekly lesson plans for the courses. This is to ensure adequate opportunity for both teachers to be aware of which tasks students will be asked to conduct (through physical and visual reinforcement) followed by repeated oral and written articulation of the task (English language and math skills reinforcement). The I-BEST teacher will conduct review sessions between lectures and lab practice to encourage students to critically engage in the material. Instructional methods for this will be discussions of what was presented and the readings, step-by-step case studies, and brainstorming.	
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).	
	SVI has developed a holistic admissions approach which includes not only the application and assessment pieces, but also a required 12-hour Education Planning Workshop to help students discover their learning styles, investigate career options, match their abilities with their goals, and map out a plan for achieving those goals. Intercollege collaboration between SVI and SCCC is also critical to student success and continuation in I-BEST and beyond. This includes coordination with Financial Aid departments at both campuses, the Opportunity Grant Coordinator, Worker Retraining and Work First staff, Workforce Education, as well as the Career Centers to coordinate employment preparation and job search assistance at both campuses. 1. Students in the MLA/Phlebotomy I-BEST will be recruited from SVI's community partner organizations (*see partners listed in section below*).	

	Outreach for recruitment of new students will be done in conjunction with, SVI and SCCC's Worker Retraining and WorkFirst programs, as well as SCCC's I-BEST Program Manager. 2. To support retention in the program, students enrolled in the MLA/ Phlebotomy I-BEST will be directly supported by the faculty, the I-BEST Program Manager, the WorkFirst departments at SVI, and the Women's Programs which can help students by mitigating outside barriers such as lack of money, transportation, and childcare, and supporting them in their post-I-BEST job and education endeavors. SVI offers a tutoring program for students needing additional English or math support while studying in the I-BEST program. Additionally, the Opportunity Grant Coordinator and WorkFirst staff will provide counseling and academic support for low-income I-BEST students. These key support people will interface students with financial aid, student services, academic assistance and outside support. For students who need to step out of the pathway, due to work or life constraints, we maintain 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.	
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.	
	Careful attention will be given to support students to transition to the next step on their career pathway. The education and employment plans done in the admissions education workshops include a career pathway map of the courses needed as well as the contacts at other colleges to complete their pathway. The I-BEST Program Manager and instructors will require students to complete a career pathway plan to support them as they transition from the program. Financial Aid planning will be done by the Opportunity Grant Coordinator, the Financial Aid Coordinator, Worker Retraining and WorkFirst Programs Coordinator, and the Dean of Student Services.	

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. SVI's MLA/ Phlebotomy IBEST program has been developed under the umbrella of a larger effort to expand access to healthcare careers via a $1.9M Department of Labor Community-Based Job Training Grant. As a whole, the project has an extensive network of CBOs, Workforce and industry partners. This program, developed in partnership with North Seattle Community College and constituents, met with employers and industry-related partners met through a Technical Advisory Committee (TAC). Members of the TAC committee include representatives from Regional Hospital, Pacific Medical, Virginia Mason, University of Washington (medical professionals and human resources), Swedish Hospital/ Ballard, AFL-CIO Union Representation, and Seattle Central Community College. The TAC meets on a quarterly basis to review program progress and advise on workforce needs. The curriculum for this program was developed through a DACUM at SVI in June 2009 where professionals from several healthcare areas were present, including Laboratory Technicians, Phlebotomists, ABE instructors, the SCCC I-BEST Manager, workforce administrators from SVI, and members of local partner community-based organizations.	
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.	In terms of partnerships, SVI has longstanding strategic partnerships with local workforce development organizations, community and faith-based organizations, high schools that help to recruit and support student success, and labor and industry partners such as medical facilities that provide clinical experiences for students. Over 30 partners have agreed to work with SVI and North Seattle on this DOL grant-funded project. The partnerships include: 1) The Seattle Community College District (North Seattle Community College and Seattle Central Community College) 2) Workforce Investment System (WIS)	

	Partners such as the Seattle-King County Workforce Development Council and the WA State Employment Security Department, specifically through the Rainier WorkSource affiliate and Pacific Associates. 3) A continuum of Education/ K-12 Partners include the Seattle Tech Prep Consortium and Roosevelt High School, programs which help to establish dual credit for high school students enrolled in vocational courses. 4) Employers and Industry Partners for student clinical experience (Evergreen Hospital Medical Center, Swedish Medical Center, Overlake Hospital, University of Washington Medical Center, and the Odessa Brown Children's Clinic). 5) Faith-based and Community Organizations: Mt. Zion Baptist Church, a faith-based organization, will provide case management and wrap-around services to SCCC-SVI students. Seattle's Central Area Motivation Program (CAMP), a community-based organization, provides students with barrier reduction services, utilities assistance, and food services. YWCA for basic student support services and outreach and recruitment.	

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: MLA Office Skills, Insurance, Billing, and Coding	Credits:	Dept. and Course Number students use to register for course: MLA 110	
P-T course quarterly hours: 30	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 15	Class size: 25

P-T course name: MLA Employment Skills	Credits:	Dept. and Course Number students use to register for course: MLA 111	
P-T course quarterly hours: 10	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 5	Class size: 25

P-T course name: MLA Anatomy and Physiology	Credits:	Dept. and Course Number students use to register for course: MLA 120	
P-T course quarterly hours: 20	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 10	Class size: 25

P-T course name: MLA Medical Terminology	Credits:	Dept. and Course Number students use to register for course: MLA 121	
P-T course quarterly hours: 20	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 10	Class size:

P-T course name: MLA Law and Ethics	Credits:	Dept. and Course Number students use to register for course: MLA 124	
P-T course quarterly hours: 10	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 5	Class size: 25

P-T course name: Medical Laboratory Assistant/ Phlebotomy Theory & Practice	Credits:	Dept. and Course Number students use to register for course: MLA 130	
P-T course quarterly hours: 155* – 175	credit equivalency *(total credits x 1.75)*:	ABE/ESL quarterly hours: 95	Class size: 25

**Course hours may decrease beginning Spring Quarter 2010.*

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: Medical Laboratory Assistant/ Phlebotomy clinical experience	Credits:	Dept. and Course Number students use to register for course: MLA 190
P-T course quarterly hours: 40* - 80	Class size: 25	

**Clinical hours may decrease beginning Spring Quarter 2010.*

P-T course name: CPR/ First Aid for Health Care Professionals	Credits:	Dept. and Course Number students use to register for course: AHL 106
P-T course quarterly hours: 8	credit equivalency *(total credits x 1.75)*:	Class size: 25

P-T course name: HIV/AIDS Training for Health Care Professionals	Credits:	Dept. and Course Number students use to register for course: AHL 105
P-T course quarterly hours: 7	credit equivalency *(total credits x 1.75)*:	Class size: 25

ABE/ESL course name:	Credits	Dept. and Course Number students use to register for course:
ABE/ESL quarterly hours:	Class size:	

Medical Lab Assistant/ Phlebotomy I-BEST Pathway --- Seattle Vocational Institute