

**APPENDIX C
I-BEST Enhanced FTE Plan**

College: Tacoma Community College Plan Approved: YES NO

Criteria	Plan Description	Reviewers Findings	Reviewer Comments
PLAN OVERVIEW			
1) Please list the professional-technical program title and CIP/EPC code that has been approved by the SBCTC and is associated with this I-BEST program.	TCC proposes integration of the Accounting Office Associate Certificate, the first 16 credits of the progressive curriculum in the Automated Accounting degree program. CIP code: 52.0302 EPC code: 505	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2) List professional-technical college program courses and associated credits granted in this I-BEST program.	<p>COURSE NAME: HD 101 – College Success Total P-T course credits <u>2</u>. Total ABE/ESL hours per week: <u>2</u>.</p> <p>COURSE NAME: CU 91- Keyboarding Basics Total P-T course credits <u>2</u>. Total ABE/ESL hours per week: <u>2</u>.</p> <p>COURSE NAME: CU 100 – Introduction to Windows and the World Wide Web Total P-T course credits 1. Total ABE/ESL hours per week: <u>1</u>.</p> <p>COURSE NAME: CU 102 – Word 1 Total P-T course credits <u>2</u>. Total ABE/ESL hours per week: <u>2</u>.</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>COURSE NAME: CU 103 – Excel 1 Total P-T course credits 2. Total ABE/ESL hours per week: 2.</p> <p>COURSE NAME: CU 104 - PowerPoint Total P-T course credits 1. Total ABE/ESL hours per week: <u>1</u>.</p> <p>COURSE NAME: Accounting 110 Total P-T course credits 5. Total ABE/ESL hours per week: <u>5</u>.</p> <p>COURSE NAME: Business 280 Total P-T course credits 2. Total ABE/ESL hours per week: <u>2</u>.</p> <p>COURSE NAME: Office 116 – Records and Database Management Total P-T course credits 3. Total ABE/ESL hours per week: <u>3</u>.</p>		
<p>3) Provide evidence of local or regional labor market demand for jobs associated with the I-BEST program. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources.</p>	<p>In Pierce County, bookkeeping and accounting clerks are in demand. Between the second quarter of 2004 and the second quarter of 2006, the demand rose 1.8% from 3801 job openings to 3937 jobs. The average annual openings for a two year period was 140 jobs. This shortage is also not projected to diminish over the next 6 years. By 2012, the projected annual openings will be 142 with a growth rate in the industry of 19.8%.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>4) Respond to any and all criteria/criterion that fits your proposed I-BEST program:</p> <p>a) Provide evidence that the I-BEST program fits into an advanced professional-technical program at least one</p>	<p>(a) TCC’s approved Automated Accounting Certificate Program structure is progressive, leading to five levels of achievement for increasing levels of job responsibility. The first of the four levels is the Accounting Office Associate (current I-BEST proposal) and includes 16 professional/technical credits. The second level, Assistant Bookkeeping Clerk, includes an additional 18 credits, totaling 34 professional/technical credits.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

<p>year in length (45 college level credits); AND/OR</p> <p>b) Provide labor market data that shows evidence of available high wage jobs for I-BEST program completers at a minimum of \$12 per hour— with the exception of King County which is \$14 per hour. Specifically list job titles and associated wages for completers; AND/OR</p> <p>c) Provide evidence that the proposed I-BEST program is articulated with an advanced career path program where I-BEST program completers are <u>given preferential status</u> in the advanced program.</p>	<p>The next level, Bookkeeping Systems Certificate, includes an additional 12 credits, with a total of 46 professional / technical credits. Two additional certificates are available. #1 Computerized Accounting Certificate and #2 Tax Preparation Certificate. Both Require an additional 15 credits each. The final level is the Associates in Applied Science Degree, requiring a total of 92 credits.</p>		
<p>5) Describe how the I-BEST program gets students to the skill level needed to go on to the next degree or certificate.</p>	<p>Contact hours for each professional technical course have been doubled to provide sufficient intensity and duration for students to develop the skill level needed to continue on the Automated Accounting career path at Tacoma Community College. Reading, writing, speaking, listening and math (accounting) instruction will be contextualized to address the skills necessary for continuation.</p> <p>In addition to the expanded instructional time, students will be enrolled in PLATO, TCC’s new online computer assisted learning program. This program is individualized to supplement instruction and help students continue to build essential skills. PLATO spans a wide range of skills and abilities starting with basic skills and moving through developmental education levels.</p> <p>Students transitioning from the IBEST program offerings to future certificate and degree programs will be prepared to enter college credit courses at a variety of skill levels.</p>		

	<p>TCC has recently worked to develop a clear pathway from basic skills through developmental education. The college has recently added a pre college series that serves as a bridge from basic skills level coursework to developmental education. These courses are taught by basic skills faculty. This model has proven to strengthen the link between basic skills and the newly developed pre college courses.</p> <p>In addition to the pre college pathway, the college has developed a clear pathway from Adult Basic Skills – English as a Second Language to the Academic ESL program. The Academic ESL program serves as a developmental level ESL program for students transitioning to college level coursework.</p> <p>TCC also offers a comprehensive Student Learning Center that has been significantly expanded over the last program year. The Student learning center includes: computer assisted learning lab, reading and study skills lab, and writing and tutoring center. Students have access to peer and group tutoring with trained tutors; technology assisted learning programs; conversation groups; collaborative learning; workshops and courses to improve study skills and learning strategies; skills assessments; and additional instructional resource and materials. In addition, the college will be adding a compressive language center to support all language learners college-wide.</p>		
INSTRUCTION			
<p>1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.</p>	<p>The following integrated outcomes include competency in the following areas: technology, office work skills, reading, writing, speaking, listening, study skills, interpersonal skills and career exploration.</p> <p>Read with understanding in order to perform competently in an accounting environment.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<ul style="list-style-type: none"> ▪ Recognize unfamiliar and specialized vocabulary and abbreviations related to automated accounting applications. ▪ Describe the purpose of accounting and explain how accounting relates to business and its information needs. ▪ Define and apply basic accounting terminology including the accounting elements. ▪ Actively apply prior knowledge and experience to assist in understanding written accounting information. <p>Convey ideas in writing to effectively communicate in a professional accounting environment</p> <ul style="list-style-type: none"> ▪ Illustrate the effects of transactions on the accounting equation and explain the effects using accounting terminology. ▪ Analyze and interpret source documents to formulate journal entries. ▪ Post entries and maintain a ledger of accounts. ▪ Prepare a 10 column worksheet. ▪ Prepare and describe a balance sheet and income statement. ▪ Explain the effects of accrual accounting on the financial statements and the need for adjusting entries. ▪ Determine the audience and purpose for written communication in order to perform effectively in a professional accounting environment. ▪ Use simple planning strategies to identify and organize a limited number of ideas to support a project. ▪ Use simple revision strategies to make changes to and correct and reconcile accounts and present accurate accounting information. ▪ Use dictionaries, grammar checklists and the internet to edit written communication. <p>Speak so customers and coworkers can understand</p> <ul style="list-style-type: none"> ▪ As part of the accounting cycle interpret financial 		
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	<p>information and present conclusions.</p> <ul style="list-style-type: none"> ▪ Recall and use accounting vocabulary to show the effects of business transactions on the accounting equation. ▪ Describe the effects of debits and credits on specific types of accounts. ▪ Apply a range of strategies to monitor and enhance effectiveness of communication and to meet the speaking purpose in an accounting office. <p>Listen Actively in order to perform competently in a professional office setting</p> <ul style="list-style-type: none"> ▪ Demonstrate understanding and respond appropriately to extended explanations and narratives, detailed instructions and complex conversations. ▪ Effectively use a wide range of strategies to repair gaps in understanding and give feedback in order to communicate effectively with customers and coworkers in an accounting setting. <p>Use information and communications technology to demonstrate technical knowledge and perform accounting skills proficiently.</p> <ul style="list-style-type: none"> ▪ Explain how computer software aids bookkeeping. ▪ Use computers and software programs to acquire, process, and manage information related to accounting. ▪ Use the internet to explore topics, gather information, and communicate for purposes related to accounting. <p>Solve problems and make decisions related to ethical work habits and modeling of professional behavior in the workplace</p> <ul style="list-style-type: none"> ▪ Anticipate or identify a job-related problem and use information from diverse sources to arrive at a clear understanding of the problem. ▪ Recognize when faced with making a decision or exhibiting behavior in the workplace that may contradict with commonly-held personal or societal values ▪ Demonstrate an understanding of the impact of violating beliefs and codes accepted in the workplace 		
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	<ul style="list-style-type: none">▪ Generate solutions and demonstrate ability to choose an ethical course of action in a workplace setting.▪ Evaluate strengths and weaknesses of the choices made including short and long-term consequences. <p>Cooperate with others to function effectively as a team member applying positive interpersonal interactions and diplomacy.</p> <ul style="list-style-type: none">▪ Demonstrate understanding of the concept of teamwork, courtesy and cooperation in an office setting▪ Seek input from others in order to understand their actions and reactions in a professional office setting.▪ Identify and assess roles on a team and norms or rules of behavior that contribute to a team’s effectiveness in a professional office setting.▪ Identify issues around team leadership, including leader and follower styles in a professional office setting.▪ Demonstrate effective inter-team communication in the workplace.		
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<p>2) Based upon those integrated program learning outcomes, describe how professional-technical and basic skills faculty members will <u>coordinate and collaborate</u> to create:</p> <ul style="list-style-type: none"> a) quality learning experiences that support outcomes (curricula) ; AND b) comprehensive assessment processes (including CASAS testing, reporting in WABERS, and professional technical assessments) that ensures opportunities for students to meet integrated learning outcomes. 	<p>(a) Full time and adjunct faculty will deliver instruction in both the professional/technical and the basic skills coursework. Professional/technical and basic skills faculty will engage in joint planning and curriculum development. Both faculty will evaluate course content and provide feedback on content and methods of delivery. Instructional time for each professional/technical credit has been doubled to ensure sufficient intensity and duration for both professional/technical and basic skills gain and faculty will team teach during the professional technical credits, providing a 50% overlap in each I-BEST course.</p> <p>Basic skills gains will be measured quarterly using the CASAS employability assessment system. Students will be pre tested at the beginning of the program, and post tested according to state standards at the end of each quarter. In addition to the standardized assessment, students will participate in ongoing performance based assessment activities which will be scored against the state approved basic skills rubrics. Performance based assessment activities will be jointly developed by the basic skills and professional / technical faculty. All CASAS gains will be collected and reported via TOPS Pro and uploaded quarterly into WABERS. In addition, all attendance hours will be recorded and entered quarterly into WABERS.</p> <p>Tacoma Community College is in the process of implementing program-wide learning outcomes college-wide. Faculty in all divisions have participated in Outcomes Assessment training lead by a nationally renowned expert in the field of Program Learning Outcomes and Assessment. All programs have submitted program learning outcomes and are in the process of developing and administering outcomes assessments.</p> <ul style="list-style-type: none"> • (b) Basic skills and professional technical faculty will jointly administer and evaluate assessment activities and conference about each individual student progress in both areas of basic and professional technical skill development. Students will participate in performance based assessments that assess the student’s ability to apply newly developed skills to the office environment. Below are examples of additional 	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
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assessment activities that will be jointly developed and delivered by the basic skills and professional technical faculty for each of the previously stated outcomes:

Read with Understanding in order to perform	A standardized final, created by the accounting faculty and the automated accounting advisory committee members,
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	competently in a professional office setting	assess the project. Students are given the rubric as part of their syllabus.		
	Use information and communications technology to demonstrate technical knowledge and perform general office skills proficiently.	Internet-based homework tutorials provide students with immediate feedback. A progressive excel project integrates and assesses required program outcome computer skills		
	Solve problems and make decisions related to ethical work habits and modeling of professional behavior in the workplace	Ethical group and team case studies and activities		
	Cooperate with others to function effectively as a team member applying positive interpersonal interactions and diplomacy.	OFFICE 116 and CU108 study groups		
3) Specifically describe how I-BEST courses will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members.	Basic Skills faculty will team teach during all professional/technical content. The role of the basic skills instructor in the professional/technical classroom is to provide instructional support geared toward meeting the unique needs of basic skills and English language learners in the classroom. He/she will engage in instructional activities such as monitoring for comprehension, providing clarification for complex ideas and concepts, pacing instruction, and guiding the professional technical faculty in the area		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>of methods of delivery that meet the needs of this population. The basic skills and professional/technical faculty may develop lessons that are jointly delivered, with the professional/technical faculty providing the content expertise, and the basic skills instructor focusing on method of delivery. In addition, the basic skills faculty will enhance the professional technical content, integrating contextualized skills that support the learning objectives and outcomes for each course. This additional instructional time will double the number of contact hours for each professional/technical course.</p>		
<p>4) Describe strategies to ensure that basic skills students will have an opportunity to continue basic skills learning beyond the I-BEST program (classes above federally supported level).</p>	<p>Tacoma Community College has recently developed a clear pathway for second language learners. Students progress through the federally supported levels and transition to a dev. Ed. ESL program (Academic ESL) which combines both immigrant and refugee and international students. The goal of this program is to prepare students for developmental or college level coursework.</p> <p>Tacoma Community College has also recently revamped the developmental education program in reading and writing, creating a stronger bridge between basic skills and developmental education. We found that many students with high school diplomas or GEDs placed below the cut scores identified for developmental education. Basic skills courses were not appropriate to address the needs of these learners, so TCC developed a “pre college” series to prepare students to transition to developmental education, and then on to college level coursework. The pre-college courses are taught by basic skills faculty, which provides an even stronger bridge for these students.</p> <p>In addition to these revised and newly defined bridge programs, Tacoma Community College recently purchased a computer assisted learning program, PLATO, which includes an extensive curriculum offering a strong supplement to the basic skills, Pre College, and developmental coursework. Students can access the online program 24 hours a day, 7 days a week, wherever internet access is available. The supplemental online program has proven to be very popular with students, and appears to be contributing to gains in basic academic skills.</p> <p>Finally, in an effort to further strengthen the bridge between basic skills and developmental education, the department will hire three new</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	full-time basic skills faculty, two ESL and one ABE. The proposed faculty will cross over and teach in the areas of basic skills / ESL and Pre College / Academic ESL and I-BEST		
PROGRAM SUCCESS STRATEGIES			
5) Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.	<p>Recruitment will take place both in-house and outside the program. In-house, TCC faculty and administrators will provide information sessions for basic skills students interested in transitioning from ABE/GED and/or ESL instruction into a professional/technical certificate program. Information sessions will be advertised in class, with instructors providing initial information about newly developed and existing integrated course offerings. Information sessions will include an overview of I-BEST offerings as well as information on financial aid. Participants will include basic skills and professional technical faculty, professional/technical program chairs or coordinators, a representative from the financial aid department, worker retraining, as well as a representative from the career center or advising. In addition, professional technical and basic skills faculty will present information about program structure and additional basic skills support available for participants in this program. A PowerPoint presentation based on our current students' questions about IBEST has been developed and is already being used for these information sessions.</p> <p>Tacoma Community College will also work with local partners such as Tacoma Community House, Employment Security, The Tacoma Pierce County Employment and Training Consortium, and the Department of Social and Health Services to recruit low income participants looking to transition to employment and training opportunities. We will also recruit through our current WorkFirst basic skills programs as well as the new comprehensive evaluation process with WorkFirst / TANF clients.</p> <p>Initial screening will be completed by the student support specialist, a position in the basic skills department currently dedicated to intake and support of both WorkFirst Basic Skills and Integrated Basic Skills participants. This person has served as the first point of contact for all students interested in these programs for the past 2 years. She will conduct an in-depth intake that walks students through barriers to</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	<p>participation, assessment of current skill level, and initial educational planning activities. CASAS scores of 220 are recommended for students entering the IBEST programs, however, additional assessments may be administered if when appropriate and exceptions may be made if a learner demonstrates competence and ability to participate.</p> <p>Once the student has completed the initial intake, he or she will be referred to the new Basic Skills Advisor for registration and financial aid assistance. TCC is in the process of hiring 10 new full time advisors, one who will be designated to serve low income, basic skills and WorkFirst students. TCC has also adopted a new advising model in which students will stay with a student services advisor until they are “prepared and declared” meaning that students must be at college level and have a declared major area of study before they are officially released from working with a designated advisor. I-BEST students will fit into this new advising model.</p>		
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<p>6) Specifically describe strategies to retain all cohort members to completion of the I-BEST program.</p>	<p>During the pilot phase of the I-BEST project, TCC experienced strong retention of students enrolled in the program. Of the 25 who enrolled, only 8 dropped the program. That is a 68% retention rate. Reasons for separation include illness or accidents, pregnancy, and moving out of the area. Only 3 of the 8 who dropped were for unknown reasons. Part of what contributes to strong retention is the additional academic support students receive in the program. TCC proposes doubling the professional/technical credits in order to provide students with the support necessary to manage the academic challenge of college level coursework.</p> <p>In addition to stretching out the curriculum, students will meet with both professional/technical and basic skills faculty for quarterly advising. Instructors will approach quarterly advising with each student from a team-advising perspective. Each student will conference with both instructors who will provide feedback and support in both areas of professional/technical skill achievement and basic skills. In addition, the full time faculty will act as liaison, connecting students to additional academic support services and resources on campus.</p> <p>TCC has recently expanded tutoring services on campus, and the tutoring center has a designated tutor working with basic skills students. In addition, the newly purchased online computer assisted learning program will be available for all students in the program, and online PLATO coursework will be incorporated into the curriculum.</p> <p>In addition to advising and academic support, the program will maintain the student support specialist designated to work with integrated basic skills and WorkFirst students. This position will also work as a liaison to additional support services students may need to successfully complete the program.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>7) Describe how local and regional employers participated in the development of the proposed I-BEST program.</p>	<p>The Automated Accounting Program Chair will review the IBEST certificate and outcomes with the program advisory committee. The committee consists of representatives from the following organizations: RMS McGladrey Inc, YMCA, Tacoma Public Schools, Accountemps, Community Services, and Moss Adams LLP. These companies have participated with the Automated Accounting program</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	development, program outcomes, curriculum development and content outcomes for the Accounting Office Associate Certificate.		
8) Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.	<p>The basic skills program at Tacoma Community College works closely with Tacoma Community House to provide a pathway for students who have completed basic skills instruction at TCH, and wish to transition to training at TCC. TCC has met on several occasions with Job Developers and Caseworkers at TCH to provide information on integrated training programs for which these clients may qualify. Each quarter, TCC has received referrals from TCH for these program. TCH holds the only ORIA (Office of Refugee and Immigrant Assistance) contract in Pierce County. Many of the participants in this program are strong candidates for an I-BEST program.</p> <p>IBEST offerings have also been presented in the local area planning meetings and the basic skills director will also be attending other partner meetings to provide an overview of the IBEST model and share program options for clients.</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
9) Specifically describe how internal college partners have participated in the development of the I-BEST program (financial aid, advising, counseling, registration, general student services, etc).	<p>The basic skills director has meet on a regular basis with professional technical faculty and program chairs to begin the development of the IBEST program offerings. Both sides of the house have been equally involved in the program planning and development of the proposal.</p> <p>The Basic Skills director has also meet with representatives from students services including advising, admissions, the registrar, and financial aid to discuss the IBEST model, proposed program offerings, and work to identify issues and concerns that are outside the scope of knowledge of the basic skills administrators.</p> <p>The Basic Skills Director has also met with the director of admissions to review issues regarding residency status and tuition rates. The financial aid office is on board and working with the programs to help identify means of financial assistance as well as offering assistance with financial aid applications. The Worker Retraining office has set up special information session</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

	and application workshops for students who may qualify for Worker Retraining funding.		
10) Education Pathway: Specifically describe the proactive measures that will be used to inform students about the full educational pathway, including stop-in and stop-out points, available to them beginning with the I-BEST program. This includes progressing to a one year certificate, a 2 year degree, and/or a bachelor's degree.	<p>TCC has adopted a new advising model, and is in the process of hiring 10 new full time advisors. One of these positions is dedicated to low income, WorkFirst, and Basic Skills students. The new advising model provides a structure where a student must meet quarterly with someone in the advising center until they are “prepared and declared”. Once a student has tested at college level and declared a program of study, he or she will be released from the advising center.</p> <p>Students who have declared their program of study meet with the program chair and a full-time faculty member who guides students through completing the certificate ladder. Each certificate develops into the next with the final result being the 2 year degree. This process allows students who are unable to complete the 2 year degree to qualify for a certificate when they stop-out. The certificate ladder increases their feeling of success and their desire to stop-in at a later date.</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>11) Career Pathway: Specifically describe the proactive measures that will:</p> <p>a) allow students to be employed at the conclusion of the I-BEST program; and</p> <p>b) inform students of employment opportunities in their career pathway as they continue their education to a one year certificate, 2 year degree, or bachelor's degree.</p>	<p>a) For many students, the Accounting Office Associate Certificate leads to the degree track option. One requirement of the 2-year degree is a mandatory 150 hour internship. Most often, this internship leads to employment. In addition, all students in the Accounting career track have access to information from an employer database currently maintained by the program chair. Currently about 2 employers a week are calling with either internships or full-time employment. The job announcements are announced in classes, emailed, and posted on a job board in Bldg 28. In addition, students are required to take a Career Readiness class that teaches students to get and maintain that perfect job. Students are also referred to the Career Center as a further resource.</p> <p>b) The Automated Accounting programs explore job opportunities, job duties and salaries in each of the respective fields. The opportunities are discussed at the introductory, intermediary and capstone classes</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>12) Describe the proactive measures that will be used to inform I-BEST students about the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>	<p>Part of every basic skills student experience includes a comprehensive new student orientation, The Educational Interview. This is a 12 hour class designed to orient students to the program, the college, and services available on the campus. The new student orientation includes overview of college resources; a campus tour; introduction to technology resources such as labs, student email, and computer assisted learning programs (PLATO, etc.); learning styles inventories; pre-testing; educational planning and goal setting.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	
<p>13) What strategies do you have in place for assisting them in acquiring the financial means for entering the program and continuing it to completion?</p>	<p>Tuition assistance for this program includes Worker Retraining funds, WorkFirst Tuition Assistance, and Foundation Scholarships. In addition, local community partners have provided funding in the past for eligible participants. For example, one student in our Pilot program qualified for Fair Trade Act Funding, and another received funding through the employment and training services at Tacoma Community House. During the pilot project, the students received scholarships through professional organizations such as NAYEC, National Association for the Education of Young children (Child Development Associate, IBEST Pilot).</p> <p>The proposed program ladders to a 2-year degree in Automated Accounting which is an approved program qualifying for federal financial aid. Students who qualify for federal financial aid may apply</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

	<p>for partial aid. Qualified students enrolled ½ time in an approved program will qualify for a partial award.</p> <p>In addition to financial assistance, the Tacoma Community College Foundation publishes an annual guide to scholarships and Grants available to students enrolled at Tacoma Community College. The guide outlines grants and scholarships available, application criteria and instructions as well as the total award amount. In addition to information about numerous grants and scholarships, the guide outlines the application process for supplemental assistance, as well as tuition waiver scholarships.</p>		
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