



Integrated Basic Education and Skills Training (I-BEST)

Professional-Technical & I-BEST Expansion Application Guidelines

Part A: Traditional Professional-Technical Application

Part B: I-BEST Expansion Options (Math and/or English)

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State Board for Community and Technical Colleges
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1A.3 – Integrated Basic Education and Skills Training (I-BEST) Professional-Technical & I-BEST Expansion (formerly Developmental Education I-BEST) Application Guidelines

Introduction

I-BEST provides educational access and support for adult basic education (ABE)/English Language Acquisition (ELA) and developmental education students to progress further and faster along career pathways. ABE, ELA and developmental education students and programs will be referred to as “Pre-college” for the purposes of this application.

I-BEST pairs pre-college and professional-technical instructors in the classroom concurrently to advance student gains in pre-college and professional-technical skills. Classes must be in programs that build toward degrees and/or certificates and prepare students for employment.

Purpose

This application contains requirements for both traditional I-BEST Professional-Technical (Part A) as well as the I-BEST Expansion (Part B). Applicants may apply for Part A Prof-Tech only, Part B Expansion only, or Part A and B jointly using the 1A.3 – I-BEST Professional-Technical and Expansion application in OGMS.

Who May Apply

- Program proposals will be accepted from any of Washington’s community or technical colleges.
- APPLICATIONS ARE ACCEPTED ON AN ONGOING BASIS.

Application Process

The application must be completed in the SBCTC [Online Grants Management System](#) (OGMS) except as stated in “d” below.

- a) Proposals will be assessed against the published criteria. Colleges must satisfy all criteria under “meets criteria” and agree to all assurances.
- b) If applying for a new Professional-Technical program only, complete Part A, Sections 1-3 of the application.
- c) If applying for BOTH new Professional Technical program and I-BEST Expansion options, complete entire application (all sections).
- d) If applying for I-BEST Expansion only, (attached to an existing, approved I-BEST application that has already been previously entered into OGMS), provide the OGMS application number in Section 1 and then complete Sections 4-5.
- e) If applying for I-BEST Expansion only that is attached to an existing, approved I-BEST not entered in OGMS, (e.g. 2011 applications or older)– complete entire application (all sections), as it is time to update the original application.

Requirements

Program expectations (applied to ALL I-BEST proposals):

- Colleges are expected to incorporate a rigorous planning process involving pre-college education, workforce education, and student services to ensure the success of the program.
- Administrators and faculty from pre-college education and workforce education will participate as equal partners in creating and providing a joint program of instruction.
- The expectation for educational delivery is that the mode of instruction incorporates joint pre-college and professional-technical faculty planning and instructing together in the classroom as equal partners, resulting in both pre-college and workforce skills gains.
- Student progress is to be evaluated jointly by pre-college and professional-technical faculty, and program effectiveness is to be evaluated jointly by all involved faculty and administrators.
- Team taught classes must have a minimum of 50% instructional overlap.

Areas that must be addressed in the proposal

- Brief description of the proposed program including program length and number of college-level credits
- Title of the program, the CIP code(s), and the EPC code(s) associated with the program
- Clearly identified career pathway(s) with multiple access points, noting employment preparedness, for students including a separate pathway diagram (example on last page of guidance document)
- Documented demand data with source for program graduates
- Documented median wage earnings of \$13 per hour (\$15/hr for King County) or preferential status given to I-BEST program completers for entry into the next program level of educational pathway that ends in earnings of \$13 per hour (\$15 for King County) – with the exception of Early Childhood Education and Nursing Assistant – Certified
- Integrated professional-technical and pre-college learning outcomes
- Integrated teaching strategies
- Student success and transition strategies
- Partner (internal and external) involvement

Coding

- I-BEST classes with at least 50% instructional overlap with basic skills students must be coded with a Fee Pay Status (FPS) of 42 and Institutional Intent of 21. Students will be charged at the current tuition rate based on their professional-technical course credits enrollment. The transcript will automatically record the credits. Please note that the adult basic education tuition of \$25 for traditional ABE/ESL programs is a quarterly fee and is waived for the quarters students are in I-BEST classes.
- I-BEST classes with Developmental students will be coded with a FPS of 42 with an Institutional Intent of 24. Students will be charged at the current tuition rate based on their professional-technical course credits enrollment. The transcript will automatically record the credits.

2.

I-BEST Professional-Technical Criteria (Part A)

- Each proposed I-BEST pathway must have a separate application.
- I-BEST professional-technical programs/courses (CIP, EPC, title, & credits) must be included on the college's official SBCTC approved professional-technical program inventory.
- Program completers must meet the wage and demand requirements under Opportunity Grant guidelines or preferential status may be given to I-BEST program completers for entry into the next program level of educational pathway that ends in earnings of \$13 per hour (\$15 for King County).
- All I-BEST programs must include college-level professional-technical credits and other credits required for the certificate/degree. Credit totals must match those of the workforce inventory. All credits must be transcribed the quarter they are earned.
- Sign-off of the assurances at the college level by both workforce and pre-college administrators.
- The college must have an approved I-BEST application on file with the SBCTC to be eligible for I-BEST enhanced FTEs.
- I-BEST applications are evaluated for minimum requirements under statute to also be approved as an Opportunity Grant pathway. To do so, the proposal must demonstrate evidence that the program is in high demand and that graduates will have the ability to earn a median wage of \$13 per hour or \$15 per hour for King County (with the exception of Early Childhood Education and Nursing Assistant-Certified).

I-BEST Expansion Criteria (Part B)

I-BEST Expansion (to include ABE, ELA, and Dev. Ed students) programs will provide a holistic, outcomes-based, contextualized learning experience that allows students to progress through upper-level ABE, ELA, and all levels of developmental education swiftly and efficiently. Programs must have the support of the campus community and necessary knowledge, skills, and abilities to provide accelerated pathways that enable students to reach and complete college level English and math, moving them towards the Tipping Point and beyond.

Any community or technical college may apply for an I-BEST Expansion program directly related to an existing, approved Professional/Technical I-BEST pathway in operation at the college. For example, colleges may extend the first level of the pathway beyond the initial I-BEST certificate(s) to include developmental English and/or math that will allow students to continue along the educational/professional technical pathway.

The I-BEST Expansion program serves ABE/ELA and developmental education students seeking an academic or vocational pathway to a certificate, two-year degree, or a transfer degree to a four-year degree program. Programs must meet all of the following criteria:

- Programs will provide a pre-college (basic skills or developmental education) pathway for students with the ultimate goal of earning a professional-technical degree and the goal of accelerating time to college-level math and/or English completion. Students will enroll in a professional-technical program that integrates math or English.
- Team teaching is considered a core element of the instructional model. Only college credit-bearing courses in the pathway with at least 50% of instructional overlap will be approved to generate the enhanced 1.75 FTE.

- All English and math courses will be outcomes based allowing students to move further, faster. In addition, the English or math must be team taught and contextualized with one or more additional college level course(s) required for the I-BEST certificate. Students will receive credits in either English or math, as well as the identified college level content course(s) that provides the context for learning.
- The plan must demonstrate how students have the opportunity to reach the highest-level English or math required for the certificate or degree within the first quarter and without repeating courses.
- College-level credits will be transcribed the quarter they are earned.
- All ABE/ELA students must qualify for federally supported levels of basic skills education or test into developmental education for English or math.
 - 1) CASAS will be used to appraise and pre-test all basic education students at the start of the program and post-test students following the WA State Basic Skills Assessment Policy. Basic skills students' CASAS results and attendance hours will be recorded in WABERS+. The adult basic education fee of \$25 for traditional ABE/ESL programs is a quarterly fee and is not charged for students who are in these I-BEST during the quarter.
 - 2) Developmental education students will be appraised per each college's placement policy.
 - Courses will be coded as per the [coding instructions](#) found within the program application and guidelines.

Eligibility for enhanced FTE

Within the quarter, a pre-college instructor and a professional-technical instructor must jointly instruct (in the same classroom) at least one of the courses critical to the pathway. This is defined as core professional- technical content or other courses such as math or English required for the certificate. Likewise, online courses must use the same “classroom space” with at least a 50 percent overlap of the instructional time to meet criteria. (Pre-I-BEST and bridge¹ courses do not qualify as integrated instruction under this funding model.)

The 50% instructional overlap does not need to take place on a daily basis, but cumulatively over the course of the term; for example, if the course material requires more instructional overlap in the beginning of the quarter, but less at the end, the overlap can be “frontloaded” to meet the need.

I-BEST Expansion Option 2 (only):

Any student enrolled in the approved course (which includes at least 50% instructional overlap) testing into either ABE/ELA or Dev. Ed. is eligible to generate the enhanced FTE for the college, *whether their primary program of study is the I-BESTed Prof-tech program attached to the contextualized pre-college math or English, or from a related certificate program*. Students receive credit for only the contextualized math or English class. Accelerated outcomes courses must be team taught, integrated and contextualized. Only courses with a minimum of 50% instructional overlap may be coded with a fee pay status of 42 and generate the enhanced FTE (1.75)

¹ Bridge courses provide a broad foundation for learning. They prepare students for post-secondary education in a specific career pathway and generally focus in areas such as communication basics, problem-solving, occupational-related reading, applied mathematics, technology, job skills, and study skills.

I-BEST Expansion (formerly I-BEST for Developmental Education) required model (option 1 or 2)

Option 1	Extend I-BEST instructional model to next level of existing, approved I-BEST certificate, incorporating accelerated, outcomes based instruction in Dev. Ed English and/or Math allowing students to accelerate through pre-college to and potentially through college level.	Team teaching with at least 50% instructional overlap (100 percent Professional/ Technical, 50% ABE/ELA/Dev. Ed) must be offered in content courses. Accelerated, outcomes based Dev. Ed. English and/or math courses must be contextualized to the I-BEST certificate’s professional-technical content (e.g., English contextualized to Welding 108). Students must receive credit for both the English or math course and the professional technical course. The accelerated outcomes class must also be team taught, integrated and contextualized. Option A is identical to the Academic model, but is an extension of an existing approved Professional Technical I-BEST pathway.)
Option 2	Incorporate integrated, accelerated, outcomes based instruction in pre-college English and/or math contextualized to an existing, approved I-BEST certificate program.	For existing, approved I-BEST certificate programs, Dev. Ed. math and/or English is added using an integrated, accelerated, contextualized outcomes based model. Math and English are contextualized in multiple I-BEST approved pathway courses depending on the need of the students (e.g., Welding 101, Tech. 102, etc.). This allows students from various approved I-BEST pathways or related certificate programs where students would benefit from the contextualized pre-college math or English to enroll; i.e., students enrolled in a Heavy Diesel Mechanic certificate program may attend the I-BEST for Dev Ed math class contextualized for Automotive I-BEST.

What are the expectations if my I-BEST application is approved?

SBCTC will ask colleges to:

- Maintain data regarding student success and best practices.
- Participate in occasional peer learning activities, meetings, or collaborations, as we track progress, identify emerging practices and trends, and refine program implementation.
- Share data and best practices with all 34 community and technical colleges.
- Develop and maintain open curriculum/resource sharing

Accountability Reporting

All I-BEST programs are monitored by SBCTC to ensure that colleges are meeting program requirements and student achievement goals. Providers serving ABE students must turn in a quarterly report of ABE identified

and eligible I-BEST students by class (from SMS) to the WABERS+ Helpdesk wabers@sbctc.edu. This report is used to check for missing classes and to ensure all eligible integrated classes receive the enhanced funding.

Modifications to Approved Applications

Modifications: Once an application has been approved, any modifications or changes can be submitted for approval by adding addenda to the original OGMS application and submitting it for approval.

Tools

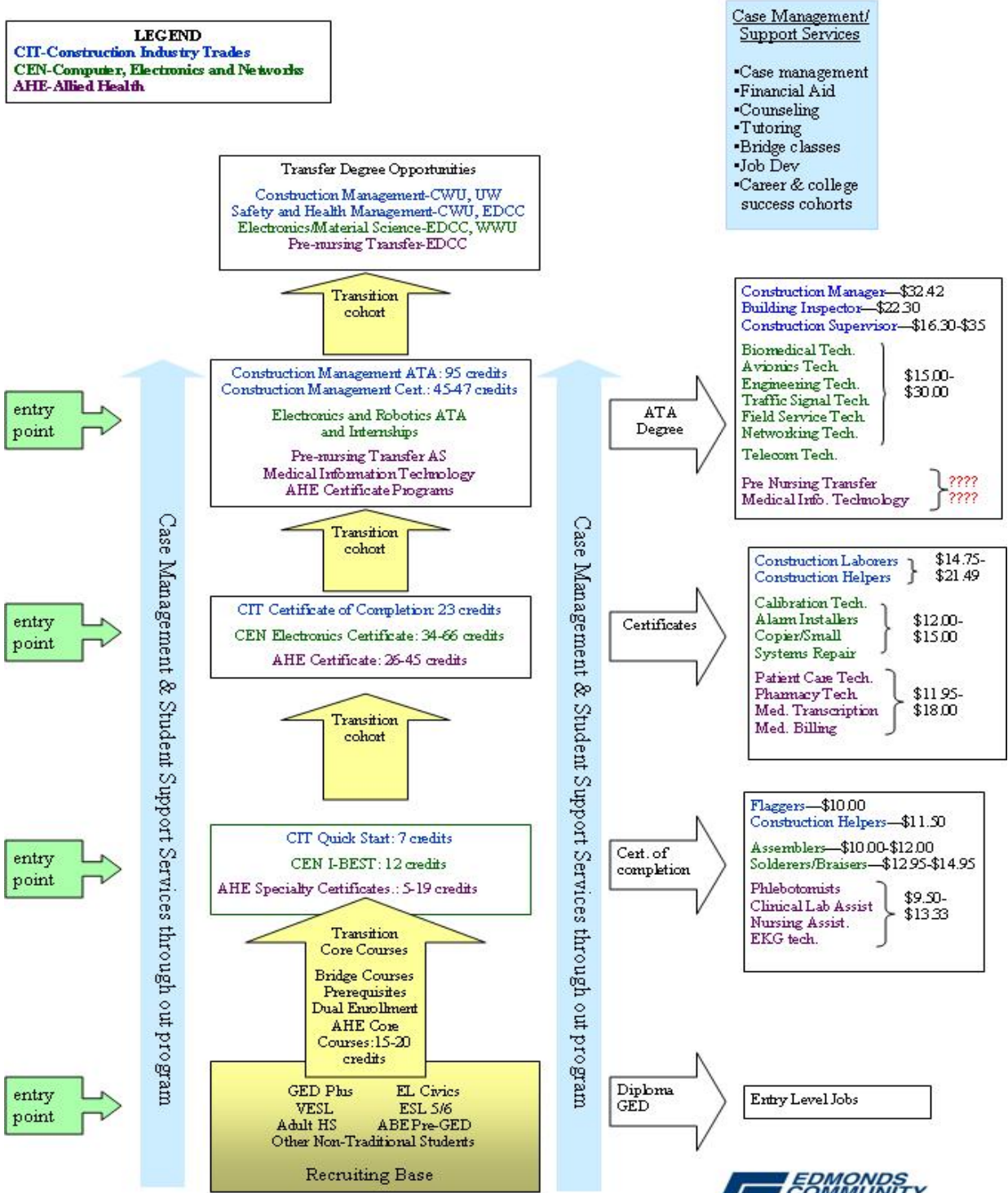
- The [College and Career Readiness Standards](#) will be used to guide planning and implementation.

SBCTC Contact Information

- Application questions, contact William Durden at wdurden@sbctc.edu or 360-704-4368.
- Workforce Inventory, contact Mason Norman at mnorman@sbctc.edu or 360-704-4337.
- OGMS system questions, contact Christy Lowder at clowder@sbctc.edu or 360-704-4323.

Part A: Professional-Technical Pathway Diagram Example

EDMONDS CC GATEWAY PROGRAM



Contact Karen Johnson