

# Integrated Basic Education and Skills Training

## I-BEST

### Program Guidelines and Planning Process

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## I-BEST Program Guidelines and Planning Process Overview

In spring 2004, the State Board for Community and Technical Colleges' (SBCTC) Offices of Adult Basic Education and Workforce Education began an innovative demonstration project to help colleges become more effective in serving low skilled students. Ten colleges were funded to design and deliver demonstration programs as well as to provide an opportunity for the community and technical college system to learn from their efforts.

The demonstration programs were expected to incorporate certain elements of planning, instructional delivery, and evaluation. The planning expectation was that administrators and faculty from basic skills and workforce education would participate as equal partners in creating a joint program of instruction. The expectation for educational delivery was that the mode of instruction would incorporate joint ABE/ESL and professional-technical faculty planning and instructing together in the classroom, resulting in both literacy and workforce skills gains. Student progress was to be evaluated jointly by ABE/ESL and professional-technical faculty, and program effectiveness was to be evaluated jointly by all involved faculty and administrators.

A research report based on the data and lessons learned from the I-BEST demonstration projects is provided as an attachment to assist in the development of new I-BEST programs. This information along with the *Bridges to Opportunity* working age adult research was the basis for the I-BEST model approved by the Presidents for an enhanced FTE. The enhanced FTE model of 1.75 (as compared to 1.0) will apply to classes in programs approved by SBCTC staff. The enhanced FTE model was developed to remove the cost disincentive of providing two instructors to deliver basic skills and professional/technical curriculum. In addition to providing funds for a minimum 50 percent joint instruction time and curriculum development, it offsets the costs of efforts around coordination and support services. There is no new funding for colleges using the I-BEST model. The model allows colleges to generate 1.75 FTE for I-BEST classes within the college's current state FTE allocation.

The process specified in the flowchart in *Appendix B* must be used in order to claim enhanced FTEs. Each I-BEST program must go through the SBCTC I-BEST Program Approval Process, which includes sign-off at the college level by both workforce and basic skills administrators. The planning document that must be approved by the SBCTC can be found in *Appendix C*. Coding guidance is provided in *Appendix E* and is also being sent to registrars.

System-wide trainings will continue to be provided to assist colleges in moving forward with I-BEST programming. More details on the training will follow. A list of resource people from SBCTC is included in *Appendix F*. A list of approved I-BEST programs will be posted on the SBCTC Web site soon and will be updated regularly.

## APPENDIX A

# I-BEST Program Criteria

I-BEST pairs ABE/ESL and professional-technical instructors in the classroom to concurrently advance student gains in basic and professional-technical skills. Classes are in programs that build toward degrees and/or certificates and prepare students for employment.

### ***Professional-Technical***

- Each I-BEST program must go through a specific SBCTC integrated program approval process, which includes sign-off at the college level by both workforce and basic skills administrators. Most I-BEST programs will fit the “option” category within the program approval process.
- I-BEST programs must be included on the college’s workforce inventory.
- All I-BEST programs must include some college-level professional-technical credits or prerequisites that are required of all students in the selected program. Professional-technical credits must be transcribed the quarter they are earned.
- I-BEST programs must appear on the demand list for the local area in Workforce Explorer or alternative “local data” supporting high demand must be provided. “Local data” is defined as the actual number of job openings available for completers/graduates of the program that are greater than the number of completers/graduates produced by the program colleges in the region.

### ***Basic Skills***

- All students must qualify for federally supported levels of basic skills education. Students must be pre-tested using either the CASAS ECS or Life and Work series at the start of the I-BEST program and must be post-tested upon program completion, or at the end of the academic year, whichever occurs first. CASAS results must be recorded in WABERS.
- A plan for continued gains and reaching English language proficiency must be developed for students who transition into professional-technical programs who have not yet reached language proficiency. This plan should take into account ABE/ESL classes above the federally supported levels and beyond the program for which the college is applying.

### *Instructional*

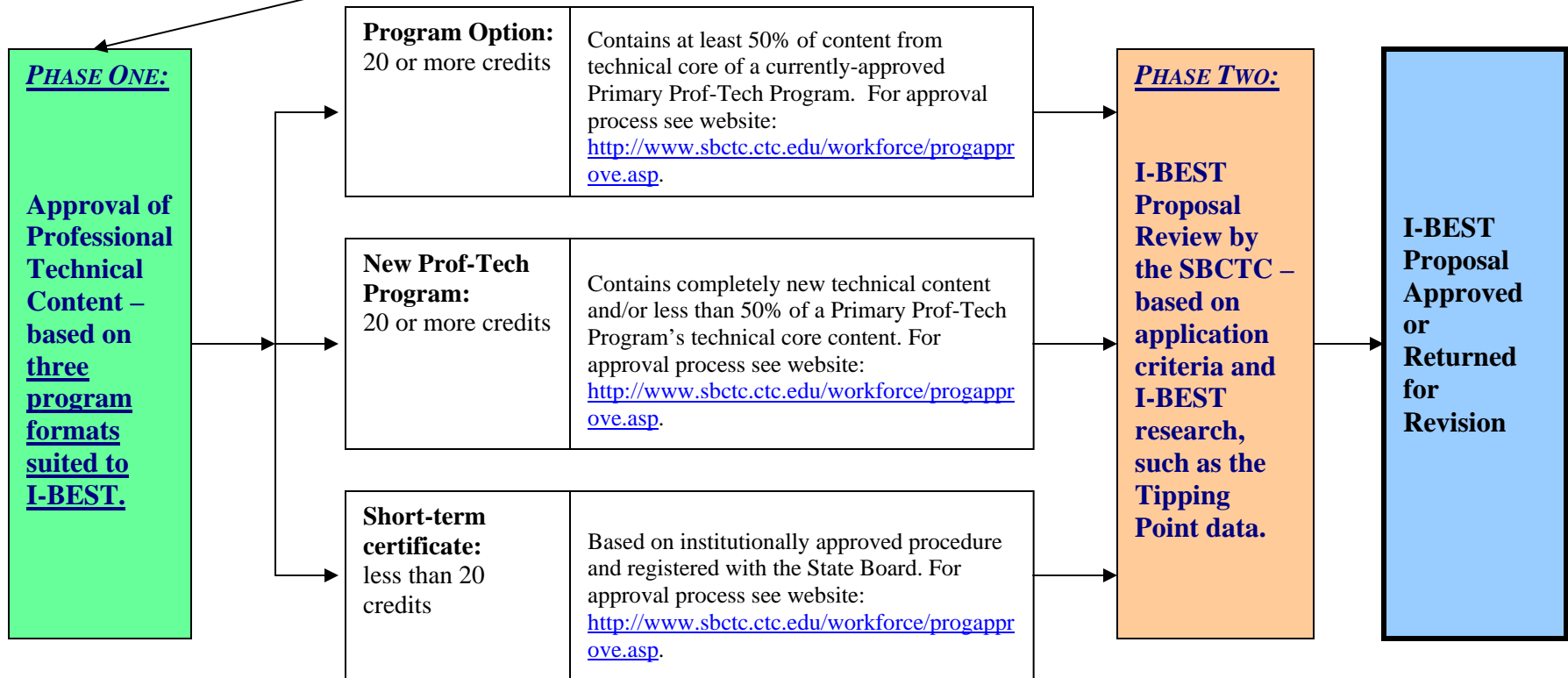
- The intention is to provide joint basic and technical skill development for students. Therefore, during a quarter, an instructor from basic skills and an instructor from the professional-technical program must jointly instruct in the same classroom with at least a 50 percent overlap of the instructional time. Linked courses and bridge<sup>1</sup> courses do not qualify as integrated instruction under this funding model.
- Faculty must jointly plan curriculum and jointly assess student learning and skill development.
- The college must have an approved plan for integration on file with the SBCTC.

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<sup>1</sup> 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.

## APPENDIX B I-BEST Program Guidelines and Planning Process

Electronic copy of full I-BEST proposal and signed hardcopy signature page  
received by Workforce Education Program Approval Office at SBCTC [pward@sbctc.ctc.edu](mailto:pward@sbctc.ctc.edu) or 360-740-4342



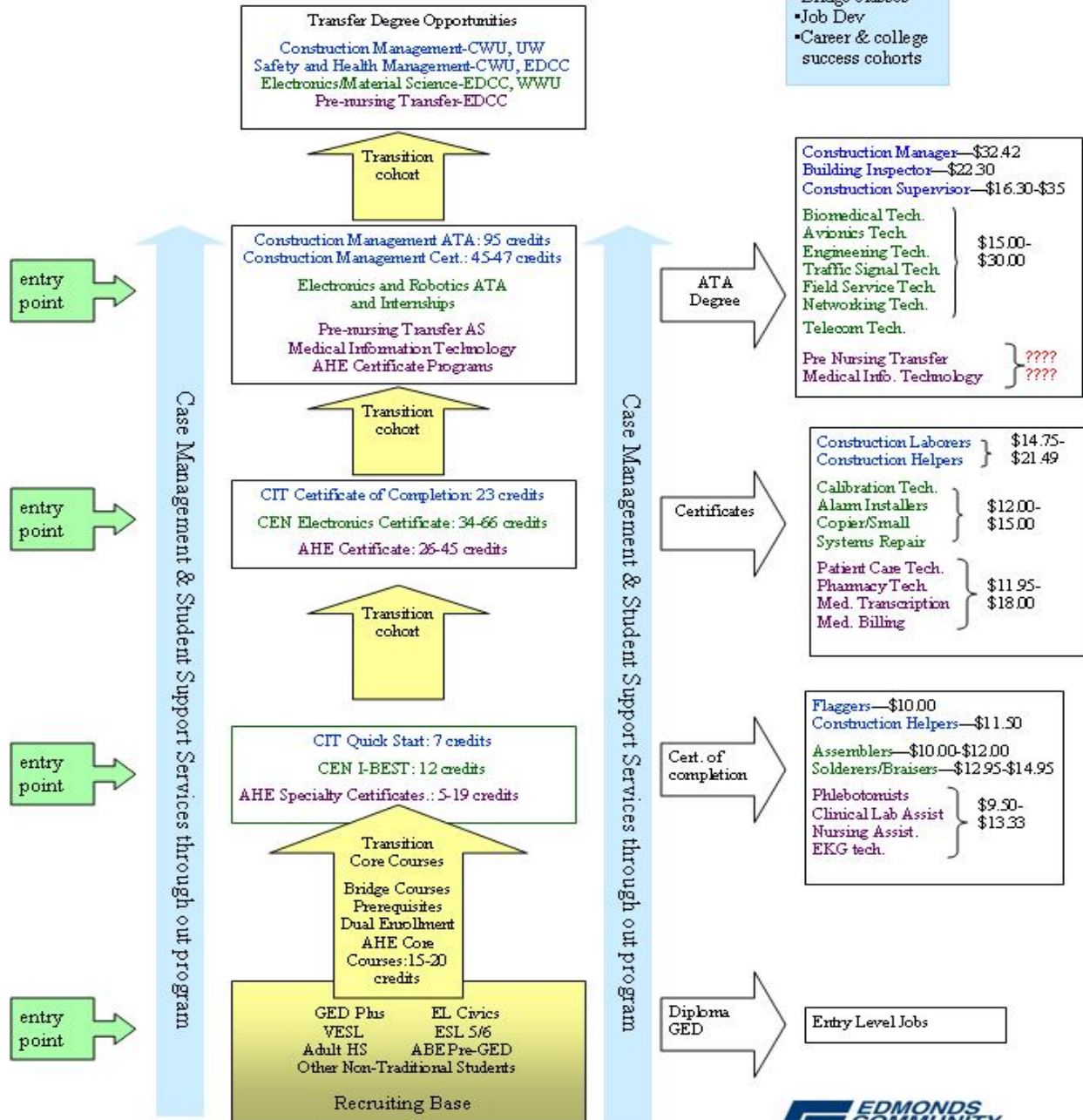
# APPENDIX C Pathway Example

## EDMONDS CC GATEWAY PROGRAM

**LEGEND**  
**CIT-Construction, Industry Trades**  
**CEN-Computer, Electronics and Networks**  
**AHE-Allied Health**

**Case Management/  
Support Services**

- Case management
- Financial Aid
- Counseling
- Tutoring
- Bridge classes
- Job Dev
- Career & college success cohorts



Contact Karen Johnson

## APPENDIX D Course Coding

It has been recognized that the I-Best instructional method is more expensive and rigorous requiring two instructors in each class. Because of this high cost of instruction, a method was adopted that allows these approved courses to produce FTE at a greater rate. The computer system doesn't have the capacity to make this new calculation automatically. Therefore, course coding staff will have to determine the I-Best credit equivalency and manually enter the rate on the class.

### **Revised I-BEST SMS Credit Equivalent Changing Instructions Effective Fall 2006**

After the initial implementation of coding of I-BEST courses, a revision of calculating the class credit equivalency is necessary. The changes explained below will continue to require colleges to enter manually the credit equivalent for approved I-BEST courses rather than having it done automatically. By overriding the present automatic calculations, an I-BEST course will generate a credit equivalent that is higher than the automatic class credit value. The change is colleges will now calculate the credit equivalency by multiplying the class credit value by 1.75.

### **Instructions**

Steps to code courses approved through the local college course creation and SBCTC I-BEST processes:

1. Change the value entered in the Character Parameter Value field to O (letter o, not the number zero) for parameter IS1007 on the College Parameter Table, SM5025.
2. The Cr Equiv field will open then you can use add or change of a class record and allow a manual entry. This field is located on the Course Schedule screen, IS1001 and the Course Construction screen, IS1018.
3. Calculate the credit equivalency by multiplying the class credit value by 1.75 then entering that value on the Class Construction Screen (IS1004) or the Class Schedule Screen (IS1002).
4. Enter a FPS of 42 on the class.

If you change the credit equivalent and/or FPS of a class after students have been enrolled in the class, you will need to drop the student from the class then reenroll them so that all the credit and FPS codes are corrected for reporting purposes. The student enrollment date should reflect the student's original date of registration.

**DO NOT DO ANY OF THE FOLLOWING** or the credit equivalent will return to the normal calculation process. Once a credit equivalent value has been entered manually, the value will not change during the creation of the class record and MIS reporting processing EXCEPT if the class is coded with one of the following:

**Do not:**

- 1) Code as variable credit (Y in the Var. Cr. field) because the credit equivalent will be changed to an average of the enrolled credits when job SR9202J, Count Tenth Day Enrollment, is scheduled.
  
- 2) Code the class with a W in the first position of the Section Status field because the credit equivalent field will be updated with a calculated amount based on the contact hours of the class when the class record is saved.
  
- 3) Enter a zero in the Cr field because the credit equivalent will be changed to a calculated amount based on the contact hours when job SR9202J, Count Tenth Day Enrollment, is scheduled.



**APPENDIX E**  
**I-BEST Resource Contacts at the State Board**

**State Board for Community and Technical Colleges I-BEST Staff**

The staff listed below will be happy to answer your questions or direct you to someone who can.

<b>Department</b>	<b>Contact info</b>	<b>Activities</b>
Adult Basic Education, Director	Israel David Mendoza <a href="mailto:imendoza@sbctc.ctc.edu">imendoza@sbctc.ctc.edu</a>	Overall administration
Workforce Education, Director	Jim Crabbe <a href="mailto:jcrabbe@sbctc.ctc.edu">jcrabbe@sbctc.ctc.edu</a>	Overall administration
Student Achievement Director	Tina Bloomer <a href="mailto:tbloomer@sbctc.ctc.edu">tbloomer@sbctc.ctc.edu</a>	Management coordination of policy and process development
Workforce Education	Michelle Andreas <a href="mailto:mandreas@sbctc.ctc.edu">mandreas@sbctc.ctc.edu</a>	Policy development, project consultation
Adult Basic Education	Kathy Cooper <a href="mailto:kcooper@sbctc.ctc.edu">kcooper@sbctc.ctc.edu</a>	Policy development, project consultation
Workforce Education	Amy Hatfield <a href="mailto:ahatfield@sbctc.ctc.edu">ahatfield@sbctc.ctc.edu</a>	Policy development, project consultation
Adult Basic Education	Kristin Ockert <a href="mailto:kockert@sbctc.ctc.edu">kockert@sbctc.ctc.edu</a>	Policy development, professional development/best practices dissemination
Educational Services	Susan Wanager <a href="mailto:swanager@sbctc.ctc.edu">swanager@sbctc.ctc.edu</a>	Fiscal analysis and consultation
Educational Services	David Prince <a href="mailto:dprince@sbctc.ctc.edu">dprince@sbctc.ctc.edu</a>	Policy development, research management
Workforce Education	Pat Ward <a href="mailto:pward@sbctc.ctc.edu">pward@sbctc.ctc.edu</a>	Professional-technical program approval process