

I-BEST Enhanced FTE Application

College:	I-BEST Instruction Start Date:
I-BEST Program Name:	Original Submission Date:
Name/Email of primary contact:	Revision #:
	Plan Approved: <input type="checkbox"/> YES <input type="checkbox"/> NO

Brief Program Summary: *(Use the space below to provide a 3 or 4 sentence **narrative** description of your program. Describe the length of the program, the certificates and number of credits, the target population (i.e. ABE, ESL, both, etc.). This information will be used on the Program Summaries List to share information about your program both internally and externally.*

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
OVERVIEW			
1. List the professional-technical program title and CIP/EPC code that has been approved by the SBCTC for this I-BEST program.	P-T Program Title _____ CIP code _____ EPC code _____ Dept./Division _____ Course Number: _____	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
2. For each integrated course, provide P-T course information, credit equivalency, ABE/ESL hours and anticipated class size using Format 1.	Format 1: P-T course name and # _____. P-T course hours _____ credits _____ credit equivalency _____ <i>(total credits x 1.75)</i> ABE/ESL hours _____ Class size _____	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>Separately describe non-integrated ABE/ESL classes that directly support the I-BEST program using Format 2.</p>	<p>Format 2: ABE/ESL course name and # _____. ABE/ESL hours _____ Class size _____</p>														
<p>3. List specific job titles, median salaries and number of job openings that demonstrate a skill gap in your region for which I-BEST students will qualify. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources. Please indicate the data source.</p>	<table border="1" data-bbox="703 462 1509 646"> <thead> <tr> <th data-bbox="703 462 1108 532">Job Title</th> <th data-bbox="1108 462 1318 532">Median Salary</th> <th data-bbox="1318 462 1509 532">Number of Openings</th> </tr> </thead> <tbody> <tr> <td data-bbox="703 532 1108 570">1.</td> <td data-bbox="1108 532 1318 570"></td> <td data-bbox="1318 532 1509 570"></td> </tr> <tr> <td data-bbox="703 570 1108 607">2.</td> <td data-bbox="1108 570 1318 607"></td> <td data-bbox="1318 570 1509 607"></td> </tr> <tr> <td data-bbox="703 607 1108 646">3.</td> <td data-bbox="1108 607 1318 646"></td> <td data-bbox="1318 607 1509 646"></td> </tr> </tbody> </table> <p>Data source(s):</p>	Job Title	Median Salary	Number of Openings	1.			2.			3.			<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
Job Title	Median Salary	Number of Openings													
1.															
2.															
3.															
<p>4. Describe how local and regional employers participated in the development of the proposed I-BEST program. Please describe their specific role during and after the I-BEST program.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision													
<p>5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision													

PATHWAY

- 6.** Describe the **educational and career pathway** that your I-BEST program is part of. Include how the I-BEST program is:
- a. is part of an **educational pathway** that is at least one year in length (45 college level credits);
 - b. uses proactive measures that inform students and engage them in planning a full **educational pathway** beginning with I-BEST and including stop-in and stop-out points available to them as they progress to a one-year certificate, a two-year degree, and a bachelor's degree, if appropriate;
 - c. provides students the opportunity to advance on the **career pathway** without duplicating courses;
 - d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree;
 - e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ABE/ESL or credit-

Meets Criteria

Needs Revision

<p>bearing developmental education courses;</p> <p>f. informs students of employment opportunities in their career pathway as they continue their education and also allows students to be employed at the conclusion of the I-BEST program.</p>			
<p>7. On a separate page, provide a pathway diagram that illustrates both the educational and career pathways described in question 6. <i>For an example, see Appendix C in the Guidelines and Process.</i></p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>8. Check the description below that best matches your I-BEST program. If you select A, please provide the additional required information:</p> <p>_____ a. Describe how you will ensure that I-BEST completers are <u>given priority status</u> in the advanced professional-technical program. If I-BEST completers need to meet specific assessment scores or other criteria, such as prerequisites, to get priority status, explain how you will prepare students <u>during the I-BEST program</u> to meet the specific assessment scores or other criteria; OR</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>_____ b. The labor market data provided in response to P-3 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. Job titles and associated wages for completers are also listed in question 3.</p>			
SUCCESS STRATEGIES			
<p>9. Describe strategies and processes used to recruit and screen a cohort of basic skills students into the I-BEST program. Describe the eligibility requirements, including but not limited to the ESL and/or ABE levels at which students are accepted into the program and the ESL and/or ABE level required for students to be accepted into the next level of the pathway or certificate program.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>10. What strategies do you have in place to assist students in acquiring the financial means for entering the program and continuing it to completion?</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>11. Describe specific strategies to retain all cohort members to completion of the I-BEST program. Include the proactive measures that will be used to inform I-BEST students how to access the range of support</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>			
INSTRUCTION			
<p>12. List program (student) learning outcomes that illustrate integrated professional-technical skill development and basic skills (ABE or ESL) gains. The outcomes must be integrated.</p> <p>Use the <i>Washington State Adult Learning Standards for ESL and ABE</i> and <i>Professional-Technical Competencies</i> that are appropriate as the backbone for developing integrated outcomes.</p> <p>The ESL and ABE standards are available online at: http://www.sbctc.ctc.edu/ABLE/Docs/learningSTDS/WASStateAdultLearningStandards.pdf</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>13. Based upon your integrated program (student) learning outcomes, describe how professional-technical and basic skills faculty members will jointly create, plan, measure, and deliver:</p> <p>a. integrated learning experiences that support these outcomes, including curricula and instruction; AND</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

<p>b. integrated assessment processes and tools that inform instruction and ensure opportunities for students to see progress toward meeting the integrated learning outcomes. Also include CASAS testing, reporting in WABERS, and appropriate professional-technical assessments.</p>			
<p>14. Specifically describe how and when each I-BEST course within the program will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members so that readers can see where the overlap occurs.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial aid, advising, counseling, registration, general student services, etc.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

I-BEST Enhanced FTE Application

Signature Page

Please submit original under separate cover upon approval of the I-BEST application.

College:

Program Title:

Proposed Start Date:

Signature:

Workforce Administrator

Basic Skills Administrator

Other team members:

Name	Position	Email	Phone Number