

## 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.
- Programs must also meet at least one of the following criteria:
  1. Contained within a currently-approved professional-technical program at least one year in length or an approved professional-technical associate degree program;
  2. Results in high wage employment with jobs available for program graduates at a minimum of \$14.00 per hour in King County and \$12.00 per hour in the rest of the state; and/or
  3. Articulated with an approved program (i.e., certified nursing assistant to licensed practical nurse) where completers are given preferential status.
- All I-BEST courses must include college-level professional-technical credits or prerequisites that are required by 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.

### ***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.

***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 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.