

Secondary Integrated Basic Education & Skills Training (I-BEST) Program

Report to the Legislature



Dr. Terry Bergeson
State Superintendent of
Public Instruction

November 2008

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Secondary Integrated Basic Education and Skills Training Program

Report to the Legislature

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November 2008

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Executive Summary

In the 2008 session, the Legislature provided \$250,000 for grants to five skills centers to develop and plan for the implementation of a Secondary Integrated Basic Education and Skills Training (I-BEST) program. The five recipients of the secondary I-BEST planning program for Fiscal Year 2009 include: Clark County Skills Center, North Central Technical Skills Center, Puget Sound Skills Center, Spokane Skills Center, and Yakima Valley Technical Skills Center.

The Secondary I-BEST program is structured to carry forth the intent of state and federal requirements to educate language minority students by providing equal and equitable access in all program areas offered in our state's public school system. The program is adapted from the community and technical college system's I-BEST program. As evident at the community colleges, the I-BEST program helps meet employer demands for highly skilled workers and their needs for a multi-lingual workforce. The results of that program have been very positive as indicated in the State Board for Community and Technical Colleges (SBCTC) research report on the program in 2006-07: "Twenty-four (24) colleges offered I-BEST programs and reported 900 students enrolled (273 ESL and 627 Adult Basic Education (ABE)/General Education Degree (GED)). This represents an increase of 55 percent in these colleges (65 percent for ESL students and 50 percent for ABE/GED) of students who were able to enroll in college-level course work during the same year they enrolled in basic skills."¹ Since the above report's release, the program has expanded significantly. There are more than 120 approved I-BEST programs offered throughout the 34 community and technical colleges in Washington State.

The Secondary I-BEST development planning project will integrate career and technical skills, core academic and basic skills, and English as a second language instruction for secondary school students. The objective is to determine whether a community and technical college instructional model can be adapted and implemented successfully at a secondary school level. The Secondary I-BEST program will become a stand-alone program providing students a program of study that will lead to industry-recognized certifications, with the ultimate goal of providing English Language Learners (ELLs) with a seamless transition into postsecondary education, a rigorous apprenticeship program, and/or employment. Some of the identified Secondary I-BEST programs in consideration for implementation are in the designated high-demand fields as defined by current legislation.

The Secondary I-BEST program's instructional methods, and the recommendations that follow, are intended to serve as a basis from which to continue to improve teaching and learning for all ELLs enrolled in Washington State public schools. In order to effectively implement a successful secondary I-BEST program, the skills centers participating in the pilot planning project

¹SBCTC Research Report No. 08- 1: *Increasing Achievement for Basic Skills Students (2008)*.

identified the following four recommendations. (Further details of the recommendations can be found on page six of this document.)

1. **Additional Staffing:** It is recommended that the state provide staffing ratio funding of 1:25 students for the program.
2. **Planning Time and Professional Development:** It is recommended that instructors in the Secondary I-BEST program be provided sufficient planning time and professional development to collaborate and incorporate vocabulary-related skills content into the curriculum of the program, as well as safety procedures at the school.
3. **Curriculum Materials:** The proper curriculum materials must be carefully selected prior to implementation of the program. Curriculum materials will guide student learning in the identified Secondary I-BEST programs.
4. **Establishment of a Secondary I-BEST Program Model:** It is recommended that all five participating skills centers be required to develop a Secondary I-BEST program model that other districts can replicate in their local high schools.

When local community and business organizations are involved throughout the development/planning phase of the Secondary I-BEST program and when clear goals and expectations are set for students, there is an increase in student achievement. Additionally, when families and local community and business organizations work collaboratively with districts, the well-being of students is also a benefit to the local economy.

The secondary I-BEST program is intended to narrow the achievement gap between ELL students and their English-speaking peers: "As employers and society work toward eliminating racial and ethnic gaps in the workplace... increasing levels of education and training will help to decrease and, hopefully, one day eliminate the gaps. While the education system cannot completely eliminate the problems of racism, it can offer those from racial and ethnic minority backgrounds an opportunity to obtain the human capital needed to counteract some of its impact."²

All five skills centers were notified of their acceptance to the Secondary I-BEST development and planning grant in the summer of 2008. The skills centers began laying the foundation for Secondary I-BEST by working with their local community colleges to better understand the goals and objectives of the I-BEST program at the community college level. Due to summer vacations, district-planned professional development, and prior commitments from all parties, meetings with community organizations, ethnic service providers, businesses, and local institutions of higher education took place in September and October. Over the course of the summer, the Office of Superintendent of Public Instruction (OSPI) and the SBCTC provided technical assistance to the skills centers to assist them in connecting with the above organizations.

² Workforce Training and Education Coordinating Board. *High Skills, High Wages: Washington's Strategic Plan for Workforce Development*. January 2007.

The five skills centers will continue working to create a collaborative environment in which the partnerships will continue and grow. Revised, detailed development plans for full implementation of the Secondary I-BEST program are expected from skills centers by the spring of 2009. A status report from the skills centers regarding the further development of their implementation plans is due to OSPI by January 16, 2009.

I. Purpose

The purpose of the Secondary I-BEST program is to clarify and reinforce the English language skills needed by ELL students to succeed in a particular Career and Technical Education (CTE) course and in employment. The goal is to enable and motivate secondary students who are struggling with language and academic skills to earn a high school diploma and be prepared for workforce entry or further education and training in a career and technical field. In this program, the five skills centers will incorporate academic, career and technical, and English-as-a-second-language education through a team teaching method of instruction.

A focus of the current Carl D. Perkins Act of 2006 is to assure that all students, including ELLs, are provided equal and equitable access to quality CTE programs. As part of that access, state and federal laws require that each local education agency provide information to ELLs and their parents regarding student options and programs available in their districts.

The Office of Civil Rights' Title VII publication, *Guidelines for Vocational Education Programs*, states that schools cannot deny ELLs admission to vocational education solely on the basis of limited English language skills. Furthermore, the guideline requires the dissemination of information in the native language of the community and requires bilingual counselors or translators for counseling services. The Title VII publication holds each school responsible for ensuring that it does not enter into any agreement with a union or employer for apprenticeship training, work-study programs, or job placement if they discriminate on the basis of race, color, national origin, sex, or disability.

After five years of successful I-BEST programs in Washington State's community and technical colleges, the office of CTE, within OSPI, is charged with working collaboratively with personnel from the SBCTC to begin the planning phase of development of a Secondary I-BEST program as a way of providing instruction to ELLs in a way that not only better responds to Perkins and Title VI, but better meets students' needs.

II. Introduction

As a result of the 2008 legislative session (ESHB 2687), \$250,000 of the general fund state appropriation for Fiscal Year 2009 was provided solely for grants to five skills centers to develop and plan for the implementation of integrated English language development/career skills programs. The programs will pair English language development teachers with career/technical education instructors in the classroom to create a seamless transition for ELL students from high school to the community and technical college programs for students choosing that pathway. The goal is to help them seamlessly transition into postsecondary education, apprenticeship programs, and/or employment.

The demographic trends in Washington State are striking: “The state’s population of color (non-white and Latino/Hispanic) increased from 13 percent in the 1990 census to an estimated 22.4 percent in 2004, according to the Office of Financial Management (OFM).”³ Disparity among ELLs and traditional language students is even more striking when data on academic achievement is further disaggregated. Based on state-reported data from the U.S. Department of Education, it is estimated that 5,119,561 ELL students were enrolled in public schools (Pre-K through Grade 12) for the 2004–05 school year. This number represents approximately 10.5 percent of total public school student enrollment and a 56.2 percent increase over the reported 1994–95 total public school ELL enrollment. A more recent report to the legislature from the OSPI, *Educating English Language Learners in Washington State, 2005–06*, portrays the following growth of ELL student enrollment:

Growth of ELL Student Enrollment (OSPI report to the Legislature 2005–06)

School Year	Total Student Enrollment	Total ELL Student Enrollment	Percent ELL
1996–1997	964,642	54,124	5.6%
1997–1998	984,564	56,939	5.8%
1998–1999	993,623	62,132	6.2%
1999–2000	997,580	66,281	6.6%
2000–2001	997,487	70,431	7.1%
2001–2002	1,002,257	72,215	7.2%
2002–2003	1,006,054	73,201	7.3%
2003–2004	1,010,229	79,252	7.8%
2004–2005	1,005,882	87,347	8.7%
2005–2006	1,017,777	92,388	9.1%

“As the number of students with limited English proficiency increases, issues related to meeting the needs of ELLs and higher academic standards are

³ SBCTC Research Report 05-3: *Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Progress Report (2005)*.
http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-3_peopleofcolor_dec2005.pdf.

receiving more scrutiny.”⁴ Based on the data, Washington’s public school ELL enrollment increased by almost 100 percent within the past ten years.

Too often the higher academic standards that are set for students do not take into account the equity and access we need to maintain for all students, doubling the hardship of many ELLs. These students face huge obstacles as they begin to formulate their identity within both their traditional culture and values and their adopted culture and its values. ELL students frequently must maintain distinct cultural and family traditions when at home, and they are required to juggle these with a new, competing worldview in order to thrive in the majority culture and be a successful contributor to the economy.

According to the *Graduation and Drop out Statistics for Washington State, School Years 2004–05 and 2005–06*, the drop-out rate for ELLs increased by 1.9 percent over those years, the second highest drop-out rate behind black students when disaggregated—higher than special education students and low income students combined. The prevalence of high drop-out rates with ELLs not only imperils the individual’s future, but also profoundly impacts our state due to the loss of productive workers, costs associated with increased incarceration, health care, and social services.

III. Process

It is critical that both the ELL instructor and CTE instructor use proper materials and have an authentic knowledge of the CTE content. Recipients of the Secondary I-BEST planning/development project will not only be working directly with students but will be coordinating efforts with their sending districts to evaluate student performance and take part in professional development opportunities targeting ELLs and/or struggling students. In addition, it is also critical that both instructors take part in professional development opportunities that are related to the subject of the integration of the skills training program they are teaching with the basic academic and the necessary differentiated instruction for ELLs. Both instructors of the Secondary I-BEST program will have an opportunity to attend workshops/trainings collectively to focus on clear, practical strategies that promote positive, effective interactions among students and teachers. This ensures that both instructors are trained to modify the delivery of instruction to students, promoting not only academic language and literacy skills but also the technical skills needed for the Secondary I-BEST program.

With the continued assistance from the SBCTC, local education agencies, business partners, and community partners have the opportunity to begin the planning/development sessions, learning first-hand of the challenges and successes that occurred while trying to implement the I-BEST program at the colleges. The SBCTC has been an integral partner with OSPI in the

⁴ Office of Superintendent of Public Instruction. *Educating English Language Learners in Washington State, 2005–06*. March 2008.

planning/development phase of this project. In addition to providing technical assistance, the SBCTC assisted by attending meetings, providing updates, providing research studies, data, and other items related to the I-BEST program in the community colleges across the state. The SBCTC will continue to be a key contributor in the planning phase of the development this year and will continue to be a key contributor throughout the various phases of the Secondary I-BEST program as skills centers begin to prepare for implementation next year (contingent on funding).

IV. Findings

The current funding for this project is for planning purposes only. It is our intent to establish a formal evaluation process, provided further funding becomes available, for the full implementation of the secondary I-BEST program.

V. Recommendations

The five skills centers taking part in the planning of the Secondary I-BEST have identified the following four key focus areas as recommendations:

1. **Staffing Ratio:** It is recommended that the state provide a staffing ratio funding of 1:25 students. Superintendent Bergeson has proposed changes to the staffing ratio to an additional 1:25 English Language Learners for those classes involved in the Secondary I-BEST programs.
2. **Planning Time & Professional Development:** Concern over safety knowledge and practice is critical to the health and physical well-being as well as the educational needs of an ELL student in a CTE program. It is recommended that both instructors of the Secondary I-BEST program are provided with sufficient planning time and professional development to collaborate and incorporate any vocabulary-related skills content into the curriculum of the program as well as any safety procedures at the school. When sufficient planning time and professional development are provided for instructors as central parts of their teaching, student achievement becomes a collaborative priority. Through this time, decisions and discussions related to the integrated assessments that are based on the integrated content of the assessment, evaluation and curriculum materials, may be had. It is also recommended that both instructors meet with the CTE director, local business partners, and the I-BEST program coordinators at the community colleges on a regular basis to assure that students who have exited the CTE Secondary I-BEST program are provided a seamless transition into postsecondary education, employment, apprenticeship programs, etc.
3. **Curriculum Materials:** Curriculum materials play a critical role in the planning phase of the development of the Secondary I-BEST program. The proper curriculum materials must be carefully selected prior to implementation

of the program. Students should be offered the opportunity to apply what they learn in a meaningful context. Curriculum can be made meaningful in a number of creative ways. For example, science and math skills can be effectively applied through hands-on interactive activities that allow students to explore issues of significance in their lives (such as an investigation of the quality of the local water supply or the sustainability of energy in the U.S— issues involving civics, financial literacy, and technical skills). A proper selection of curriculum materials is essential, so that all teaching complements the participating Secondary I-BEST students' second language levels, academic needs, and skills training needs.

4. Establishment of a Secondary I-BEST Program Model: It is recommended that all five participating skills centers be required to develop a Secondary I-BEST program model that other districts can replicate at their local high schools. The five skills centers will become host sites for districts interested in the Secondary I-BEST program. Interested districts will be able to observe a Secondary I-BEST program model during school hours. In addition, districts will be able to ask any questions or raise concerns they may have about the development phase of the program, such as how the secondary I-BEST program was selected and the commitment from administrators. About 50 school districts are represented within the five participating skills centers including rural, non-rural, large and small districts.

VI. Conclusion

The Secondary I-BEST program is encouraging for ELL students. Students can access a high quality CTE program while simultaneously acquiring proficiency levels in the English language and achieving academic standards.

In a period of demographic transformation, we must be responsive to the needs of the student population districts are serving. The alignment of high school curriculum with postsecondary education, working with employers to identify specific skill requirements, and engaging parents and community organizations with the education issues will produce high-skill, high-demand, and highly qualified young adults to begin the next phase of their lives and contribute to our economy in a meaningful way.

Studies have shown that the success of academically high-achieving students is attributed to the availability and access to support and positive reinforcement from teachers, administrators, community, parents, and other family members. In order to implement a successful program for the education and access for ELLs, it must be supported by the community and schools. Strong parental and community involvement will be a key factor in the success of the program. The Secondary I-BEST program will provide and support the infrastructure that is necessary for continued student achievement, helping to close the achievement gap. Furthermore, the program will require all local education agencies, educational partners, and local business partners to work collaboratively to help

ELL students across our state achieve success and alleviate the ELL student dropout rate. Students must be prepared with the proper skills education in order to compete in a 21st century economy.

The secondary I-BEST program is designed to provide ELL students the same technical concepts and skills as native English speaking students, given the necessary support, services, appropriate CTE instructional materials, and proper language acquisition assistance. The secondary I-BEST program is a support system that will show significant gains with ELLs, as evident in the research report from the State Board for Community and Technical Colleges (2008). Instructors are to augment curriculum materials and instruction collectively to assure that the appropriate delivery of the program is meeting state standards.

A program such as Secondary I-BEST is imperative for our future economic success. Clearly, it will bolster our ability to educate and transform our young adults into employable, highly-skilled, and highly-qualified contributing employees in a challenging and dynamic 21st century economy.

VII. Next Steps

OSPI will continue to work closely with the five selected skills centers in the planning process of the Secondary I-BEST program. The SBCTC will continue to be a key contributor in the development and implementation phase of the project and provide technical assistance as needed.

OSPI will continue to participate in meetings with community and educational partners related to the Secondary I-BEST program with the skills centers. Revised, detailed development plans for full implementation of the Secondary I-BEST program are expected from skills centers by the spring of 2009. A status report from the skills centers regarding the further development of their implementation plans is due to OSPI by January 16, 2009.

VIII. Bibliography

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United States Court of Appeals, Fifth Circuit *Bilingual Court Cases*. Unit A, 648 F.2d 989; 1981 U.S. App. Lexis 12063, No. 79-2253.

U.S. Department of Education: The Office of Civil Rights' Title VII publication, *Guidelines for Vocational Education Programs*. Federal Register. March 1979.

U.S. Department of Education's survey of the states' limited English proficient students and available educational programs and services, 1991–92 through 2001–02 summary reports. Supplemented by state publications (1998-99 data), enrollment totals from the National Center for Education Statistics (NCES), 2004–05. Consolidated State Performance Reports, and data reported by states.

IX. Appendices

- A. Bilingual Education Case History
- B. Skills Center Implementation Plans

Appendix (A)

Bilingual Education Case History

The laws of Washington State and the United States guarantee all students in the state access to a quality education. This requires every district to guarantee all students equal and equitable access to the full range of programs and resources. Equal and equitable access is influenced by admission policies adopted at the district level and implemented at the school level. By law, English Language Learners (ELLs) are entitled to the same access as mainstream students whose first language is English. According to a research report by the State Board for Community and Technical Colleges (SBCTC):

The state's population of color (non-white and Latino/Hispanic) increased from 13 percent in the 1990 census to an estimated 22.4 percent in 2004, according to the Office of Financial Management (OFM). Census 2000 reports that 10.4 percent (16,500) of the state's citizens were immigrants. Of those, more than one in every four (26.4 percent) were recent newcomers to Washington, having arrived between 1995 and 2000.⁵

In Washington State today, the growing number of language minority students and changes in immigration law continue to generate questions and concerns about how to fulfill administrative duties without infringing upon children's educational rights. A functional level of proficiency in the use of the English language is a basic educational right and a necessary foundation for success. The right to assistance for ELLs is affirmed at the Federal level by the enforcement of Title VI of the Civil Rights Act of 1964 by the U. S. Office for Civil Rights. Additional affirmation has also been provided as a result of the 1974 U.S. Supreme Court decision *Lau v. Nichols*, which indicated that school districts may not compromise a student's rights to a meaningful education before proficiency in English is obtained.

Furthermore, the ruling of *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981), requires schools to use a three-pronged approach to assure that schools are complying with their obligation under the regulations implementing Title VI of the Civil Rights Act, to provide any alternative language programs necessary to ensure that national origin minority students with limited-English proficiency (LEP students) have meaningful access to the schools' programs. This approach includes:

1. A practice grounded in sound educational theory.
2. Effective implementation of an appropriate program.
3. Assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.

The *Castañeda* court ruling required that "appropriate action to overcome language barriers" be taken through well implemented programs. English language proficiency is especially critical for students in Career and Technical Education (CTE). Students must be prepared and ready to enter the workforce with the knowledge and skills required by the employer.

⁵ SBCTC Research Report 05-3: *Access And Success For System Goals For People Of Color In Washington Community And Technical Colleges: Progress Report (2005)*.
http://www.sbctc.ctc.edu/docs/data/research_reports/resh_05-3_peopleofcolor_dec2005.pdf.



Dennis Kampe, Director
Terry Cosentino, Assistant Director

Project I-BEST

(Integrated Basic Education Skills Training)
Clark County Skills Center

The Project I-BEST program is a unique ELL academic and technical education partnership. Project I-BEST provides funding for educational access and support to English language learners (ELL).

Purpose

To plan and implement Southwest Washington I-BEST programs that pair ELL academic teachers with Career and Technical Education (CTE) teachers to plan integrated classroom instruction to support English language learners so they progress further and faster in academic and technical programs.

Planning Committee:

Sue Ballard, Project Facilitator
Dennis Kampe, Director, Clark County Skills Center
Susan Dixon, Director, Evergreen School District
Bryan Erickson, Assistant CTE Director, Evergreen School District
Linda Friberg, ELL Administrator, Evergreen School District ELL Staff
Wendi Russell, CTE Director, Vancouver School District
Karen Wilson, ELL Department, Vancouver School District ELL Staff
Sherri Priestman, ELL Department, Vancouver School District
Lynne Gadbury, ELL Department, Vancouver School District
Denice Harvey, CTE Director, Battle Ground School District
Glenna Ainsley, ELL Department, Battle Ground School District
Craig Downs, Assistant Superintendent, Woodland School District
Clark College ELL Staff

Meeting Schedule:

September 25, 2008:	Meeting with Dennis Kampe and Project Facilitator Sue Ballard
October 13, 2008:	Meeting with Vancouver, Evergreen, and Woodland School District representatives
November 5, 2008:	Scheduled meeting with Phouang Hamilton, OSPI
Monthly Meetings	Development and implementation planning.
April 2009	Scheduled Sheltered Instruction Observation Protocol (SIOP) training.
May and June	Teacher planning time in preparation for September 2009 implementation.

Appendix (B)
Implementation Plan 1 – Clark County Skills Center

Career and Technical Education

1. The Career and Technical Education (CTE) program will be an OSPI-approved CTE program.
2. The CTE teacher will be an OSPI-certified CTE teacher.
3. A CTE program advisory committee will be maintained as defined by the OSPI CTE Standards.
4. Student Professionalism (student leadership and professional development) will be an integrated curriculum focus (20% minimum).

Academic Skills

1. The academic teacher will be an OSPI-certified English/Language Arts teacher.
2. A plan for continued gains and reaching English language proficiency must be developed for students who transition into the program who have not yet reached language proficiency.

Instruction:

1. There is an expectation that administration and faculty from CTE and ELL participate as equal partners in creating a joint program of instruction.
2. The expectation for instructional delivery is that the mode of instruction incorporates joint planning and instruction, resulting in both literacy and work force skills gains.
3. During the program instructional time, the academic teacher and the CTE teacher will jointly instruct in the same classroom with at least 25 percent overlap of the instructional time with “Professionalism” as a recommendation mode for joint instruction.
4. Student progress is to be evaluated jointly by the CTE and academic teachers.

The Study

The Clark County Skills Center is taking the lead in a regional approach for the planning and implementation of Integrated Basic Education and Skills Training (I-BEST) programs. The I-BEST program will serve students from the nine Southwest Washington school districts;

Battle Ground	Camas	Evergreen
Hockinson	LaCenter	Ridgefield
Washougal	Woodland	Vancouver

The Clark County demographics indicate that the primary ELL populations are Hispanic and White Eastern Europeans (Slavic). The largest high school-aged ELL population is in the Vancouver and Evergreen School Districts.

A consultant was hired to facilitate the I-BEST study and to create an I-BEST implementation plan for Southwest Washington school districts.

The Preliminary Plans

The preliminary plan will include the implementation of three I-BEST programs across Clark County.

The common factors for all I-BEST programs:

1. The programs will emphasis the enrollment of ELL students.
2. The informational and recruitment process will include the districts ELL department.
3. Entry level students will have an English proficiency of Level 2 with the objective to improve the English proficiency to ELL Level 3 or 4.

Appendix (B)
Implementation Plan 1 – Clark County Skills Center

4. All I-BEST instructional and support staff will participate in Sheltered Instruction Observation Protocol (SIOP).
5. All programs will leads student completers to an industry certification, college credit, and/or employment.

I-BEST Program #1: Evergreen School District

The Evergreen School district will implement an I-BEST program in at least one of the district’s high schools during the 2009–10 school year. The program will serve a minimum of 20 students with potential of serving up to 80 students. The curriculum will integrate the delivery of a CTE Computer Application and an ELL English class.

I-BEST Program #2: Vancouver School District

The Vancouver School District like the Evergreen School District will implement an I-BEST program at Fort Vancouver High School during the 2009–10 school year. The program will serve a minimum 40 students with the potential of serving 100 students. The curriculum will integrate the delivery of a CTE program and an ELL English class.

I-BEST Program #3: The Clark County Skills Center:

The Clark County Skills Center will implement an I-BEST program during the 2009–10 school year. This program will serve ELL students from Clark County school districts that individually do not have the ELL numbers to support a district I-BEST program.

Battle Ground	Camas	LaCenter
Hockinson	Ridgefield	Washougal
Woodland		

The curriculum will team a CTE Micro-Computer Applications teacher with an ELL English teacher to team teach workplace readiness skills to students while focusing on the students development of English skills.

Additional Resources Needed

The identified resources needed to successfully implement and operate I-BEST programs are:

1. Training and planning time for CTE and ELL staff.
2. Funding to support certified instructional staff and classified classroom support staff.
3. Specialized instructional materials and software.

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
1	Conduct initial meetings to introduce program.	Contact Key Contributors and set date	Summary of successful I-BEST programs currently being implemented; I-BEST information	NCTSC Director, WHS & EHS Bilingual Program Representatives, OIC, WVC, Automotive Tech Teacher	September, 2008
		Meet with State level representative about needs and program design.	Participation of key contributors	Representative from OSPI, NCTSC Director, WHS & EHS Bilingual Program Representatives, OIC, WVC, Automotive Tech Teacher	October, 2008
2	Work with districts to determine best implementation of I-BEST program.	Meet with Eastmont High School about English language development (ELD) program and students; answer any concerns about I-BEST program, gather input.		NCTSC Director, EHS Bilingual Program Representative, EHS Counselors, NCTSC Automotive Tech Teacher	November, 2008
		Meet with Wenatchee High School about ELD program and students; answer any concerns about I-BEST program, gather input.		NCTSC Director, WHS Bilingual Program Representative, WHS Counselors, NCTSC Automotive Tech Teacher	November, 2008
		Meet with Cashmere High School about ELD program and students; answer any concerns about I-BEST program, gather input.		NCTSC Director, CHS Bilingual Program Representative, CHS Counselors, NCTSC Automotive Tech Teacher	November, 2008

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
		Conduct a meeting with remaining district high school representatives to discuss I-BEST program.	Funds for snacks and beverages	NCTSC Director, remaining Bilingual Program Representatives, remaining high school Counselors, NCTSC Automotive Tech Teacher	December, 2008
3	Conduct survey to reveal potential and realistic expectations of student participation and eligibility.	Gather number of LEP students for each district in skills center regions that are Level 3 on WLPT-II and interested in Automotive Technology.	Contact Person for Bilingual program at Special Programs within the largest three districts (EHS, WHS, CHS)	ELD Specialist	December, 2008
		Create and administer survey for students about possible barriers to participating in I-BEST program.	Contact Person for Bilingual program at Eastmont Special Programs	ELD Specialist; Level 3 Students interested in Automotive Tech	February, 2009
		Survey high school counselors about possible barriers to participating in I-BEST program.	Time with high school counselors	NCTSC Director and ELD Specialist; High School Counselors	January, 2009
4	Work to eliminate identified barriers for student participation.	Tally and summarize surveys	Release time or extra duty pay for specialist and instructor	ELD Specialist and Automotive Tech Instructor	

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
		Assign each barrier identified to a planning committee member for resolution.	Release time or extra duty pay for committee member work on solution.	NCTSC Director	February, 2009–Beginning of the 2009–10 School Year, as needed
5	Align curricula for Automotive Technology Class and ELD standards.	Hold joint teaming sessions between an ELD Specialist and the Automotive Technology Instructor.	Release time or extra duty pay for instructor and ELD Specialist to team	ELD Specialist and Automotive Tech Instructor	January, 2009–April, 2009
		Have draft reviewed for ELD content and connection to ESL program at WVC by ELD Specialists from WVC and/or high schools.	Release time or extra duty pay for ELD Specialist	ELD Specialist, WVC ESL Instructor group, ABE Director from WVC	May, 2009
		Have draft reviewed for Automotive Tech content and link to community college program by WVC Automotive instructors.	Release time or extra duty pay for Automotive Tech instructor	Automotive Technology Instructor, WVC ESL Instructor group, ABE Director from WVC	May, 2009
6	Seek equivalency credit for I-BEST program.	Talk to Administrative Council about adding I-BEST program and requirements for including program description in school course catalogs.	Summary of Participating High Schools' ELD Credit Assignments	NCTSC Director, Administrative Council	December, 2008

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
		Follow equivalency steps and procedures as outlined by large districts.	Curriculum alignment for ELD and Automotive Tech	NCTSC Director with assistance from ELD Specialist and Automotive Tech Instructor as needed	January, 2009
7	Secure needed materials for successful implementation.	Review curricula designed for I-BEST program in order to list materials needed.	Release time or extra duty pay for specialist and instructor	ELD Specialist and Automotive Tech Instructor	May, 2009
		Investigate pricing and ordering information against remaining budget capacity.		ELD Specialist and Automotive Tech Instructor	May, 2009
		Order necessary Automotive materials and tools to ensure successful teaching of content.	Funds to purchase needed materials and tools	Automotive Technology Instructor	May, 2009
		Arrange for possible shared curriculum for ELD with area high schools.		ELD Specialist	May, 2009
8	Post and recruit qualified ELD instructor.	Discuss job specifics with human resources director of host school district.		NCTSC Director	April, 2009
		Create job posting.		NCTSC Director	April, 2009

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
		Post position.	FTE formula or funding secured by OSPI	Human Resources Director	May, 2009
		Interview candidates, make recommendation for hire, hire.	FTE formula or funding secured by OSPI	NCTSC Director, Automotive Tech Instructor, ELD Specialist	May, 2009; June, 2009
9	Provide needed staff development.	Provide training for Automotive Technology teacher in the area of ELD and sheltered English teaching strategies.	Funds for training	ELD Specialist, NCESD Staff, or other Host District Approved Trainer	June, 2009
		Provide training in cultural awareness for entire Skills Center staff.	Funds for trainer and participants	ELD Specialist and/or NCESD Staff	March, 2009
10	Introduce I-BEST program to community. Recruit participants.	Actively market program at parent conferences and parent nights.	Funds for copies, brochure development, display board items	NCTSC Director, Automotive Tech Instructor, ELD Specialist	On-going beginning in March, 2009
11	Work with community to provide students with job placement upon completion of I-BEST program.	Meet with Automotive Advisory Board to discuss benefits and placement options for program completers.	Funds for snacks and beverages	NCTSC Director, Automotive Tech Instructor	March, 2009

**North Central Technical Skills Center
I-BEST Planning Outline**

	Stage of Planning	Steps to be Taken	Resources Needed	Person(s) Involved/ Key Contributor(s)	Timeline for Completion
		Seek additional job placement opportunities for program completers.		NCTSC Director, Automotive Tech Instructor	March, 2009

Appendix (B)
Implementation Plan 3 – Puget Sound Skills Center

Puget Sound Skills Center

Fall 2008

IBEST/ELL progress report

Grant Objective: To orient and inform all staff regarding best I-BEST/ELL practices.

Goals:

1. By 2009–10 implement I-BEST/ELL entry class staffed by I-BEST/ELL trained instructor.
2. All staff trained and utilizing I-BEST/ELL practices.

Strategies:

1. Meet with I-BEST/ELL building committee monthly starting October 2008.
 - a. Determine progress – November 5 (after in-service), December 12 (after in-service), January 26, March 4, May 8
 - b. Determine next steps at above meetings.
 - c. Committee members: Highline School District ELL Supervisor Bernard Koontz, Judy Gill (CTE Para educator), Brad Hendricks (Auto Body Instructor), Rich Marshall (Engineering Design Instructor), Victoria Hall (VITAL Para educator), Devin Taylor (Highline Community College ELL Instructor) and Sue Shields (Administrator)
 - d. All staff in-service at Highline Community College, November 5, 2008 for observation and information. HCC is one of the top community colleges using I-BEST/ELL best practice. Business Department Joy Smucker is the contact along with Vice President Jeff Wegnitz.
2. Building committee to receive SIOP training: December 2008.
3. Health grant and Translation & Interpretation program coordination/study of integration for school year 2009–10 coordinated by Director Sue Shields and Health grant coordinator Marla Barrett.
4. Cultural competency staff training – January 26, 2009
5. Project GLAD training – Summer 2009 – coordinated with Bernard Koontz.
6. ELL brochures printed fall 2008.
7. ELL teacher breakfast planned, fall 2008.
8. Meeting with HCC’s Bevin Taylor to determine her schedule to coach Rich and Brad this year on a weekly basis.
9. Meeting with Vice President Wegnitz, November 10, 2008 to determine HCC staff who will coach/mentor instructors who volunteer to participate after the 11/5 in-service.

Appendix (B)
Implementation Plan 4 – Spokane Skills Center

Spokane Skills Center

Skills Center English language development (ELD) Support Implementation Plan:
 Modify I-Best Program to a Secondary School Environment

Timeline:

Phase 1: September – November 2008
 Assess curriculum & ID adult participants

Phase 2: November 2008 – January 2009
 Build & advertise I-Best pilot

Phase 3: January/ February 2009 – June 2009
 Pilot ELD support at skills center 2nd semester.

Phase 4: September 2009 --
 Re-assess, modify, and continue ELD support program at skills center.

Actions:	Goals:	Key Players:
Coordinate with Community College I-Best programs to establish ELD support at skills center.	I-BEST pilot program 2 nd semester to serve target population ELL students from area districts. Opportunities for professional growth are given to skills center teachers working with current ELL students.	Don Howell, <i>Spokane Skills Center Director</i> Phil Koestner, <i>Spokane Public Schools ELD Coordinator</i> Donna Syron, <i>Community Colleges of Spokane I-Best Director</i>
I-Best Pilot, 2 nd semester, two cohorts in “high demand” areas.	Students qualified for I-Best entry at community college upon exit. Students access skills center program next year.	Kim Orth and Chuck Sauer, <i>Spokane Skills Center staff</i> Dan Tougas, <i>ELD staff</i>
Construction Cohort— “Decatur Remodel Project”	Construction pilot students enroll in district pre-apprenticeship program, start pre-apprenticeship portfolio.	Chuck Sauer, <i>Spokane Skills Center</i> Tim O’Halloran, <i>Spokane Pre-Apprenticeship</i> Dan Tougas, <i>ELD staff</i>
Healthcare Cohort	Healthcare pilot students qualified for CNA qualification.	Kim Orth, <i>Spokane Skills Center</i> Dan Tougas, <i>ELD staff</i>

Appendix (B)
Implementation Plan 4 – Spokane Skills Center

Professional Development for Skills Center and ELD Staff
Targeting Successful Instruction of ELLs:

Nov 4–6, 2008: Sheltered Instruction Observation Protocol (SIOP) Academy Workshop in Spokane

CTE and ELD staff observe Community College I-Best program method together, Phase 2

February 13, 2009: Learning Improvement Day Presentation for skills center staff addressing instruction for ELLs at skills center

Feb 17, 2009: CTE staff training with ELD experts.

Feb 18, 2009: Spokane Regional ESL Conference Workshops.

Weekly common planning time with CTE and ELD staff, Phase 3 and Phase 4.

Weekly collaboration and staff meeting training for skills center staff, Phase 3 and Phase 4.

Phase 1: Assess curriculum & ID adult participants

September – November 2008

Observe & assess curriculum in place at skills center and I-Best.

How does I-BEST do it?

Observe I-BEST classroom & meet with instructors and program director, Donna Syron at Community Colleges of Spokane.

Collaborate with and observe instructional staff at CCS and skills center.

Address these questions:

What has worked for them, what are challenges we can anticipate?

What modifications will be necessary for secondary level ELD students?

What will an ELL support model look like at Spokane Skills Center?

What are appropriate goals and objectives?

Transition our students to them – tailor our goals to CCS I-BEST entrance requirements.

Identify adult participants for Phase 3 Pilot.

Chuck Sauer – City of Spokane Decatur Remodel Project

Kim Orth – CNA & Health Care, skills center

Tim O'Halleran – Pre-apprenticeship, skills center

Dan Tougas – Spokane Public Schools ELD

Appendix (B)

Implementation Plan 4 – Spokane Skills Center

Phase 2: Build & Advertise Pilot

November 2008 – January 2009

Staff Professional Development – SIOP, ESL Regional Conference, other collaboration (see list below)

ID, assemble and schedule curriculum, done collaboratively with skills center teachers & ELD staff.

Plan ELD support structure for curriculum delivery, done collaboratively with skills center teachers and ELD staff.

Involve local business leaders and trade organizations.

ID and recruit students for pilot.

Present to other ELD programs and school districts in partnership with Spokane Skills Center that have interested ELLs such as: Central Valley, East Valley, Mead, Cheney, Riverside, Freeman and other regional districts.

Set up program/register students for pilot:

Work with guidance counselors in above districts, career offices/counselors, ELD teachers, and ELD Coordinators from all districts with ELL's attending skills center.

Phase 3: I-Best Pilot

February – June 2009

Run the pilot; ID improvements, modifications, and problems.

Plan for Phase 4

SUSTAINED FUNDING IDEAS

- Professional development funds for skills center staff and ELD staff.
- Possible service-learning grants.
- Americorp grant.

What improvements or modifications are needed for curriculum?

What improvements or modifications are needed to support structure?

Phase 4: Continue ELD support at Skills Center

June--August 2009 --

Expand enrollment into I-BEST at CCS and/or at skills center.

Continue to ID improvements, modifications, and problems.

Plan to accommodate identified improvements, modifications, and problems.

Cross-program collaboration between skills center, CTE, and ELD teachers to target instruction around ELLs in skills center courses, I-BEST, and I-BEST at CCS.

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Yakima Valley Technical Skills Center
Pilot Program Planning October 2008

I-BEST (Integrated Basic Education Skills Training)

Yakima Valley Technical Skills Center is one of the five (5) skills centers awarded the I-BEST Grant. As we develop and plan a model, we will:

- establish student eligibility criteria.
- develop a program selection process for a high demand career and technical education program.
- collaborate with existing career and technical education instructors on curriculum.
- select integrated teaching models.
- select instructors.
- recruit students for identified career and technical education programs.

Student Demographics: YV-TECH student population encompasses 15 school districts from throughout the Yakima Valley. Yakima, Wapato, Toppenish, and Sunnyside have student populations of 70 percent -100 percent who qualify for free or reduced lunches. All schools in the Yakima Valley have high ELL populations (mostly Spanish).

Eligibility: In collaboration with Yakima School District, information will be gathered for student eligibility criteria from the additional 14 sending schools of students served by YV-TECH. Data requested will target students with an English language assessment scale (LAS) scores of 2 and 3 and/or current migrant students. YV-TECH will provide student class lists, student ID numbers and birthday information to facilitate the student identification process.

Program Selection Process: Career and Technical Education (CTE) programs will be analyzed and assessed to determine which program will be selected to participate. Factors to be considered will include high demand industry jobs, high student drop-out rate due to struggle with language and academic skills, and the need to serve the underserved population.

Curriculum Development: Set schedule for collaborative work on curriculum; allow dual instructors time to develop curriculum. YV-TECH's program curriculum is aligned with national or state certifications.

Integrated Teaching: Observations of existing I-BEST programs and integrated teaching models will be examined to provide information on effective instructional delivery models. The CTE program instructor and English as a Second Language specialist will assist in the development and planning of the instructional delivery model.

ESL Instructor: A job description will be developed to correspond with the goals and objectives of the program. The applicant must demonstrate competency in career and technical education and possess knowledge of English as a Second Language instruction.

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Recruitment: The I-BEST program will be promoted and publicized through a variety of communications with but not limited to the following:

- school presentations.
- counselors.
- student to student.
- promotional materials.
- and YV-TECH’s television and radio broadcasting station airings.

Action Taken:

- Bilingual students have been identified through the YSD Bilingual data base.
- Need to resubmit class list to include student ID and student birth date information to speed up the process of locating current migrant students with the same name.
- Instructional material for the dental program has been translated by YSD Translators.
- The I-BEST program has been briefly piloted in the Legal/Medical program to see how to develop integrated teaching models.
- Instructional support for ESL students in the classroom has been positive, students have maintained a “B” grade. (We are seeing positive growth with the ESL students in the Legal/Medical Program.)

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

DRAFT

DRAFT

I-BEST

Skills Center: Yakima Valley Technical Skills Center	I-BEST Instruction Start Date:
I-BEST Program Name: Medical Sciences/Nursing	Original Submission Date:
Name/Email primary contact:	Revision #:
	Plan Approved: <input type="checkbox"/> YES <input type="checkbox"/> NO

Brief Program Summary:

This program prepares students for entry-level medical positions as certified nursing assistant and fundamentals of care giving certification or further medical education as well as eligibility for the nursing assistant certification exam. Your education and preparation begins in the classroom and a medical care laboratory. You will then complete 115 hours of “hands-on” training in a local hospital and two long-term care center.

A 540 hour Nursing Assistant Certified (NAC) program, targeting High School and transitional ESL students. Students will earn up to 21 Tech Prep college credits. A Science credit of 1.0 and Health credit of .34 can be earned as a high school cross-credit.

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments						
OVERVIEW									
1. List the professional-technical program title and CIP code that has been approved by the OSPI for this I-BEST program.	P-T Program Title: Medical Science/Nursing CIP code 510700	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision							
2. For each integrated course, provide P-T course information, credit equivalency, ESL hours and anticipated class size.	Format 1: P-T course name: Medical Science/Nursing Dept./Division Nursing P-T course hours 540 credits 3 Credit equivalency ? ESL hours ? Class size 30	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision							
Separately describe non-integrated ESL classes that directly support the I-BEST program using Format 2	Format 2: ESL course name: Reading/Writing Dept./Division: Basic Skills Course hours ? ESL course name: Science Dept./Division Basic Skills Course hours ? Class size 30 NAC Test is in English Only	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision							
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.	<table border="1" data-bbox="642 1273 1377 1422"> <thead> <tr> <th data-bbox="642 1273 1010 1349">Job Title</th> <th data-bbox="1010 1273 1203 1349">Median Salary</th> <th data-bbox="1203 1273 1377 1349">Number of Openings</th> </tr> </thead> <tbody> <tr> <td data-bbox="642 1349 1010 1422">1. NAC</td> <td data-bbox="1010 1349 1203 1422">\$10.00 an</td> <td data-bbox="1203 1349 1377 1422">?</td> </tr> </tbody> </table>	Job Title	Median Salary	Number of Openings	1. NAC	\$10.00 an	?	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
Job Title	Median Salary	Number of Openings							
1. NAC	\$10.00 an	?							

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description			Reviewers Findings	Reviewers Comments
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.		hour and up (start pay)			
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.	Prospective employers of Nursing Assistant in the Yakima Valley have played an important role in the I-BEST NAC model by assisting in the development of clinical sites. Crescent Care Center, Living Care Nursing Home and Memorial Hospital are sites for our clinical setting in both the upper and lower Yakima Valley. They have expressed a need for more qualified NAC’s as well as a commitment to hire our completers from the program and encourage them to continue with their educational goals.			<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
5. Specifically describe how local partners other than employers (WDCs, CBOs, labor unions, etc.) will support the I-BEST program.				<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:	NAC completers can begin prerequisite courses for either Allied Health or Nursing programs. Allied Health certificates and degrees are over 45 credits and include: Medical Billing and Coding; Medical Assisting;			<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
<p>a. is part of an educational pathway that is at least one year in length (45 college level credits);</p> <p>b. uses proactive measures that inform students and engage them in planning a full educational pathway beginning with 1-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;</p> <p>c. provides students the opportunity to advance on the career pathway without duplicating courses;</p> <p>d. provides program completers with the requisite education and skills to moving to the next level of certification or instruction leading to a degree;</p> <p>e. provides specific learning supports beyond the federal levels for basic skills students all along the pathway, such as advanced ESL or credit- bearing developmental education courses;</p> <p>f. informs students of employment opportunities in their career pathway as</p>	<p>Pharmacy Tech; and Surgical Tech. Nursing prerequisites include placement at college level in reading and math, 23 credits of prerequisites and 30 distribution credits.</p> <p>Visits to YVCC and guest speakers from the Allied Health and Nursing faculty. Students will be given brochures, based on the pathways identified in Appendix C, and classroom time will be devoted to discussion of the educational pathways beyond the NAC.</p> <p>There are multiple pathways for students to consider, yet no courses are duplicated.</p> <p>Following completion of the NAC program, students will be encouraged to begin prerequisite courses in math, informational technology, and developmental science. Biology 081, a developmental science course, is being developed by Arts and Science faculty and will first be taught in the fall of the next year.</p> <p>See 6 b. above. In addition, students will take the COMPASS during the last week of basic skills classes. Their scores on this assessment will be used to place them in developmental courses leading to college level ability in reading and math.</p> <p>75% of the students who completed the previous NAC program were employed within 30 days of completion.</p> <p>Several students completing the NAC program are usually employed by the affiliated nursing facility where</p>		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
they continue their education and also allows students to be employed at the conclusion of the I-BEST program.	they completed their clinical hours.		
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>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
<p>8. Check the description below that best matches your f-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> meet the specific assessment scores or other criteria; OR</p> <p>b. The labor market data provided in response to P-3 shows</p>	<p>Certified NAC students who apply to the YVCC Nursing Program will be given 6 extra points towards admission.</p> <p>Certified NAC students who apply to any of the YVCC Allied Health programs will be given 3 extra points towards admission.</p> <p>NAC completers will get priority registration into IT 105, Btech 104, and Biology 081.</p> <p>Nursing applicants must be at college level in reading and writing, and place into Math 085. Basic skills at the NAC level will be preparing students for COMPASS testing. Students will take the COMPASS during the 8' week of this program. Results will be discussed during each student's college advising session at the advising center. Before exiting our program, students will have a clear idea of the next steps involved towards their chosen field of study in Allied Health or Nursing.</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
<p>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>	<p>Not applicable to Yakima County, where the average hourly wage for NAC is \$9.72.</p>		
<p>SUCCESS STRATEGIES</p>			
<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>	<p>An Allied Health Industry Coordinator will advertise this program throughout the community, to ABE students, and to the entire YVCC student population. Work First, Worker Retraining, and Displaced Homemakers programs will be informed at each of their regular staff meetings of this training opportunity. This Industry Coordinator works directly with all of the partners from our LPA, as well as with many other community agencies and businesses.</p> <p>Advisors at each of our five ESD locations will communicate to the parents about the IBEST program and other YVCC vocational programs. Since the Comprehensive Evaluation process started (CASAS testing and advising by YVCC employees at Work Source sites), the quantity and quality of referrals to our programs has increased. This I-BEST program will be impacted positively as well.</p>	<p><input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision</p>	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<p>Students performing at ABE level 4 or higher in reading will be accepted into the program.</p> <p>Students must have high school diplomas or GED certificates, or be very close to GED completion (one test remaining to take).</p>		
<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 services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)</p>	<p>During both the Foundations and I-Best courses students will be introduced to key College staff in financial aid, counseling, child care and disability support services.</p> <p>In the study skills portion of the basic skills classes, students will take a campus tour, including the library, the computer labs in the Deccio building, the advising and counseling center, the math and writing centers, and the tutoring center.</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	
INSTRUCTION			
<p>12. List program (student) learning outcomes that illustrate integrated professional-technical skill</p>	<p>Upon completion of the I-BEST NAC program, students will be able to:</p> <p>1. Read with understanding to perform competently as a</p>	<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
<p>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>	<p>Certified Nursing Assistant.</p> <ul style="list-style-type: none"> • Recognize unfamiliar and specialized words and abbreviations used in the healthcare profession. • Demonstrate familiarity with specialized content knowledge and vocabulary in the workplace. • Locate important information in the NAC text and read for details. • Monitor and enhance comprehension of the NAC text by asking questions and by adjusting reading pace. • Organize information using strategies such as recall, restatement, and simple sequencing and categorization. <p>Upon completion of the reading assignments and with ample practice in the classroom and clinical setting, students will meet the following NAC Standards of Practice.</p> <ul style="list-style-type: none"> • The nursing assistant demonstrates basic technical skills which facilitate an optimal level of functioning for the client, recognizing individual, cultural, and spiritual diversity. • The nursing assistant demonstrates basic personal care skills. • The nursing assistant demonstrates the ability to identify the psychosocial characteristics of all clients, including persons with mental retardation, mental illness, dementia, Alzheimer’s disease, and related disorders. • The nursing assistant incorporates principles and 		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<p>skills of restorative nursing in providing nursing care.</p> <ul style="list-style-type: none"> • The nursing assistant demonstrates behavior which maintains and respects clients’ rights and promotes clients’ independence, regardless of race, religion, life-style, sexual orientation, disease process, or ability to pay. • The nursing assistant uses procedures and techniques to prevent the spread of microorganisms. • The nursing assistant demonstrates the ability to identify and implement safety/emergency procedures. • The nursing assistant demonstrates knowledge of and is responsive to the laws and regulations which affect his/her practice, including but not limited to: client abuse and neglect, client complaint procedures, workers right to know, and the Uniform Disciplinary Act. <p>2. Convey ideas in writing to perform competently as a Certified Nursing Assistant. In this program, students will be required to write weekly summaries appropriate to the learning experience.</p> <ul style="list-style-type: none"> • Determine the purpose and audience for communicating in the health care profession. • Select tools and strategies for planning and organization; outline, restate, summarize and categorize ideas and produce a legible and comprehensible weekly summary. • Appropriately use specialized medical vocabulary and a variety of sentence structures in coherent, detailed text with appropriate tone, language, and formality suitable for a healthcare site. 		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<ul style="list-style-type: none"> • Use a variety of strategies to analyze and make simple revisions on the weekly learning summaries. • Edit for grammar, spelling, sentence structure, language usage, and text structure. <p>3. Listen actively to perform competently as a Certified Nursing Assistant.</p> <ul style="list-style-type: none"> • Attend to oral information presented in the classroom and clinical setting. • Clarify purpose for listening and use listening strategies appropriate to that purpose. • Monitor comprehension, adjusting strategies to overcome barriers to comprehension. • Integrate information from listening with prior knowledge to address the listening purpose. <p>Upon completion of the NAC course, with ample practice in the classroom and clinical setting, students will meet the following NAC Standard of Practice.</p> <ul style="list-style-type: none"> • The nursing assistant uses communication skills effectively in order to function as a member of the nursing team. <p>4. Use math to solve problems and communicate effectively as a Certified Nursing Assistant.</p> <ul style="list-style-type: none"> • Solve metric conversions, ratio and proportions, percents, measurement of geometric shapes, and pre-algebra problems to prepare for the college COMPASS test. 		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<ul style="list-style-type: none"> Evaluate the degree of precision to measure weight, height, temperature, and intake and output of food and liquid. 		
<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> <ul style="list-style-type: none"> a. integrated learning experiences that support these outcomes, including curricula and instruction; and 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><i>Assistants and Washington Nursing Assistant candidate Handbook.</i> Although the class relies heavily on small group activities, discussion and clinical practice, the reading load is heavy, with four or five chapters due each week. The students are expected read the assigned chapters prior to class sessions. Each week, a detailed summary of the students’ learning from the text and in class is expected. For this reason, ABE reading and writing classes will ‘book-end’ most NAC classes. The ABE teacher will teach students how to monitor their reading, review and practice new vocabulary, and memorize steps in multiple procedures. Addition, the ABE teacher will teach students how to summarize text-based materials and classroom activities, revise and edit their work, and utilize standard conventions of grammar.</p> <p>There will be no additional reading or writing text. The ABE teacher will model reading and writing strategies, give students ample practice in class, prepare vocabulary exercises and teach study skills. These study skills, in addition to teaching how to read a college text, include time management, goal setting, Cornell note-taking, memory techniques, and test-taking strategies.</p> <p>The ABE teacher is present in the NAC classes for all 12 hours per week. During this time, the ABE teacher will watch for understanding and interrupt the NAC instructor when it’s</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision 	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<p>suspected that students are losing interest or confused. That way, reading strategies or study skills can be immediately applied to the NAC content.</p> <p>The NAC teacher is present in the ABE classes for 5 of 8 hours per week. During this time, the NAC teacher will look for opportunities to enrich the reading and writing instruction with examples from her extensive nursing experience. Students will have the opportunity to hear the relevance of reading and writing in the workplace.</p> <p>The NAC and Basic Skills classes will run for 8 weeks, followed by a two weeks of clinical experience at a local nursing home. Coursework was extended from 2 weeks to 8 weeks, so that students could strengthen reading, writing, math, and study skills and be better prepared to enter college classes following completion of NAC classes. Throughout the quarter, students will prepare for the COMPASS, research health occupations, learn about vocational coursework available at YVCC, and receive college advising for the next step in their chosen pathway.</p> <p>Even though the math requirements to receive an NAC certificate are minimal (measuring and recording height, weight, fluid and food intake and output), students will complete curriculum to assist them in placing higher than Math 50 on the COMPASS. (Current YVCC statistics indicate that fewer than 8% of those students entering our math sequence at the Math 50 level ever finish a transfer degree.)</p> <p>13 b.</p>		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<p>New students will receive the CASAS appraisal and pre-tests in both reading and math. Students entering the NAC class from our pre-NAC classes will have current CASAS post-test scores in reading and math. In addition, students will complete an initial writing assessment and take a short computation quiz on whole numbers, decimals, and fractions.</p> <p>At the end of the 8 week session, students will be post-tested once again. All CASAS scores will be entered into WABERS. Another writing assessment will be conducted, and students will have the opportunity to take the college placement test, the COMPASS.</p> <p>On-going assessment will be conducted by the ABE and NAC teachers, and recorded on a Student Personal Learning Plan.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Learning summaries scored using a rubric developed by the two teachers and the students. It will be modeled after ABE writing rubric developed several years ago, when the Core Competencies were revised. • Class presentations, scored using a rubric developed by the two teachers and the students. • Short quizzes and demonstrations, based on text material. • Observation of basic technical skills, personal care skills, basic restorative services, infection control, safety and emergency procedures, and communication and inter-personal skills. 		

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

Criteria	Plan Description	Reviewers Findings	Reviewers Comments
	<ul style="list-style-type: none"> • Math quizzes, covering decimals, fractions, measurements, and percents. • Exams, including multiple choices, true-false, short answer, identification, and skill demonstration. <p>In addition, the instructors will assess their own effectiveness in the following ways:</p> <ul style="list-style-type: none"> • Classroom assessment techniques designed to get information from the students regarding their comfort level in the classroom and their understanding of the content. • A Small-Group Instructional Diagnosis (SGID), conducted by a fellow teacher during the 4th week of class. 		
<p>14. Specifically describe how and when each 1-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>	<p>The NAC course consists of 100 hours of classroom instruction, 8 hours of orientation at the nursing home, and 64 hours of clinical. The ABE teacher will overlap 96 of the classroom instructional hours (all but the 4 hour final). 96 out of 172 hours = 56%</p> <p>The ABE portion consists of 64 hours of classroom instruction. The NAC instructor will overlap 40 hours of the ABE portion. 40 out of 64 hours = 63%</p> <p>See attached schedule.</p>	<p><input type="checkbox"/> Meets Criteria</p> <p><input type="checkbox"/> Needs Revision</p>	

Appendix (B)
Implementation Plan 5 – Yakima Valley Technical Skills Center

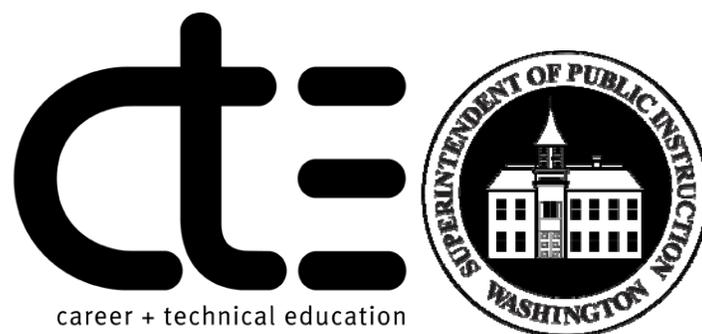
Criteria	Plan Description	Reviewers Findings	Reviewers Comments
<p>15. Specifically describe how internal college partners have participated in the development of the I-BEST program, including financial <i>aid</i>, advising, counseling, registration, general student services, etc.</p>	<p>Faculty and student services personnel are members of a cross-functional team which includes representatives from Workforce Education, Enrollment Services, Student Development, the Center for Excellence, and the Nursing department. The team’s mission is to plan and implement I-Best programs in such a way that students are more easily able to transition into other certificate and degree programs upon completion of their I-Best education.</p> <p>As a result of this preparation, Nursing and Allied Health faculty assisted with the development of the pathways and in approving the NAC course outline and syllabus. Moreover, once classes are underway, these faculty will serve as mentors and advocates for the students to ensure student access to financial aid, counseling, registration, disability support services, and other services which support instruction.</p>	<p><input type="checkbox"/> Meets Criteria <input type="checkbox"/> Needs Revision</p>	

I- BEST Pilot Program of Work

Date	Activity / Action
Aug 2008	<ul style="list-style-type: none"> • Articulate I-BEST Pilot Project and goals with CTE staff • Assemble an I-BEST Planning Committee and arrange initial meeting Committee to include: Phouang Hamilton, Theresa Laffey, Kerrie Abb, Craig Dwight, Thomas Romero, Paulette Lopez, Angel Reyna, and Nina Martinez • Planning
Sept 2008	<ul style="list-style-type: none"> • Planning Committee meet to discuss program specific • Obtain Migrant/Bilingual student eligibility list • ESL Teacher observe CTE programs and practice/model one of the <u>Six Models of Team Teaching</u> • ESL Teacher and CTE Instructor discuss CTE program goals and I-BEST goals • Pre-assess students at beginning of trimester • Schedule days for in-class teaching using the <u>Six Models of Team Teaching</u> • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
Oct 2008	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Practice one of the <u>Six Models of Team Teaching</u> • Develop evaluation of Team Teaching Model • ESL Teacher will be scheduled to model instruction 2 days in CTE program #1, 2 days in CTE program #2 and 1 day for planning and reports • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
Nov 2008	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Post assess students at end of 1st trimester • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development • Pre-assess new students at beginning of 2nd trimester
Dec 2008	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly

	<ul style="list-style-type: none"> • Curriculum Development
Jan 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
Feb 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
Mar 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Post assess students at end of 2nd trimester • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development • Pre- assess new students at beginning of 2nd trimester
April 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
May 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Plan weekly communication to discuss basic skills goals for reading , writing, and job skills • ESL Teacher and CTE Instructor evaluate student progress bi-monthly • Curriculum Development
June 2009	<ul style="list-style-type: none"> • Monthly Planning Committee meeting • Program effectiveness evaluated by Committee and OSPI • Post assess students at the end of the year

10/27/08



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