APPENDIX C
I-BEST Enhanced FTE Plan

College: Green River Community College	Plan Approved: ☒ YES ☐ NO
	Modified 9/02/09

Criteria	Plan Description	Reviewers Findings	Reviewer Comments
PLAN OVERVIEW			
1) Please list the professional-technical program title and CIP/EPC code that has been approved by the SBCTC and is associated with this I-BEST program.	**Child Development Associate Preparation Revision: (20 credits) with ESOL/ABE/GED** Associated with the: Early Childhood Education Certificate of Proficiency (44 credits) as well as the AAA Degree (95-99 credits) CIP/EPC code: EPC is 402; CIP is 131210	☒ Meets Criteria ☐ Needs Revision	
2) List professional-technical college program courses and associated credits granted in this I-BEST Program.	COURSE NAME: ECE 120 Intro to CDA Total P-T course credits Revision _5_ PT hours: 66 (44 lecture, 22 lab) Revision: ESOL/ABE overlap hours: 33 Revision: Total ABE/ESL support class hours: 44 Special Topics – ESOL 093, 094, 095, 096 Special Topics – BASIC 094, 095, 096, 097, 098 COURSE NAME: ECE 190 CDA Course Content Total P-T course credits Revision__5_ PT hours: 66 (44 lecture, 22 lab) Revision: ESOL/ABE overlap hours: 33 Revision: Total ABE/ESL support class hours: 44 Special Topics – ESOL 093, 094, 095, 096 Special Topics – BASIC 094, 095, 096, 097, 098	☒ Meets Criteria ☐ Needs Revision	

GRCC Revision 8.30.06

	COURSE NAME: ECE 200 CDA Work Ethics
	Total P-T course credits Revision__5_ P-T hours: <u>66</u> (44 lecture, 22lab)
	Revision: ESOL/ABE overlap hours: <u>33</u>
	Revision: Total ABE/ESL support class hours: <u>44</u>
	    Special Topics – ESOL 093, 094, 095, 096
	    Special Topics – BASIC 094, 095, 096, 097, 098
	
	COURSE NAME: ECE 260 CDA CDA Performance Documentation
	Total P-T course credits Revision__5_ P-T hours: <u>88</u> (22 lecture, 66 lab)
	Revision: ESOL/ABE overlap hours: <u>44</u>
	Revision: Total ABE/ESL support class hours per week: <u>44</u>
	    Special Topics – ESOL 093, 094, 095, 096
	    Special Topics – BASIC 094, 095, 096, 097, 098		

3) Provide evidence of local or regional labor market demand for jobs associated with the I-BEST program. Data may be derived through a variety of sources including traditional labor market, industry, trade association, and other valid resources.	Based on data extracted from *Workforce Explorer* for King and Pierce Counties, general employment in child care and assistant pre-school teacher positions is expected to continue to grow through 2012 (the projected window). Applicable categories of such work include: Child care at schools, businesses, private households & child care institutions; pre-school teacher assistants These categories all show a growth rate of 1.4% to 1.8% for the period from 2000 - 2012 depending on which county the jobs reside in. Total annual projected openings are about 839 for the two counties. GRCC has an established relationship with area employers. For example, Bright Horizons Family Solutions (one of Fortune Magazine's 100 Best Companies to Work For), which offers its employees 401K, tuition reimbursement, full benefits and competitive	☒ Meets Criteria ☐ Needs Revision	

	salaries, recruits from GRCC.		
4) Respond to any and all criteria/criterion that fits your proposed I-BEST program: a) Provide evidence that the I-BEST program fits into an advanced professional-technical program at least one year in length (45 college level credits); AND/OR b) Provide labor market data that 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. Specifically list job titles and associated wages for completers; AND/OR c) Provide evidence that the proposed I-BEST program is articulated with an advanced career path program where I-BEST program completers are <u>given preferential status</u> in the advanced program.	This proposed I-BEST program directly fits criteria "a". The CDA Preparation Integrated with ESOL/ABE is a four-quarter Revision: 20-credit certificate program integrating entry- and mid-level child care training with English language and math literacy improvement. The certificate prepares students for entry- and mid-level employment in child care settings. Individuals completing the certificate can enter the Early Childhood Education Certificate of Proficiency course with Revision: 15 of the required 44 credits. Revision: The recommended additional 6 credits of practicum will apply toward the required practicum experience. Students can also challenge the practicum requirement of the degree, based on their CDA volunteer or paid internship, for an additional 6 credits. Students who enter with the practicum requirement partially completed thus enter the degree program with more than 1/3 of the required credits in place. The professional-technical course credits for both the CDA and the ECE Certificate of Proficiency directly meet course requirements in the Early Childhood Education AA Degree.	☒ Meets Criteria ☐ Needs Revision	
5) Describe how the I-BEST program gets students to the skill level	Extensive practice in writing combined with specialized childcare vocabulary development are assessed throughout the program using	☒ Meets Criteria	What will you be doing in addition to

needed to go on to the next degree or certificate.	appropriate software applications, student presentations, and the professional resource file, developed by each student. The professional resource file addresses all 6 competency areas and 13 functional areas required by the National CDA Council; these competency and functional areas of the CDA program are basic to the ECE course of study. Students who complete the course must demonstrate academic knowledge and skills in areas such as: health and safety, child development, and nutrition. Students are expected to learn computer basics in order to use online resources in planning classroom activities and presentations. In addition, the national CDA credential requires that a student complete 480 hours of worksite placement experience. For students who are not yet employed in a child care facility, GRCC facilitates a placement where a student works closely with an advisor to implement the skills that they are learning in their course of study. Some students may choose to register for practicum credit simultaneously, and these credits apply directly to both the ECE certificate of proficiency and the ECE AAA degree. If a student does not register for practicum credit during the CDA preparation courses but chooses to go on to complete the ECE certificate of proficiency or the AAA, the student may challenge the practicum classes and receive credit for their worksite experience at that time.	☐ Needs Revision	writing and vocabulary development to ensure students have academic skills and knowledge?
INSTRUCTION			
1) List the integrated program (student learning) outcomes that illustrate professional-technical skill development and basic skills (ABE or ESL) gains.	This course content focuses on child growth and development from age birth-five with emphasis on planning a safe, healthy, and supportive learning environments for young children and families. The Child Development Associates (CDA) National Credentialing Program has outlined 6 areas of competence and defined 13 functional areas, which define the major tasks/functions and skills to be mastered by a student working toward a CDA Credential. Student learning	☒ Meets Criteria ☐ Needs Revision	

| | outcomes occur in the **thirteen CDA functional areas** of safety, health, learning environments, physical, cognitive, communication, creative, self, social, guidance, families, program management and professionalism. These functional areas are integrated with English language and math literacy improvement.

Specific outcomes for English literacy improvement are as follows:
Speaking
1. Students will recall and use vocabulary related to the thirteen functional areas within the appropriate context.
2. Students will apply strategies to monitor and enhance effectiveness in communication with co-workers, families and children in their care.
3. Students will know and use appropriate register in a range of communicative tasks when speaking with children, families and co-workers.
Listening
1. Students will listen actively and understand the main ideas presented in conversations, directions, and explanations within a childcare setting.
2. Students will apply their knowledge in the thirteen functional areas to understand the ideas communicated by children, families and co-workers in childcare.
3. Students will know when to use strategies to repair gaps in understanding, and comprehend and clarify information with children, families and co-workers in a childcare setting.
Reading
1. Students will read with understanding authentic materials related to childcare and children's development.
2. Students will be able to locate important information and read sections for detail in authentic childcare materials using a wide range of strategies.
3. Students will actively apply or evaluate prior knowledge to assist in | | |

	the understanding of information in childcare materials. **Writing** 1. Students will convey ideas about their understanding of the thirteen functional areas using clear main ideas and supporting details. 2. Students will appropriately use specialized childcare vocabulary in their writing related to the thirteen functional areas and in written workplace communication. 3. Students will plan, organize and produce comprehensible drafts of six CDA competency goals that explain how to: establish and maintain a safe, healthy learning environment, advance physical and intellectual competence, support social and emotional development, provide positive guidance, establish positive and productive relationships with families, ensure a well-run, purposeful program, and maintain a commitment to professionalism. 4. Students will practice and revise their writing related to a childcare setting (i.e., accident and observation reports and correspondence with families and co-workers). **Technology** 1. Students will be able to use technology to find childcare resources to educate themselves, their childcare centers and families. 2. Students will be able to use technology to write and revise their CDA written work. Specific outcomes for math literacy improvement are as follows: **Math** 1. Students will read, write and interpret a variety of mathematical information related to childcare settings. 2. Students will use math procedures for fractions, percentages and measurement related to childcare and own professional growth. 3. Students will be able to select and organize a variety of mathematical data to describe patterns or solve problems related to child development and childcare settings.		

2) Based upon those integrated program learning outcomes, describe how professional-technical and basic skills faculty members will <u>coordinate and collaborate</u> to create: a) quality learning experiences that support outcomes (curricula) ; AND b) comprehensive assessment processes (including CASAS testing, reporting in WABERS, and professional technical assessments) that ensures opportunities for students to meet integrated learning outcomes.	(a) GRCC's ESOL/ABE and ECE faculty members have developed and implemented an integrated CDA course in 2005-2006, so much of the preliminary curriculum development is already completed. The curriculum was refined and adjusted during the year to improve student learning outcomes. Instructors will receive a stipend in order to compensate them for the additional coordination time. (b) Assessment will include jointly developed performance-based tasks or scenarios relevant to the CDA certification exam, and CASAS pre- and post-tests with reporting in WABERS. In addition, students take weekly quizzes, and practice test-taking strategies. Students are evaluated on their practicum performance by both the site coordinator and through instructor site-visits. Students are required to be able to read children's book aloud in front of the class and give a number of presentations in class.	☒ Meets Criteria ☐ Needs Revision	
3) Specifically describe how I-BEST courses will provide a minimum of 50% overlap of instruction between professional-technical and basic skills faculty members.	ESOL/ABE and ECE faculty will overlap at least 50% for each class in the Revision: 20-credit course sequence. The ESOL/ABE and ECE faculty will team teach in several different ways: 1) Lesson plans will be co-developed by ESOL/ABE and ECE faculty to ensure that adequate time is allotted to cover both ECE content, English language comprehension, writing and speaking, and math literacy improvement. 2) ESOL/ABE faculty member and expert student (typically a bilingual program graduate) will highlight crucial concepts during class time. These concepts will be further explored during facilitated study groups outside class time. 3) ECE faculty member will use repetition of key concepts, multiple modes of delivery, i.e., brief video clip, paired discussions, and student restatement of key concepts to ensure understanding.	☒ Meets Criteria ☐ Needs Revision	Please describe in more detail how this happens. What are you doing to make this integrated? How are you integrating?

	4) ECE and ESOL/ABE faculty will work together to identify areas that are more difficult for students to grasp. Specific exercises, review, and students teaching each other will then be utilized to ensure that all students have adequate topical and language comprehension. 5) ECE and ESOL/ABE instructors have developed a specialized support web site for students. The web site uses clear language and provides tutorials on tasks and skills students need to be able to perform. The support site links to the course site on Blackboard, allows easy access by email to the instructor, and provides a bridge into more advance computer skills. Use of an online classroom environment as well as class sessions will provide students additional opportunities to demonstrate their understanding of key concepts.		
4) Describe strategies to ensure that basic skills students will have an opportunity to continue basic skills learning beyond the I-BEST program (classes above federally supported level).	To ensure academic success, students will participate in study groups facilitated by an "expert student" in the ECE program. This student will have completed the CDA or comparable training. The study group provides not only structured support with ESOL/ABE and ECE skills and knowledge, but also with an ongoing sense of community outside of class. We found in our piloted STARS with ESOL and CDA with ESOL courses that the facilitated study groups are helpful to the students, and that they appreciate the contact with a student who has succeeded with the material they are now learning. In addition, those students who pursue the next step in the educational ladder will be provided "study group" support in at least three courses: Introduction to Early Childhood Education, Child Development, and Issues and Trends. Students are encouraged to take Developmental Reading, Writing and Math courses to continue their basic skills learning. Student support centers in Math and Writing provide assistance. Tutors in the centers	☒ Meets Criteria ☐ Needs Revision	How are you going to engage students beyond vocabulary lists?

	receive training from the Teaching and Learning Center that addresses the needs of ESOL/ABE students. To support students with financial need, GRCC has established scholarships for ESOL students, as well as for students pursuing Careers in Education. Additionally, GRCC is working with external funding sources to provide assistance for ECE students.		
PROGRAM SUCCESS STRATEGIES			
5) Describe strategies to recruit and screen a cohort of basic skills students into the I-BEST program.	An integrated 2-credit STARS Certification- ESOL/ABE course will be offered each year as an introduction to the CDA program and as a career exploration opportunity. We will recruit students for the CDA program from these students. Students also will be recruited from spring and summer ESOL and ABE/GED classes. Flyers and brochures will be distributed to various businesses, ESD/DSHS offices in Auburn and Kent, and community sites. Presentations by ESOL/ABE and/or ECE staff will enhance the value of the flyers/brochures. The Center of Excellence for Careers in Education will distribute recruiting materials to members of our Washington Education Community Assets Network (WeCAN) via website updates, email blasts, newsletters, local media and grassroots outreach. Open House events are scheduled to give potential students an opportunity to learn about the program, learn about financial aide possibilities, and to learn about program expectations. The College plans to recruit from local school district programs such as *Men Count* and the *School's Out Consortium*. One-stop Registration Sessions will provide students assistance with completing paperwork, and identifying appropriate funding for the class.	☒ Meets Criteria ☐ Needs Revision	

	All students will be interviewed by at least one of the instructors to determine their level of interest in pursuing the CDA certificate. It is expected that previous and current ESOL and ABE students will have CASAS scores in the system. The integrated CDA-ESOL/ABE program requires that students have a GRCC ESOL level 4 placement and/or permission of the instructors, and that ABE students have GRCC level 2 placement and/or permission of the instructors. Prospective students will receive CASAS pre-testing in reading and listening to determine baseline scores. Students placing below level 4 ESOL and who do not have instructor permission, or level 2 ABE will be referred to the appropriate ESOL or ABE class.		
6) Specifically describe strategies to retain all cohort members to completion of the I-BEST program.	From the very beginning the program works to connect students to the resources they might need to succeed in the integrated CDA program. Prior to registration all students will be interviewed to determine their level of interest in pursuing the CDA certificate. The interview helps build a one-on-one relationship between students and instructors from the beginning. The ECE program has secured financial funding for most students enrolled in the program, and students are matched with appropriate funding at a one-stop registration process. Some students are eligible for program funding through WorkFirst referrals. GRCC's piloted ESOL-CDA certificate preparation program showed that direct intervention with students who miss a class helps them stay with the program. Instructors call students who miss class to find out if there is a problem and how they might help solve it. For students who are not currently employed in a childcare setting, the ECE instructor and coordinator help identify a suitable volunteer or paid job placement. The ECE and ESOL/ABE instructors follow-up with the employers to identify possible problem areas, and work with the student to resolve them.		What are the proactive measures? Availability is not proactive.

	Development and implementation of study groups facilitated by an ECE "expert student" have proven to be an effective retention tool in our one-year pilot program. Cohort students work together to master crucial concepts as well as language requirements. Presentations by students and instructors in the ECE certificate or two-year programs as well as visits from employers continue to motivate students. The specialized support website developed by the CDA and ESOL/ABE instructors gives students additional opportunities to master the course content. The website uses clear language and provides tutorials on tasks and skills students need to be able to perform. Career emphasis and development of quarterly individual "educational and professional" goal sheets help students make the connection between the program activities and employment. Instructors and students celebrate progress made each quarter.		
7) Describe how local and regional employers participated in the development of the proposed I-BEST program.	The Early Childhood Education program's active advisory committee fully supports the integrated instructional model currently implemented in Green River's CDA-ESOL program. Their feedback has informed adjustments in the program as it has developed over the last year. We expect the advisory committee to continue their crucial role. The Center of Excellence for Careers in Education's Washington Education Community Assets Network provides another source of input and advice.	☒ Meets Criteria ☐ Needs Revision	Who are the employers?

	Currently, the following employers are involved in I-BEST program development as well as workplace experience placement and subsequent job placement: GRCC Child Development Center, Auburn Children's Dream Learning Center, Federal Way Mission Church Childcare Center, Federal Way Bright Horizons, Boeing Center in Kent Federal Way School District Head Start Program Spring Glen Head Start Learning Land Childcare Center and Head Start Program, Kent Community funding for students in the integrated STARS and CDA I-BEST programs has come from both the Seattle-King County Child Care Resources, and The Washington State Childcare Resource and Referral Network (TEACH).		
8) Specifically describe how local partners (WDCs, CBOs, labor unions, etc) support the I-BEST program.	I-BEST programs are an attractive option for DSHS case workers who are looking for programs that provide meaningful educational experience with English language instruction. Local churches and school districts have expressed interest in promoting the program to their congregations and employees. The ECE faculty and representatives from the Center of Excellence for Careers in Education have leveraged student scholarships from outside funding sources.	☒ Meets Criteria ☐ Needs Revision	
9) Specifically describe how internal college partners have participated in the development of the I-BEST program (financial aid, advising, counseling, registration, general student services, etc).	Planning and program implementation has occurred through the collaborative efforts of administrators, faculty and staff in the basic skills, professional-technical, registration, student services, and workforce areas of the college. Detailed discussions with financial aide representatives are ongoing to determine eligibility of the students for financial aid. The program has been approved by the ECE Advisory Committee.	☒ Meets Criteria ☐ Needs Revision	

| 10) Education Pathway: Specifically describe the proactive measures that will be used to inform students about the full educational pathway, including stop-in and stop-out points, available to them beginning with the I-BEST program. This includes progressing to a one year certificate, a 2 year degree, and/or a bachelor's degree. | Potential students are provided information about the full education pathway during recruitment for the program. In-depth opportunities – including observations of child care centers – are built into the college's integrated 2-credit STARS certificationcourse. Specific classroom topics and activities will include child care/early childhood education with emphasis on the pathway that exists from CDA certificate to ECE or Para-educator Certificates of Proficiency that transfers directly into bachelor degree programs. Numerous stop-in and stop-out points exist in the pathway.

Completion of the STARS certification meets training requirements for all childcare workers.

CDA I-BEST classes generally meet in the evening so students currently employed can work toward a CDA credential. Students completing the CDA certification meet the requirements for employment in Head Start programs.

Students who complete either STARS or the CDA can enter the Assistant Teacher Certificate (25 credits) program and complete it while working in childcare settings.

From the Assistant Teacher Certificate, students may choose to complete either the para-educator (44 credits) or early childhood (44 credits) certificates. Either certificate can be completed while continuing to work in the field.

Students who complete either the para-educator or early childhood certificate have the opportunity then to pursue the relevant para-educator or early childhood two-year degree while working in their fields at increased pay levels. | ☒ Meets Criteria

☐ Needs Revision | Please clarify whether the 2-credit is a typo. Strategy #5 reads 3 credits.

Please give more detail regarding the pathway including a description of the numerous stop-in and stop-out points that exist in the pathway. |

	Students with the para-educator and early childhood two-year degrees may transfer into various four-year programs, including BA programs in education, early childhood education, and human services.		

11) Career Pathway: Specifically describe the proactive measures that will:
  a) allow students to be employed at the conclusion of the I-BEST program; and
  b) inform students of employment opportunities in their career pathway as they continue their education to a one year certificate, 2 year degree, or bachelor's degree.
	a) From their first quarter in the CDA program, students are expected to volunteer or work part-time in a child care facility. These experiences frequently lead directly to FT employment at completion of the CDA program. Community members of WeCAN also will help provide employment opportunities.
	b) ECE and Basic Skills faculty and staff provide ongoing information about employment opportunities. Presentations by local child care providers, as well as Head Start program directors and Child/Family Advocate agencies widen the range of possibilities for students as they consider future training and education.
	c) The Center of Excellence for Careers in Education emails job opportunities to students and posts them under "employment" online at: www.projectteach.org.
		☒ Meets Criteria
		
		☐ Needs Revision	

12) Describe the proactive measures that will be used to inform I-BEST students about the range of support services available to them as college students (library, computer labs, disability support, counseling, child care, etc.)	Beginning with the informational Open Houses, Open Registration and Orientation sessions, students will be introduced to key College staff in financial aid, counseling, child care, and disability support services. Campus tours will help students locate key services such as the library and computer labs.Technology instruction is built into the integrated CDA-ESOL/ABE courses, and access to computers and the internet is ensured.	☒ Meets Criteria ☐ Needs Revision	
13) What strategies do you have in place for assisting them in acquiring the financial means for entering the program and continuing it to completion?	ECE faculty and the Center of Excellence for Careers in Education have leveraged scholarship funds from Childcare Resource and Referral and other agencies. GRCC Foundation scholarship monies for Immigrant and Refugee students can be accessed as well as traditional financial aide packages and WorkFirst training dollars.	☒ Meets Criteria ☐ Needs	

		Revision	

I-BEST Enhanced FTE Plan
Signature Page

College: Green River Community College

Program Title: Child Development Associate Preparation with ESOL

Proposed Start Date: Fall Quarter, 2006

Signature:

_____   _____

Workforce Administrator   Basic Skills Administrator