

Transitioning Students and Contextualized Instruction

North Carolina / Basic Skills and Family Literacy
Conference

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Washington State's Perfect Storm



Rudy Smith / The World Herald

Drivers for Change

- Research
- Data
- Policy
- Program Design
- Practice

Demographic Imperative



- Non-English speaking adults
- High school “drop outs”
- Changing workforce

Economic Imperative

- 1990's Growth
- 2000 Neck-n-Neck
- 2001-2003 Recovery,
BUT.....

Demographic Imperative is growing

- **1 out of every 4** persons 18-24 has no high school diploma
- More than **1/3 of the working age** population in WA (25-49 years old) has a high school education or less
- **1 out of 6** Americans and **1 of 4 community college students** are immigrants or children of immigrants

The Economy Meets the Demographic Imperative

Total working age adults with high school education or less and younger people (18-24) with less than high school diploma (Census 2000)

>

All high school graduating classes added together between 2000-2011

Working age adults with less than high school education or non-English speaking

=

1 in every 5 labor force participants through 2030

Tipping Point

1 year of college credits + a credential

1 year + credential equals:

- **\$7,000 more per year for ESL students**
- **\$8,500 more per year for an ABE student**
- **\$2,700 and \$1,700 more per year for students with GED and diploma**

Jobs requiring college level credits + credential are those in greatest demand

Community and Technical Colleges



- **Key entry points to higher education**
- **Adults from age 25 are 35% of enrollments at two-year colleges; 15% at four-year public universities**

To get more to the tipping point requires aligning policies that fix...

- Adults with low skills need pathways to greater educational attainment and higher skill jobs educational steps today aren't always additive
- Financial aid designed for traditional students going straight from high school to a college or university doesn't suit working-age adults needing to stop in and out as they follow a path
- The first steps to “become ready” take too long with little immediate benefits

Colleges hemorrhage working age adults with high school education or less

Entering Classes:

Almost 1/3 of every new entering class is made up of prime working age (25-49) - with HSDs or less or non-English speaking.

- 8 out of 10 ABE/ESL = modest skills gains, at best earn a GED ... but go no further
- 7 out of 10 workforce and transfer students who enter with GED – leave with less (many, a lot less) than 1 year of college and no credential
- 2 out of 3 who enter with high school diploma – also leave with less (some, a lot less) than 1 year of college and no credential



What is I-BEST ?

Locally developed model



- 10 schools
- 3 years
- Best practices
- Funding model

What is I-BEST ?

- Pairs a basic skills instructor with a professional-technical instructor in the same classroom at the same time
- Provides academic and workforce skills that lead to a living wage job on a viable career path



What is I-BEST ?

- **Comprehensive design**
 - Education/career pathway
 - Match to the labor market
 - Integrated outcomes & assessment
 - Success and transition plan
 - Business engagement
 - Partnerships



What is I-BEST ?



- Right level of education in the right amount for students to succeed in current and “next step” workforce training
- Basic skills curriculum contextualized to skills needed for success along a particular job and career path
- Strategy that results in a much faster rate of skill attainment than sequencing basic skills and workforce training

What is I-BEST ?



- Contradiction to ideas of pre-requisite skills or certifications
- Approach to non-traditional students/workers that assumes ABE and technical instructors will fundamentally change how they teach students all along career pathways and into the foreseeable future

Why does I-BEST matter?

In demonstration projects, students:



- Increased ABE attainment beyond those in other classes
- Earned 5 times more college credits
- Were 15 times more likely to complete workforce training

Who's delivering I-BEST ?



34 of 34 colleges

- 150 programs
- 2006-07 691 FTES
- 2007-08 881 FTES 27%
- 2008-09 1141 FTES 30%
- 2009-10 1730 FTES 52%

Why does I-BEST matter for Criminal Justice Degree?



In 14 weeks, students are prepared to be licensed and work as Corrections/Protection Officers, and

- Earn a Pierce College Corrections/Protection Officer Certificate
- Earn 20 credits towards a Certificate in Criminal Justice
- Earn 10 credits towards a Certificate in Homeland Security
- Earn 20 credits transferable to an Associate Degree in Criminal Justice
- Corrections Officers earn \$22,000-\$35,000 per year with excellent benefits

**I-BEST
Approved**



Why does I-BEST matter for Roofers Apprenticeship?

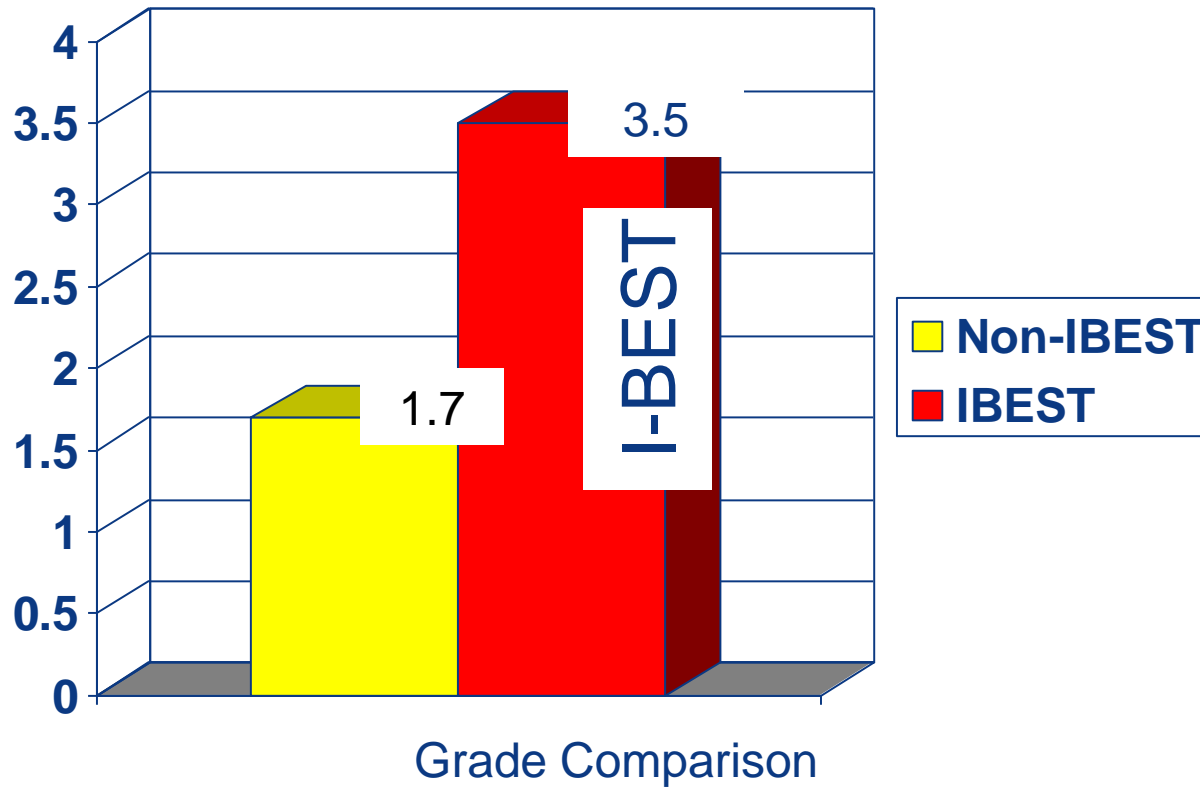


- Pierce College & Local 153 Roofers Union
- Students begin work at \$15.00 per hour
- 4 hours of theory daily
- 4 hours of on-the-roof practical application daily
- Upon completion of this 2-year program students are journey union roofers earning \$25.00 per hour

Grade Comparison – IBEST vs. Non-I-BEST students

Accounting 110, Winter 2007

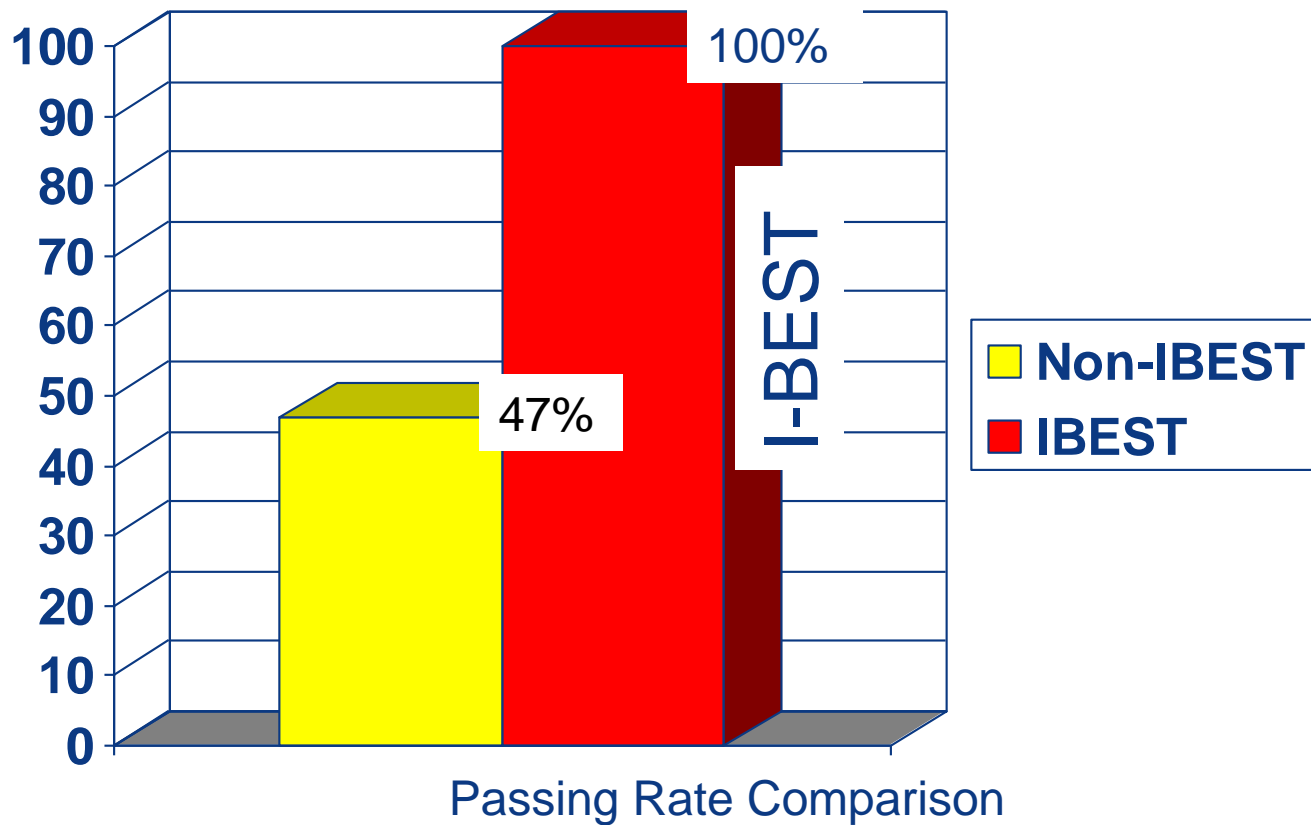
Tacoma Community College



Passing Rate Comparison – I-BEST vs. Non-I-BEST students

Accounting 110, Winter 2007

Tacoma Community College



Why does I-BEST matter for LPN degree students at Renton Technical College ?

Enrollment, Withdrawals & Dismissal	Traditional Student	I-BEST Student
Enrolled	18	13
Withdrew/dismitted	8	2
Completed	10 (56%)	11 (85%)

Why does I-BEST matter for LPN degree students at Renton Technical College ?

Educational Level Gains after 2 quarters	
Listening (CASAS)	8
Speaking (BEST Plus)	7
Reading (CASAS)	11
Writing (Independent)	10
TOTAL	36

	Traditional Students	I-BEST Students
Credits Attempted	216	293
Credits Successfully Completed	190	288
Percentage of Credit Completion	88%	98%
Grade Point Average	2.74	3.45

Why does I-BEST matter for faculty?



- **Skills in a different field**
- **Strategies for working with different student populations**
- **New teaching strategies and styles**
- **Ability to work collaboratively**
- **More effective in helping students**
- **Higher retention rate and better results**
- **Positive feedback from and about students**

Pierce College's Professional Development for Team Teaching

Pierce College District IBEST

Facilitator: Jon Kerr

Adapted from: Goetz, Karin. "Perspectives on Team Teaching: A Semester I Independent Inquiry for Dr. Michele Jacobsen."
1 Aug, 2000. University of Calgary. 11 Nov. <http://www.ucalgary.ca/~egallery/goetz.html> © 2000 Karin Goetz
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So, what is team teaching?

- I knew it wasn't ---I teach you watch; then, you teach I watch
- I knew it wasn't the basic skills instructor sneaking around helping *those* students

So what was it? And how can instructors have support in defining it for themselves?

Our Year's Mission

The Problem:

Team teaching is difficult. Teachers are asking for guidance in how to do this better.

The Research Question:

What identifiable factors of best practices for team teaching work more effectively than others to promote student retention and gains in the I-BEST classroom?

Six Models of Team Teaching

- ✓ Traditional Team Teaching
- ✓ Collaborative Teaching
- ✓ Complementary/Supportive Team Teaching
- ✓ Parallel Instruction
- ✓ Differentiated Split Class
- ✓ Monitoring Teacher

Steps for writing quality integrated adult education and professional and technical outcomes

STEP 1. COMPILE RESOURCES

- State adult education standards
- Industry certification standards

STEP 2. CREATE INTEGRATED LEARNING OUTCOMES

- “What should students *be able to do in work* at the completion of this I-BEST program?”

STEP 3. MATCH AVAILABLE STANDARDS TO INTEGRATED LEARNING OUTCOMES

- map or outline standards that support each outcome

STEP 4. ASSESS INTEGRATED LEARNING OUTCOMES

- How will we know that students are able to perform outcomes?
- What tools or strategies will explicitly measure each student's outcomes performance?
- What criteria or indicators will tell us that students have performed outcomes well?
- How will we give each student feedback regarding his or her performance of outcomes?

STEP 5. REVISE INTEGRATED LEARNING OUTCOMES

- If necessary

STEP 6. REVIEW OUTCOMES AND ASSESSMENT FOR UNDERSTANDING

- to identify jargon, passive language, or language needing clarification

Now to develop lessons, activities and materials that help students learn critical information and practice skills to reach outcomes.

From Innovation to Systemic Change

- Career Pathways
- Opportunity Grants program
- Out of School Youth I-BEST
- Student Achievement Initiative

Build the **pathways for commuters**. Run it on their schedules, accommodate lots of on and off traffic, facilitate good connections to long-term destinations.

- Provide a **full map clearly in view** for stops that really exist
- Provide **guidance** and **support** so people don't get lost
- Anticipate **different types of traffic** - Who is already waiting at the 2nd stop; how many from the first stop will go to the 2nd?
- Measure **success in terms of a transport** - lots of riders, lots of trips, all stops meaningful, many short trips but always set up to go further and faster

