

Integrated Education and Training for Accelerated Pathways

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Objectives

- ✓ Define IET and explore its relevance in today's educational environment
- ✓ Explore IET models and classroom activities
 - Alternating teaching model
 - Co-teaching model
- ✓ Share Additional Resources

What is *Integrated Education & Training*?

“IET is....a model that combines occupational skills training with adult education services to increase the educational and career advancement of participants.”

--U.S. Department of Education Office of Vocational and
Adult Education

3 Requirements of an IET Model

Education and Literacy Activities

Workforce Preparation Activities

Workforce Training

WIOA Key Terms and Definitions, p. 7

https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_Attachment_III.pdf

Requirements of an IET Model

According to WIOA, workforce preparation activities are...

Work with a partner to give examples.

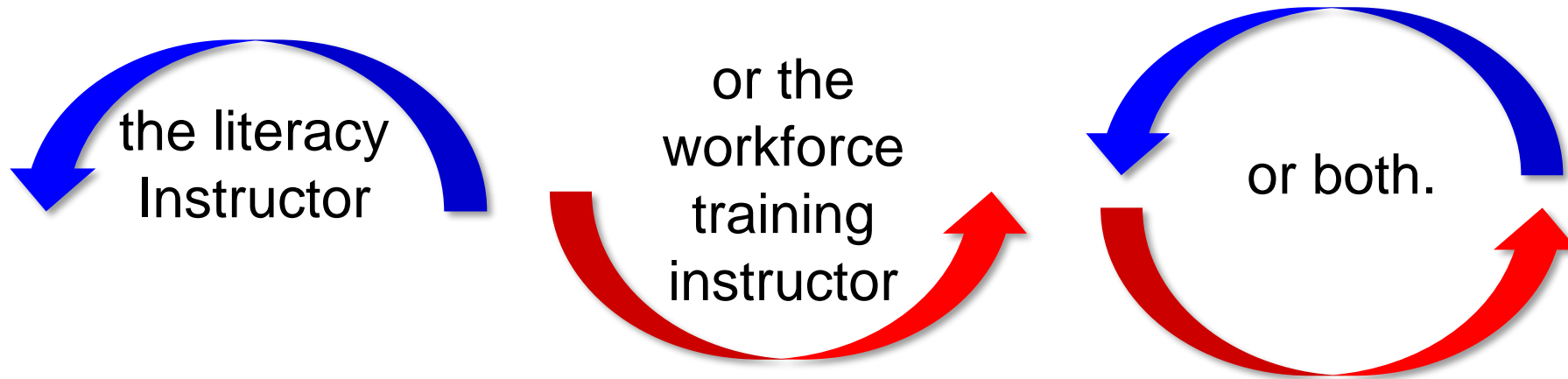
Examples of workforce preparation activities (from WIOA):

- Academic skills for transitioning
- Critical thinking skills
- Digital literacy skills
- Self-management skills
- Soft skills
- Job search, interviews, resumes

--U.S. Department of Education Office of Vocational and Adult Education

Workforce Preparation Activities: Where Do They Fit In?

Workforce preparation activities can be taught by



How and When Should Components be Offered?

Concurrently **and** contextually

Simultaneously **not** sequentially

IET Benefits

- Students have access to the language they want to learn
- Students get exposure to educational opportunities beyond ESL
- Students are better prepared to succeed in job training and/or the workplace.
- Accelerated Pathway to employment
(or shorter Pathway to higher education)

Community/Employer Input

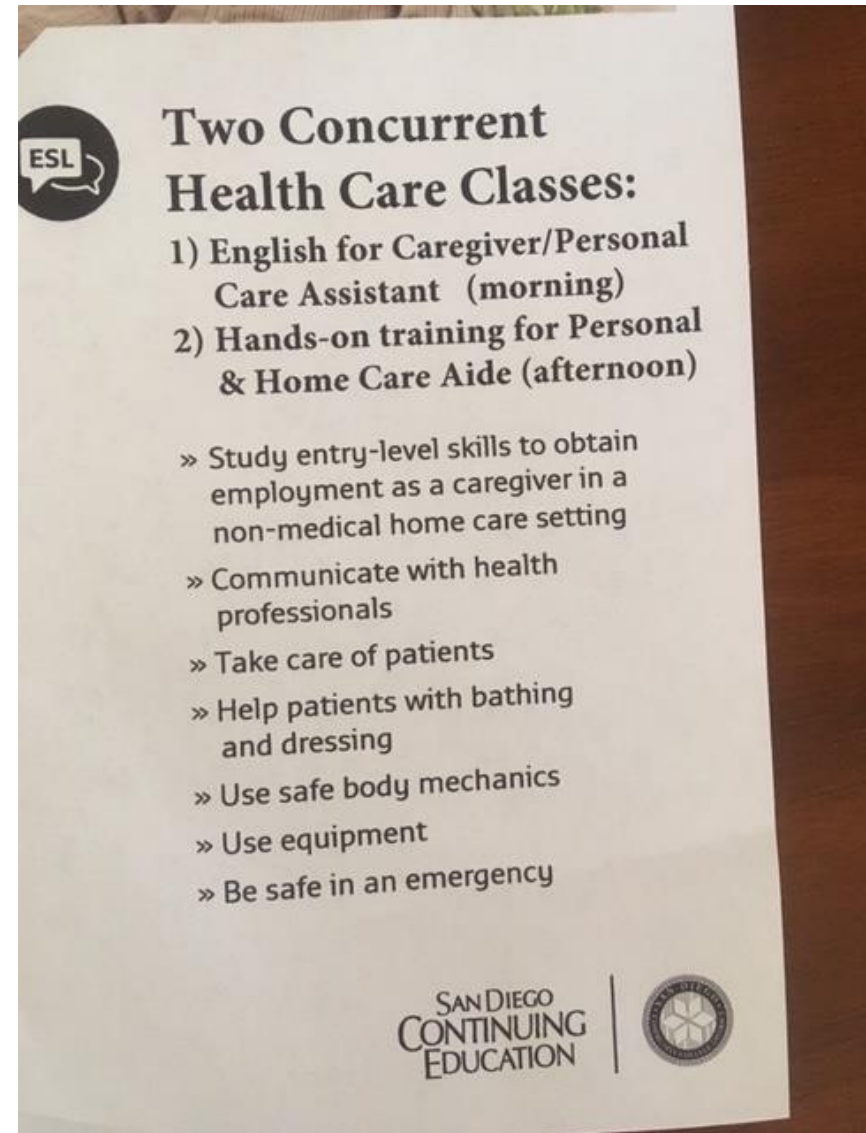
- Advisory members
- Labor market information
- Local employment opportunities

Identify the Need

- Create a career ladder for ESL students
 - Get a job
 - See if they like the field
 - Go further to become a CNA
- Students not getting placed in CNA (Certified Nurse Assistant) class due to low TABE scores

Recruitment

- Flyers to intermediate/advanced ESL classes and counselors
- Ad in class schedule
- Short presentations to ESL classes
- Word of mouth



Placement

- Students must come from intermediate to advanced ESL level, or
- Have minimum 220 CASAS reading test score



IET MODEL #1

Alternating Teaching

San Diego Community College District
Continuing Education
November 2018

Alternating Teaching Model

First One Class

VESL class
with an ***ESL instructor***



Then the Other
(same day)

Technical skills class
with a ***technical skills instructor***

Alternating Teaching Model

First One Class

***VESL for Personal
Care Assistant/
Caregiver
(ESL instructor)
M-Th: 8:30-11:30***



Then the Other
(same day)

***Personal and Home
Care Aide
(Nursing instructor)***

T & Th: 12-3

Contextualized Curriculum

Skills

- Infection control
 - Hand washing
- Interpersonal skills
- Use good body mechanics
 - Lifting
 - Wheelchair positioning
 - Transferring
- Take vital signs

Language

- Sequencing – first, second, third...
- Infinitives – want to, need to
- Offer advice, assistance
- Past was/were
- Negative past, requests
- Irregular past
- Record temperature

Student Commitment

- Students came from all parts of the county
- Most were concurrently enrolled in CTE Personal and Home Care Aide class



Enrollment Spring 2018

(first IET alternating teaching class)

- 15 students enrolled in January, 2018
- from 9 countries:

Chile	Mexico
China	Nigeria
Ethiopia	Philippines
Japan	Russia
	Vietnam
- ❖ 9 graduated from both classes in June
- ❖ 1 graduated from the PHCA class in July

Transitioning Students

- Caregiver jobs
- Certified Nursing Assistant Program
- Additional ESL Instruction
- Additional Healthcare Careers Instruction

Transition Challenges

- ❖ Employers' Requirements
 - Experience
 - Good communication skills
- ❖ Nursing Assistant Program
 - Academics
 - Competitive process
 - Not enough CNA classes for demand

CASAS Outcomes Spring 2018

- 15 students took the pre-test
- 11 paired scores
- 10 made gains
- 8 completed a level



Goals Attained Spring 2018

- 3 students to CNA classes throughout county
- 3 work as caregivers
- 3 take classes in Healthcare Careers program
- 2 take ESL Level 6
- 1 go to Pharmacy Tech program

Challenges for students

- Fear: Taking a class with native speakers
- Time: Taking both classes is tiring and challenging for students

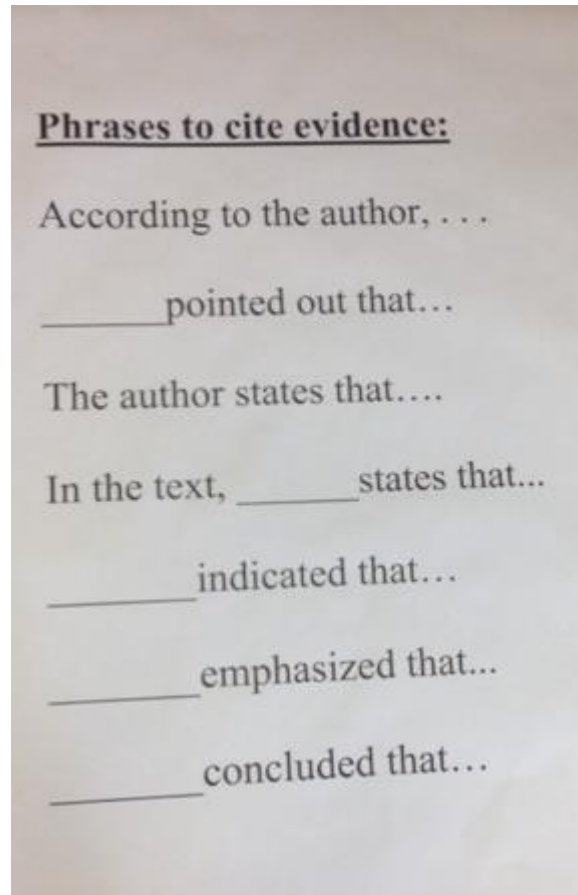
Challenges for teachers

- Curriculum: Developing customized VESL curriculum based on the book that is written for native speakers
- Time: Finding time for both instructors to meet (and getting paid to observe)
- Fear: Overcoming fear of teaching a content-based class

Classroom Activity: Numbered heads

Purpose: to show teachers that the activities and techniques they do in a general ESL class are the same as in a VESL IET class

Academic Language to Cite Evidence: Respond to text dependent questions by citing evidence from text



Poster on classroom wall



Video: IET Alternating Teacher Model



<https://www.youtube.com/watch?v=KSXr2xwZ56A&feature=youtu.be>

IET MODEL #2

The Co-teaching Model

VESL for Personal Care
Assistants/Caregivers

Identify the Need

- Students not getting placed in CNA (Certified Nurse Assistant) class due to low TABE scores
- Create a career ladder for ESL students
 - Get a job
 - See if they like the field
 - Go further to become a CNA

Enrollment Spring 2013

(7th class)

- 35 students enrolled in January, 2013
- 32 (91%) graduated in June
- from 14 countries:

Chad	Japan	Panama
China	Korea	Somalia
Congo	Mexico	Tajikistan
Ethiopia	Morocco	Vietnam
Haiti	Nigeria	

Goals Attained: Spring 2013

- 3 students went to the CNA class (all passed CNA state test)
- 4 employed as caregivers
- 1 went to college
- 7 employed in service industries
- 6 went to ESL transition Level 7
- 2 went to GED
- 13 went to ESL Level 6
- 1 went to ESL Level 5

Co-Teaching – The Schedule

- Monday
 - Donna introduces topic, teaches vocabulary, does reading comprehension from the book
- Tues-Thurs
 - Donna teaches language 8:30-9:30
 - Manuel teaches skills; Donna & Manuel teach together 9:30-12:30

Curriculum

Skills

- Infection control
 - Hand washing
- Interpersonal skills
- Use good body mechanics
 - Lifting
 - Wheelchair positioning
 - Transferring
- Take vital signs

Language

- Sequencing – first, second, third...
- Infinitives – want to, need to
- Offer advice, assistance
- Past was/were
- Negative past, requests
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Co-Teaching – The Process

- Donna teaches the language BEFORE the students learn the skill.
- Manuel teaches the hands-on skills.
- When Manuel teaches a skill, Donna writes notes on the board and the students copy.
- While Donna reviews language, students are individually tested on the skill by Manuel.

Co-Teaching – The Dynamics

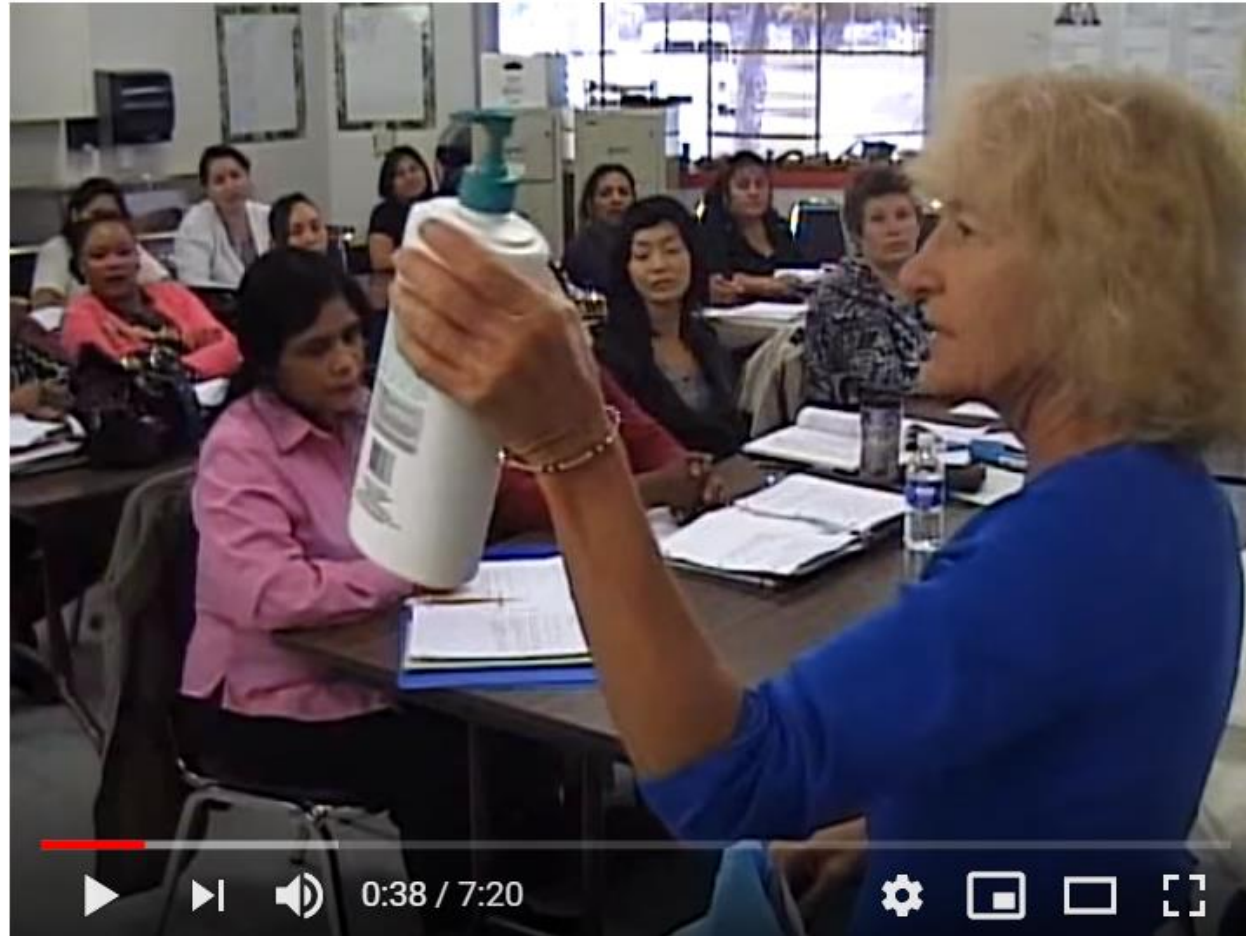
- Simultaneous teaching
- Lots of interaction with each other
- Developed teaching dynamics over time



Challenges

- Developing customized VESL curriculum based on the book.
- Book is written for native speakers.
- Native speakers want to join the class.
- Team teaching

Video: Co-teaching Model



https://www.youtube.com/watch?v=CdGcrct_y8E

CASE STUDY:

Choosing the best IET Model

In your group, read the scenario on the handout. Then discuss the questions about the scenario. This is a true story.

Name two take-aways

Thank you!

This presentation and the resource page are available online at:

<http://www.quia.com/pages/donna/workshops>

Request Technical Assistance or
Visit Training Calendar at:

<http://aebg.cccco.edu/Home>