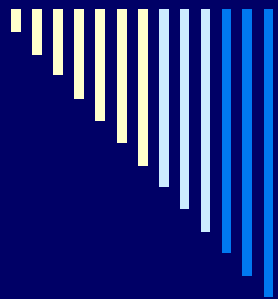



Integrated Education and Training for Accelerated Pathways

Donna Price

**San Diego Community College
Continuing Education Program**

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Purpose of Presentation

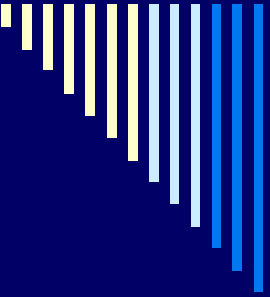
- ✓ Define IET and explore its relevance in today's educational environment
 - ✓ Explore IET models and classroom activities
 - Alternating teaching model
 - Co-teaching model
 - ✓ Share Additional Resources
-



What is *Integrated Education & Training*?

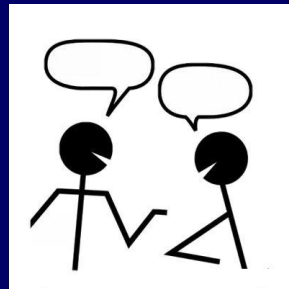
IET is....a model that combines occupational skills training with adult education services to increase the educational and career advancement of participants.

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



What are the three requirements of an IET model?

Discuss with a partner.





3 Requirements of an IET Model

Education and Literacy Activities

Workforce Preparation Activities

Workforce Training

from WIOA



Requirements of an IET Model

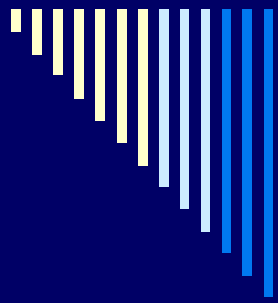
According to WIOA, workforce preparation activities are...

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~~



Workforce Preparation Activities:



Where Do They Fit In?

Workforce preparation activities can be
taught by




the literacy
Instructor

or the
workforce
training
instructor



or both.





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
-

IET MODEL #1



Alternating Teaching

San Diego Community College District
Continuing Education
November 2018

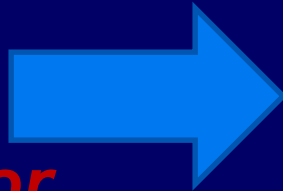


Alternating Teaching Model

First One Class

Then the Other
(same day)

VESL class
with an *ESL instructor*

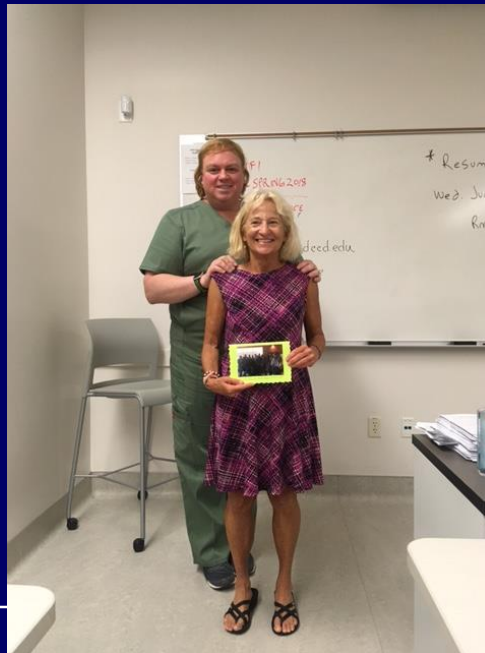


Technical skills class
with a *technical skills instructor*

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



Recruitment

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



Two Concurrent Health Care Classes:

- 1) English for Caregiver/Personal Care Assistant (morning)
- 2) Hands-on training for Personal & Home Care Aide (afternoon)

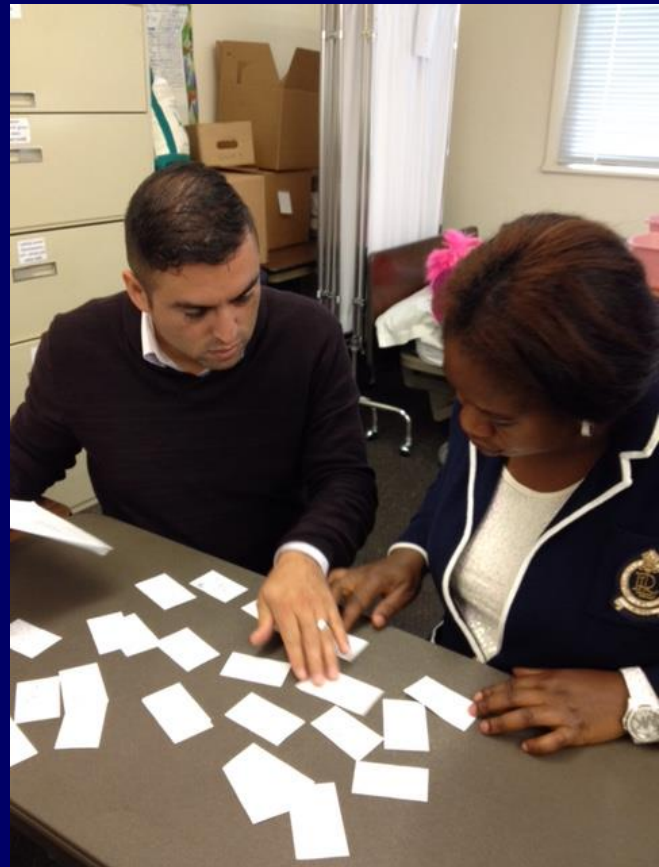
- » Study entry-level skills to obtain employment as a caregiver in a non-medical home care setting
- » Communicate with health professionals
- » Take care of patients
- » Help patients with bathing and dressing
- » Use safe body mechanics
- » Use equipment
- » Be safe in an emergency

SAN DIEGO
CONTINUING
EDUCATION



Placement

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





Contextualized Curriculum

Skills

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

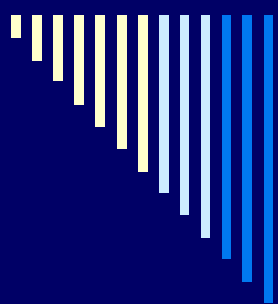
Language

- ☐ 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
-

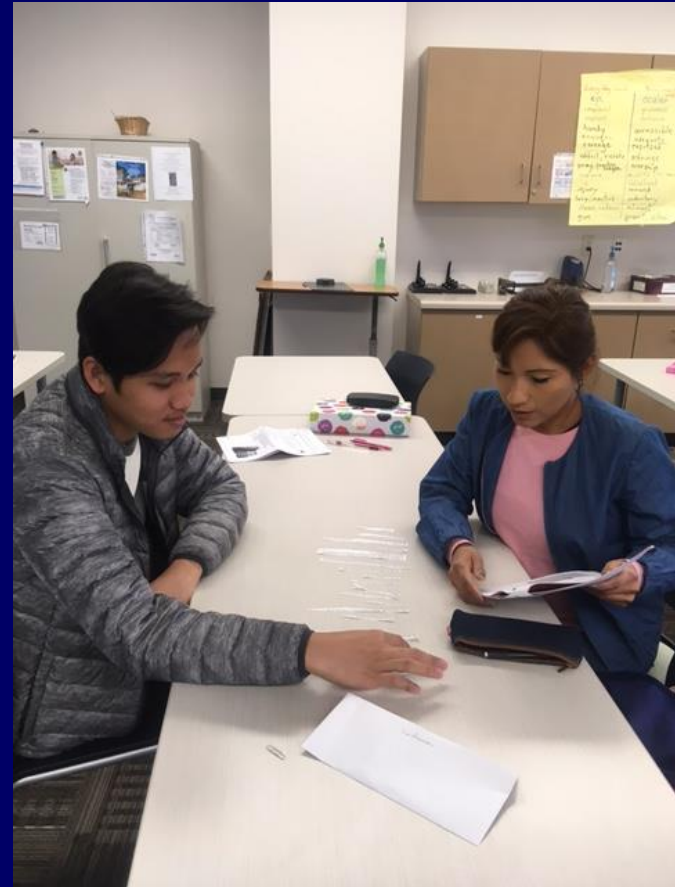


Transition Challenges

- ❑ 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





Integrated EL Civics

Objective #52

- Workplace communication
- Take a phone message
- Write an email responding to a request

Career Planning Unit

- Identify customer care skills
- Identify problems, devise solutions and implement a plan of action
- Identify and demonstrate strategies to work well with others such as communicate efficiently, negotiate, collaborate and be diplomatic



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
-



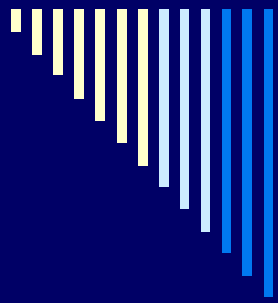
Challenges for students

- 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



NUMBERED HEADS ACTIVITY:

p. 29, Ambulating

- 1) Sit in a group with 4 people.
- 2) Number in your group 1, 2, 3, 4.
- 3) Your teacher will give you a team number.
- 4) Answer all the questions alone or with your group.
- 5) After you answer the questions, be sure you all agree on the answers.
- 6) The teacher will roll the dice. If she rolls your number, you must answer the question.
- 7) Work together to be sure all your answers are accurate!

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

Phrases to cite evidence:

According to the author, . . .

_____ pointed out that...

The author states that....

In the text, _____ states that...

_____ indicated that...

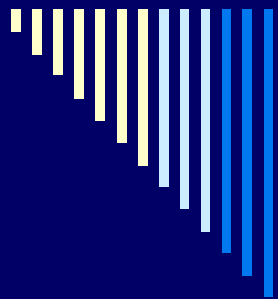
_____ emphasized that...

_____ concluded that...



p. 4 in handout

Poster on classroom wall



Video: IET Alternating Teacher Model

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



3 Requirements of an IET Model

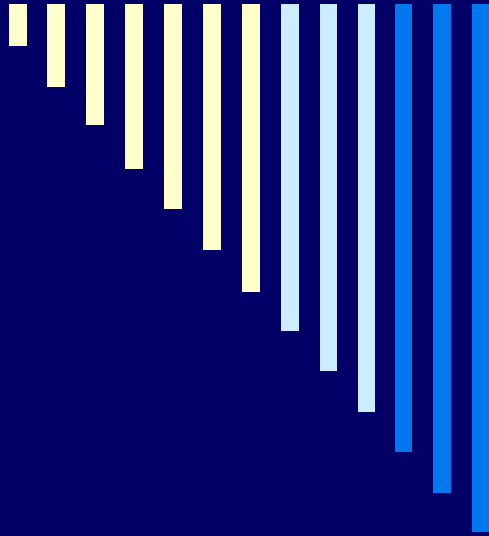
Education and Literacy Activities

Workforce Preparation Activities

Workforce Training

from WIOA

IET MODEL: ANOTHER INTERPRETATION OF ALTERNATING TEACHER MODEL



Cluster VESL/VABE Classes

**San Diego Continuing Education
San Diego Community College District**

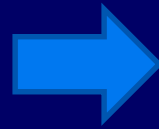


Cluster VESL/VABE Classes

- Greater variety of student goals in a single class

First

- All students are together for general workplace instruction
- Use general ABE/ESL methods



Then

- Students work independently or in groups for career specific instruction.
- Use software, modules, textbooks, etc.



3 Requirements of an IET Model

Education and Literacy Activities

Workforce Preparation Activities

Workforce Training

from WIOA



Challenges

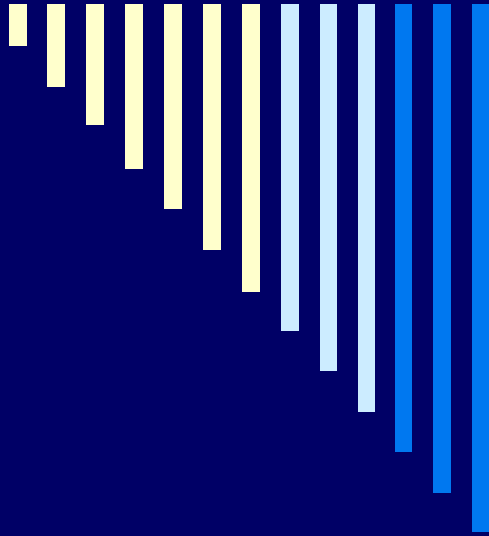
- ❑ Developing curriculum that is relevant to today's workplace, matches students' interests and abilities, and is related to an existing pathway
 - ❑ Taking workforce training in the same time period (IET requirement)
 - ❑ Maintaining effective communication between departments and employers
 - ❑ Balancing academic and vocational instruction
-



Benefits

- ❑ Students have access to the language they want to learn
 - ❑ Students get exposure to educational opportunities beyond ESL
 - ❑ Students develop self-confidence
 - ❑ Students are better prepared to succeed in job training and/or the workplace.
-

IET MODEL #2

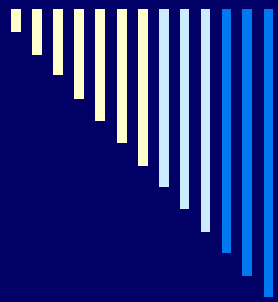


**The Co-teaching Model
VESL for Personal Care
Assistants/Caregivers**



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

China

Congo

Ethiopia

Haiti

Japan

Korea

Mexico

Morocco

Nigeria

Panama

Somalia

Tajikistan

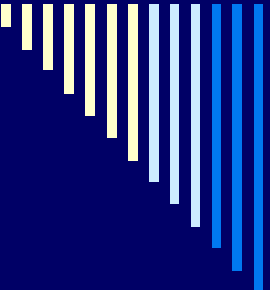
Vietnam





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
-



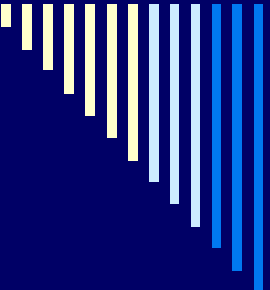
Co-Teaching – The Schedule

□ 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
-



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

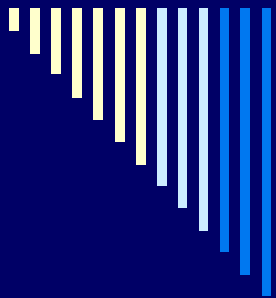
- Simultaneous teaching
- Lots of interaction with each other
- Developed teaching dynamics over time





Challenges

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




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.



Did we meet the objectives of this workshop? Can you...

- ✓ Define IET and explain its relevance in today's educational environment
 - ✓ Describe two IET models
 - Alternating teaching model
 - Co-teaching model
-



**This presentation and the handout are
available online at:**

[http://www.quia.com/
pages/donna/workshops](http://www.quia.com/pages/donna/workshops)
