Integrating Workplace Training and ESL/ABE: An Overview of Successful Models

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Purpose of Presentation

- Define IET and explore its relevance in today’s educational environment
- Briefly explore IET models
  - Cluster VESL model
  - I-BEST model
  - Alternating Teachers model
  - Career Specific
- Determine which model fits best in different programs
- 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
Ok, what really is IET?

Contextualized Teaching

IET Classroom:
All students have at least one identical goal

Their specific Vocational Education

Academic Education can therefore be introduced in relevant context to their specific Vocational Pathway
Contextualized Learning

Basic Skills Education + Vocational Education

Integrated at the same time… in the same classroom…
IET Benefits

- Contextualized Curriculum
  - Real-world application of both vocational and academic material
- Shorter Pathway to employment
  (or shorter Pathway to higher education)
IET Challenges

1. Lack of funding

2. Inability to put two teachers in the same classroom to accomplish the co-teaching component
Why We Need IET

The San Diego Union-Tribune • Monday March 19, 2007

Marshall Ramsey THE CLARION LEDGER

You have to shoot from there...

Good Jobs

College Grad

High School Grad

Drop Outs
Cluster VESL/VABE Classes
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.
Vocational Areas

- Certified Nurse Assistant
- Office Assistant
- Child Care, home business
- Retail
- Food Service
- Automotive Technician
- Welding: Safety Test Prep
Challenges

- Developing curriculum that is relevant to today’s workplace, matches students’ interests and abilities, and is related to an existing pathway.

- Maintaining effective communication between departments.

- 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.
The I-BEST Model
VESL for Personal Care Assistants/Caregivers
I-BEST: Theory and Goals

Integrated Basic Education & Skills Training

• I-BEST theory pairs two instructors in the same classroom at the same time.

• Introduces basic academic skills to students in context to the vocational pathway the student has chosen.

• Provides opportunities for the students to access and improve their soft skills
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
Community/Employer Input

- Advisory members
- Labor market information
- Local employment opportunities
Recruitment

- Flyers to intermediate ESL classes and CalWORKS case managers
- Ad in class schedule
- Short presentations to ESL classes
- Word of mouth
Assessment

- Students must come from intermediate ESL classes, or

- Take CASAS Reading test and score at least 220
Transitioning Students

- Caregiver jobs
- Certified Nursing Assistant Program
- Additional ESL Instruction
Transition Challenges

Employers’ Requirements
- Experience
- Good communication skills

Nursing Assistant Program
- Academics
- Competitive process
- Not enough CNA classes for demand
Enrollment Spring 2013 (7^{th} class)

- 35 students enrolled in January, 2013
- 32 (91%) graduated in June
- from 14 countries:
  - Chad
  - China
  - Congo
  - Ethiopia
  - Haiti
  - Japan
  - Korea
  - Mexico
  - Morocco
  - Panama
  - Somalia
  - Tajikistan
  - Vietnam
  - 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
Student Commitment

- Students came from all parts of the county
- Some were enrolled in other classes concurrently, such as pronunciation, computer, ESL
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
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
Alternating Teachers

Presented By: Corle Huffman, Instructor
San Diego Continuing Education
San Diego City College
San Diego Community College District

October 2013
Alternating Teachers Model

First One Class

*Basic skills class* (ESL or ABE/ASE) with a *basic skills instructor*

Then the Other *(same day)*

*Technical skills class* with a *technical skills instructor*
IET MODEL #4

VESL/VABE SPECIFIC
VESL/VABE-Specific Classes

- Entire class focuses on targeted content
- Uses sheltered English in VESL classes
- Prepares students to work in a specific field
ShipWorks Institute Example

Basic Skills Component

- Reading Skills
  - Job Descriptions/Keywords
  - Process Controls
  - Safety Manuals

- Math Skills
  - Measuring
  - Fractions (Kerf/Tolerance)
  - Layouts
  - Proportions

Vocational Skills Component

- Blueprint Reading
  - Terminology
  - Keywords
  - Ordering Supplies

- Hands-on Tools Training
  - Measuring & Grinding
  - Kerf/Tolerance
  - Economical Layouts
  - Wirefeed speed vs Voltage
IET Interviews

http://www.calpro-online.org/onlinevideolibrary/iet.asp

- I-BEST Model Interviews
- Alternating Teachers Interviews
- VESL Specific Interviews
- VESL Cluster Interviews

- Interviews with Admin, Teachers, Coordinators, and Support Staff.
Resources from CALPRO

- Facilitated professional learning for agency teams to plan an IET program
- Archived webinars
- Virtual workroom on workforce readiness
- Recorded interviews with practitioners
This powerpoint is online at:

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