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

**Donna Price**

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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
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## 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

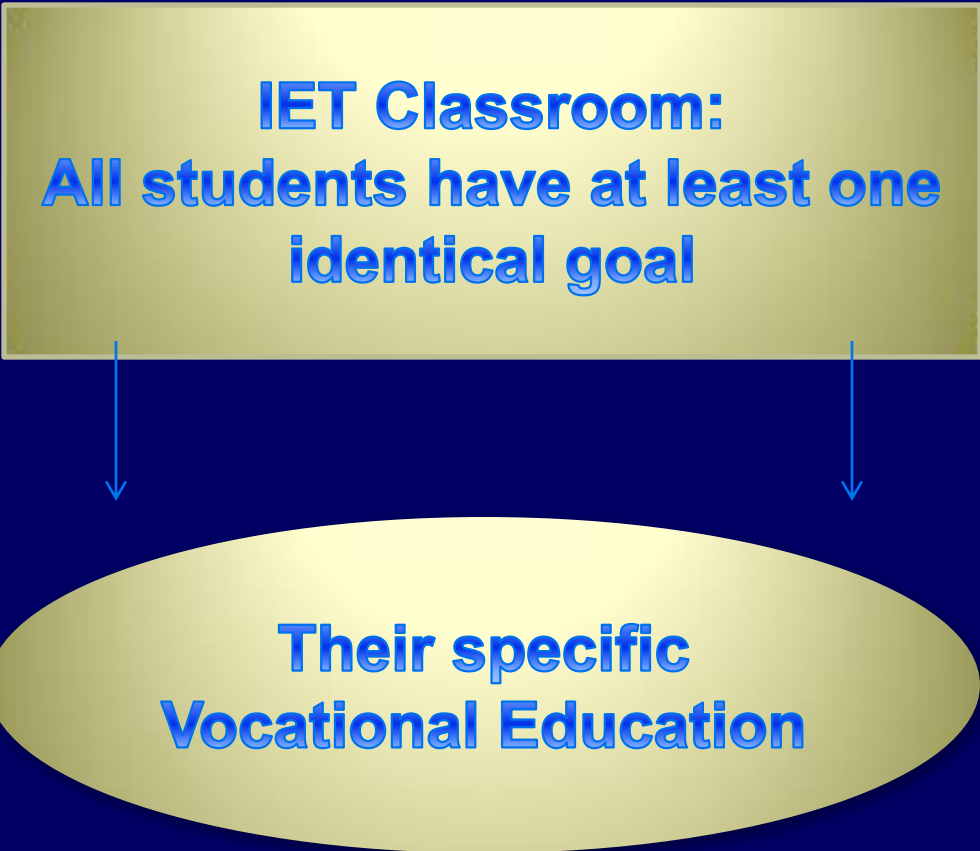
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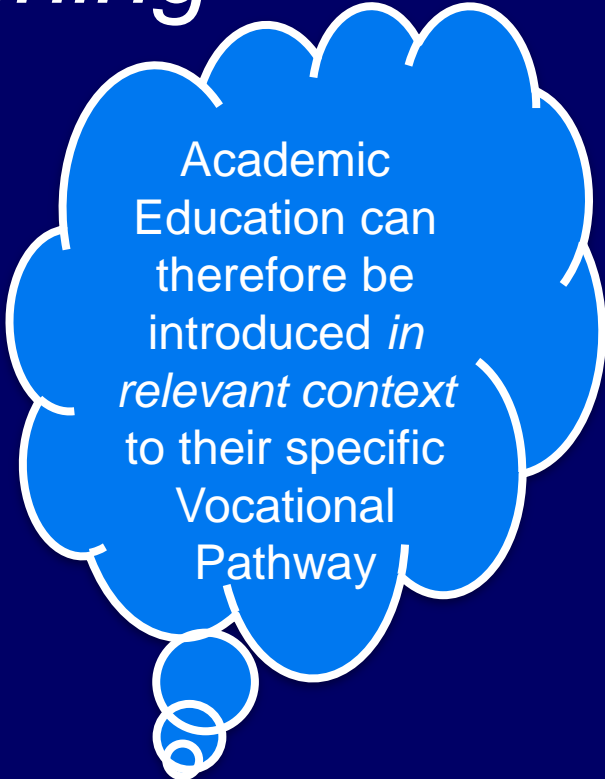
**Ok, what really is IET?**

## *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

# Basic Skills Education

# Vocational Education



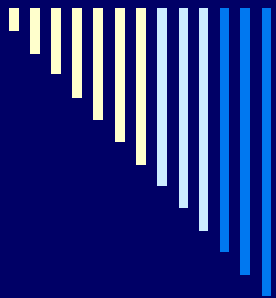
*Integrated at the same time... in the same classroom...*



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# IET Benefits

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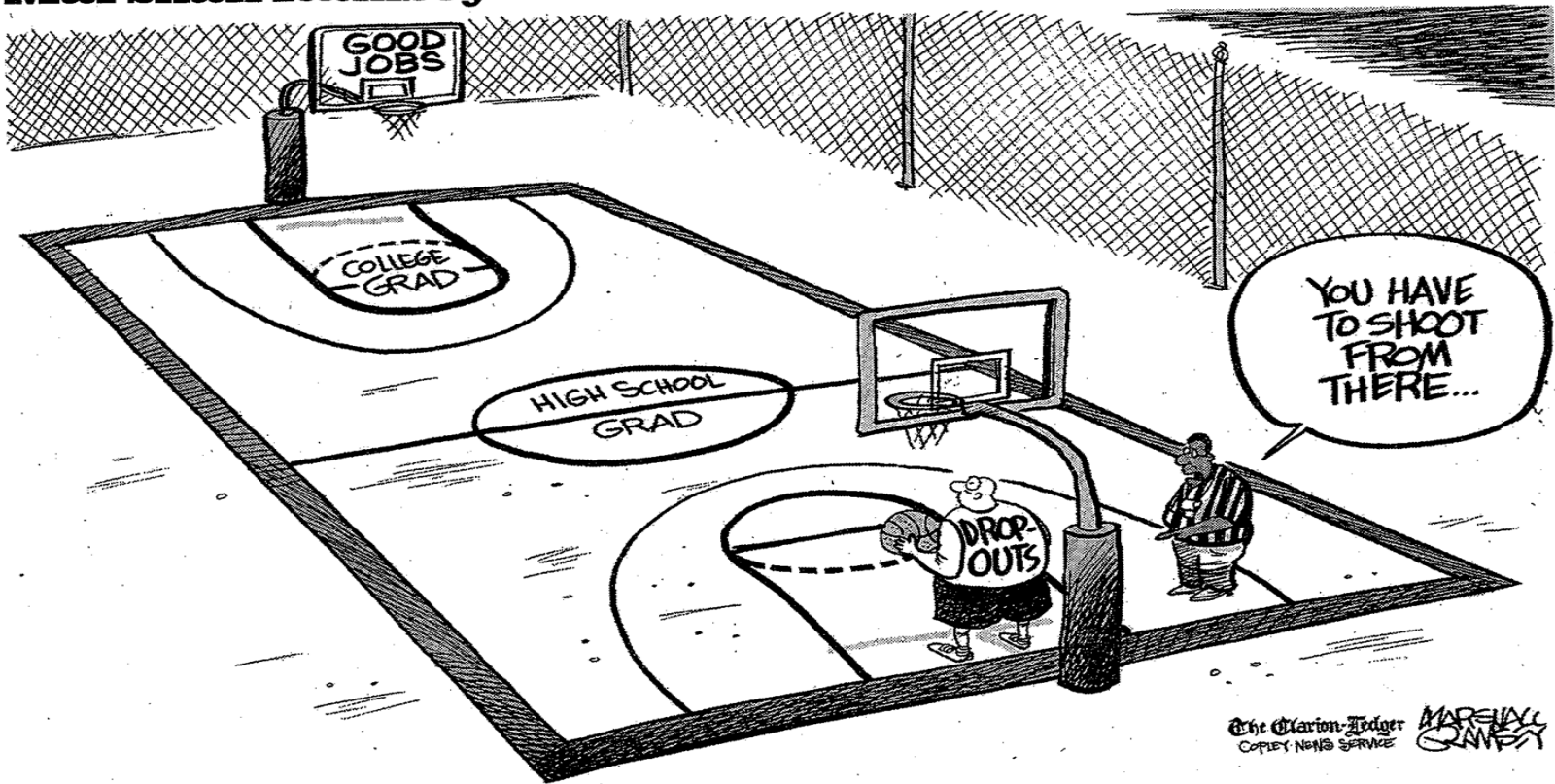
# IET Challenges

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

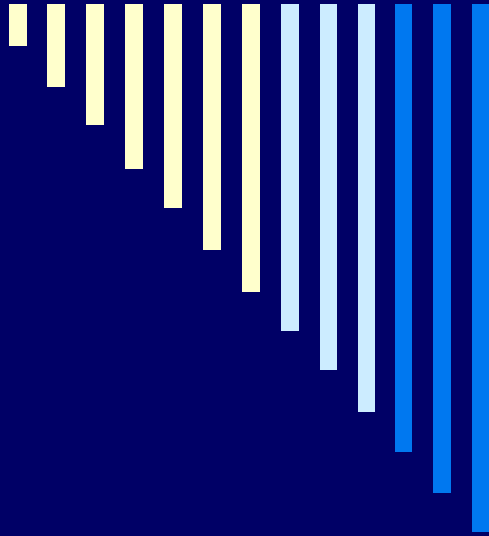
## Marshall Ramsey THE CLARION LEDGER





# IET MODEL #1

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Cluster VESL/VABE  
Classes

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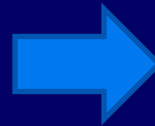


# Cluster VESL/VABE Classes

- 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.



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# 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
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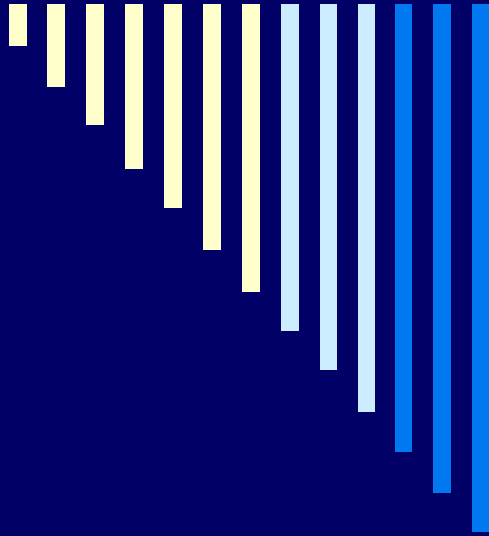


# Benefits

- ❑ 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.
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# IET MODEL #2

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**The I-BEST Model  
VESL for Personal Care  
Assistants/Caregivers**

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# 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
-





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# 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





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# Transitioning Students

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

## Employers' Requirements

- Experience
- Good communication skills

## □ Nursing Assistant Program

- Academics
  - Competitive process
  - Not enough CNA classes for demand
-



# Enrollment Spring 2013 (7<sup>th</sup> 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

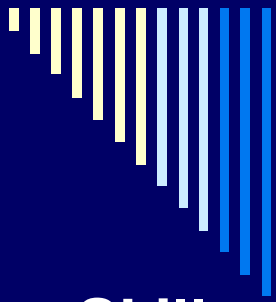
- 3 students went to the CNA class  
(all passed CNA state test)
  - 4 employed as caregivers
  - 1 went to college
  - 7 employed in service industries
  - 6 went to ESL transition Level 7
  - 2 went to GED
  - 13 went to ESL Level 6
  - 1 went to ESL Level 5
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#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

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







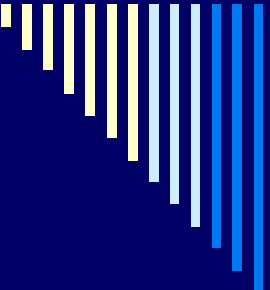
# Curriculum

## 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



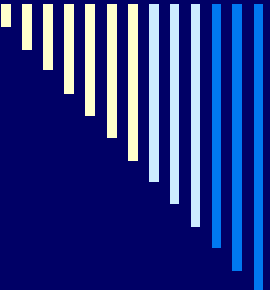
# Co-Teaching – The Schedule

## □ 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
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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
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# Co-Teaching – The Dynamics

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





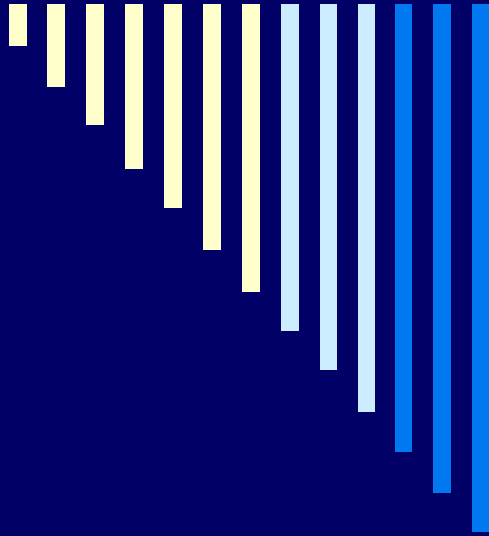
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# Challenges

- Developing customized VESL curriculum based on the book
  - Book is written for native speakers
  - Native speakers want to join the class
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# IET MODEL #3

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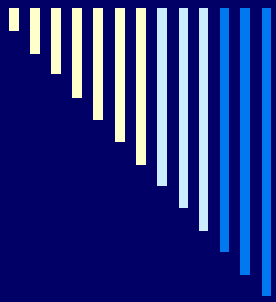
## Alternating Teachers

**Presented By:**  
*Corle Huffman*, Instructor

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

**October 2013**

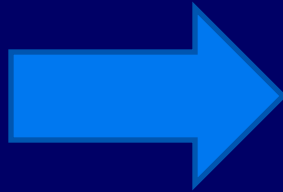
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# Alternating Teachers Model

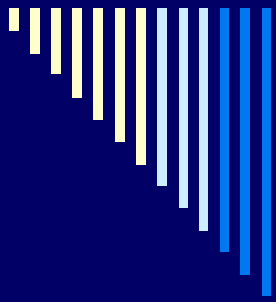
**First One Class**

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



**Then the Other**  
*(same day)*

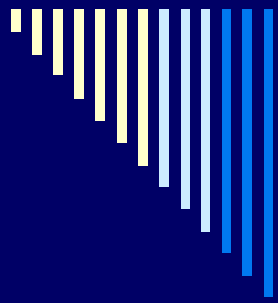
*Technical skills class*  
with a *technical skills*  
*instructor*



# IET MODEL #4

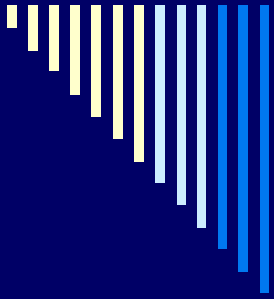
## VESL/VABE SPECIFIC

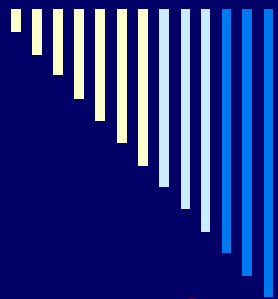




# VESL/VABE-Specific Classes

- 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

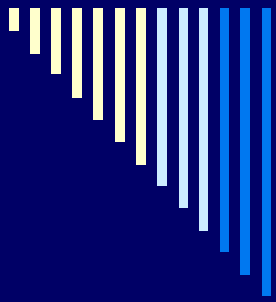
## Vocational Skills Component

### ☐ 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>

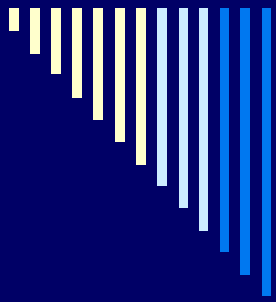
- ✓ I-BEST Model Interviews
  - ✓ Alternating Teachers Interviews
  - ✓ VESL Specific Interviews
  - ✓ VESL Cluster Interviews
- 
- ✓ Interviews with Admin, Teachers, Coordinators, and Support Staff.



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# 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
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This powerpoint is online at:

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

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