

Workforce Transitions: The I-BEST Model

**(Integrated Basic Education and
Skills Training)**

**Presented By:
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**San Diego Continuing Education
San Diego Community College District**

Class: VESL for Personal Care Assistants/Caregivers

Instructors:

Donna Price, ESL Instructor

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Contextualized Workforce Instruction

**What is contextualized workforce
instruction?**

Contextualized Instruction

Definition

Developing skills, knowledge, and attitudes drawn from the context in which they will be used, using real-life materials and situations from that context.

Source: Workforce Education Research Center

Identify the Need

- Students not getting in to CNA 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

Transitioning Students

- Certified Nursing Assistant Program
- Additional ESL instruction
- Jobs

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 Dynamics

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



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

Enrollment Fall 2009 (1st class)

- 54 students enrolled in September
- 44 (81%) graduated in January

Enrollment Spring 2010 (2nd class)

- 46 students enrolled in January, 2010
- 35 (76%) graduated in June

Enrollment Fall 2010 (3rd class)

- 42 students enrolled in September
- 38 (91%) graduated in January

Student Assessment Outcomes Spring 2010 Semester

- 43 students took CASAS pre and post
- 40 had paired scores
- 93% with paired scores



Goals Attained Spring 2010

- 16 students got jobs
- 3 students went to the CNA class (all 3 students became certified)
- 1 studied Medical Assisting
- 13 went to ESL Level 6-7
- 4 students went go to Intermediate ESL or VESL
- 9 went to GED
- 2 went to college

The First Class



Here are a few of the 44 students

Spring 2010 I-BEST Students





Students
practicing
skills



Students doing hands-on practice

Students practicing skills



What if you aren't lucky enough
to start up an I-BEST class?



How do you integrate
workplace transferable skills
in general ESL classes?

A report from the National Center on Education and the Economy (2009) argues that adult education should be redesigned to promote postsecondary and work-place readiness for all learners.

Parrish & Johnson, April 2010

This means that the skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction.

Parrish & Johnson, April 2010

Authentic Workplace Document from hotel maintenance worker

MAINTENANCE DAILY SCHEDULE








DUTIES	MON	TUES
Help housekeepers move their carts up & down stairs	X	X
Clean the entire pool area	X	X
Clean the entire front lobby area & driveway	X	X
Do a walk-thru of entire building & grounds (am & pm)	X	X
Clean all parking lots	X	X

Refer to Handout

Read and Interpret a Textbook Chart

Transferable Skill:
Interpreting Information

Classroom Inventory List

Item		Number	Location
calculators		15	in the drawer
computers		1	on the desk
books		5	on the cabinet
erasers		20	in the box
pencils		20	on the table
pens		20	on the table
rulers		25	in the cabinet

Source: *Ventures 1*, 2007

Transferable Skills

Transferable skills are portable skills that students take with them to jobs from:

- 1) Our classes
- 2) Other jobs
- 3) Volunteer jobs
- 4) Work they do in the home

Authentic Workplace Document

Temperature Chart

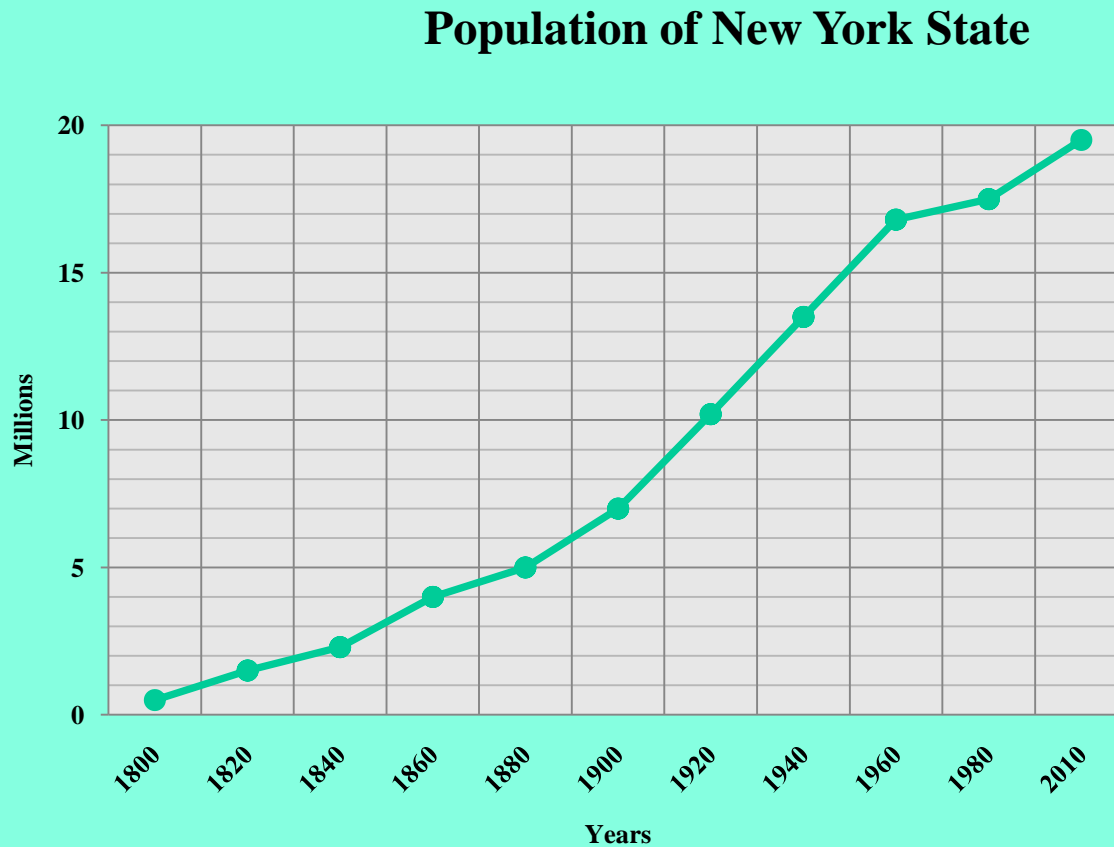
Name Steve Chen Room 271-C Dr. Lopez

Date	3-31-10			4-1-10			4-2-10														
Hour	AM			PM			AM			PM			AM			PM					
	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12	4	8	12
Temperature																					

Read and Interpret Work Documents: Monitor Progress

What do you see here?

Contextualized Workforce Instruction: Textbook Example

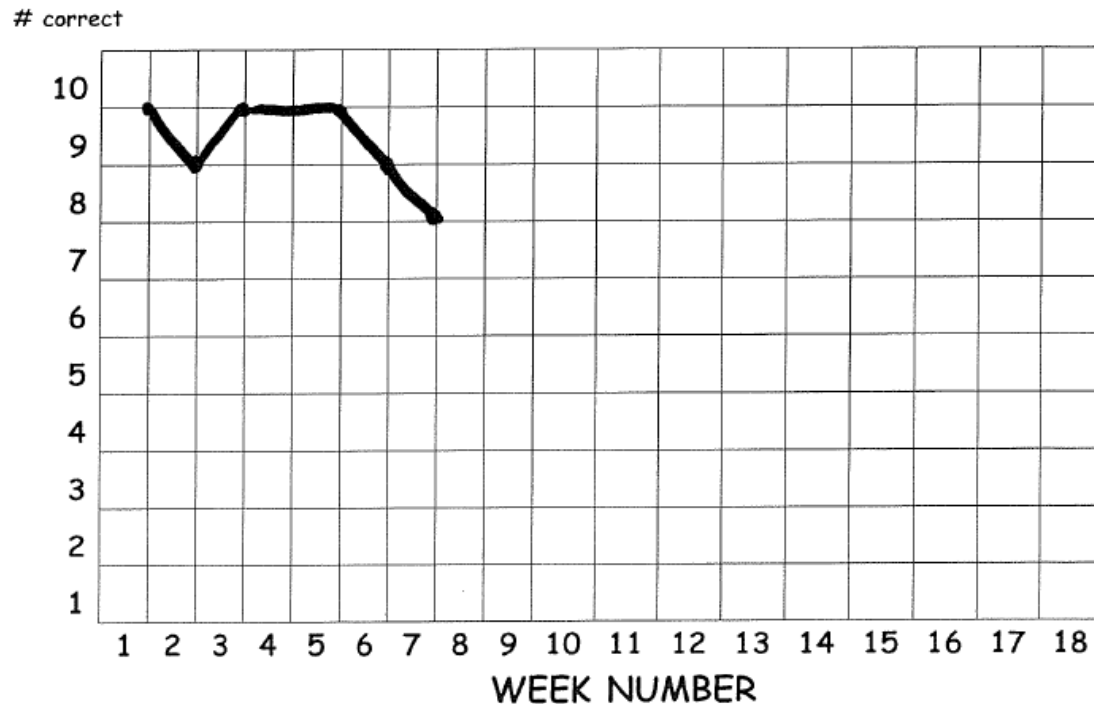


- Reading a Graph in a Textbook
- Transferable Skill: Read and Interpret work documents

Source: *Basic Study Skills for Academic Success*, Prashker, 1991.

Student Progress Graph

Weekly Spelling/Grammar/Vocabulary Tests



Refer to Handout

Three Contexts: Contextualizing Learning

1. Teaching Transferable Skills Using Authentic Documents and Textbooks

Ronna will talk about 2 more contexts:

2. Teaching Problem-Solving in Context of Job Scenarios
3. Teaching Students to Make Explicit Statements about their Skills

Contextualized Instruction: Problem Solving Self-Evaluation

**Presented By:
Ronna Magy
Professional Development Specialist

Los Angeles Unified School District**

3Rs and 7 Cs

- Critical thinking and problem solving
- Communication, information and media literacy
- Collaboration, teamwork and leadership
- Creativity and Innovation
- Computing and ICT Literacy
- Career and learning self –reliance
- Cross-cultural understanding

Bernard Trilling *21st Century Skills*

Problem-Solving and the 7Cs

Problem Solving includes.....

- Collaboration
- Communication
- Critical Thinking
- Cross-Cultural understanding
- Creativity

Bernard Trilling *21st Century Skills*

Problem-Solving Process

- Group leader reads problem
- Member re-states problem
- Leader reads solutions
- Members give opinions
- Consequences
- Consensus
- Group reports



Refer to Handout

Problem Solving: Structured Groups

- Everyone participates
- Discuss ideas
- Consider consequences
- Come to group consensus



Problem–Solving: Group Roles

- Group Leader
- Restate problem
- Read possible solutions
- Recorder/Reporter



Problem-Solving

Useful Phrases

- *I think he/she should do _____ because_____.*
- *The problem is _____, so I think that_____.*
- *What will happen if she does _____?*
- *If she/he does _____, then_____.*

Problem–Solving Step-by-Step

- Group leader reads problem
- Member re-states problem
- Leader reads solutions
- Members give opinions
- Consequences
- Consensus
- Group reports

Problem Solving: Report Back

- What was the problem?
- What solution did your group come to?
- What were the challenges?



Problem Solving: Template

- What is the problem?
- What can he/she do?
- What will happen?
- What will he/she do?

Problem Solving Template

What is the problem?

A

What can he/she do?

1. _____
2. _____
3. _____

B

What will happen?

Good



1. _____
2. _____
3. _____

Bad



1. _____
2. _____
3. _____

What will he/she do?

Why?

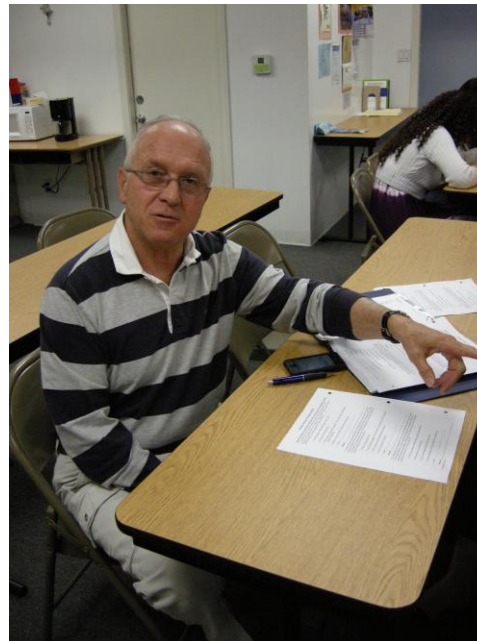
Problem–Solving: Brainstorm

- 1) Which skills did you use in the problem-solving process?
- 2) Which of those skills are transferable from the classroom to the workplace?



Identifying Workplace Readiness Skills

- How can we help students to identify the skills they are using?
- How can we help students to explicitly state what skills they used?



Teaching Self-Inventory & Self-Evaluation

Self Evaluation involves...

- Productivity and Accountability
- Reflecting and Evaluating
- Monitoring and Correcting Performance

Refer to Handout



Skills to Help You Succeed in the Classroom and at Work

1. Complete Self Inventory-Section A
2. Role-play a Job Interview

A-Tell me about yourself.....

3. Make “I” Statements

B- I introduce myself and talk to my co-workers in English.

Refer to Handout

Explicit Teaching: Brainstorm

- **How would you teach that these skills/skills statements can be transferred from the classroom to the workplace?**



Explicit Teaching: Making “I” Statements

- I work well in a team.
- I cooperate with others.
- I follow instructions.
- I am a team leader.



For Additional Information.....

Handouts and PowerPoint presentation can be accessed online at:

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

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