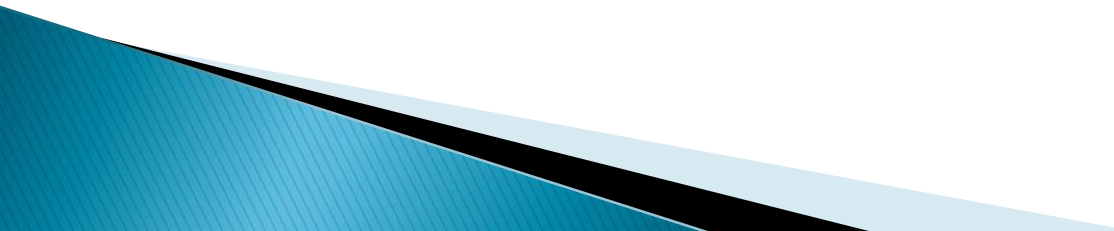


Academic Vocational Training

Part 1: An Overview of Five IET Models

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Objectives for today

- 1) Define *Integrated Education and Training (IET)* and identify the benefits of IET
 - 2) Describe five different IET models
 - 3) Describe some pedagogies of IET models
- 

What Is IET?

IET models... “combine occupational skills training with adult education services to increase the educational and career advancement of participants.”

--US Department of Education Office of Vocational and Adult Education

**Academic
Vocational Skills**

Twin Components of IET

Basic Academic Skills

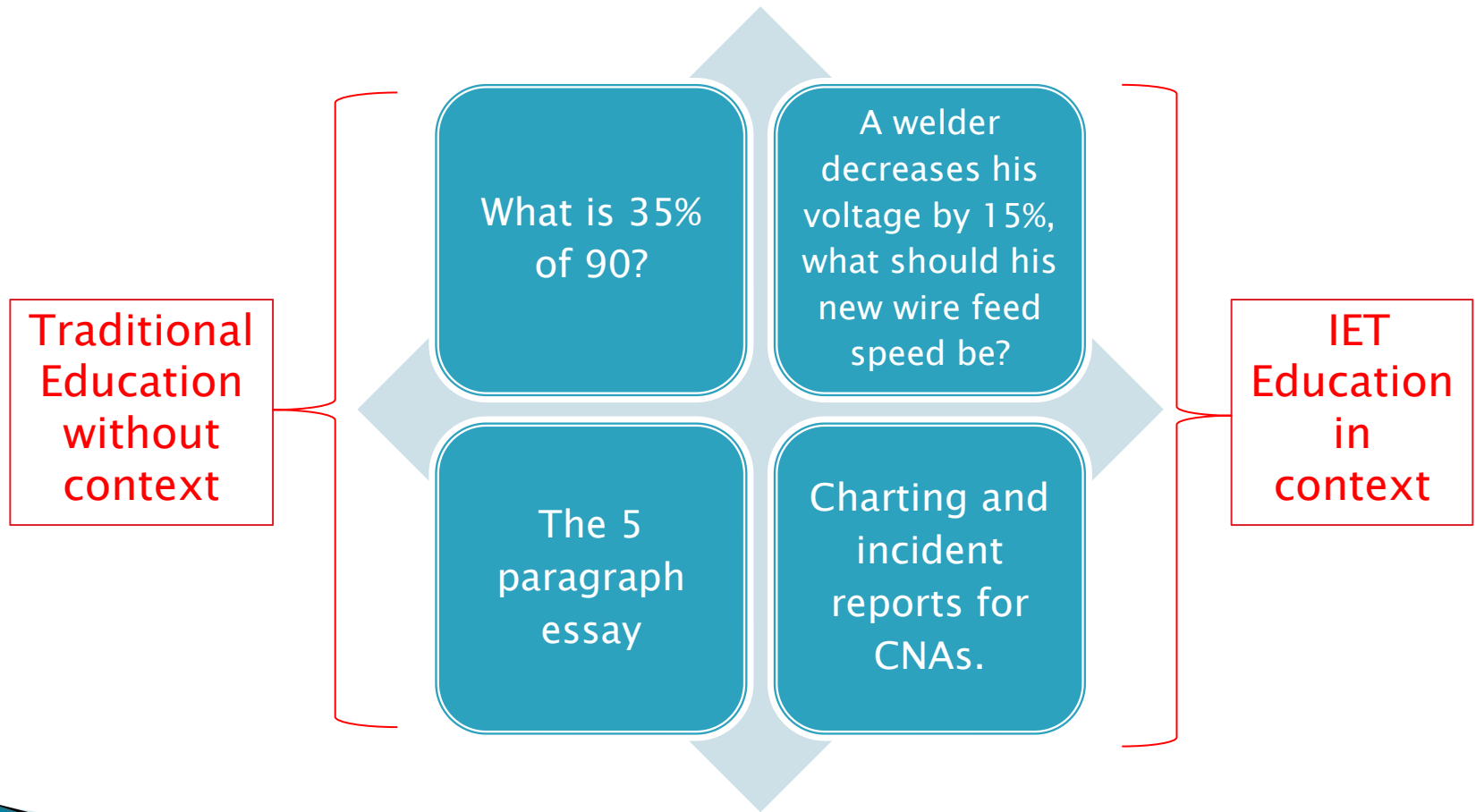
ABE Reading
ABE Writing
ABE Numeracy
ESL
GED Prep



Vocational Skills

21st Century Job
Skills

Benefit: Relevant Academic Content



Purpose: Shorter Time Frame

Traditional Approach	IET Approach
Basic Skills Courses (<i>as prerequisite</i>) ↓	Basic Skills delivered concurrently with Vocational Training ↓
Vocational Training ↓	Job-Ready / College Ready
Job-Ready/ College Ready	

IET models 'shortcut' the time needed to become job-ready.

Five IET Models

I-BEST

Alternating Teachers

Hybrid Overlap

(2) Teachers

(1) Teacher

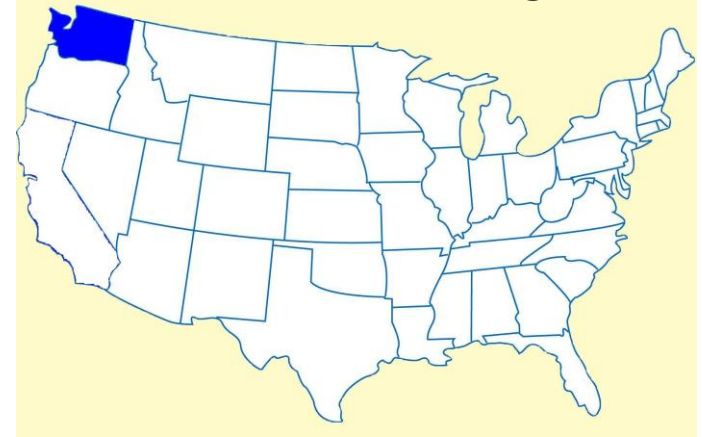
VESL/VABE Specific

Cluster VESL/VABE



IET Model: I-BEST

Developed in Washington



- ▶ An ABE or ESL instructor team teaches with a professional-technical faculty member (100% overlap)
- ▶ Both instructors provide contextualized basic skills education and technical job skills
- ▶ Colleges receive enhanced FTE (1.75)

I-BEST

One Integrated Class

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



Technical skills
with a *technical skills*
instructor

I-BEST

Pros

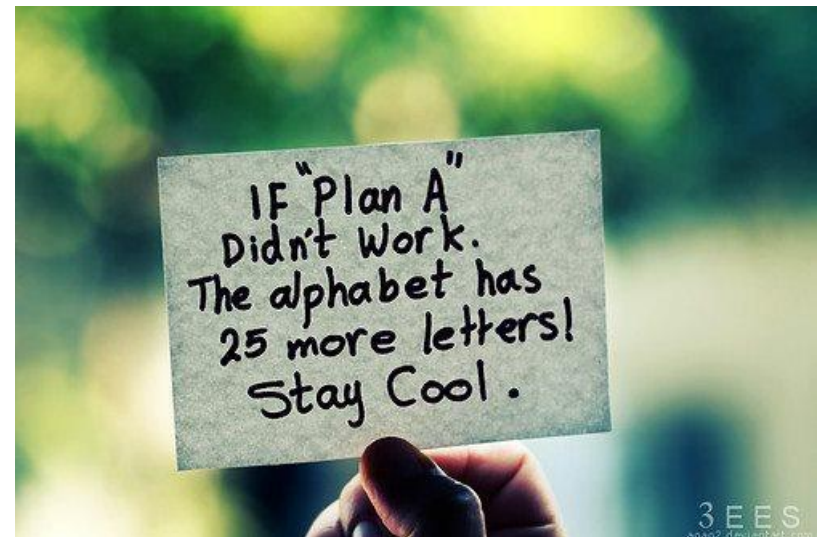
- Contextualized curriculum
- Students have access to the content they want and need
- More 'hands on' learning potential
- Shorter time frame for students
- Relatively little outside coordination required after program implementation

Obstacles

- Funding two teachers per class
- Developing 1 to 2 sets of contextualized curriculum
- Staffing an appropriate pair of instructors to work as a team
- Filling a cohort with students simultaneously in need of Basic Skills and Vocational Training

IET Model: Alternating Teachers

- ▶ An ABE or ESL Instructor coordinates their curriculum with a Vocational Instructor -- but they do not teach at the same time.



Alternating Teachers

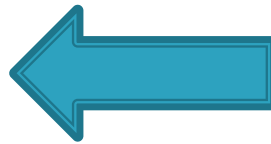
First One Class

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



Then the Other

Technical skills class
with a *technical skills*
instructor



Alternating Teachers

Pros

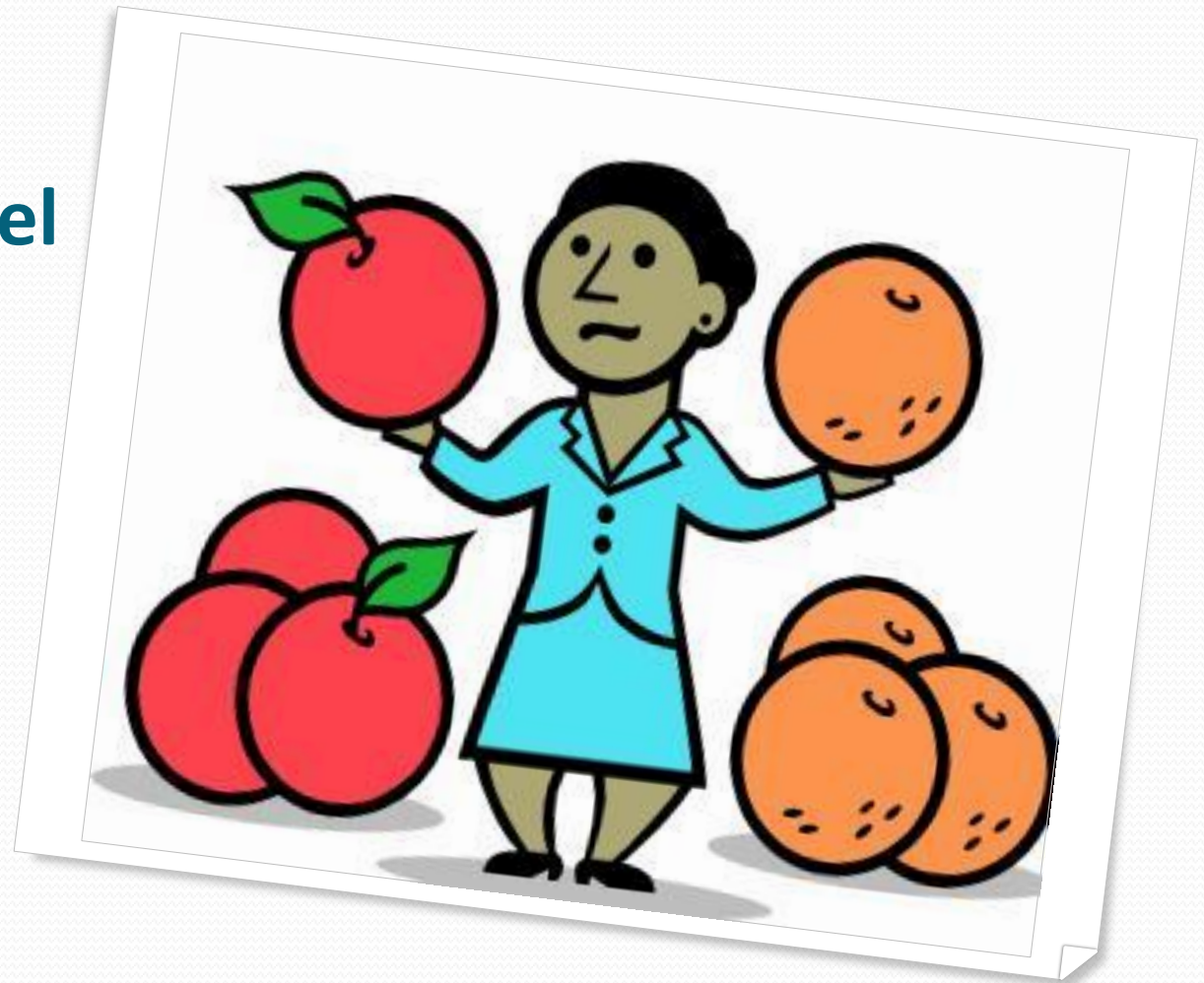
- Less expensive to deliver than I-BEST (per FTE)
- Students have access to multiple instructors
- More 'hands on' learning potential
- Contextualized curriculum
- Shorter time frame for students

Obstacles

- Developing 2 sets of contextualized curriculum
- Teachers must plan and assess in complementary ways; need time to collaborate
- Filling the class with an appropriate cohort
- Time-intensive for teachers to implement course and coordinate curriculums

The Hybrid Model

...allows yourself the space to be creative and adaptive in the course creation process



VESL/VABE Specific Classes

Students have the same occupational goal and need similar basic skills

- ▶ One instructor, one class period
- ▶ Entire class focuses on targeted content
- ▶ Prepares students to work in a specific field, or prepares students to be successful in job training

VESL/VABE Specific Classes

Pros

- Not expensive to deliver
- Relevant curriculum
- Bridges a gap between ESL/ABE and Vocational Training
- Students are job ready or ready for further training

Obstacles

- Developing contextualized curriculum
- Ensuring content is accurate and up to date without the direct participation of a vocational instructor
- Providing professional development, mentoring for a basic skills instructor to learn the vocational content
- Filling a class with enough students with the same goals

Cluster VESL/VABE Classes

A variety of student occupational goals in a single class

First

- ▶ Whole group instruction of basic skills in a general workplace context
- ▶ Use general or adapted ABE/ESL materials



Second

- ▶ Students study individually or in pairs/groups based on their career fields
- ▶ Use vocational-specific materials

Cluster VESL/VABE Classes

Pros

- Meets the needs of students at a similar reading level despite having different occupational goals
- Relevant curriculum
- Bridges a gap between ESL/ABE and Vocational training
- Students are ready for work or ready for further training

Obstacles

- Funding the development of contextualized curriculum
- Ensuring content is accurate and up to date without the direct participation of a vocational instructor
- Providing professional development, mentoring for a basic skills instructor to learn the vocational content
- Providing classroom aide support

Champion Teams

Instructor #1
Instructor #2
Instructor #3



Counselors
Aides
Front Desk

Interview Examples of IET in Action

»» [http://www.calpro-
online.org/onlinevideolibrary/iet.asp](http://www.calpro-online.org/onlinevideolibrary/iet.asp)

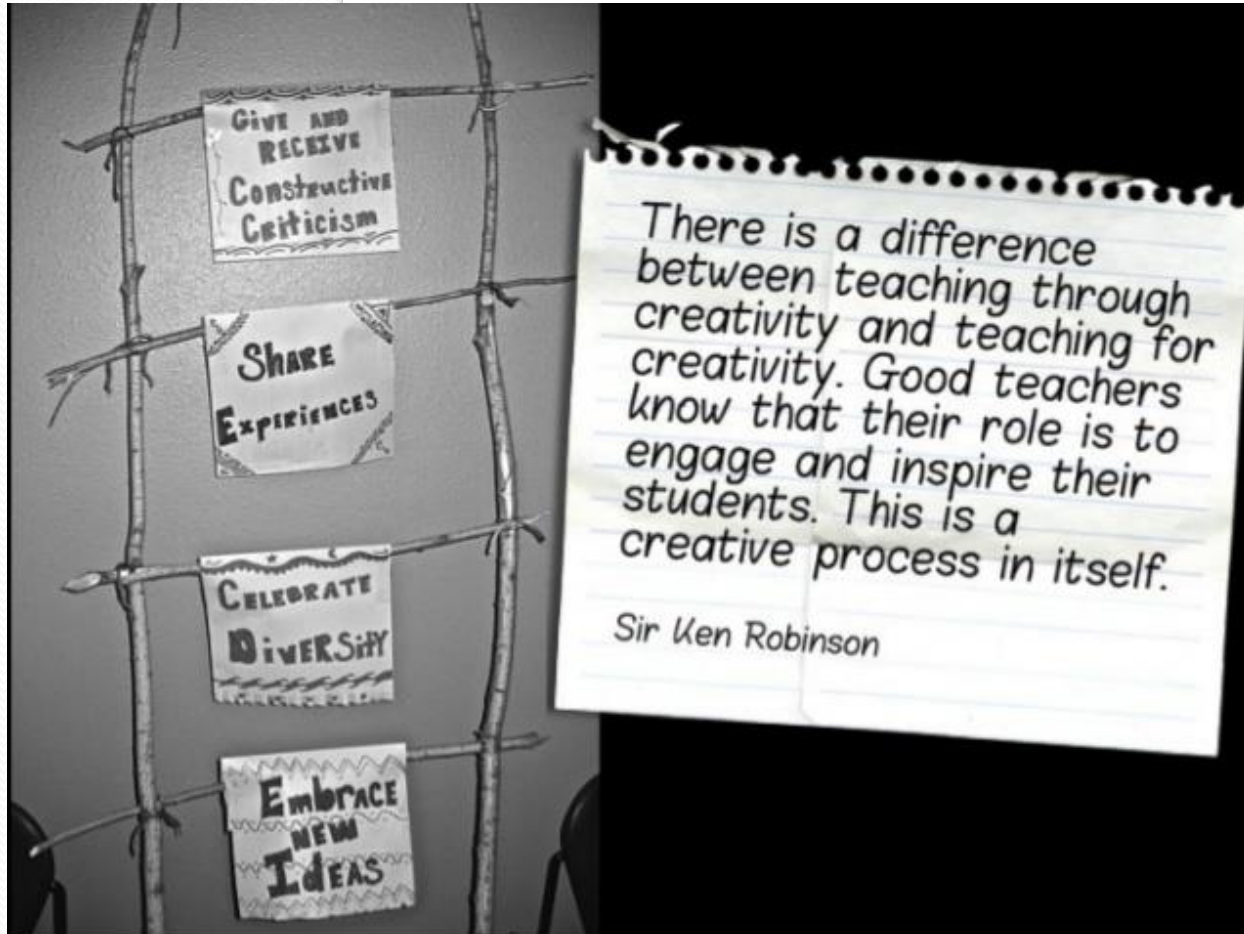
Academic Vocational Training

Part 2: Pedagogies to help build curriculum

Contextual Teaching

&

Contextual Learning





Shared Classroom authority

IET models naturally breakdown some classroom authority. Instead of fighting this system, engage it; allow students to share in the classroom authority.



Applicable Endpoints

- Remove teacher/grades as endpoints
- Install 3rd party endpoints
 1. Certifications
 2. State Tests
 3. Internship application requirements

**“Education is not a mechanical system.
It’s a human system. It’s about people.”**

— Sir Ken Robinson



Student Feedback on curriculum

Student feedback on curriculum as a tool to help students being active learners.

Buy-in from Industry

Without industry buy-in, the certificates and degrees a student earns have less real-world potential.



Bette Fetter, *Founder & CEO of Young Rembrandts*

Schools are
producing
test takers

↳ while businesses need thinkers & innovators

Hands-on

- Kinesthetic learning is key for many vocational educations. The academic portion of IET courses tend to do better when they match this hands-on approach to education.
- Get the students out of their chairs.



“My contention is that **creativity** now is as important in education as **literacy**, and we should treat it with the same status.”

Sir Ken Robinson

TED Talk – 2006 <http://goo.gl/p4qTU> (photo: <http://goo.gl/W9gje>)

Gamification

- You’ve earned a badge!
- <http://badgeville.com/wiki/Gamification>
- Badges, awards, certifications that can be earned weekly (if possible).

GREAT LEARNING
HAPPENS IN
GROUPS



COLLABORATION
IS THE STUFF
OF GROWTH

Collaboration

- Shares the classroom authority
- Happens in the real world.
- Invokes hands on learning.
- Helps to leverage the psychological advantages of gamification, status and competition.
- Having to teach something is the fastest way to learn it.

Ted Talk on Education Transformation



http://www.ted.com/talks/ken_robinson_changing_education_paradigms

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Thank you for joining us!