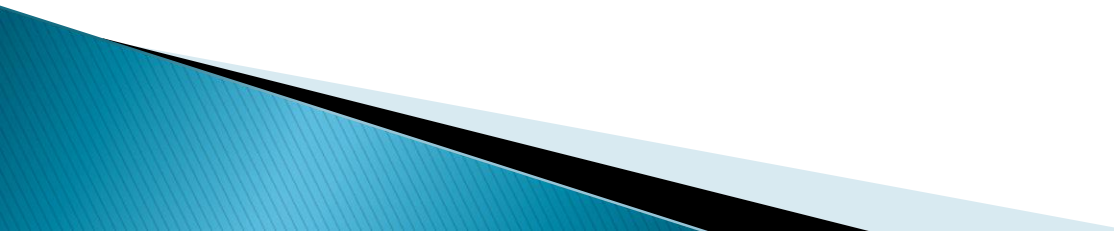


# Integrating Academic with Vocational Training

Part 1: An Overview of Five IET Models

Shawn Carney  
Corle Huffman

# 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

**Vocational Skills  
&  
Academic Skills**

# Twin Components of IET

## Basic Academic Skills

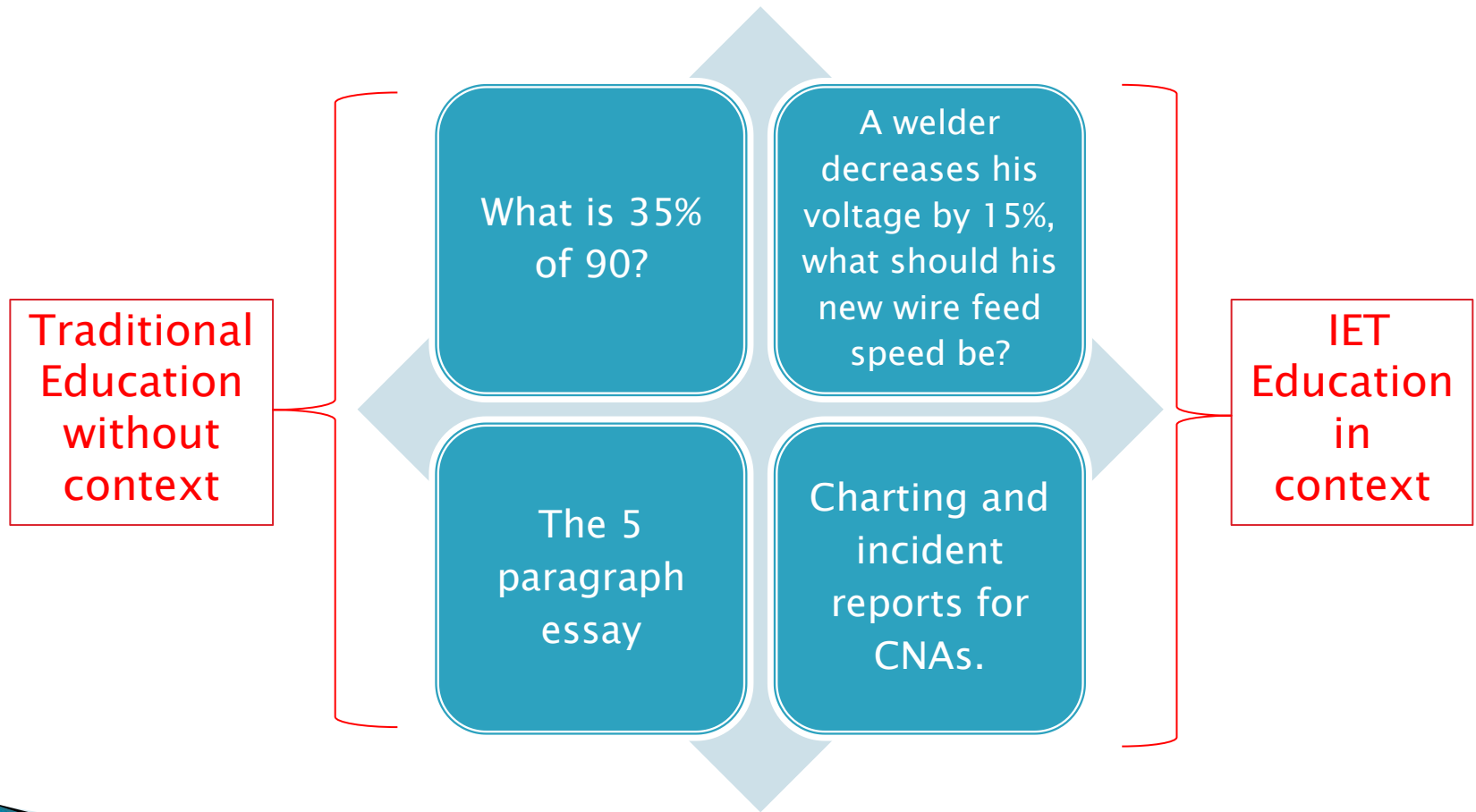
ABE Reading  
ABE Writing  
ABE Numeracy  
ESL  
GED Prep



## Vocational Skills

21<sup>st</sup> 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

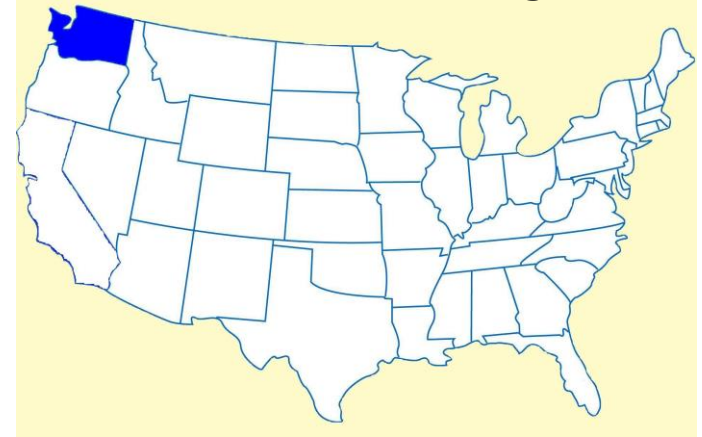
VESL/VABE Specific

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

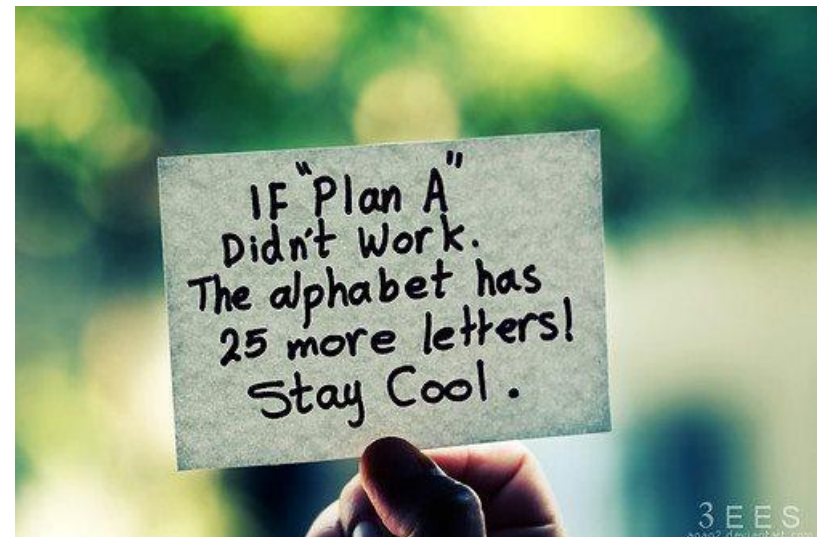
- Contextualized curriculum
- Students have access to the content they want and need
- More 'hands on' learning potential
- Shorter time frame for students
- Relatively little outside coordination required after program implementation

## 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

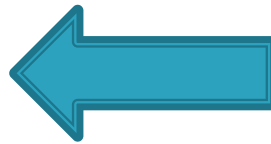
First One Class

*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

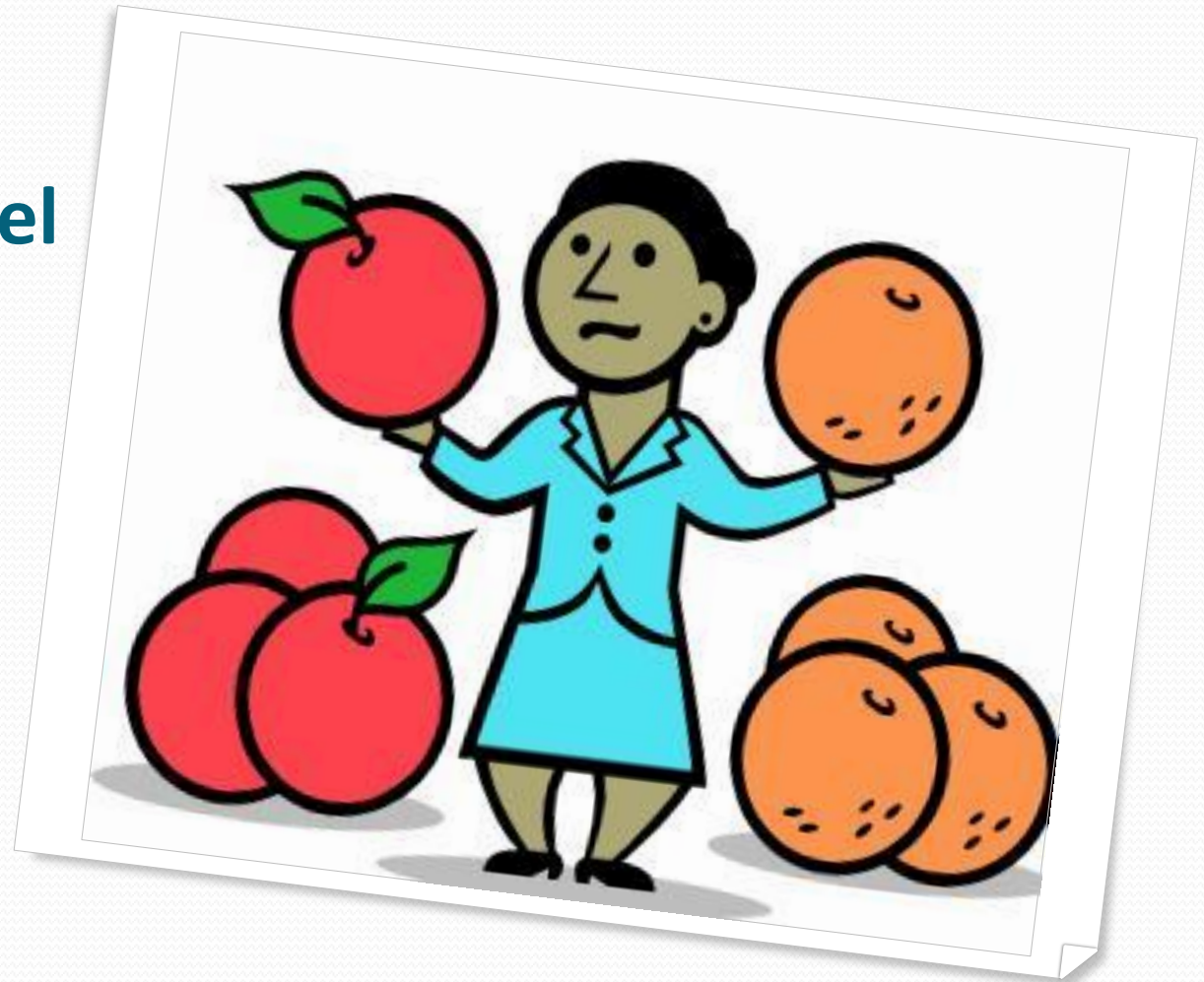
- Less expensive to deliver than I-BEST (per FTE)
- Students have access to multiple instructors
- More 'hands on' learning potential
- Contextualized curriculum
- Shorter time frame for students

## 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)

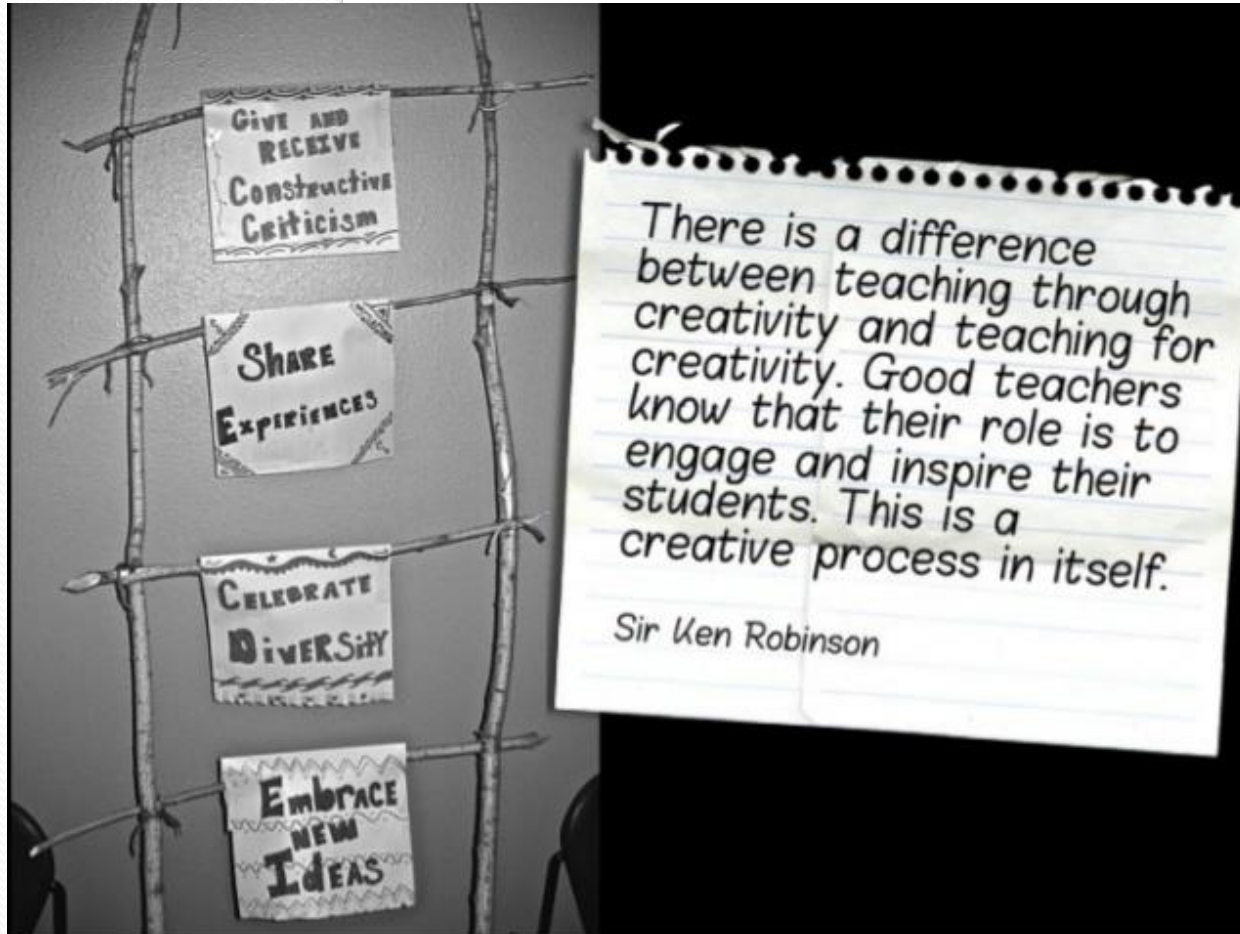
# Integrating Academic and Vocational Training

Part 2: Pedagogies to help build curriculum

# Contextual Teaching

&

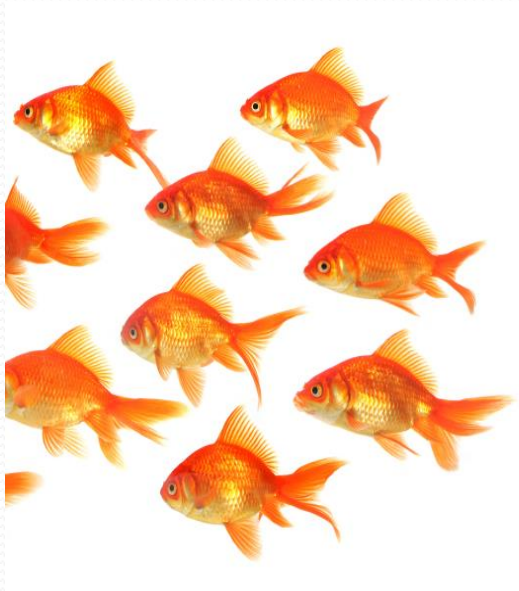
# Contextual Learning





## 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 3<sup>rd</sup> 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

## 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](http://www.ted.com/talks/ken_robinson_changing_education_paradigms)

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Thank you for joining us!