Communities of Practice: Integrated Education and Training

The California Department of Education (CDE) and the California Adult Literacy Professional Development Project (CALPRO) are pleased to offer the Communities of Practice on Integrated Education and Training. This module leads agency-based teams of educators and agency administrators through the process of developing plans for implementing one of four instructional models that successfully integrate adult education basic skills instruction (i.e. ESL or ABE) with technical or occupational skills instruction.

What are the goals and objectives of the Integrated Education and Training module?

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<tr>
<th>Goal</th>
<th>Create an action plan for putting into place the necessary foundations for implementing an IET model</th>
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<td>Main Objective</td>
<td>Each agency will develop an integrated, comprehensive action plan for implementing an effective IET model.</td>
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<td>Specific Objectives</td>
<td>• Analyze and cite reasons for implementing IET models after reviewing appropriate resources; &lt;br&gt;• Define key terms and components of IET models; &lt;br&gt;• Assess the degree of readiness of his/her program to implement an IET model; &lt;br&gt;• Identify which IET model is best suited for his/her program and what next steps need to be taken to begin to implement it.</td>
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Who is the intended audience?

This training is intended for agency teams who will commit to collaborating on the development and implementation of a plan for establishing or building upon an IET model. Agencies must apply as a team consisting of an administrator and a team of two instructors representing two roles: 1) a basic skills (i.e. ABE, ESL) instructor 2) a technical skills instructor. Teams of three, representing each of the three roles, are preferred, but teams consisting of an administrator and two basic skills instructors will be accepted. Teams consisting of an administrator and one instructor will be considered.

Why is the training offered only to agency/school teams and not to individual educators?

Effective implementation of a comprehensive IET model requires well-planned, integrated coordination of program structure, student support services, and classroom activities. Collaborative teams are more likely than individuals to achieve successful implementation and results.

What are “Communities of Practice”?

Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.¹ To provide opportunities for California adult educators to interact regularly and to engage in sustained professional development, CALPRO is field testing a Community of Practice (CoP) approach to the training on IET.

What are the benefits of participating in this CoP?

• More in-depth engagement with training content;
• Opportunity to learn best practices leading to success in gaining both academic knowledge and technical skills for your students;
• Opportunity to interact with fellow educators and trained facilitators online and in-person to share practical experiences and problem solve;
• Collegial support for planning and implementation of IET models.

What is Integrated Education and Training?
The U.S. Department of Education’s Office of Vocational and Adult Education defines IET as an education model that “combines occupational skills training with adult education services to increase the educational and career advancement of participants. In programs that deliver IET, adults participate in both occupational skills training and adult education services at the same time.” So participants get both technical and basic skills during the same period of enrollment. The CALPRO IET module will introduce four models for conducting IET as described with examples in the table below:

<table>
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<tr>
<th>IET Model</th>
<th>Description</th>
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<tr>
<td><strong>1. Co-Teaching (IBEST)</strong></td>
<td>This co-teaching model involves teaching the skills in a particular career technical education program and language and basic skills in an integrated fashion. Team teaching is a significant element of the approach. Content is sheltered by the language and basic skills instructor. Related technical skills are taught by the CTE instructor. After completion of the IBEST class, students are prepared to go to either a related CTE class or employment.</td>
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<td><strong>2. Alternating Teaching</strong></td>
<td>First, students go to a vocation-specific class for 2 hours a day. After that, these students go to the vocational program for 2 or more hours. For example, students go to a basic skills class for two hours and learn the ‘soft’ skills important for clerical jobs, such as customer service, dealing with problems, answering the phone, etc along with basic language or reading skills. After the two hours in the basic skills class, students go to the Business Information Technology class to learn the technical skills, such as using Excel, Word, PowerPoint, etc.</td>
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<tr>
<td><strong>3. VESL/VABE Specific Class</strong></td>
<td>Students attend a vocation-specific VESL or VABE class. Upon completion of the class, students would be employable and/or go to the vocational program. For example, students go to a VESL/VABE class for Child Development. The goal of students is to work in childcare or be day care providers in their homes. The VESL/VABE teacher teaches listening, speaking, reading, writing, grammar, and pronunciation in the context of child development. VESL/VABE course content is parenting, safety in the home, and child development content that is sheltered for lower level ESL students. After students complete the VESL/VABE class, the students are ready for the vocational child development class. Having completed the VESL class, there is more of a chance they will succeed in this field.</td>
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<td><strong>4. Cluster VESL/VABE Class</strong></td>
<td>Students in many career fields study together in a single VESL or VABE class because of district attendance requirements (25-26 students). Total class time is 3-4 hours. First 2 hours is a VESL/VABE class focused on reading, writing, speaking, grammar and pronunciation using ESL methods with a general workplace focus. The 2nd two hours, students work in groups in their career fields in the same classroom. They use vocationally specific materials such as Make Your Mark in the Restaurant Industry books and audiotapes, or the teacher/program adapts workplace specific materials from OTAN’s Workplace Clearinghouse including computer lessons and DVDs and CDs. Note: Using materials from a variety of sources in this way can be expensive.</td>
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Participant Expectations

1. Complete Online Activities – late February through April 2013
   Participants must access pre-session assignments online and engage in other online activities. Pre-session assignments are essential to the training, and participants must complete the assignments prior to attending the in-person sessions. The in-person sessions will not repeat information that participants have received online.

2. Attend Both In-Person Sessions
   Dates: March 5 and April 9, 2013
   Hours: 2:00 p.m. to 5:00 p.m.
   Location: Burbank Adult School
   3811 Allan Avenue
   Burbank, CA 91505

All Participants
- Complete all online assignments before, between and after the face-to-face meetings. The assignments primarily consist of activities supporting the development of the implementation plan.
- Attend both face-to-face meetings.
- Work with your agency team to plan an IET model.
- Provide collegial support and feedback to fellow training participants.
- Be able to use the computer, internet, and e-mail. Technology use may include opening an internet browser, opening documents online, clicking to view videos, and typing text in a Web site. In-depth training on using the internet will not be provided.

NOTE: When you register for the course, you will automatically also be enrolled in an online, self-directed course on how to use the Moodle platform that will help you to better understand how to navigate the online portions of the IET course. Completion of the Moodle course is not required, but participants are encouraged to take advantage of what it has to offer.

APPLICATION INFORMATION

Eligibility: Staff from programs funded by the California Department of Education Adult Education Office and/or Workforce Investment Act (WIA) Title II are eligible to apply.

Priority Consideration: Teams of three representing each of the three roles (academic instructor, technical skills instructor, and administrator) will receive priority consideration. Teams of two (administrator plus one instructor) are welcomed to apply.

Cost: There is no registration fee to participate. All expenses for educators’ release time, travel and meals are the responsibility of the agency/participants.

Certificates: Certificates of completion will be issued only to those who complete all online activities on time and participate in both in-person sessions.

Questions? Contact CALPRO at calpro@air.org or call 800-427-1422 (CA toll-free) or 916.286.8816.

Application deadline is Friday, February 1, 2013.
Notification of acceptance will occur by Tuesday, February 12, 2013.

Fax/send your application to: CALPRO, Attn: Ellen Oka, 2151 River Plaza Dr., Ste 320, Sacramento, CA 95833
Fax: 916-286-8840
E-mail: calpro@air.org
Communities of Practice: Integrated Education and Training Application

An agency/organization must nominate one administrator and at least two other team members.

DISTRICT OR ORGANIZATION NAME: ____________________________________________________________
(e.g., Los Angeles Unified School District, San Diego Community College District, etc.)

ADULT EDUCATION PROGRAM NAME: __________________________________________________________
(e.g., Division of Adult and Career Education, San Diego Continuing Education, etc.)

SCHOOL OR SITE WHERE YOU WORK: __________________________________________________________
(e.g., Belmont Community Adult School, Educational Cultural Complex, etc.)

SCHOOL OR SITE ADDRESS: __________________________________________________________________

CITY: ___________________________________________________ ZIP: __________________________

1. ADMINISTRATOR’S NAME: _________________________________________________________________
TITLE: ____________________________________________________________________________________
PREFERRED PHONE NO.: ___________________ ALTERNATE PHONE NO.: ____________________________
E-MAIL: ____________________________________________________________
Alternate E-MAIL: ____________________________________________________________
I have read the description and expectations of the Communities of Practice and agree to fully participate.

SIGNATURE: __________________________________________ DATE: ______________________

2. ACADEMIC SKILLS INSTRUCTOR’S NAME: _________________________________________________
TITLE: ____________________________________________________________________________________
PREFERRED PHONE NO.: ___________________ ALTERNATE PHONE NO.: ____________________________
E-MAIL: ____________________________________________________________
Alternate E-MAIL: ____________________________________________________________
I have read the description and expectations of the Communities of Practice and agree to fully participate.

INSTRUCTOR’S SIGNATURE: __________________________________________ DATE: ______________________

3. TECHNICAL SKILLS INSTRUCTOR’S NAME: _________________________________________________
TITLE: ____________________________________________________________________________________
PREFERRED PHONE NO.: ___________________ ALTERNATE PHONE NO.: ____________________________
E-MAIL: ____________________________________________________________
Alternate E-MAIL: ____________________________________________________________
I have read the description and expectations of the Communities of Practice and agree to fully participate.

INSTRUCTOR’S SIGNATURE: __________________________________________ DATE: ______________________