



Integrated Education and Training (IET) **2017 Online Course Application**

The California Adult Literacy Professional Development Project (CALPRO) will offer its module on *Integrated Education and Training* as a facilitated, four-week, online course in March 2017. This course 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 online course?

Goal	Create an action plan for putting into place the necessary foundations for implementing an IET model
Main Objective	Each agency will develop a comprehensive action plan for implementing an effective IET model.
Specific Objectives	<ul style="list-style-type: none"> • Analyze and cite reasons for implementing IET models after reviewing various resources; • Define key terms and components of IET models; • Assess the degree of readiness of his/her program to implement an IET model; • Identify which IET model is best suited for his/her program and what next steps need to be taken to begin to implement it.

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 and 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 also 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 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, see the table below:

IET Model	Description
1. Co-Teaching (I-BEST)	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.
2. Alternating Teaching	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.
3. VESL/VABE Specific Class	Students attend a vocation-specific VESL or VABE class. Upon completion of the class, students will 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.
4. Cluster VESL/VABE Class	<p>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.</p> <p>The 2nd two hours, students work in groups in their career fields in the same classroom. They use vocationally specific materials such as <i>Make Your Mark in the Restaurant Industry</i> books and audiotapes, or the teacher/program adapts workplace specific materials from OTAN 's Workplace Clearinghouse including computer lessons and DVDs and CDs.</p>

What are the benefits of participating in this online course?

- More in-depth engagement with training content;
- Opportunity for “early adoption” of 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 to share practical experiences and problem solve;
- Collegial support for planning and implementation of IET models;
- Contribution to the development of an enriched statewide professional development experience for adult educators in California.

APPLICATION INFORMATION

Eligibility: Staff from programs funded by the California Department of Education Adult Education Office and/or Workforce Innovation and Opportunity Act (WIOA) 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 are the responsibility of the agency/participants.

Certificates: Certificates of completion will be issued only to those who complete all online assignments.

Participant Commitment and Expectations

Complete Online Activities – March 27 to April 24, 2017

This discussion-based online course allows participants flexibility in when they participate: individuals may log on at different times of the day or night to participate in activities and complete assignments (average time required: 3-4 hours/week). Notable exceptions are three 60-minute Webinars (spread out over four weeks), in which the class convenes online at the same time to interact with each other and receive support, guidance, and feedback from the subject expert facilitating the course. For details, see below.

For this online course to be effective, participants must commit to meeting the following expectations:

All Participants

- Complete all online assignments. The assignments primarily consist of activities supporting the development of the implementation plan.
- Attend online course Webinars (total of 3 offered; each lasting 60 min.); if not possible, do the make-up assignment.
- 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 a brief, online, self-directed orientation how to use the Moodle platform that will help you to better understand how to navigate the online course. Completion of the Moodle Orientation is not required, but participants are encouraged to take advantage of what it has to offer.



Integrated Education and Training Application for March 2017

Note: An agency/organization must nominate one administrator and at least two other team members as explained on Page 1 of this document.

Application deadline is 5 pm PST, Monday, March 20, 2017. Notification of acceptance will occur on Wed., March 22, 2017. Fax/send your signed application to:

CALPRO
Attention: Ellen Oka
2151 River Plaza Drive, Suite 320
Sacramento, CA 95833
Fax: 916-286-8840
E-mail: calpro@air.org

OR

Email scanned application to
Sudie Whalen
swhalen@air.org

Questions? Contact Sudie Whalen at CALPRO at swhalen@air.org or call 800-427-1422 opt. 8 (CA toll-free) or 916-286-8814.

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:** _____

[Application form continues on next page: please complete entire form]

1. ADMINISTRATOR'S NAME: _____

TITLE: _____

PREFERRED CONTACT PHONE NUMBER (home, cell, or work): _____

ALTERNATE PHONE NUMBER (home, cell, or work): _____

E-MAIL: _____

Alternate E-MAIL: _____

I have read the description and the commitment/expectations of the *Online Course* and agree to fully participate as requested.

SIGNATURE: _____ DATE: _____

2. ACADEMIC SKILLS INSTRUCTOR'S NAME: _____

TITLE: _____

PREFERRED CONTACT PHONE NUMBER (home, cell, or work) _____

ALTERNATE PHONE NUMBER (home, cell, or work): _____

E-MAIL: _____

Alternate E-MAIL: _____

I have read the description and the commitment/expectations of the *Online Course* and agree to fully participate as requested.

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

3. TECHNICAL SKILLS INSTRUCTOR'S NAME: _____

TITLE: _____

PREFERRED CONTACT PHONE NUMBER (home, cell, or work) _____

ALTERNATE PHONE NUMBER (home, cell, or work): _____

E-MAIL: _____

Alternate E-MAIL: _____

I have read the description and the commitment/expectations of the *Online Course* and agree to fully participate as requested.

INSTRUCTOR'S SIGNATURE: _____ DATE: _____

[End of Application form]