Integrated and Contextualized Education

Facilitators from
Workforce Professionals Training Institute
Jennifer Pierre
Tom McKee
Maher & Maher is a specialized workforce development, training, and change management consulting firm.

They are working with the DC Workforce Investment Council to further develop a Career Pathways Community of Practice in the District of Columbia.

WPTI is Maher’s training partner, and we are pleased to work together with the DC WIC to deliver the Career Pathways CoP trainings.
What is the Workforce Professionals Training Institute (WPTI)?

Our mission is simple: WPTI increases the effectiveness of people, programs, and organizations that are committed to generating pathways out of poverty through employment.
Who are the facilitators?

Jennifer Pierre, Director of Consulting
Tom McKee, Director of Instruction, Stanley Isaacs Neighborhood Center
Who are you?

We know there is a wealth of experience and knowledge in the room!

If you know a great deal about Integrated and Contextualized Education... we need you to share your expertise.

If you know less... we look forward to helping you learn from us and your colleagues.
Agenda

- Welcome
- Introductions
- Warm Up
- Brief Overview of Career Pathways
- Our Experience
- Sector Strategies
- Key components and elements of Integrated and Contextualized Education
- Application and Implementation
- Working within my Sphere of Influence
- Reflection and Wrap up
Learning Outcomes

Upon completion of the training, you will be able to:

• Connect Career Pathways and Integrated/Contextualized Education to your own experience

• Understand basic elements of the Career Pathways and Contextualized Learning

• Develop some preliminary lesson ideas

• Outline some preliminary next steps for action
What’s your name and where do you work?
To make sure we have a productive session...

Let’s set some community agreements.

What do you need to be comfortable and productive here?
To make sure we have a productive session...

What would you like to learn today?

Discuss in pairs and report back.
Pair up. Ask each other the following:

• When you were ten years old, what did you want to be when you grew up?
• When you were 18, what did you want to be when you grew up?
• What was your first job?
• What was your major in college/favorite subject in school?
• How connected is your school education to your current job?
• What would you like your next job to be?
Let’s talk about our career journeys

• Who helped you get to where you are today?
• What were your goals?
• What kind of education did you have?
• How did you know what to study?
Let’s talk about our career journeys

Report back on an interesting thing that you learned about your partner.
Let’s talk about our career journeys

How did you get here?
Who helped you?

You either had some help or tremendous determination.

Who do our participants have?
“Research evidence continues to point towards importance of demand driven training/skills acquisition as route to upward mobility.”

“No solid evidence of long run effects of work first programs but these remain most popular. Numerous attempts to extend early gains of work first programs met with disappointing results though we have learned a lot along the way.”

Richard Hendra, MDRC “Back to the Future: Learning from Past Studies When Planning Future Programs” (Presented at New York City Employment and Training Coalition, October 23, 2015)
• Rapid attachment doesn’t work.
• “Siloed” adult literacy doesn’t have an impact on income.
• Career Pathways looks more promising....
Improving the Effectiveness of Education and Training Programs for Low-Income Individuals

Building Knowledge from Three Decades of Rigorous Experiments

Richard Hendra
Gayle Hamilton
MDRC
Figure 1
Total Earnings by Month, Total Sample

Source: P/PV. Maguire et al. 2010
http://www.ppv.org/ppv/publications/assets/325_publication.pdf
Wages were 30% higher for Career Pathways programs
Here’s a great 600 page book if you want to know more!
What are Career Pathways?

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services.

Source: Section 3.7 of the WIOA Legislation
2. Multiple entry points - for both well prepared students and targeted populations
   - e.g., apprenticeship
   - e.g., postsecondary system
   - e.g., military or civilian workplace

1. Well-connected and transparent education, training, credentials, and support services
   - e.g., high school or CTE
   - e.g., ABE, TANF or workforce system

Increasing skills, competencies, and credentials informed by industry/employers

3. Multiple exit points
   - 1st job in career path
   - 2nd job in career path
   - 3rd job in career path
   - Nth job in career path

What are we already doing?

What do you know about Integrated and Contextualized Education and Training?
Adult Education & Literacy
“...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” WIOA Sec 203(2)

Workforce Preparation
“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” WIOA Sec 203(17)

Workforce Training
“may include
(i) occupational skill training...;
(ii) on-the-job training;
(iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs...;
(ix) job readiness training provided in combination with services... (i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” WIOA Sec 134(c)(3)(D)
...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” WIOA Sec 203(11)
What are we already doing?

For Training and Employment Programs:

• Do you use any math?
• Do participants fill out applications?
• Do they read manuals or textbooks?
• Do they need to know specialized vocabulary?
• Do trainees have to use technology?
• What else do they need to read, write or calculate?
What are we already doing?

For Training and Employment Programs

Do you teach the basic skills needed or do you expect participants to have all the skills they need?
What are we already doing?

For Training and Employment Programs

What do you do if they don’t have those skills?
For Literacy and Education Providers:

• Do you use themes for instruction?
• Do your students do projects?
• Do you teach life skills?
• Do you do Vision Boards or Goal Setting?
• Do you teach health?
• Do you teach life skills?
Skills are better learned in context.
How does this work in a Basic Skills Class?

*Examples might include:*

- Reading about a day in the life or a doctor or nurse
- Reading a biography of a scientist or inventor
- Studying math by using wages and salaries of different professions;
- Writing about career aspirations and life goals
What are the basic reading, writing, and math skills that people need to succeed in your vocational training program and/or their chosen career?
Job readiness workshops or classes can easily include some reading, writing and math as well.
Examples of Integrated and Contextualized Education and Training
Examples of integrated education in your programs such as:

• Teaching basic skills in a training program
• Job readiness instruction in an education program
• Basic skills in a job-readiness program

(Discuss in groups)
Examples of integrated education in your programs such as:

• What’s been successful?

• What have the challenges been?

• What do you want and need to learn in order to implement integrated education?
Overlapping is Integrated

Basic education

Workplace Preparation (Job Readiness)

Workforce Training (Vocational Skills)
Give some examples of how you might teach about an employment sector such as...

- Healthcare
- IT
- Construction
- Manufacturing
- Retail
- Infrastructure

*in a basic literacy, ESOL or GED class.*
Give some examples of how you might teach about an basic skills such as...

- Reading
- Writing
- Vocabulary
- Math

in a healthcare, IT, construction, or other vocational training course.
What am *I* supposed to do about all this?

I’m just *one person*...
Where does my program fit in?

Where do I fit in?
Little or no control

Influence

Significant control

Lots of control
Participants, other agencies, legislation, the economy

Participants, my team, my supervisor, my agency, my partners, legislation, funding levels

Participants, direct reports, my team, programs I fund or monitor

Myself, my direct reports, policies in my program
Next Steps:
What will I keep doing?
What will I start doing?
What will I stop doing?
Models, Tools and Resources

**Career Pathway Models in Action:**


- I-Best Career Pathways Model (Washington State) [http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)


- Sector Strategies: Tech Talent Pipeline (NYC) [http://www.techtalentpipeline.nyc/](http://www.techtalentpipeline.nyc/)

- Careeras En Salud Pre-CNA Bridge Program (Chicago) [http://www.idpl.org/idpl_carreras_en_salud.html](http://www.idpl.org/idpl_carreras_en_salud.html)

Questions?
Evaluation Survey

• We would greatly appreciate your feedback on the course through the brief survey included in your packets.

• Please complete the survey and leave them on your tables.
Thank you!

Contact Joe Jarosckak of the DC WIC with questions: Joseph.Jarosckak@dc.gov

www.wpti.org