

Key Terms

It is important for you to be familiar with these terms for discussions in the online course. Although you are not required to know the meaning of all of these terms prior to the training, having a general sense of these terms and expressions prior to the training may make it easier for you to grasp important concepts during the course. You may wish to print this handout and refer to it in the early weeks of the course.

List of Key Terms and Expressions

1. **Alternating Teachers**—In the alternating teachers model, students are taught by two teachers, one basic skills instructor and one technical skills instructor, just like in the I-BEST model. The difference is that both teachers aren't in the same classroom at the same time. For example, students in a business information technology program may first go to a vocation-specific vocational ESL (VESL) class for two hours, where they learn the "soft" skills important for clerical jobs, such as customer service, dealing with problems, and answering the phone. They then go to the vocational program for two or more hours to learn the technical skills, such as using Excel, Word, and PowerPoint. The program also may choose to have students go to one of the classes on Monday and Wednesday and to the other class on Tuesday and Thursday rather than having the classes back to back.
2. **Basic Skills**—Skills taught in adult basic education programs to help adult learners obtain a GED credential or enroll in postsecondary education. These include English language skills, numeracy, reading, and writing.
3. **Bridge Programs**—These programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training leading to career-path employment in skilled jobs. The goal of bridge programs is to bridge the gap between the initial skills of individuals and the skills they need to enter and succeed in postsecondary education and career-path employment. Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through contextualized instruction, career development, and support services.
4. **Career and College Pathway Services**—These are integrated adult education services and postsecondary education and training. These programs dually or concurrently enroll students in adult education services and postsecondary education and training that lead to industry-based certification or institutionally granted certification, diplomas, or degrees necessary for high-demand jobs.
5. **Career Pathways**—Career pathways have been described as

...a method of developing and organizing curricula across different strands of careers. The teaching, counseling, and assessment that support career pathways are also designed to focus students toward career goals beyond graduation, the end result being passports and portfolios as evidence of work readiness. The objectives of career pathways are to help students

- *Understand and consider options*

Key Terms (continued)

- *Discover workplaces and their relationship to curricula*
 - *Make choices about future education and training*
 - *Understand the expectations for achieving career goals*
 - *Maintain portfolios of progress and achievement*
 - *Become flexible but focused employees* (National Career Pathways Network, 2012)
6. **Cluster VESL Classes**—Another option is the model that uses cluster VESL classes. In a program with cluster VESL classes, students in many career fields study together in a single VESL class because of district attendance requirements (25–26 students). The students have a single VESL teacher. Total class time is three to four hours. The first two hours are spent in a VESL class focused on reading, writing, speaking, grammar, and pronunciation using ESL methods with a general workplace focus. One of these textbooks could be used for this class: *Working It Out* or *Ventures: Transitions*. In the second half of the class, students work in groups in their career fields in the same classroom. They use vocationally specific materials such as *Make Your Mark in the Industry* books and audiotapes, or the teacher or program adapts workplace-specific materials from OTAN’s Workplace Clearinghouse, including computer lessons and DVDs and CDs. Note that using materials from a variety of sources in this way can be expensive.
 7. **Concurrent Instruction**—In the case of I-BEST, this is a system in which students simultaneously receive instruction in professional-technical content and basic skills. During a quarter, an instructor from basic skills and an instructor from the professional–technical program must jointly instruct in the same classroom with at least a 50 percent overlap of the instructional time.
 8. **Contextualized Instruction**—This is instruction that connects in meaningful ways to students’ daily lives and interests. Contextualized instruction can be achieved by incorporating into the instruction the materials students use in their lives outside of the classroom (newspapers, bus schedules, etc.) or information related to specific contexts (work, family, etc.).
 9. **I-BEST**—Integrated Basic Education and Skills Training (I-BEST) pairs English as a second language (ESL)/adult basic education (ABE) instructors with professional–technical instructors in the classroom to provide students with literacy education and workforce skills at the same time. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training. Classes are in programs that build toward degrees or certificates and prepare students for high-demand jobs.
 10. **Integrated Education and Training**—According to the U.S. Department of Education, integrated education and training (IET) “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.

Key Terms (continued)

11. **Integrated Outcomes**—Student progress is evaluated jointly by ABE/ESL and professional-technical faculty. Program effectiveness is evaluated jointly by all involved faculty and administrators.
12. **Technical Skills**—These are the skills needed to work at a job and achieve a high level of accomplishment.
13. **Team Teaching**—Team teaching involves two or more faculty working together on shared outcomes.
14. **VESL-Specific Classes**—In a model with VESL-specific classes, students attend a vocation-specific VESL class. Upon completion of the class, students would be employable and/or go to the vocational program. For example, students may go to a VESL class for child development. The goal of students is to work in childcare or be day care providers in their homes. The VESL teacher teaches listening, speaking, reading, writing, grammar, and pronunciation in the context of child development. VESL 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 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.

Resources

- Dann-Messier, Brenda. 2010. "Program Memorandum FY 2010–02: Use of Funds Provided Under the *Adult Education and Family Literacy Act (AEFLA)* for Integrated Education and Training (IET)." Available:
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aefta-funds-for-iet.pdf>.
- Literacy Information and Communication System. 2009. "Economic Recovery and Washington State's Integrated Basic Education and Skills Training (I-BEST) Model Discussion Terms." Available:
http://lincs.ed.gov/lincs/discussions/professionaldevelopment/09ibest_terms.html.
- MPR Associates, Inc. 2010. *ABE Career Connections: A Manual for Integrated Adult Basic Education into Career Pathways*. Washington, DC: Office of Vocational and Adult Education, U.S. Department of Education.
- National Career Pathways Network. 2012. "Career Pathways." Available:
<http://www.cord.org/career-pathways/>.