



Presenters:

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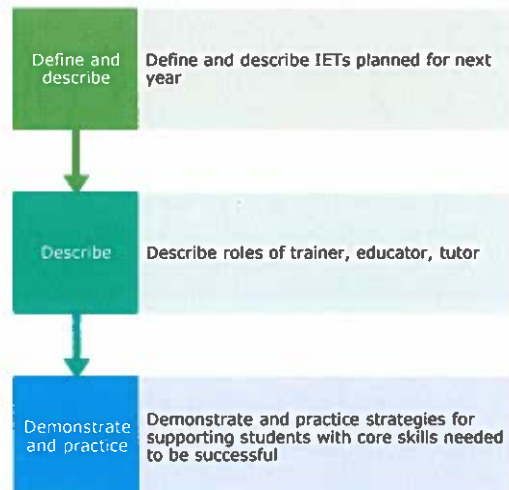
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## Integrated Education and Training (IET) with TJACE



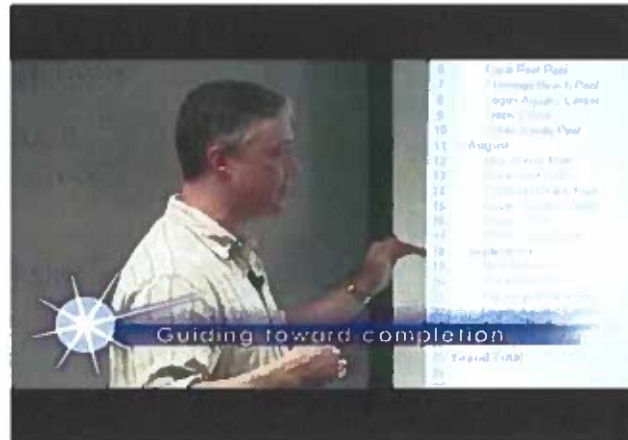
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## Agenda



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## What is an IET? (Integrated Education and Training)



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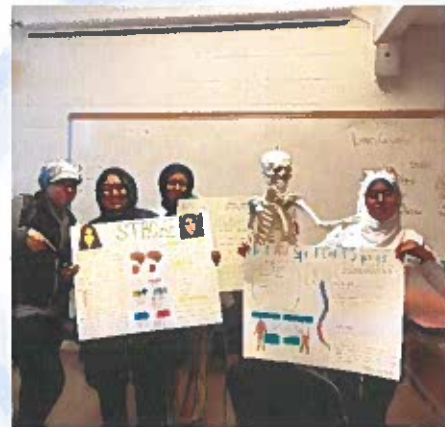
## What is an IET?

3 components taught simultaneously and contextually:

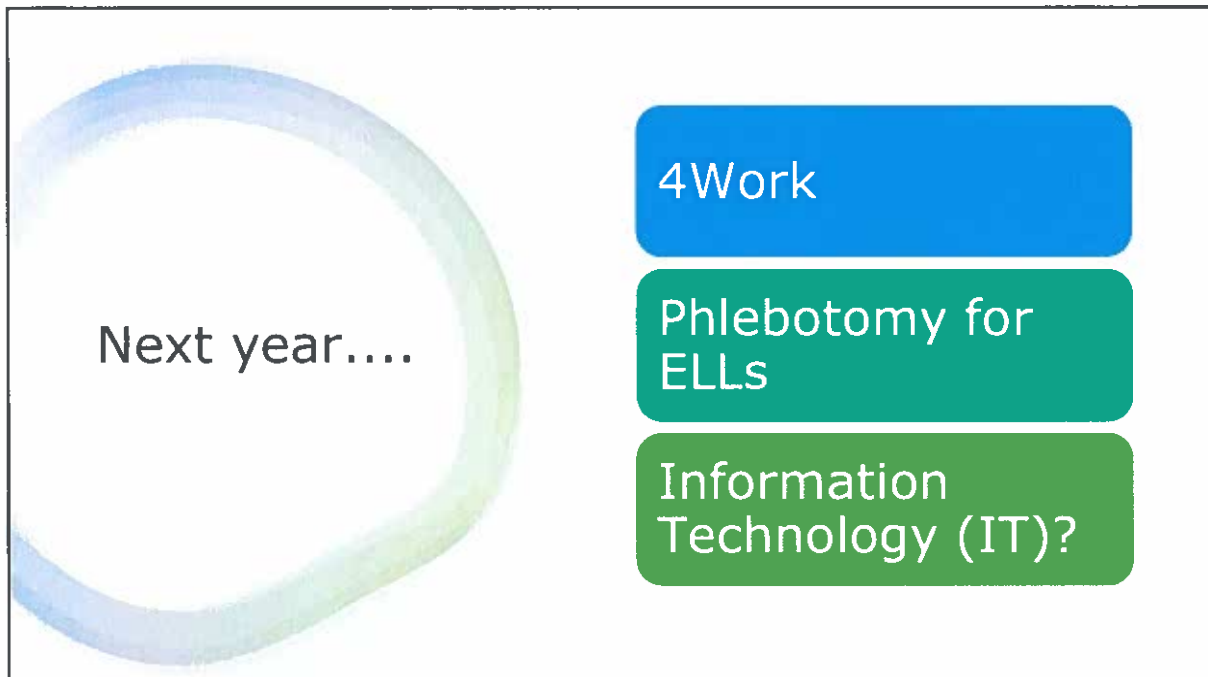
adult education  
(incorporates standards)

workforce  
preparation

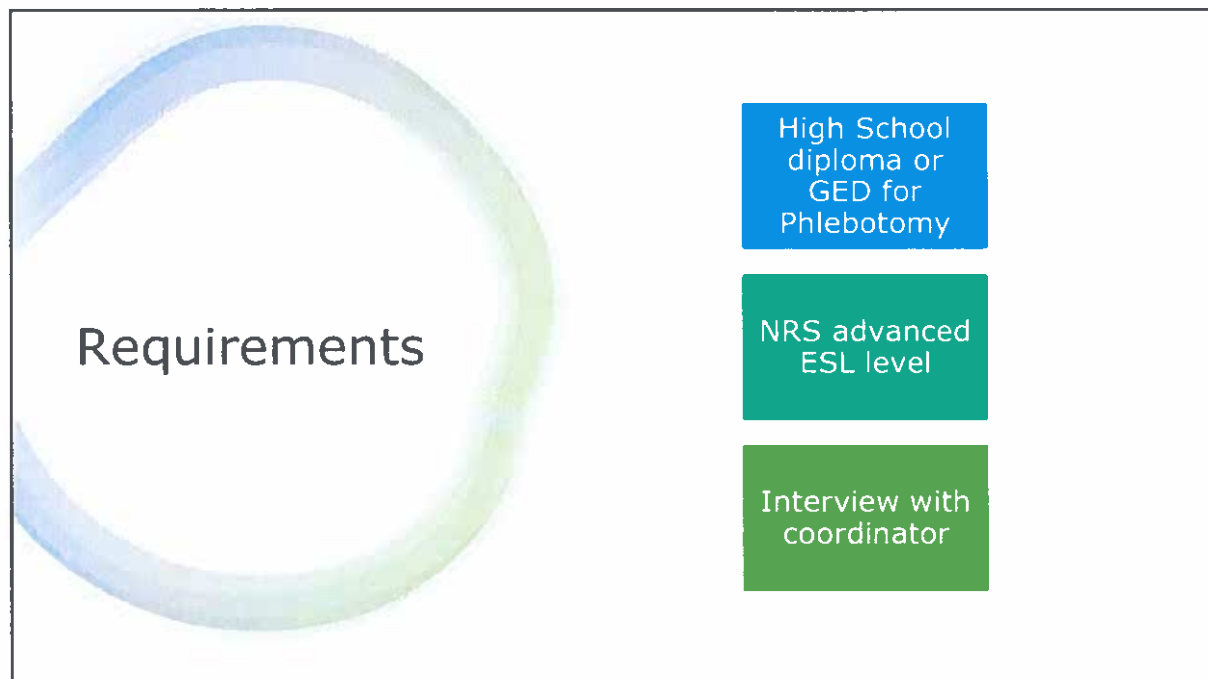
occupational training



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## Supports for job search or further education

resume

applications

practice interviewing

referrals to P&P, N2W

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## Strategies

Is an IET  
right for your  
student?

How do I  
refer my  
student?

How do I help  
my student  
meet  
requirements  
to enroll?

How do I help  
my student  
who is in an  
IET?

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## Is an IET right for my student?

- What are my student's interests and goals?
- Does my student already have experience in this area? What have they done in the past?
- Use *My Next Move* to help student identify jobs of interest
- Does my student understand what the job entails?
- What does my student need to think about, to ensure they can make the commitment?
  - Childcare
  - Transportation
  - Work schedule
  - Time and place to study



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## Referring my student and steps to enrolling

- Contact Debbie or Becky
- Take CASAS assessment test (to determine reading level) and complete student registration form at TJACE
- Interview with program coordinator (Debbie or Becky)
- Attend IET program orientation
- Meet with advisor at Workforce Services about funding assistance and complete financial aid forms

<https://www.pvcc.edu/form/tjace-information-request>

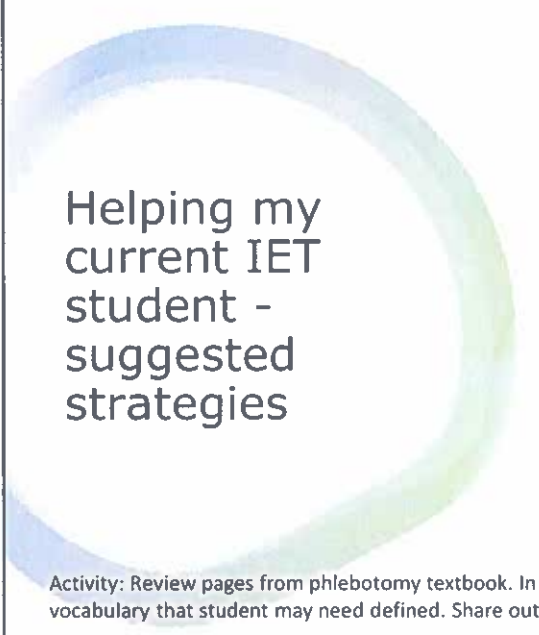
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## Helping my student meet requirements to enroll

- Focus on reading, listening, and speaking
- Build English vocabulary with synonyms, antonyms and word roots (minimize translation)
- Practice multiple choice questions
- Recommended sites for healthcare:
  - <https://www.reading4healthcareworkers.com/>
  - <https://www.usalearns.org/#jobSkills>

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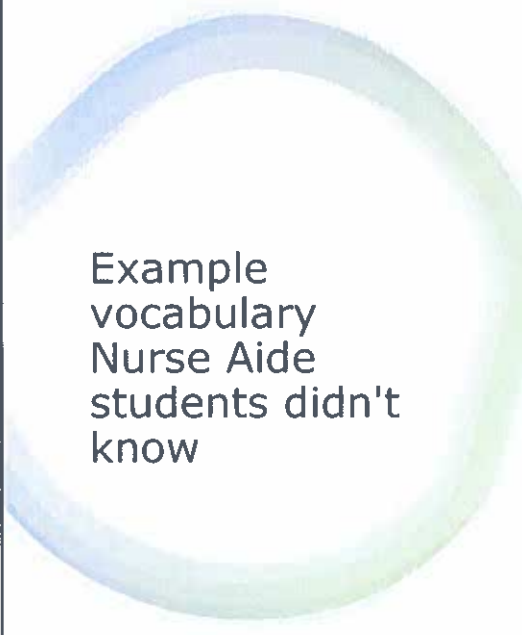


## Helping my current IET student - suggested strategies

- Focus on reading, listening, and speaking, not on the content
- Have student annotate the text – highlight or underline new words to ask you about in tutoring session
- Help student use English-only dictionary to build vocabulary (minimize translation)
- Keep a list of new words with synonyms, antonyms, word roots
- Do workbook exercises with student to review content
- Ask student to tell you what she/he learned (ability to summarize/explain)
- Role play work-related situations – oral language practice
- Help student research and organize poster presentation, if assigned; have student practice presenting and assist with clarity and pronunciation
- REMEMBER: you are not the content expert but the language expert!

Activity: Review pages from phlebotomy textbook. In groups of 2 or 3 identify vocabulary that student may need defined. Share out with entire group.

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## Example vocabulary Nurse Aide students didn't know

- Barefoot
- Story (in sense of floor)
- Linens (as in bedsheets)
- Federal (US government)
- Perspire/perspiration
- Limb
- Cane (walking aid)
- Handrails
- Routine
- Gait
- Crutches
- Pivot
- Extreme
- Excessive
- Recurring
- Slippers
- Withdraw
- Delay
- Praise
- Utensils
- Bland (food)

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## Links:

- **I-Best Video:** Washington State Board of Community and Technical Colleges. (Oct 17, 2014). I-BEST Video 4 of 4: Complementary/Supportive and Monitoring Team Teaching Models [Video file]. YouTube. <https://www.youtube.com/watch?v=RaiZRIPy3HY>
- **TJACE information request form:** <https://www.pvcc.edu/form/tjace-information-request>
- **My Next Move Interest Profiler:** <https://www.mynextmove.org/explore/ip>
- **Reading sites:**
  - <https://www.reading4healthcareworkers.com/>
  - <https://www.usalearns.org/#jobSkills>

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