CONTINUING
EDUCATION
People, Changing

LaGuardia Community College

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LaGuardia Community College

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LAGUARDIA COMMUNITY COLLEGE
CUNY
EMS PROGRAMS
SETTING THE STANDARD

Introductions and Program Overviews

What is your role?

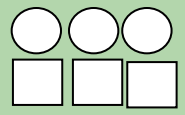
Goals for Today

- Explore Models of Integration
- Identify Rationale for Integrated Program Development
- Review Integrated Program Samples
- Plan & Prepare for Next Steps

Sequential model

- Initial enrollment of students into basic skills classes
- Transition into vocational programs only when a high level of competency is reached

Concurrent Model

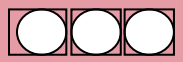


Simultaneous basic skills instruction and vocational instruction without instructional coordination

Coordinated Model

- Basic skills and vocational instructors plan content and sequencing of instruction together and share feedback of student progress and needs
- Typically incorporates a split day of basic skills and technical instruction

Integrated Model



- Concurrent basic and technical instruction
- Content and skills development woven together throughout training

Adapted from: Gillespie, MK. *Learning to Work in a New Land. A review and sourcebook for vocational and workplace ESL.* Washington DC: Center of Applied Linguistics, 1996.

Models of Instruction

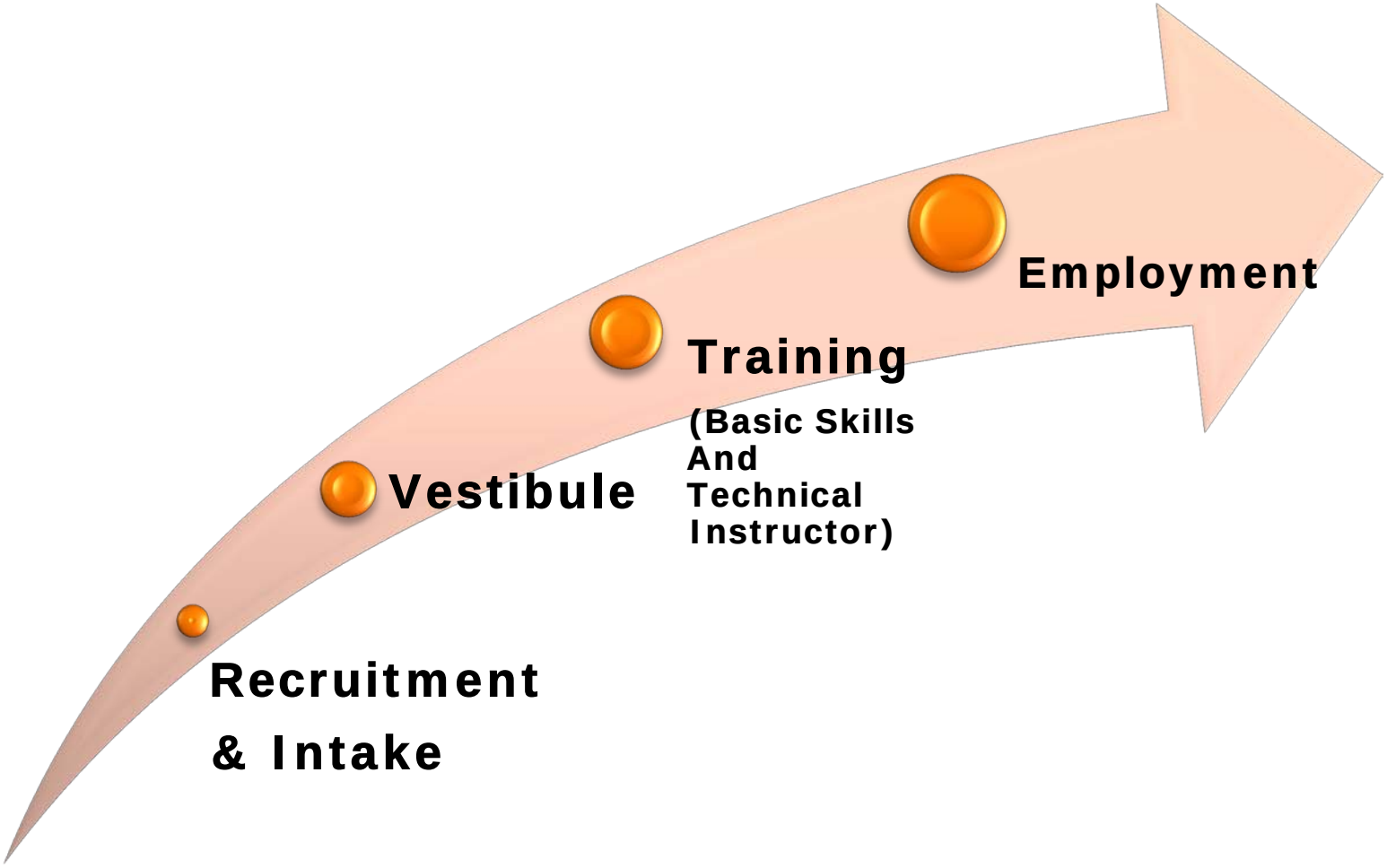
What models do you use on your campus?

What type of model is feasible for Ohio ABLE projects?

Why Develop Integrated Programs?

- Increase Student Success
  - Access
  - Retention
  - Pass Rates
- Improve Return on Investment
- Better Prepare Graduates for the Workplace
  - Work Readiness
  - Soft Skills
  - Academic Readiness
  - Technical Content Mastery

Integrated Career Pathway Model



S.A.V.E. EMT Student Success Outcomes

Supporting Adults Through Vocational Education EMT Program

- Retention Rates increased from 50% to 85%
- 81% Job Placement Rate
- Increased Access to Career Pathway for 30% of class participants
- 40% more participants entering the field of EMT

S.A.V.E. Admissions

Minimum Vestibule requirements:

- 21 years+ with high school or GED diploma
- 8+ grade reading level on TABE
- Driver's license
- Work eligible

What is Contextualized Instruction at LaGuardia?

The development of a student's reading, writing, communication and math skills using instructional materials and content from a specific workforce sector, academic discipline or career track.

Contextualized Vestibule

- Evaluate persistence & academic readiness
- Introduce training content
- Develop study strategies

- Build Soft Skills; teamwork, communication
- Establish Academic Routines

Integrated Training Class

Basic Skills Instruction 1st Hour of Class

- Review and support training content
- Deepen comprehension
- Emphasis on reading, writing, science, and critical thinking

Occupational Training 6 Hours of Class

- Core EMT Curriculum
- Practical skills
- Clinical Rotations
- DOH exam preparation

NYBEST Program Samples

Sample	What student learning goals are addressed?
Career Exploration & Development	
Supporting Key Content	
Developing Academic Skills & Routines	
Assessment and Evaluation	

Review the sample activities. Record notes about how each component addresses program goals.

NYBEST Program Samples

Why are each of these components significant in an integrated program?

What is different about the instructional practice in these samples than in other workforce training materials you have seen?

What is one aspect you would like to implement first in your own program design?

Considerations for Integrated Program Design

- ✓Embedded Case Management and Career Planning
- ✓Integrated Curriculum Development
- ✓Assessment and Evaluation Design
- ✓Admissions and Intake Protocol

LaGuardia's Evidence-Based Professional Development Services

Led By Practitioners

Teacher Preparation & Curriculum Development	Team Based Program Development Services
• Interactive Workshops • Curriculum Coaching • Webinars • Instructional Resources	• Program Design • Team Building • Mission Development • Goal Setting

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Pre-College Academic Programming Department

LaGuardia Community College, CUNY

www.lagcc.cuny.edu/pcap/

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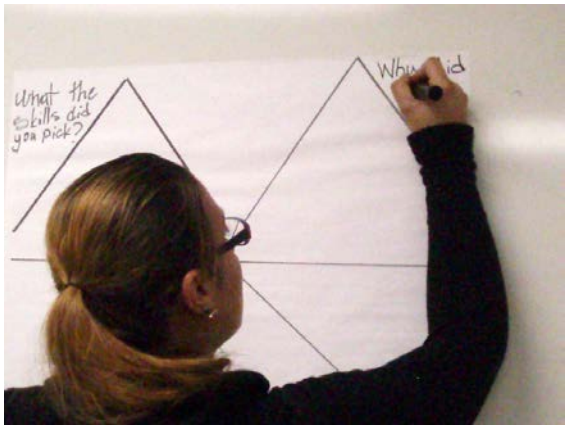
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