



Preparation for Adults Through
Training and Higher Education



INTEGRATED INSTRUCTION IN THE CUNY CAREERPATH PROGRAM: AN IMPLEMENTATION REPORT

College: CUNY

Project Administrator: Amy Prince, CUNY Curriculum and Instruction Specialist

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12/23/2014

The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Intended audience: *program administrators across the CUNY system; developmental and remedial course instructors and staff; workforce training instructors and staff; professionals interested in integrated instruction, higher education, and workforce development*
- Product name and description: *Integrated Instruction in the CUNY CareerPATH Program: an Implementation Report*
- Intent of CareerPATH product: *to provide an introduction to the integrated instruction model as implemented across the CUNY CareerPATH program; to serve as an illustration of how integrated instruction can be implemented in a higher education context; to share experiences, feedback, and observations from the implementation at three sites; to foster discussion about the benefits and challenges of the integration instruction model.*

The reviewer should complete the information below:

Based on your expertise, how would you rate the product's ability to meet standards within your field?			
<input checked="" type="checkbox"/> Outstanding	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Incomplete

SUMMARY

The product "Integration Instruction in the CUNY CareerPath Program: An Implementation Report" is a highly organized, comprehensive, and persuasive document that outlines the rationale and objectives for designing courses in which academic skills instruction is paired with industry specific training. CUNY CareerPath believes that integrated instruction can more fully prepare adult students to enter the workforce. The audience for this manual is primarily local and system-wide administrators within CUNY and at other institutions, who are investigating this method of instruction or already planning on implementing it. Literacy and community college instructors in reading, writing, and math, along with instructors who specialize in workforce training will also find this report highly useful as it specifically addresses their (and students') needs, goals, successes and concerns, which both overlap with and differ from those of administrators.

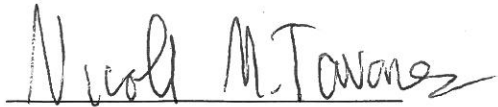
An outstanding aspect of this report is its structure. The report begins with a succinct rationale and definition of the integrated instruction model. Then, it highlights three CUNY campuses where the approach has been adopted, detailing both how they all share the key component of integrated instruction, "a content instructor and a skills instructor working together in the classroom" and how, at the same time, there can be variations in its structure in order to meet the needs of a particular institution, course objective, or set of staff. As already mentioned, the report then details the benefits and challenges for not only instructors and students but also for colleges and central office administrators. This balanced multi-perspective approach both broadens the potential audience for this product and ensures that anyone considering the model can do so from every angle. In keeping with this goal, one modification to the manual might be to clarify the "Students" sub-section for the "Challenges" section of the manual. A reader who is less familiar with the student experience in the classroom might not be able to extrapolate what their challenges might exactly be. The final sections discuss multiple methods for assessing the program's success, specific recommendations for program implementation based on information gathered from programs already in place, and unaddressed questions for future research. Instructors and administrators will appreciate the concreteness of these suggestions.

Overall, the main body of this manual is detailed, accessible, and reviewable in one sitting. The inclusion of the materials in the appendix allows the reader the option to gain additional insight without bogging down the heart of the document. The first section, a summary of the integrated instruction model from Highline Community College I-Best, provides a reader, such as an administrator who is less familiar with pedagogy or an instructor who has never engaged in co-teaching or cross disciplinary approaches, the ability to familiarize themselves more deeply with the approach used by CUNY CareerPath. Also, the addition of notes from an instructor workshop on the model showcased not only the instructor's enthusiasms, thoughts, and questions, but it also gives the reader an eye into the process of helping instructors develop their thinking about the integrated instruction. The reader can see what might be the first concrete steps instructors will start to plan for. Finally, one suggestion would be to also include an additional appendix item that portrays student voices, either excerpts from their own evaluation of the program, and/or evidence of the academic and training skills acquired, and/or metacognitive reflections of how they felt about being a student in an integrated instruction classroom at the beginning and at the end of a course. This student perspective would enrich the details listed in the main body of the manual on advantages and challenges for students.

Type Name Nicole Tavares

12/23/2014

Signature

A handwritten signature in black ink that reads "Nicole M. Tavares". The signature is written in a cursive style with a horizontal line underneath the name.

This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.