The integrated instructional component is the core element of this model. By integrating basic skills and career/technical content, students are able to more quickly raise their skill levels, earn a credential, and enter a college-level program. This approach draws heavily on the I-BEST model from Washington, in which there is a 50 percent overlap in instruction between the basic skills component and the career/technical component. Other approaches to integration include dual enrollment (with joint planning between basic skills and career/technical instructors) and contextualization. The collaboration between faculty is a critical aspect of this model.

Unlike traditional, linear models, in an integrated model students don’t have to wait until they have finished ABE or developmental education before going into a career/technical program. Integrated or contextualized programs also make the basic skills component more relevant to students’ interests and career goals.

**QUESTIONS TO CONSIDER**

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>Who are the teachers/instructors who will be implementing the course?</td>
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<tr>
<td>What courses are being integrated?</td>
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<td>What is the degree of overlap between instructors?</td>
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<tr>
<td>What strategies are they using to ensure academic progress? For example, additional tutoring one day per week, self-paced online resources, accelerating strategies, etc.</td>
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**CONTEXTUALIZED GED PREP (OPTIONAL)**

With the recent changes to Pell, many programs will need to build in a GED prep component to help students pass the GED and access financial aid. In some cases, the basic skills component of the integrated pathway program will be sufficient to prepare students to take and pass the GED, but in other cases students will need additional help, either before (as an on-ramp program) or after the first segment of the career pathway (as a bridge). A contextualized GED prep option will help students meet this milestone while simultaneously preparing to enter the next phase of the career pathway. For example, students preparing to enter the health care field could enroll in GED prep that is contextualized around the content of one of the gatekeeper courses in health care, such as anatomy and physiology, thus preparing them to do better in that course once they enroll. The GED prep course can also incorporate overall college-readiness (such as study skills, test-taking skills, and time management) and can prepare students to take the college entrance exam and place out of developmental education.
**COLLEGE BRIDGE (IF NECESSARY)**

Even when a GED is not a requirement (or for those who do have a high school credential), some students will need additional help to be ready for college-level coursework even after the integrated program. In many cases, an intensive bridge program can be an effective way to raise students’ skill levels and build additional college readiness. Having an optional bridge program will help students make the extra gains they need to enter and be successful in college-level courses.

**QUESTIONS TO CONSIDER**

How essential is GED attainment in your program model (either for financial aid reasons or because the program/profession requires it)?

Do local employers require a GED?

If a GED is necessary for students’ advancement, how will you ensure they meet that requirement?

Will any GED prep be embedded in the integrated pathway course?

What barriers do students currently face in terms of passing the GED exams? How will you alleviate them?

**QUESTIONS TO CONSIDER**

Do you currently have any bridge programs in place for getting students college-ready? Many colleges have implemented compressed developmental sequences to help students quickly complete their remediation requirements; you could use these programs as a starting point.

Where would the bridge program be housed?

How long would the program last? Would it be fixed entry/exit?

What academic outcomes do you expect students to achieve, and how will you measure them?

Will the bridge be required for some students? If so, what are the criteria for referral to the bridge program?

Will the bridge program be contextualized around a specific career field?

Will students be co-enrolled in any career/technical classes while they are completing the bridge?

What kinds of supports would students receive at this point?

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*Jobs for the Future* works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today’s economy.