Integrated Education and Training: Planning from A to Z

Carol Clymer

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INSTITUTE
FOR THE STUDY
OF ADULT
LITERACY

Session Objectives

❖ Review a process for planning and implementing an IET.

❖ Discuss strategies for building partnerships to successfully deliver an IET.

❖ Explore tools for developing IET components.

IETs: THE BIG PICTURE

WIOA Defined IET

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The three components that need to be offered concurrently are:

❖Adult education and literacy

❖Workforce preparation activities

❖Workforce training

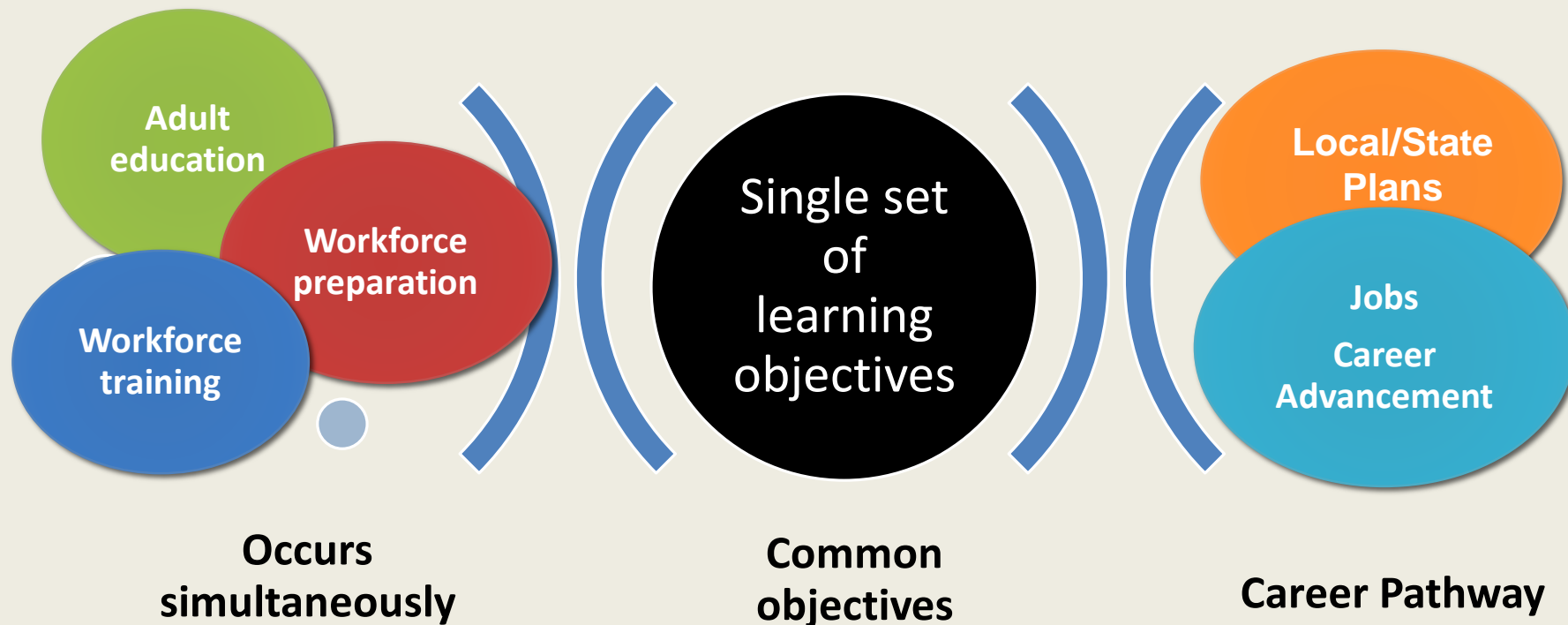The program must be part of a career pathway and have a single set of learning objectives.

WIOA: 3 required components of IET

adult education activity

Adult education, Literacy, Workplace adult education and literacy, English language acquisition activities, Integrated English literacy and civics education

AND

workforce preparation activity

Using resources & information, working w/others, understanding systems, transition skills, etc.

AND

Workforce Training

specific occupation, qualified trainer 10 types

WIOA: IET Summary

Adult education

Workforce preparation

Workforce training

Single set of learning objectives

Local/State Plans

Jobs Career Advancement

Occurs simultaneously

Common objectives

Career Pathway

IET—What does it take?

- ❖ Jobs
- ❖ Partners—workforce, employers, post-secondary training
- ❖ Population that requires basic skills or English language training to succeed in the training
- ❖ Systems thinking
- ❖ Planning

Partners

❖ Does the potential IET align with state and local WIOA plans?

❖ How will you work with workforce development partners? Employers? Who will provide the workforce training?

❖ Who will provide support services—e.g. transportation, job placement, transition?

❖ Who funds what part of the IET?

❖ How will you communicate? How will you plan?

❖ What is your timeframe?

Working with workforce development partners...

❖Determine training requirements for available jobs
- ✓Certifications?
- ✓Classroom training?
- ✓Workplace/employer training, on-the-job training?
- ✓Funding through WIOA Title I, Title II, other?
  - ➢Approved Provider List, using ITAs?
  - ➢Co-enrollment?

Working with workforce development partners…

❖ Connections to employers

✓ Inform curriculum

✓ Identify workforce preparation skills

✓ Participate in job fairs

PLANNING FOR IMPLEMENTATION

IET Implementation and Communication Plan

Task	People Responsible	Estimated Completion Date	Completion Date	Notes
Planning				
Identify potential local occupational sectors with growing employment potential				
Contact employers & identify gaps in training needs & services offered				
Identify occupational courses/career pathways that might be considered for an IET				
Identify the target population, determine if an IET is appropriate to meet this populations' needs				
Identify potential partners/funders				
Meet with and discuss program with potential partners: Define partnership, common goals & objectives, roles, responsibilities, resource & work allocation, process for communication, progress updates & evaluation				
Identify program personnel: occupational skills instructors, basic skills instructors, program and support staff				
Outline data collection process/tools for on-going program evaluation				
Creating Curriculum				
Set specific expectations for basic skills, ESL, & occupational skills instructor collaboration over time				
Determine objectives and content for occupational skills component of the IET				

# Workforce training and target population alignment—think about these questions:

- ❖ What jobs/career pathways are associated with the training?
- ❖ What occupational skills courses are being considered for the IET? Will they have to be modified? How?
- ❖ Are there basic skills thresholds or language requirements for the course?
- ❖ Who are the potential students for this IET? Do they need basic skills or English language support to complete the IET? Are they interested in the jobs or career pathways?
- ❖ Will you have to recruit students for the IET? What are your strategies?
- ❖ What certifications are associated with the training? Are they employer recognized?
- ❖ Are competencies required to complete the course, e.g. exit grade level, test to pass, ability to read a blueprint, knowledge of fractions, etc.?

Tool #1
Describing the Target Population

KEY QUESTIONS
- Who is the target population?
- What are their basic skill needs?
- What is their formal educational background?
- What are their language needs (i.e., are they non-native speakers of English)?
- Other important characteristics?
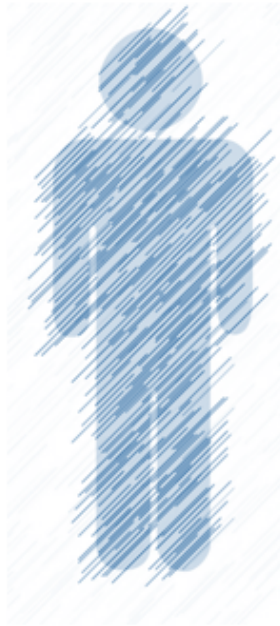
Notes on Potential New Students

_____

_____

_____

_____

_____

_____

_____

Tool #2
Examining the Targeted Course

Use this tool to help you decided if your Occupational Skills Training (OST) is appropriate for your target population and is a part of a career pathway.

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field and/or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)	
	Credentialing/Certification Completed	

Retention by Activity
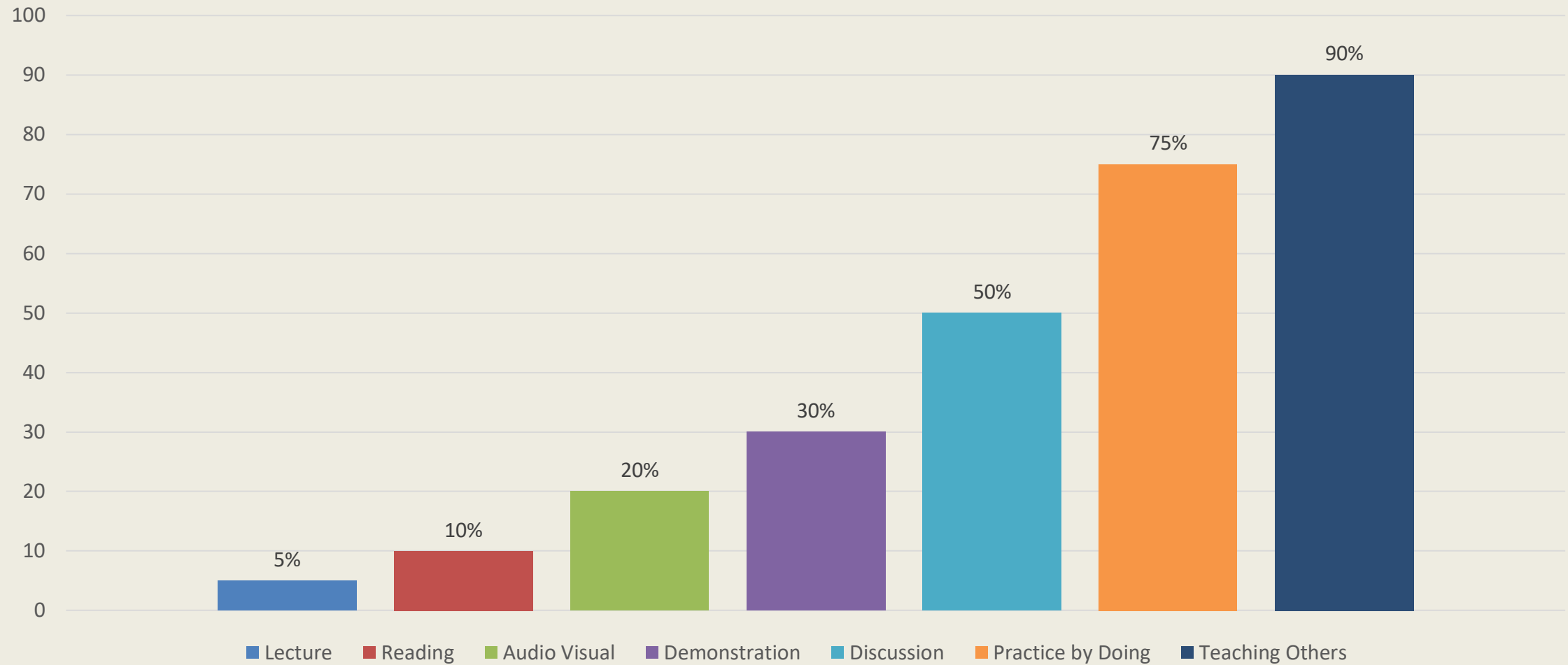
Contextualized Curriculum: Focus

❖ Basic skills and knowledge;
❖ Explicit instruction in strategies for reading, writing, and math using discipline-specific content;
❖ Active application of those skills and that knowledge in a context;
❖ Real-world activities.

*Can stand alone from IET

The Foundation Skills Framework

- Categorized as Basic Workplace Skills, Basic Workplace Knowledge, Basic Employability Skills, and Lifelong Learning Skills

- Identifies 18 skills, relevant competencies, and multiple indicators
  - provide building blocks for your program
  - a communication tool for partners

- http://www.paadultedresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf

Foundation Skills Competency Lists

Foundation Skills Competency Lists

Demonstrates Self-Management Strategies
(Skills and knowledge needed to understand how personal factors contribute to employability, and how to manage time and tasks effectively)

E 2.1 Displays responsible personal behaviors

- ☐ Maintains healthy lifestyle (e.g., no substance abuse)
- ☐ Dresses appropriately and adheres to established dress codes
- ☐ Wears corrective lenses or hearing devices, if needed
- ☐ Maintains appropriate grooming and hygiene
- ☐ Identifies and addresses personal barriers to success at work
- ☐ Uses and represents oneself appropriately on social media

E 2.2 Displays responsible work behaviors

- ☐ Avoids absenteeism
- ☐ Demonstrates promptness
- ☐ Demonstrates willingness to work and shows initiative
- ☐ Takes responsibility for completion and quality of work
- ☐ Follows rules, regulations, and instructions
- ☐ Does not attend to personal business when on the job
- ☐ Perseveres when work is difficult and maintains positive attitude

Potential uses:

- Self-appraisal
- Goal setting
- Curriculum development
- Guide instruction
- Informally assess and document skills achievement

Provides common language:

- Lesson planning
- Curriculum
- Employability skills

Planning Basic/ESL Skills Lessons

Occupational Skills Training		Adult Basic Education/ESL
Unit/Lesson/Page	**Content Knowledge Needed**	**Basic Skills/ESL Needed*** *All 4 skill areas may not need to be addressed*
Unit 1, lesson 1, page 4	*Learning names/functions various tools*	**Math:** *units of measurement; basic fractions*
		Reading: *Finding key terms; learning vocabulary*
		Writing: *Writing notes*
		Workforce prep: *OSHA safety with tools; how to follow directions*
Unit 1, lesson 2, page 16	*Measuring & cutting pipe lengths*	**Math:** *units of measurement; basic fractions*
		Reading: *Reading directions; understanding process*
		Writing: *writing conventions for measurements*
		Workforce prep: *OSHA safety with cutting tools; working in teams*
Unit 1, lesson 3, page 30	*Assessment on lessons— demonstration of ability to measure & cut pipe*	**Math:**
		Reading:
		Writing:
		Workforce prep:

Planning Basic/ESL Skills Lessons

STEP 1			STEP 2
Occupational Skills Training		**Adult Basic Education/ESL**	
Unit/ Lesson/ Page	Content Knowledge Needed	**Basic Skills or ESL Needed*** **All 4 skill areas may not need to be addressed**	Contextualized Activity
Unit 1, lesson 1, page 4	*Learning names/ functions various tools*	**Math:** *units of measurement; basic fractions* **Reading:** *Finding key terms; learning vocabulary* **Writing:** *Writing notes* **Workforce prep:** *OSHA safety with tools; how to follow directions*	*Mini review lesson on reading rulers; have students measure various objects. Use lesson plan found online at ----------.com*

Single Set of Objectives

- ❖ Specific adult education content
- ❖ Workforce preparation activities
- ❖ Workforce training competencies
- ❖ Organized to function cooperatively

Single Set of Objectives

Week #:	OST Content & Objectives	Basic Skills/ESL Content & Objectives	Workforce Prep Activity	Basic Skills/ESL Resources & Activities	Basic Skills/ESL Assessments
1	• Ability to identify tools needed for measuring pipe length • Ability to correctly measure pipe length with 100% accuracy	• List pipe measurement tools, their definitions and state their uses • Understand & use units of measurement	Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)	• OST textbook pages for key vocabulary words—students write complete sentences describing new tools • Pipe measuring activity worksheet	• Post-lesson assessment—quiz on vocabulary words • Assessment on ability to measure pipe length with 100% accuracy

IET Single Set of Learning Objectives:	Competencies
Demonstrate ability to select correct tool(s) to complete the required activity	• Read and correctly identify and name the tools needed for measuring pipe length • Properly select tool needed to complete a specific task • Read instructions and demonstrate proper and safe use of tools.
Demonstrate ability to accurately measure pipe length to reduce waste	• Read different measurement units on a blue print • Use common fractions to correctly measure materials to reduce waste • Articulate the importance of reducing waste

Coordinating Instruction
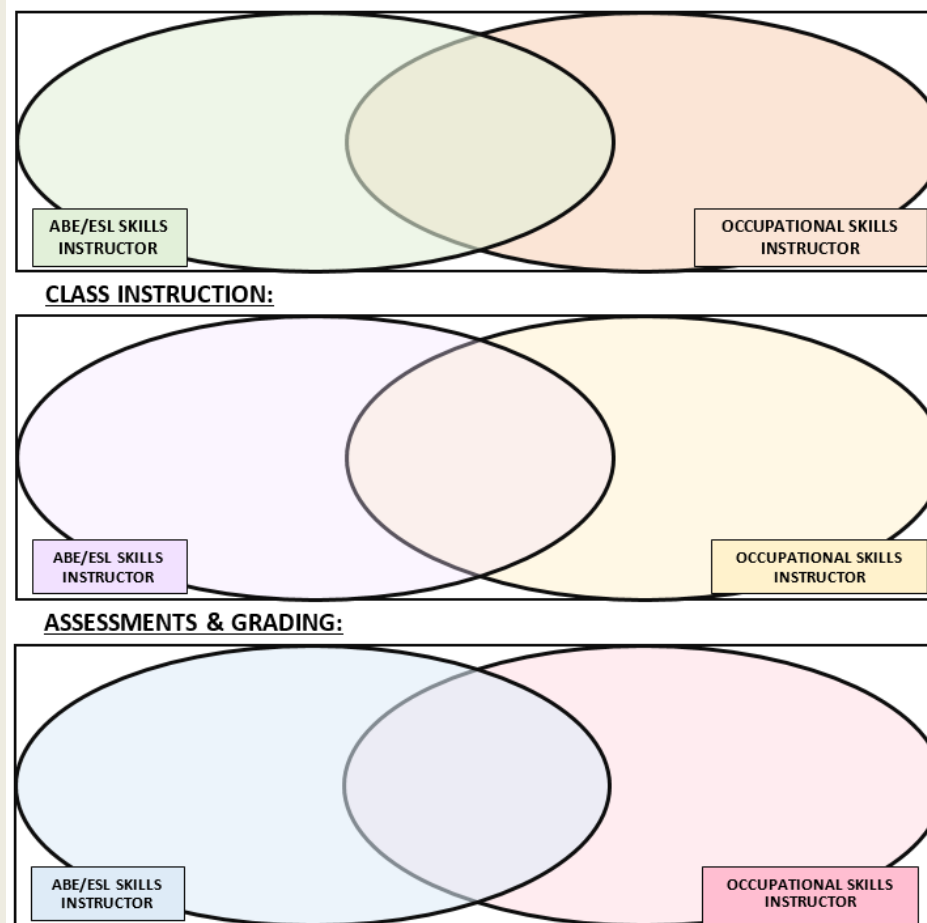
IET Structure

Tool #5
Component Structure

Length (6-week; 8-week; semester; etc.)	ABE/ESL	OST
Amount of instructional time		
Location of instruction		
Instructor		
Number of sessions each week		
Number of hours for each session		

Other notes (e.g., distance learning, support services)

ABE/ESL Curriculum Development Timeline

IET Name: _____

Start Date of IET: _____

Task	Date Due	Person(s) Responsible	Resources/Comments

Contact Information

Carol Clymer cdc22@psu.edu

Institute for the Study of Adult Literacy Website: https://ed.psu.edu/isal

IET Website: http://sites.psu.edu/pathwaystoemployment/