



National Coalition for Literacy

Integrated Education and Training Practice & Policy

January 4, 2016 4 pm ET



**National Adult Education Professional
Development Consortium**

AGENDA

- CLASP IET definition/examples – Judy Mortrude
- IET survey (currently 260+ respondents) results –Anson Green
- OCTAE IELCivics IET – Sue Liu
- DOLETA youth – Sara Hastings
- World Ed webinars and PD – Andy Nash
- Penn State research – Blaire Toso and Carol Clymer
- National Skills Coalition – Amanda Bergson-Shilcock
- Open discussion on how to coordinate our efforts to support and expand IET policy and practice

Integrated Education & Training Models

Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level

Judy Mortrude jmortrude@clasp.org

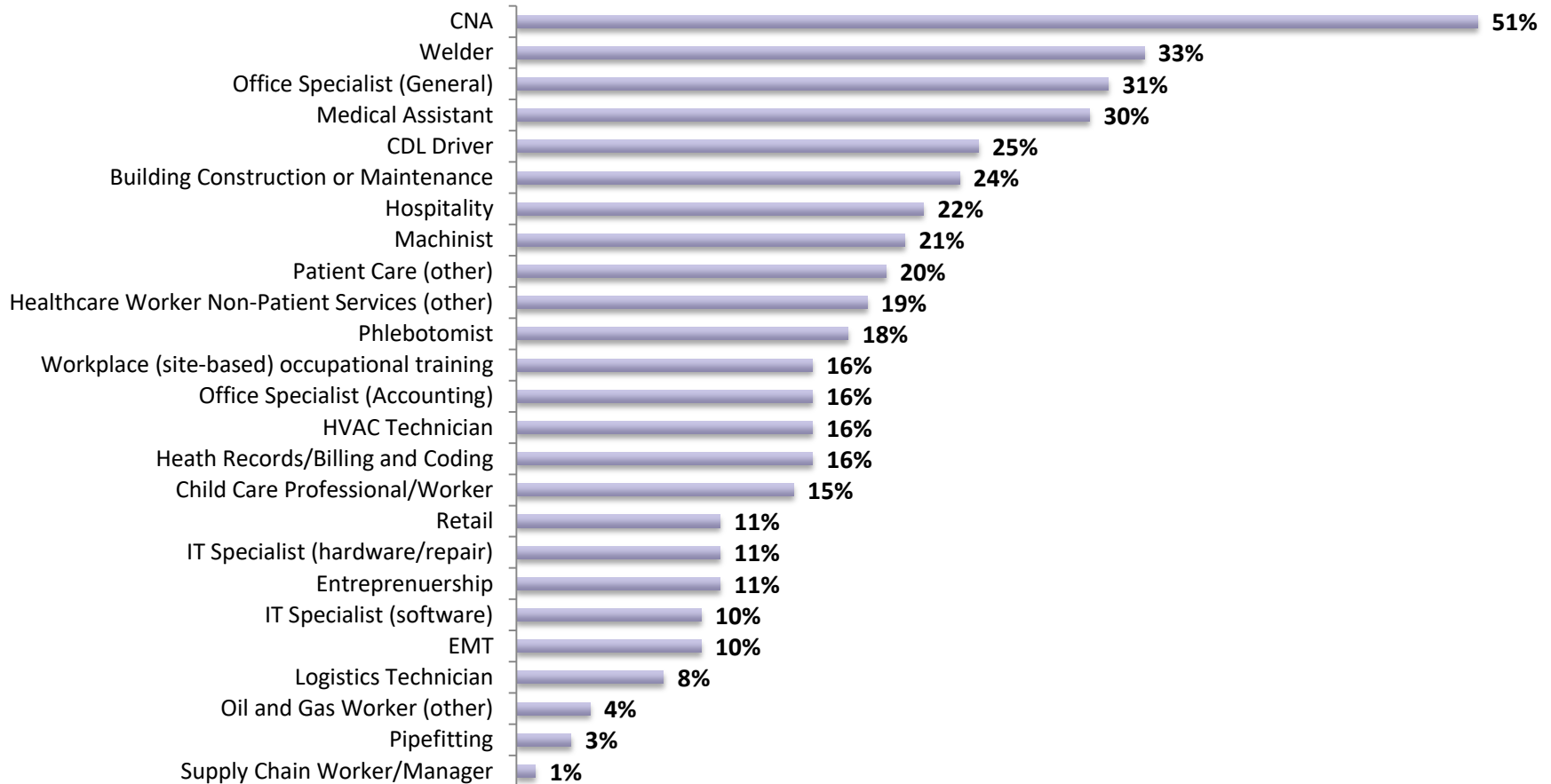
IET Survey of the Field

- Anson and staff at Texas Workforce Commission
- COABE promotion
- 260+ respondents from 43 states

anson.green@twc.state.tx.us

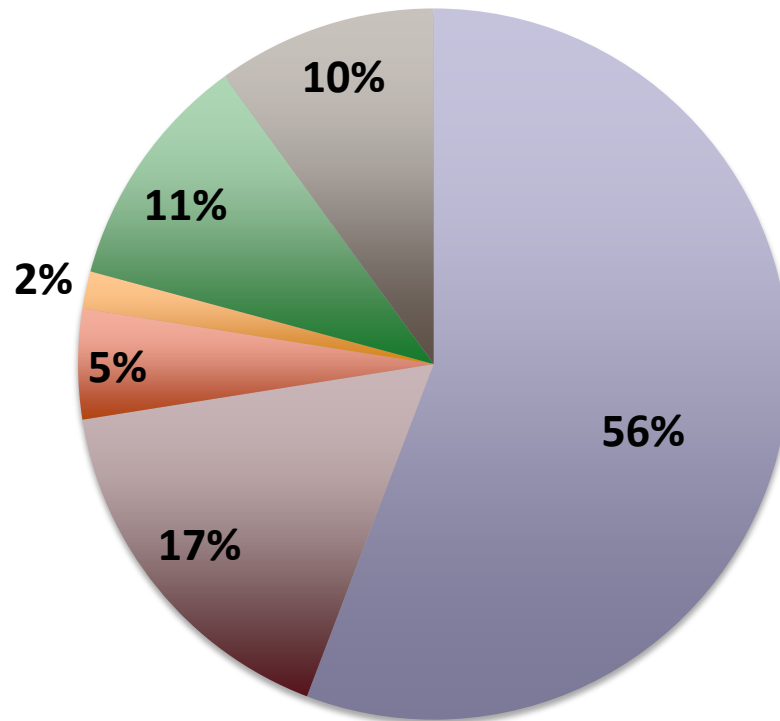
Quality of IET

For which occupation does your IET prepare students for employment



Quality of IET

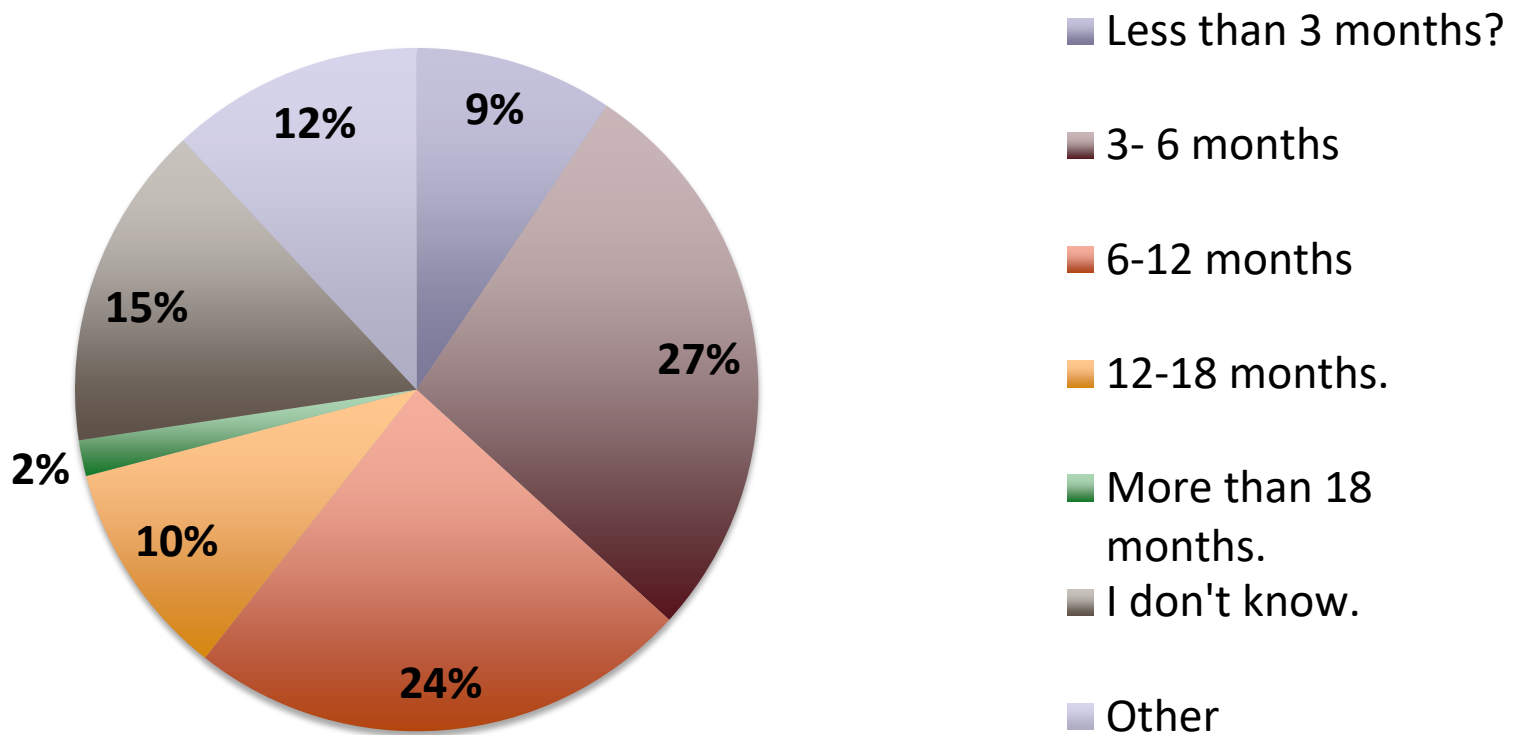
Is the IET aligned to support the occupational needs of the local, state or regional economy?



- Yes, as defined by our local workforce development board.
- Yes, as defined by our community or technical college.
- Yes, I'm not sure who determined this.
- No
- I don't know.
- Other

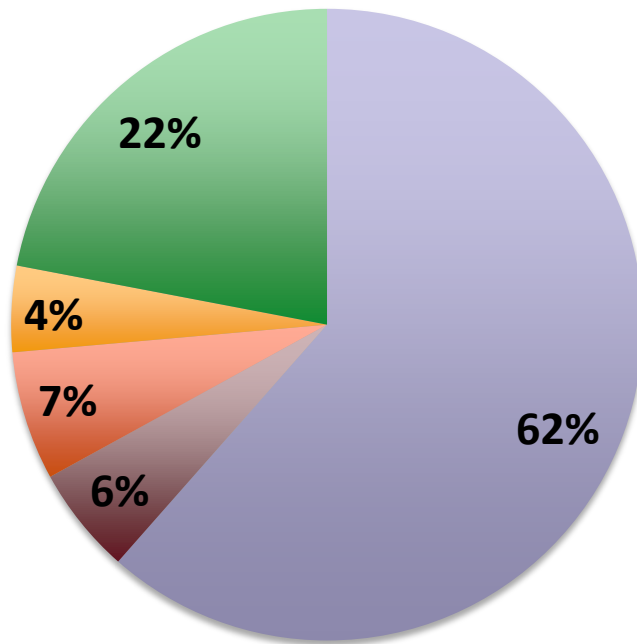
Quality of IET

For the local IET program you are submitting, how long does it take the typical student to complete the IET program?



Quality of IET

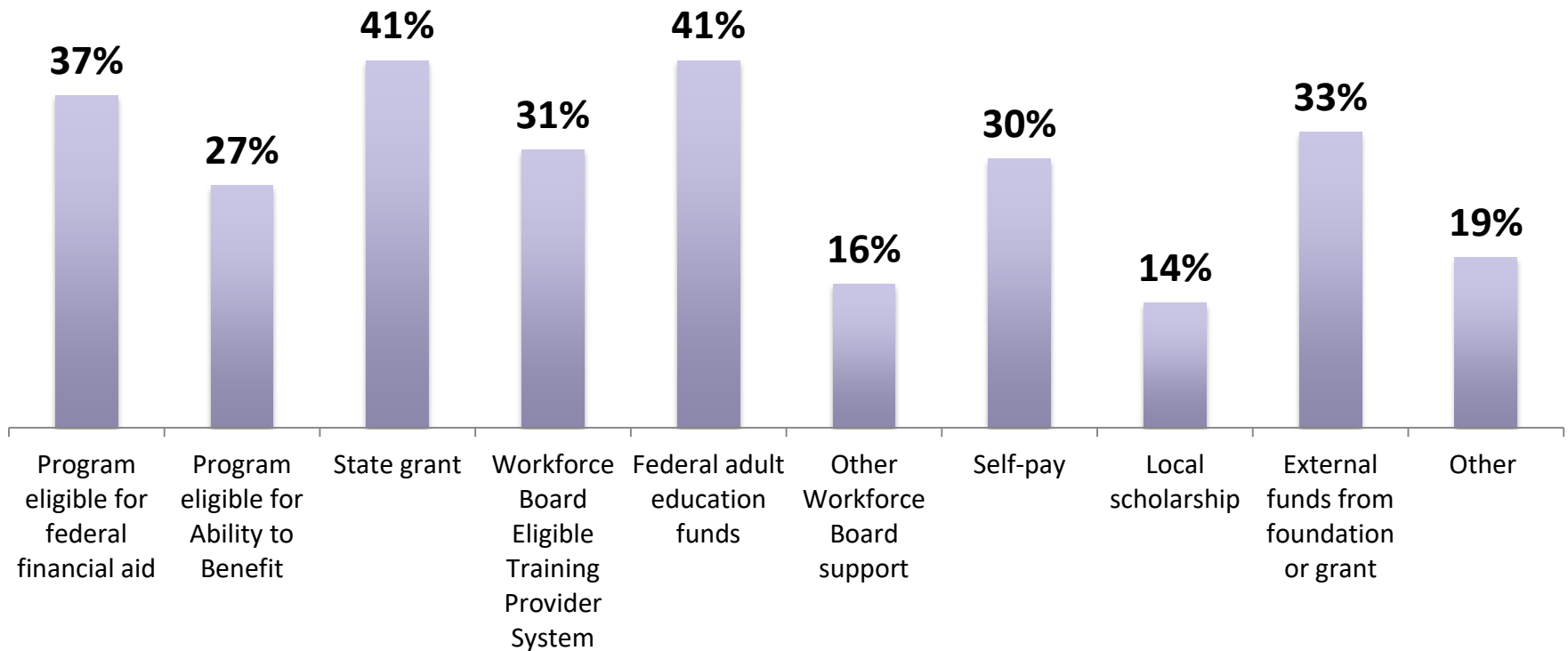
Does the workforce training include the opportunity to earn a recognized postsecondary credential?



- Industry-recognized certificate or certification
- A certificate of completion of an apprenticeship
- A license recognized by the State involved or Federal Government
- An associate or baccalaureate degree
- Other (please specify)

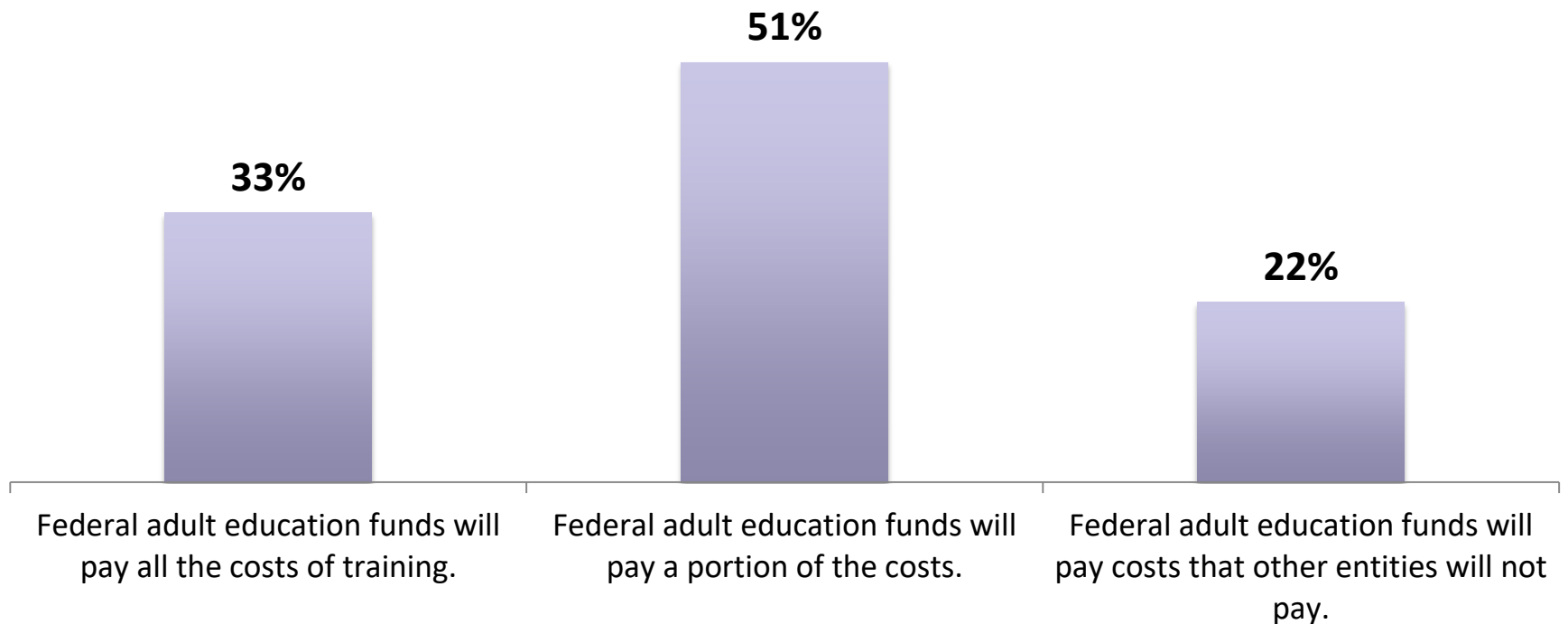
Paying for IET

For the local IET program you are submitting, how will AEL students pay for workforce training and related costs? (check all that apply)



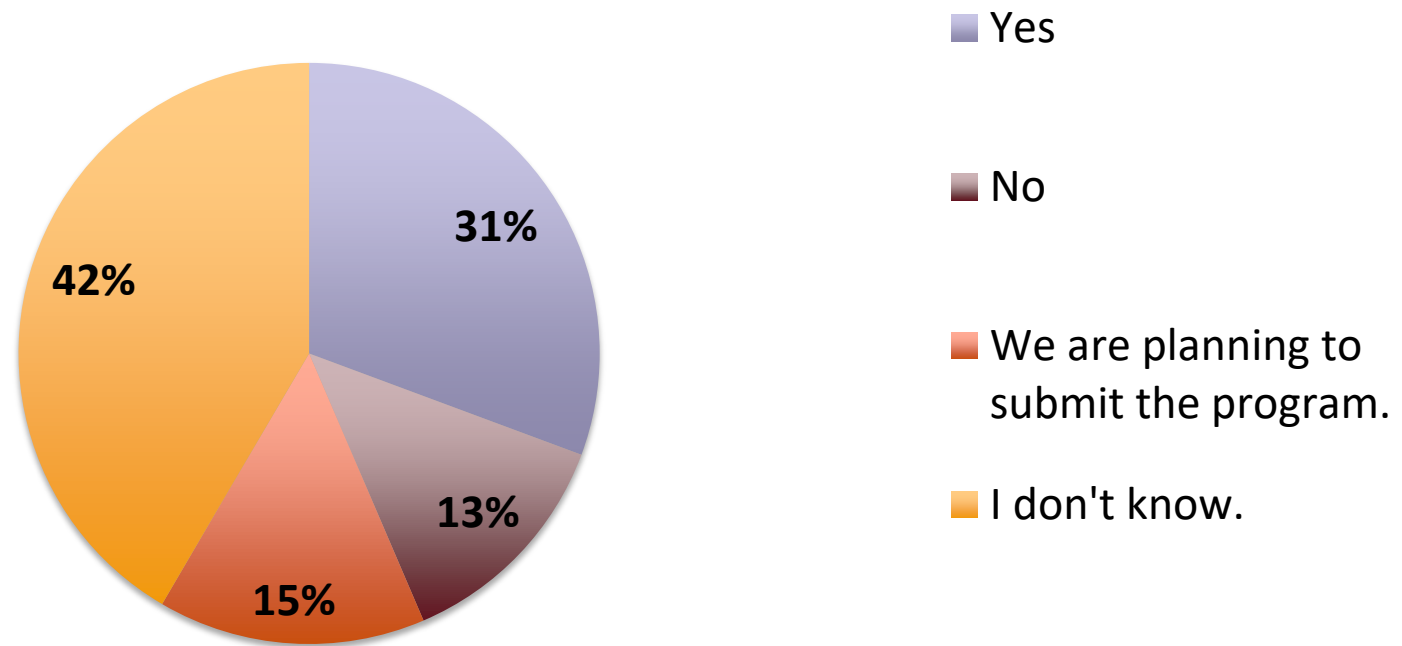
Paying for IET

If federal adult education funds will be used for workforce training, select one or more of the following, as applicable:



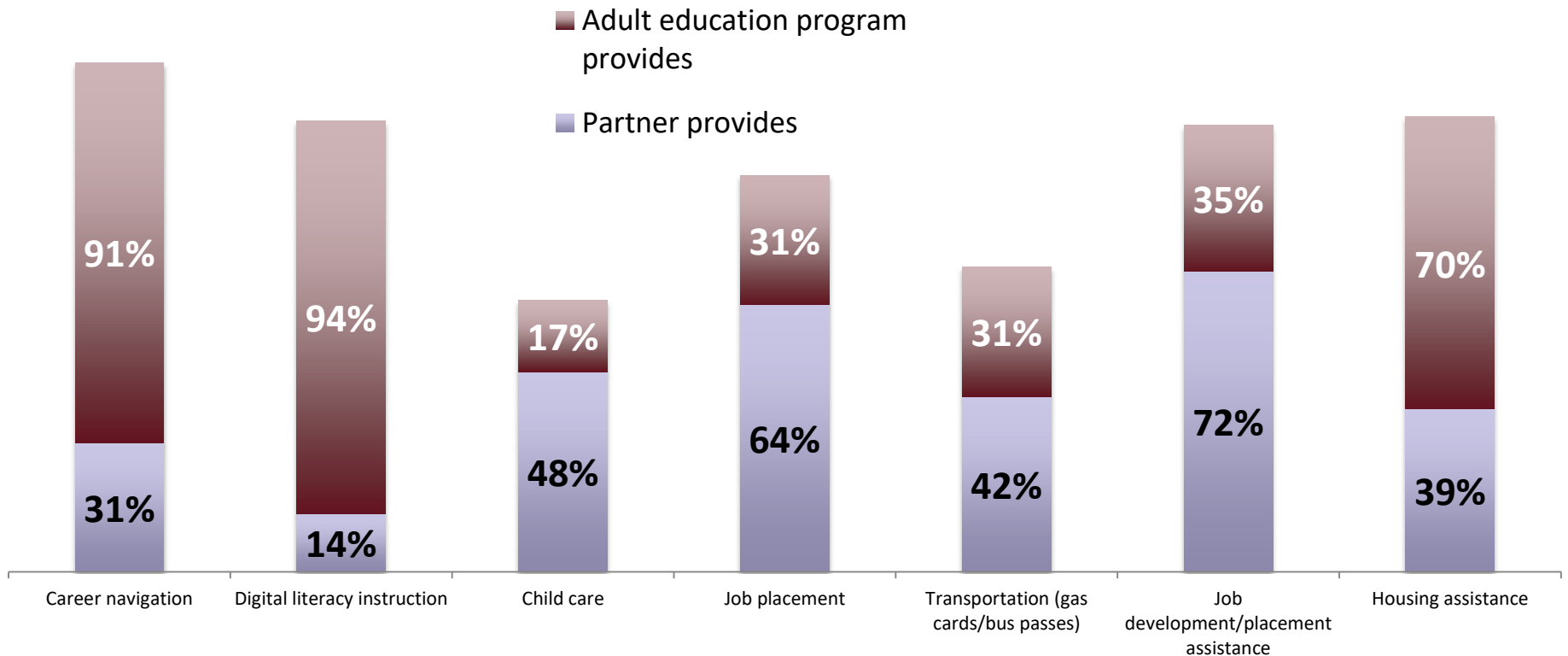
Paying for IET

In order to leverage workforce training funds from the Title 1 workforce system, providers must submit their IET program of study to the local eligible training provider list (ETPL). Is this IET program on the ETPL?



Support Services

Check what additional services (if any) that are provided to students by either the adult education program or a collaborating partner:



Connecting English Language Learners with Career Pathways TA Project

Purpose:

- Help states and IELCE local providers understand and implement the new requirements under section 243 of WIOA
- Help states understand WIOA/IELCE connections to career pathways, in-demand occupations, partnerships and data in serving the English language, literacy, civics and workforce needs of English language learners
- Support all state directors and appropriate state staff in building a national Network of state and IELCE providers
- Identify promising approaches and IELCE program models that integrate: English Language Acquisition (ELA), literacy, and civics education in combination with Integrated Education and Training (IET)

Connecting English Language Learners with Career Pathways TA Project

- First Year Goal:
 - Ensure states understand and have sufficient support to devise IELCE Request for Proposals (RFPs) that meet their unique state needs and remain compliant with Adult Education and Family Literacy Act (AEFLA) requirements
- Activities:
 - ASDM and NTI
 - Material/Tool Development
- On the Horizon:
 - Support states in the identification of a Network partner (IELCE provider)
 - Ongoing environmental scan of federal and other resources
 - Technical Assistance and Tool Development

14 Program Elements

1. Tutoring, study skills training, dropout prevention
2. Alternative secondary school services
3. Paid and unpaid work experience
4. Occupational skills training
5. **Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;**
6. Leadership development
7. Supportive Services
8. Adult mentoring
9. Follow-up services
10. Comprehensive guidance and counseling
11. Financial literacy education
12. Entrepreneurial skills training
13. Services that provide labor market information
14. Postsecondary preparation and transition activities



Final Rule: Youth Program Element 5

- ❖ Section 681.630 of the final rule states that “this program element reflects an **integrated education and training model** and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.”



CAREER PATHWAYS FYI: WIOA Career Pathways Definition

The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- A. aligns with the skill needs of industries in the economy of the State or regional economy involved;
- B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
- C. includes counseling to support an individual in achieving the individual’s education and career goals;
- D. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- G. helps an individual enter or advance within a specific occupation or occupational cluster.



Building IET Programs: Tested Strategies and New Endeavors

Webinar 1: Implementing IET in Rural Settings

Rural settings present particular challenges for IET programs, such as a limited number of jobs in any one sector, transportation and childcare barriers, or inconsistent internet access. This webinar focuses on varied strategies that have shown promise in three rural states.

Presenters: SW Regional Adult Ed (VA), Marshall Adult Ed and SW MN Private Industry Council (MN), RSU#39 (ME)

Webinar 2: IET within ESL Programs

English language learners arrive in this country with a wide range of educational backgrounds and work experience. IET programs can accelerate their access to decent jobs by building on that experience in training and job-focused language and math classes. This webinar highlights programs that are offering IET in culinary arts, building maintenance, and entrepreneurship.

Presenters: Community Action (TX), Genesis Center (RI), Asian American Civic Association (MA)

Webinar 3: Contextualized Variations of I-BEST

The I-BEST model pioneered in Washington State continues to inspire and inform states and programs across the US. The spirit of innovation is evident in the programs represented in this webinar through their customized approach to addressing the challenges of adult basic education students via team teaching, redesigned program structure, collaboration, and contextualized curricula.

Presenters: Northeast Mississippi Community College (MS), Johnson County Community College (KS), LaGuardia Community College (NY)

Getting Started—Is the Occupational Skills Training Appropriate for the Target Population

- Think about these questions before you begin
 - Who are the potential students for this IET?
 - What occupational skills courses are being targeted for the IET?
 - What jobs are associated with the training?
 - What certifications are associated with the training? Are they employer recognized?
 - Are there basic skills thresholds or language requirements for the course?
 - Are competencies required to successfully complete the course—e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.?
 - Can the target population successfully complete the course with basic skills support?

Creating Basic Skills Lesson

Example

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

- Now that you have identified the content and basic skills that may be needed to support learning the content, brainstorm possible contextualized activities that focus on learning the content and practicing the basic skills required to successfully complete the unit requirements.
- Use **Tool #4** to help keep track of your ideas.

Workforce Preparation

Foundation Skills Framework







Developed at the Institute for Study of Adult Literacy; retrieved from: <http://www.paadulthoodresources.org/workforce-career-pathways/cp-program-resources/foundation-skills-framework/>

Tool #7

Creating Basic Skills Course Syllabus & IET Single Set of Learning Objectives & Outcomes

Week #:	OST Content & Objectives	Basic Skills Content	Basic Skills Resources & Activities	Basic Skills Assessments

OST/Basic Skills Learning Objectives	Outcomes
	 <ul style="list-style-type: none"> • • •
	 <ul style="list-style-type: none"> • • •
	 <ul style="list-style-type: none"> • • •
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Resource #4
Implementation Checklist

Task	People Responsible	Progress Update	Completion Date
Planning			
Identify potential local occupational sectors with growing employment potential			
Identify gaps in training needs and services offered			
Identify appropriate occupational skills programs & courses to develop basic skills courses			
Identify target population for enrollment in the basic skills/occupational skills courses			
Identify potential partners			
Meet with and discuss program with potential partners: Define partnership, common goals & objectives, roles, responsibilities, resource & work allocation, process for progress updates & assessments			
Identify program personnel: occupational skills instructors, basic skills instructors, program and support staff			
Creating Curriculum:			
Outline occupational skills course content and course objectives			
Identify workforce preparation goals & activities			
List corresponding basic skills content needed for successful understanding of occupational skills content			

National Skills Coalition Scan and Policy Template

- IET 50-state policy scan:
<http://www.nationalskillscoalition.org/resources/publications/file/Final-IET-Scan.pdf>
- IET policy toolkit:
<http://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-and-Training-Policy-Toolkit.pdf>

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Scale and Support – What? How?

Open discussion

NCL President - Deborah Kennedy