Wednesday, October 24, 2018

Session Six

Title: **IET/IELCE- Beginning with the End in Mind**

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Beginning with the End in Mind:

DESIGNING INTEGRATED EDUCATION AND TRAINING PROGRAMS IN ADULT EDUCATION

NATIONAL TRAINING INSTITUTE

SAVANNAH, GA

OCTOBER 24, 2018

Session Overview

- Table Activity – Talking about IET
- Large Group Presentation & Discussion – IET by Design
- Break
- Small Group Discussions – How (Well) Are We Supporting Multi-Disciplinary Curricular Integration?
- Large Group Debrief
- Technical Assistance Resources

How Do We Talk about IET?

- At your tables, take a few moments to share how you typically talk about IET?

- Are there differences in how you talk about IET with program administrators? Teachers? Students? Workforce Development Partners?

- What challenges are your IET implementers talking about with you?

- Note any observations.

The "Rush" to IET: Did We Get There?

- "Our students want either IET or IELCE—not IET and IELCE."
- "Our less prepared students need more time to complete the IET so we let them re-enroll."
- "We design our IET program with 'strategic repetition' so that students can miss classes and not fall behind."
- IET completers are turning down jobs in the occupation they were trained in during the IET.

The "Rush" to IET: Did We Get There?

- "The workforce preparation activities are taught in the adult education component."
- What specific workforce preparation activities are included in your IET? "_____."
- "We do field trips and give our students opportunities to do mock interviews and resume writing."

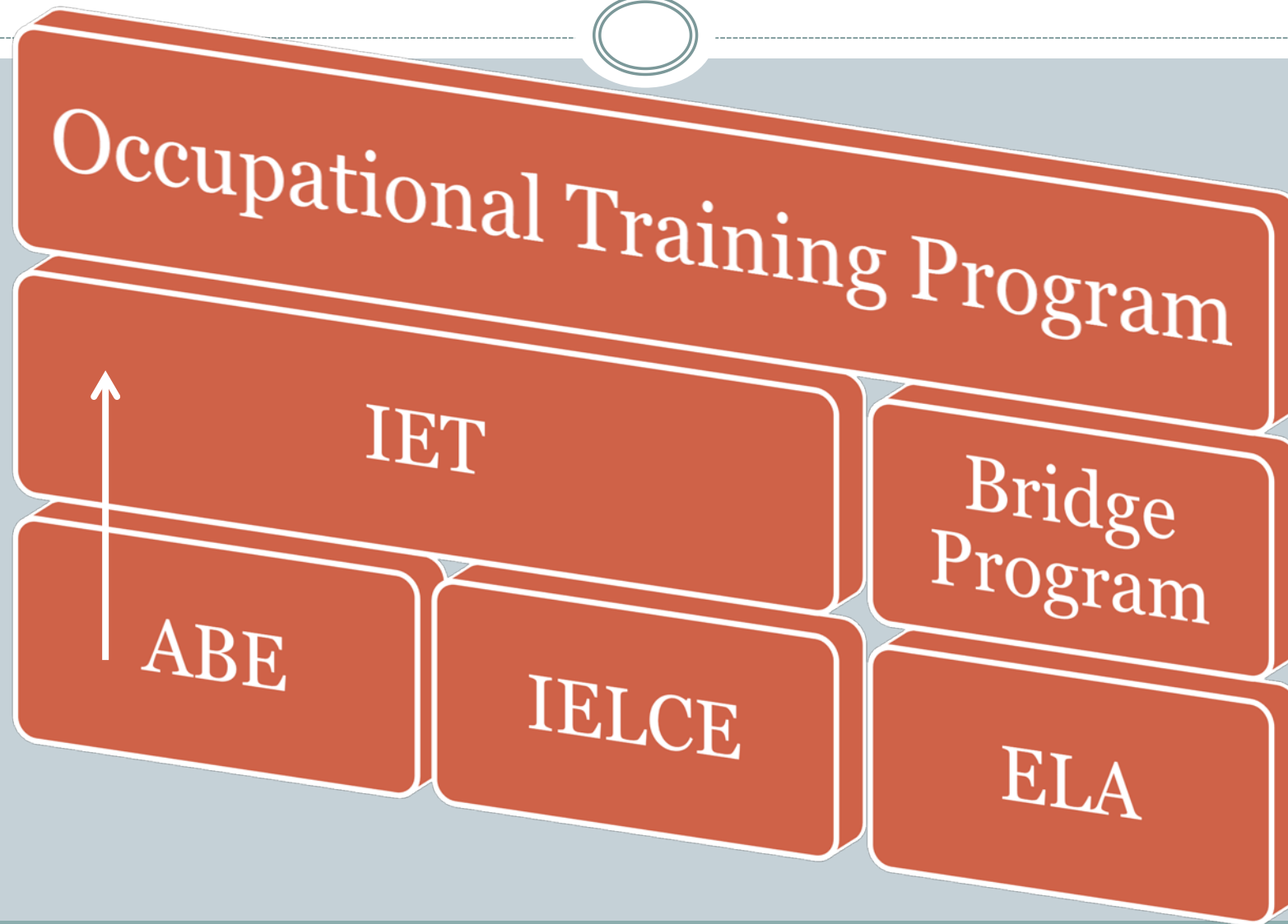# The "Rush" to IET: Did We Get There?

- "Our staff works hard to ensure that relationships between ELA and CTE instructors are strong."
- "Our IET program is a bridge to a main campus training program."
- "Our students take the 'Introduction to Allied Health' course before enrolling in one of our IETs."

What is the Program Design?

What is the Program Design?

What Services Make Up the Program Design?

- Adult Education
- Literacy
- English Language Acquisition
- Integrated English Literacy and Civics Education
- Family Literacy
- Workforce Preparation Activities
- Workplace Adult Education and Literacy
- Integrated Education and Training
- Concurrent and Contextualized Combinations

Who Are We Providing Services to/for?

- What are the educational functioning levels and demographic characteristics of the students we serve?
- How do these compare to the overall community?
- Which employers are we working with and why?
- (How) Are we collaborating with our workforce partners? CTE? PSE(AtB)?
- Are we recruiting "the right" students?
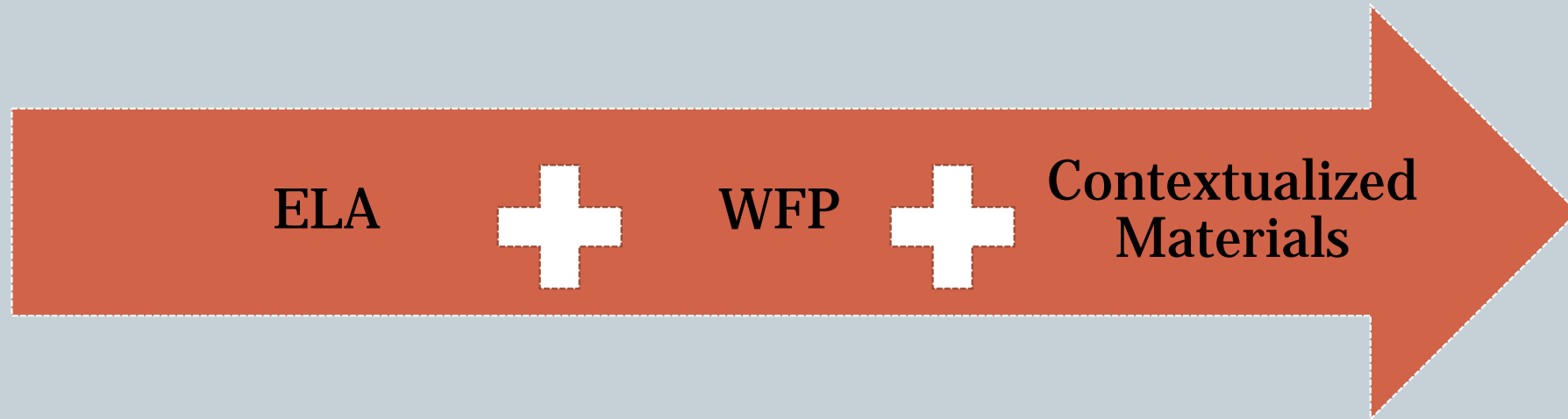- Are we creating "pathways to somewhere?"

What is the Program Design?

ABE, ASE, HSE, ELA, IELCE IET, Workforce Prep, Career Pathways, Dual Enrollment, Bridge Programs

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A Universe
of
Possiblities

Coherent
Program
Design

Are Bridge Courses Part of the Solution?

ELA + WFP + Contextualized Materials

Is Co-Enrollment Part of the Solution?

ABE + WFP + Training = Co-Enrollment

The Secret Ingredient: Curriculum Integration

WFP

Adult Ed

Training

IET (Single Set of
Learning Objectives)
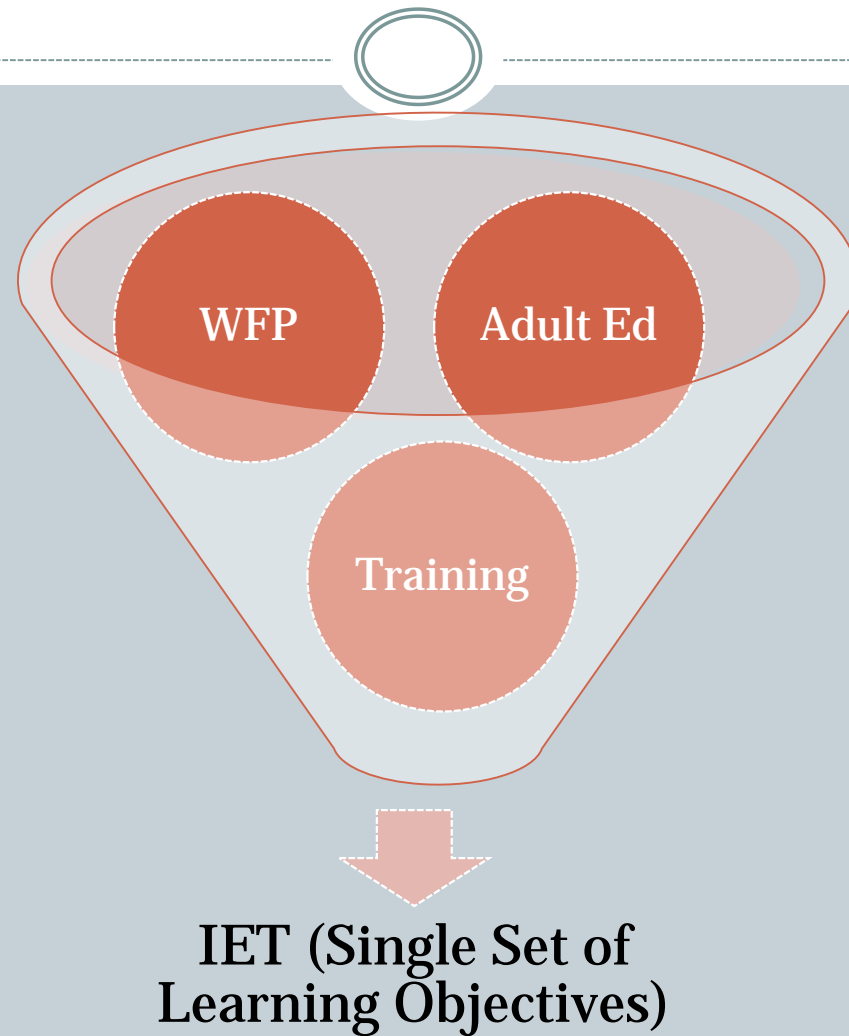
Considerations for Curriculum Integration

- Level of Curricular Integration (Course, Program, Organization)
- Staffing (Co-Teaching or Alternate Teaching)
- Building in Reinforcement of Learning and Shared Formative Assessment
- Professional Development
- Policy for Single Set of Learning Objectives
- Policy for Monitoring and Evaluating Results

Small Group Discussion

- How would you describe the quality of curriculum integration in your state's IET programs?
- How could you improve curriculum integration for IET in your state?
- What next steps might be taken to make these improvements?
- What resources or technical assistance would be needed to make these improvements?

Debrief

Share Out

- What next steps need to be taken to improve curriculum integration for IET?

- What resources or technical assistance are needed to support you in taking the next steps to make these improvements?

Recycled Resources to Assist

- **Policy to Performance Toolkit (OCTAE, 2012):** https://lincs.ed.gov/publications/pdf/Toolkit_final_November2012.pdf

- **Engaging Employers Brief (OCTAE, 2013):** https://lincs.ed.gov/publications/pdf/acp/Engaging_Employers_Issue_Brief.pdf

- **Employer Engagement Toolkit (OCTAE, 2016):** https://lincs.ed.gov/employers/

Recycled Resources to Assist

- Career Pathways Planner (OCTAE, 2016):
  https://lincs.ed.gov/publications/topic/mpf/TACP_Planner_for_OCTAE_ADA.PDF

- Career Pathways Toolkit (DOL, 2016):
  https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit

- Career Pathways Checklist (OCTAE, 2017):
  https://lincs.ed.gov/publications/topic/wioa/careerpathways-checklist.pdf

- IET Check list:
  https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

- IELCE Check list:
  https://lincs.ed.gov/sites/default/files/IELCE_checklistFINAL508_0.pdf

Recycled Resources to Assist

- Pre-Apprenticeship Program Toolkit (DOL): https://www.doleta.gov/oa/preapp/

- Pre-Apprenticeship Guide (DOL): https://www.doleta.gov/oa/preapp/pdf/Pre_Apprenticeship_GuideforWomen.pdf

- Quality Framework for Pre-Apprenticeship Programs (DOL-TEN, 2012): https://www.doleta.gov/oa/preapp/pdf/Pre_Apprenticeship_GuideforWomen.pdf

Recycled Resources to Assist

- Integrating Curriculum (NIFL, 2010): https://lincs.ed.gov/publications/pdf/IntergratingCurriculum2010.pdf

- Curriculum Integration Tools and Examples (ConnectEd California): http://connectedcalifornia.org/curriculum/integrated_units

- Employability Skills Framework: https://cte.ed.gov/initiatives/employability-skills-framework

- O-Net (DOL): https://www.onetonline.org/