WELCOME!

IET Design Camp
Phase 2: Design and Plan

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We recommend using your computer for audio to facilitate participation.

Please mute your microphone and turn on your camera.

During the webinar, chat the entire group for questions and comments related to the content.

If you experience problems during the webinar, message or email _____ at _____.

IET DESIGN CAMP PARTICIPANT GUIDE

[ENTER YEAR HERE]

AIR
Advancing Evidence
Improving Lives

SAFAL

Remember to take notes in your Participant Guide!
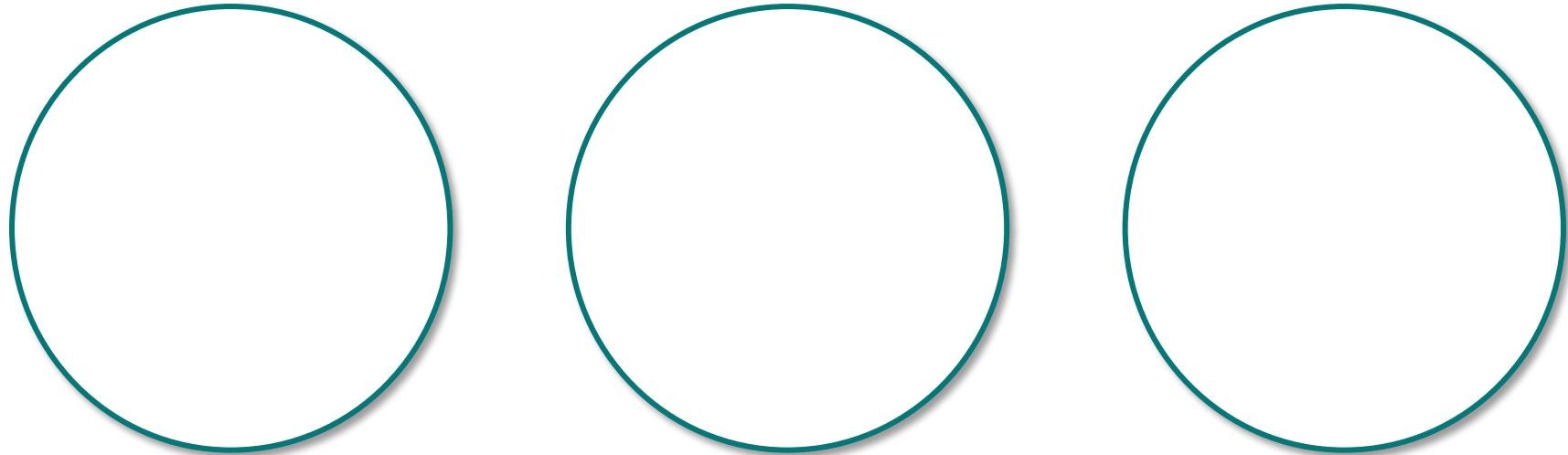
Agenda

- Session Introduction

  – Review Phase 1: Research and Assess

  – Key Tasks for Phase 2

- Form a Design Team and Define the IET Program

  – IET Planning Tool

  – Design Team Composition and Team Purpose statement

  – IET Program Goals and Outcomes

- Design the Program Structure

  – Key Decision Points

  – Instructional Delivery Approaches

- Plan the Learner Experience

  – Phases of the Learner Experience

- Create an Evaluation Plan for Continuous Improvement

- Session Wrap-Up

Today's Trainers

IET Design Camp

WE ARE HERE
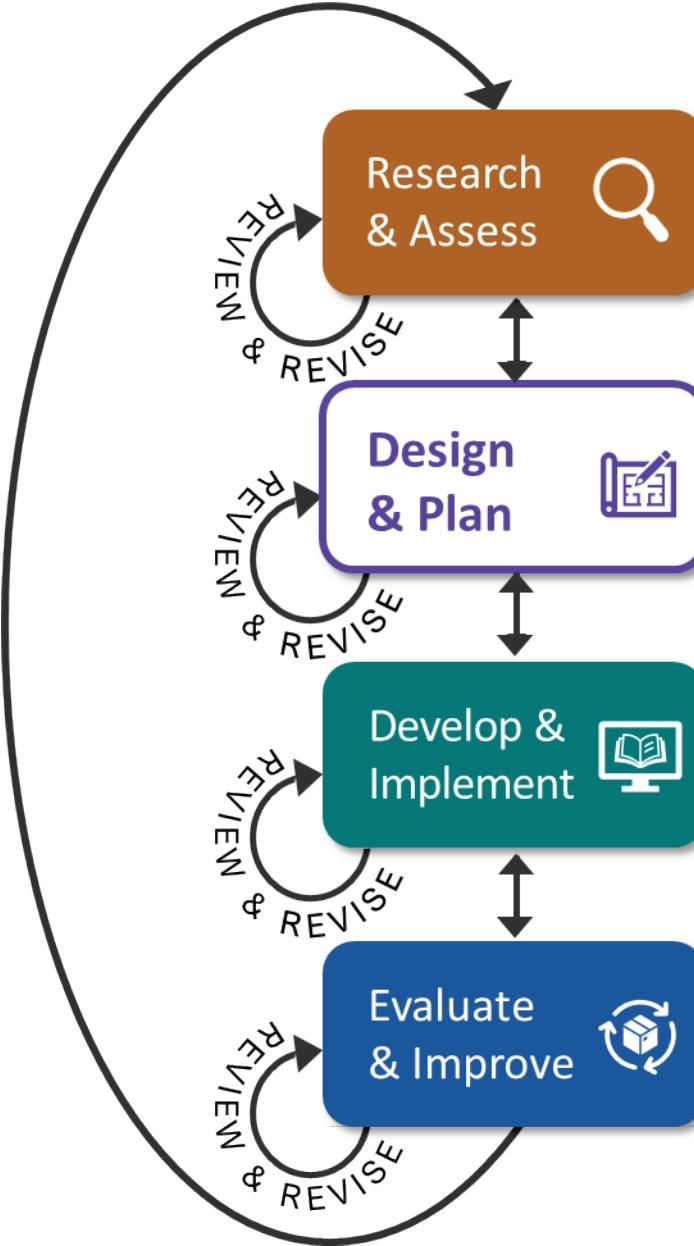
WEEK 1	WEEKS 2 & 3	WEEKS 4 & 5	WEEKS 6 & 7	WEEKS 8 & 9
Orientation	**Phase 1: Research and Assess** 🔍	**Phase 2: Design and Plan** 📐	**Phase 3: Develop and Implement** 🖥️	**Phase 4: Evaluate and Improve** ♻️
MONDAY Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment	**MONDAY** Toolkit reading assignment
TUESDAY Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar	**TUESDAY** Training Webinar
	WED – MON Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity	**WED – WED** Team Activity
	THURSDAY Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Cohort Discussion	**THURSDAY** Closing Session

Review of Phase 1: Research and Assess

- Quality IET programs respond to community and learner needs.

- There are five areas of research that can help with IET program selection:

  1) State and Local IET Policy and Career Pathways Options

  2) Regional Workforce Development Needs

  3) Community Resources to Support your Program

  4) Emerging and Promising Practices in IET Programs

  5) Learner and Business Needs

- Conduct a needs assessment to gather information to help you understand community and learner needs, identify insights, and select a viable, feasible, and desirable IET program.

Key Tasks for
Design & Plan Phase

- ☑ Form a design team
- ☑ Define the IET program and goals
- ☑ Design the IET program structure
- ☑ Plan the learner experience
- ☑ Create a program evaluation plan
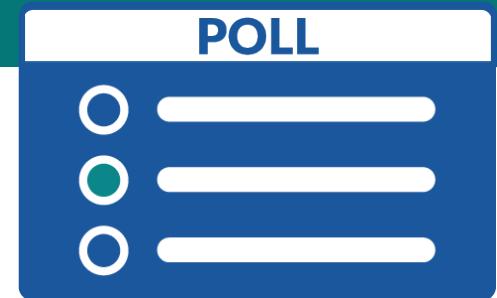
Group Discussion:
Reflect on Your Reading

- In reading the **Design and Plan** phase section of the IET Toolkit, what stood out as new or interesting to you?

- Overall, what are your thoughts on the **IET Planning Tool**?

Please share your thoughts with the group.

Poll: IET Involvement

Who is typically involved in the design of your IET program?

Choose 1:

A. Only ABE staff/instructors are involved

B. ABE staff/instructors and technical training provider

C. A team of people from diverse partner agencies

D. It depends on the IET program focus/goals

E. I'm not sure/I don't know

Form a Team and Define the IET Program and Goals

IET Planning Tool

Design Team Composition and Purpose Statement

IET Program Goals and Outcomes

Key Decision Points

IET Planning Tool

IET Planning Tool

Team Information
- Refer to the *Form a Team* section of the IET Toolkit under *2.1 Getting Started*
- Team Pur...

Purpose Stat...

Team Memb...

Team Member	

IET Planning Tool

IET Program Summary
- Refer to the *Define t...* Started
- Desk Aid: IET Progr...

IET Program Overview
Program Title
Summary Description
Program Timeline
Funding
Workforce Focus
Target Occupation
Target Population
Career Pathway
Potential Employers
Required Credentials/ Licensures
IET Goals
Learner Goals
Program Goals

IET Planning Tool

Funding Matrix
- Refer to the *Create a Funding Matrix* section of the IET Toolkit under *2.2 Design a Program Structure*
- Desk Aid: Funding IET Programs

IET Component (current/future needs)	Budget Allocation	Partner Budget Requirements	Funding Source(s) (note if tentative)	Eligibility Requirements or Restrictions	Reporting Requirements	Action Needed

7

Design Team Composition

Why a Design Team?

To inform your IET program design and ensure it connects to a viable career pathway

Potential Design Team Members

- Postsecondary education and training providers (e.g., community colleges, technical schools, apprenticeships)

- Workforce Development Board or American Job Center representatives

- Community-based organizations

- Health and human services providers

- Local and state government officials

- Employers

👆 **TIP**
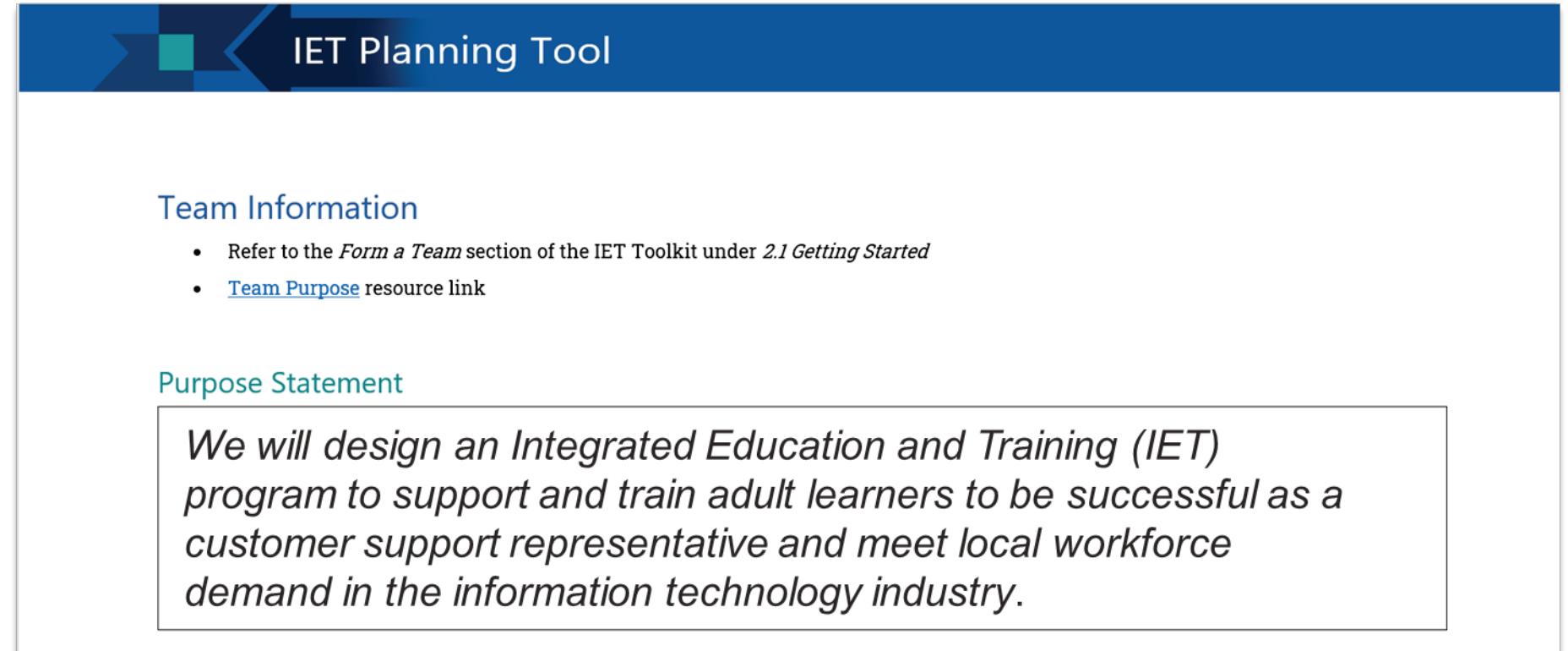
Use the resource mapping results from your Research and Assess work.

Team Purpose Statement

A team purpose statement clarifies the need for and expectations of the team to potential members, including:

- What the team will do

- For whom

- Why

EXAMPLE

IET Planning Tool

Team Information

- Refer to the *Form a Team* section of the IET Toolkit under *2.1 Getting Started*
- Team Purpose resource link

Purpose Statement

We will design an Integrated Education and Training (IET) program to support and train adult learners to be successful as a customer support representative and meet local workforce demand in the information technology industry.

IET Goals and Outcomes: SMART Goals

SMART Goals are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-Bound

Three Types of IET Goals

1 Learner Goals

2 Program Goals

3 Partner Goals

TIP

Goals should align to the evaluation / continuous improvement process for the program.

Three Types of IET Goals (cont.)

1 Learner Goals

Learner goals describe expected successful workforce and academic outcomes for the target population.

Example: Learners will gain the academic and technical skills required to attain Manufacturing Technician Level 1 Certification upon successful completion of the 12-week session.

Three Types of IET Goals (cont. 1)

2 Program Goals

Program goals describe the overall desired outcomes of the program.

Example: The Manufacturing Technician IET program will prepare learners at NRS levels 4 or 5 to achieve HSE testing readiness, obtain a Manufacturing Technician Level 1 certificate, transferrable postsecondary credits, and secure employment within 6 months of program completion.

Can you identify the 5 components of a SMART goal?

Please share your responses with the group.

Three Types of IET Goals (cont. 2)

3 Partner Goals

Partner goals focus on engagement or outcomes important to partners.

Example: Each term, the American Job Center will provide Individual Training Accounts (ITA) to fund the training component and co-enroll learners into Title I, where they will also receive individualized career services that prepare learners to apply, interview and obtain employment in the target IET occupation upon completion of the IET.

Breakout Group Activity #1

What does a successful IET program look like?

15 min.

- Brainstorm and come to a consensus on two or three sentences that describe a successful IET program.

- Be prepared to share your statement.

Design a Sustainable Program Structure

Key Decision Points

Common Instructional Delivery Approaches

Considerations When Going Virtual

Digital Supports
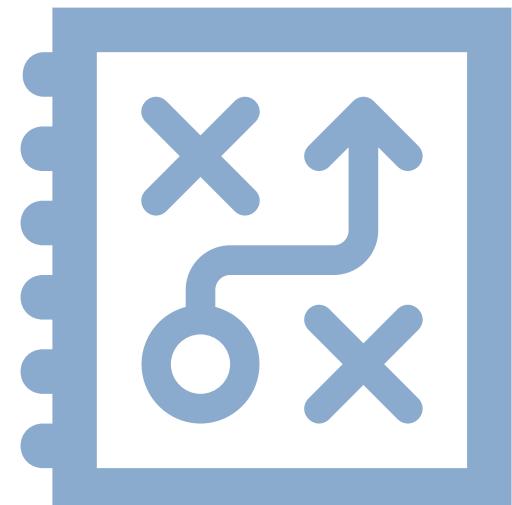
Key Decision Points

Important IET program decision points include:

- IET program instructional delivery approach
- How to plan for sustainability of the program
- Funding mechanisms to support the IET program
- Communication plan
- Program policies
- Partner agreements
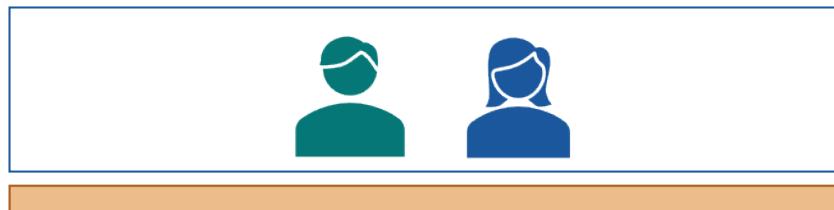
Success requires a nimble structure.
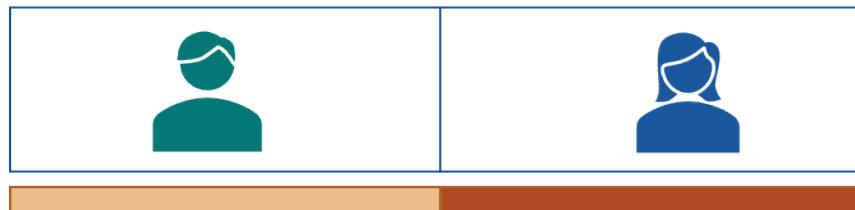
Four Common Instructional Delivery Approaches

1) Occupational trainer and adult education instructor team teach concurrently in the *same* virtual and/or physical space **100% of the time**.

100%

2) Occupational trainer and adult education instructor team teach concurrently in *separate* virtual or physical spaces **100% of the time**.

100%

3) Occupational trainer and adult education instructor team teach concurrently

in the *same* virtual and/or physical space **some of the time**

and in *separate* virtual and/or physical spaces **some of the time**.

&
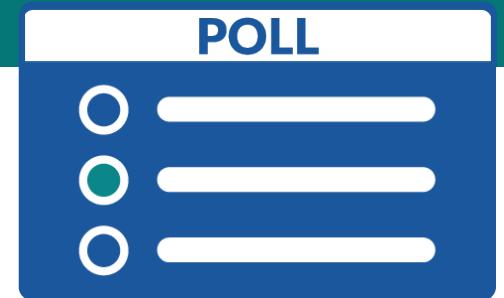
100%

4) One qualified trainer/instructor teaches both the occupational skills and adult education content, either in virtual or physical spaces **100% of the time**.

100%

Poll: Delivery Approach

POLL

Which delivery approach are you using in your programs?

Choose 1:

A. Occupational trainer and adult education instructor team teach *concurrently* in the **same** virtual and/or physical space **100% of the time**.

B. Occupational trainer and adult education instructor deliver instruction *concurrently* while in **separate** virtual or physical spaces **100% of the time**.

C. Occupational trainer and adult education instructor team teach *concurrently* in the **same** virtual and/or physical space **some of the time** and in **separate** spaces **some of the time.**

D. One qualified trainer/instructor teaches **both** the occupational skills and adult education content, either in virtual or physical spaces **100% of the time**.

E. We haven't selected a delivery approach yet.

Considerations When Going Virtual

- Select the appropriate learning platform.

- Explore new ways to engage students prior to enrollment.

- Ensure broadband and computer access for participants.

- Support teaching and learning success by:
  - Providing the necessary supports for learners with disabilities ([WebAIM](#)).
  - Incorporating equity minded practices for teaching online ([Harris and Wood webinar](#)).
  - Creating a centralized site for both faculty and student learning resources.

Digital Supports

Consider providing digital supports beyond the classroom, such as:

- **Virtual Job Shadow** – A platform for career exploration and connecting one-on-one https://www.virtualjobshadow.com/

- **Virtual Advising** – An example from Northern Virginia Community College https://www.nvcc.edu/virtualadvising/

- **Mini Digital Literacy Orientation** – A short lesson on how to actively participate in an online/virtual class

Group Discussion:
Supporting Virtual Learning Ideas

In what innovative ways have you adapted your programs to support virtual learning?

Please share your ideas with the group.

Plan the Learner Experience

Activity: Consider the Learner Experience

Stages of the Learner Experience

Breakout Group Activity #2
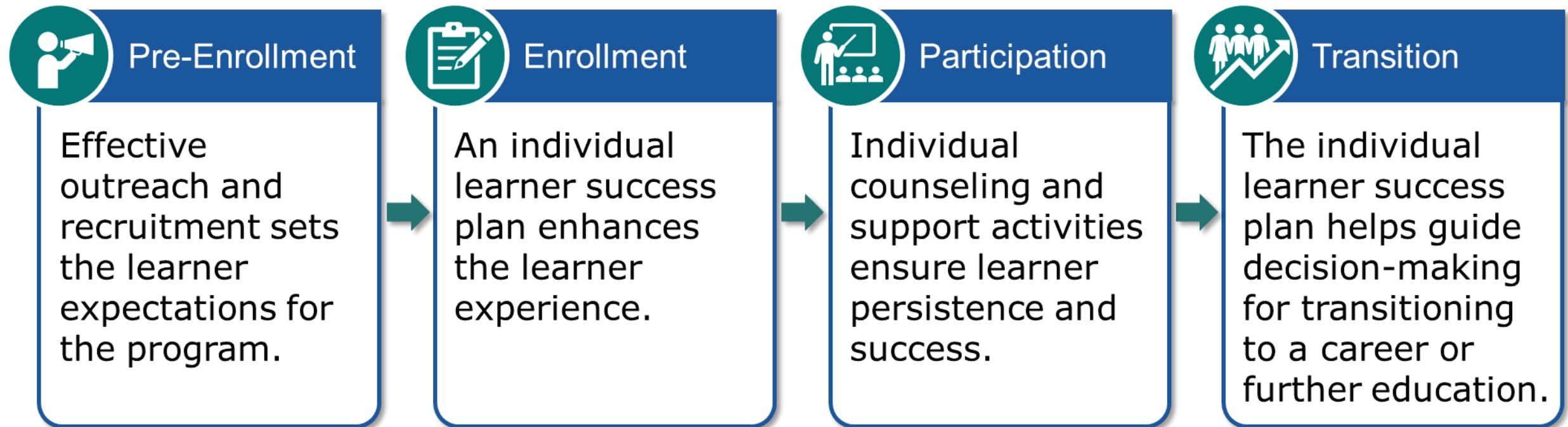
What does a successful IET learner experience look like?

15 min.

- Putting yourself in the shoes of a learner, consider the learner profile in Appendix B of your Participant Guide.

- Brainstorm a list of key considerations from the learner's perspective and some possible learner supports to address them.

- Be prepared to share one key consideration and learner support idea with the larger group after the breakout session.

Four Stages of the Learner Experience

Pre-Enrollment

Effective outreach and recruitment sets the learner expectations for the program.

Enrollment

An individual learner success plan enhances the learner experience.

Participation

Individual counseling and support activities ensure learner persistence and success.

Transition

The individual learner success plan helps guide decision-making for transitioning to a career or further education.

1: Pre-Enrollment

Outreach and Recruitment

- Develop outreach strategies that reach your target audience and ensure equitable access.

- Survey existing outreach materials for ideas or use focus groups to gather feedback.

- Convey the value of in-demand jobs and the acquisition of industry-recognized and/or postsecondary credentials to prospective adult learners.

- Design your materials with language that speaks to multiple audiences and uses visuals to convey messages.

- Leverage partnerships to increase learner outreach and recruitment.

Group Discussion:
Outreach and Recruitment Strategies

What outreach and recruitment strategies do you use to effectively reach your target learners?

Please share your strategies with the group.

2: Enrollment

- Ensure the applicant meets enrollment criteria and identifies types of supports needed.
- Consider:
  - An individual learner success plan that includes elements that support learner needs, accessibility needs, and college and career planning, as appropriate.
  - Enrollment criteria, including required assessment(s) for entry and passing score(s).
  - Program registration intake forms that incorporate the individual learner success plan.
  - Learner materials to distribute during intake.

3: Participation

- Ensure learners have the necessary support to persist and succeed in the IET program.

- Consider:

  - Individual counseling to address learners' unique challenges.

  - Direct learner activities that are comprehensive, well integrated, and supported by quality tools.

  - Tracking systems that support ongoing monitoring and documentation of attendance, services, and outcomes.

  - Effective policies, practices, and infrastructures that support staff and partners.

  - A cohort or mentoring program for learners.

Group Discussion:
Persistence and Success

What learner supports have you found to be most effective in promoting persistence and success?

Please share your ideas with the group.

4. Transition Support for Career Planning and Further Education or Training

- Ensure that program participants understand the IET career pathway and strategies for a smooth transition to continued training or employment.

- Integrate into programs in three ways:

  1. Include intentional activities that orient learners to the full career pathway, including on ramps, off ramps, transferrable skills to other industries, etc.

  2. Provide counseling customized to individual learners, including goal setting and transitional supports.

  3. Integrate support activities into the curriculum, e.g., bring industry representatives into the classroom or provide job shadow experiences.

Group Discussion:
Career Planning and Transition Support

How can your partners support learners' career planning and transition to employment or further education/training?

How could you engage partners to assist in this effort?

Please share your ideas with the group.

Create an Evaluation Plan
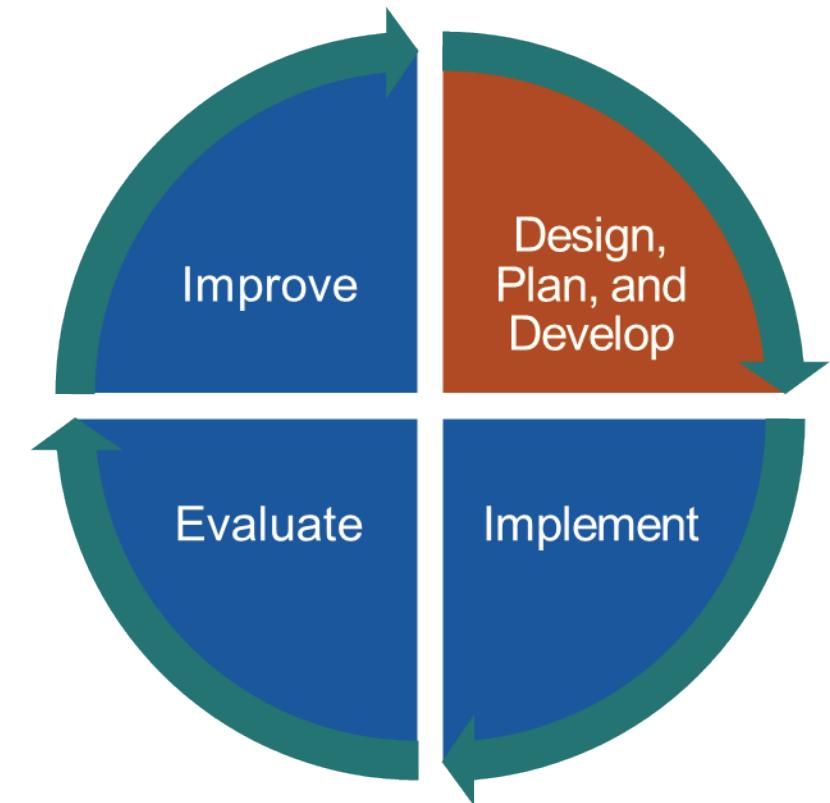
Importance of Embedding Evaluation

Evaluation Plan Template

Importance of Embedding Evaluation

A well-designed program evaluation plan will help to:

- Identify program goals and research questions.

- Guide data collection, analysis, and reporting.

- Support continuous improvement and sustainability efforts.

- Comply with WIOA program reporting requirements.

Program Evaluation Plan Template

IET Planning Tool

PROGRAM EVALUATION PLAN TEMPLATE

Evaluation Information

Name of IET Program: _____

Length of Program: _____ Program Dates (Start – End): _____–_____

Data Collection and Analysis

Use the tables below to record each of your IET learner, program, and partner goals, the associated process and/or outcome questions, the data needed to answer the questions, the sources of the data, the timeframe or schedule for collecting the data, and the analysis approach(es).

There is no set number of evaluation questions, though 1 to 3 per goal is typical. Duplicate the goal tables and add or remove rows as needed.

Goal 1: Add…

Evaluation Question(s) (Process & Outcome)	Data Needed (Measures)	Data Source(s)	Timeframe/ Schedule	Analysis Approach(es) (Quantitative/Qualitative)
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Goal 2: Add…

Evaluation Question(s) (Process & Outcome)	Data Needed (Measures)	Data Source(s)	Timeframe/ Schedule	Analysis Approach(es) (Quantitative/Qualitative)
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Evaluation Data Reporting and Sharing

Describe the information to report, the format of the report, how the report will be distributed, the audience for the report, and the frequency of the report. Keep in mind that not all audiences require all reports; some may only require summaries whereas others may require full, detailed reports. Add rows to the table as needed.

Information (e.g., Goals, Measures, Findings, etc.)	Type/ Format (e.g., Summary Report, Bulletin, E-mail, etc.)	Method/Tool	Audience(s)	Frequency
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…
Add…	Add…	Add…	Add…	Add…

Session Wrap-Up

Key Takeaways

Reflections/Questions

Next Steps

5 Key Takeaways

A strong design team and articulated learner, program, and partner goals position the IET program to meet business and learner needs.

Analyzing and planning for the learner experience is an important step in designing an IET program that supports learners.

The IET program structure should be flexible in adapting to changes in funding, staffing, and business and learner needs.

There are four stages of the learner experience: pre-enrollment, enrollment and intake, participation, and transition to a career or additional education or training opportunities.

An evaluation plan lays out how you will monitor the progress your program is making and the process you will use to inform program improvement efforts.
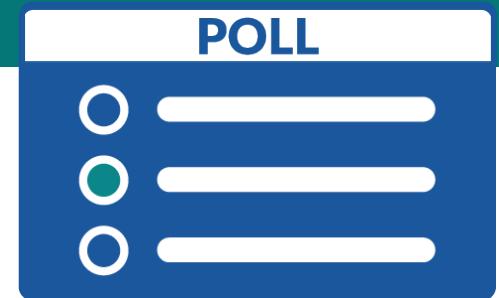
Group Discussion

Reflect on today's topics.

What one thing from today's session do you plan to apply to your IET design process going forward?

What lingering questions do you have about the topics we discussed today?

Poll: Confidence Level

POLL

How prepared do you feel you are to incorporate what you have learned about designing and planning an IET program into your practice?

Select 1:

A. I feel very prepared.

B. I feel somewhat prepared.

C. I may need more training/support first.

Next Steps

Phase 2: Design and Plan

- **Team Activity ([ENTER DAYS TO COMPLETE])**

  Choose at least one of the following activities from the IET Planning Tool:

  - Think about your IET Design Team. Do you have the right people, perspectives, and skills on your team currently? What is missing and how might you go about adding it to your team? Draft your team's purpose statement.

  - Reflect on your existing IET Program goals. What are they? Are they SMART? Do they cover learner, program, and partner goals. Brainstorm goals or refine your existing goals.

  - Consider the learner experience. Brainstorm key components of the learner experience or discuss opportunities to refine and strengthen your current approach.

- **Cohort Discussions – [ENTER DATE AND TIME]**

Next Steps (cont.)

Phase 3: Develop and Implement

- Individual Assignment (before next training session on [ENTER DATE AND TIME):

  – Read Section **3.0 Develop and Implement** in the IET Toolkit.

  – Review all desk aids for the section.

  – Take notes and write down your questions about the Develop and Implement phase in your **Participant Guide.**

- Next Training Session – [ENTER DATE AND TIME]