



WELCOME!

IET Design Camp

Closing Session

Technical Assistance supported by the U.S. Department of Education,
Office of Career, Technical and Adult Education (OCTAE)





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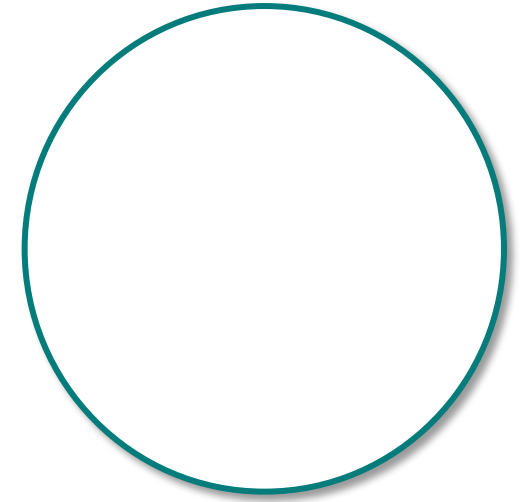
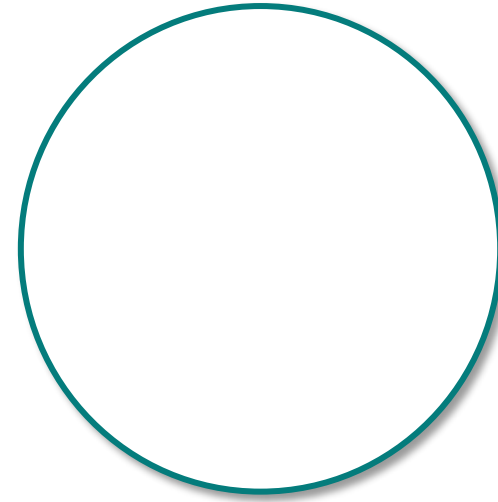
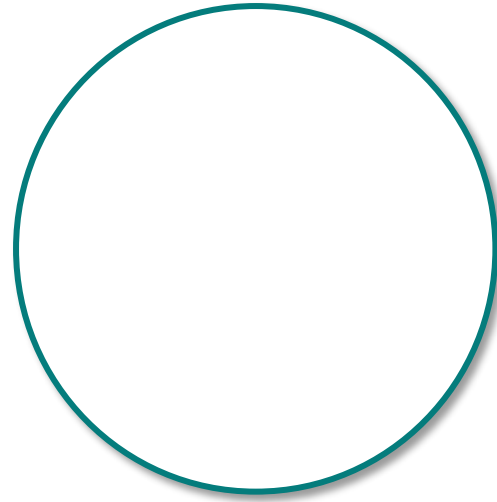
Remember to take notes in your Participant Guide!



Agenda

- Introduction
- Revisiting Phase 4: Evaluate and Improve
 - Breakout #1: Engaging Stakeholders and Sharing Results
- IET Design Camp Highlights
- IET Design Camp Wrap-Up
 - Breakout #2: Sharing IET Lessons and Next Steps
 - Closing Remarks





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
	TUESDAY Cohort Discussion	THURSDAY Cohort Discussion	THURSDAY Cohort Discussion	THURSDAY Closing Session



Revisiting Evaluation and Continuous Improvement

Key Takeaways

Continuous Improvement in Practice Review

Breakout Group Activity



Review of Phase 4: Evaluate and Improve



Continuous improvement is more than just a philosophy or theory—it requires action in every stage of the IET Design process.



Outcome evaluation focuses on “what” was accomplished compared to projections, whereas *process evaluation* focuses on “how” the outcome was accomplished.



There are two types of data: *quantitative*, which is numerical and can be analyzed mathematically, and *qualitative*, which is descriptive and conceptual and can be categorized by characteristics for analysis.



Data analysis is the process of cleaning, organizing, examining, and interpreting data using one or more analysis tools and techniques to extract relevant information that supports decision-making.

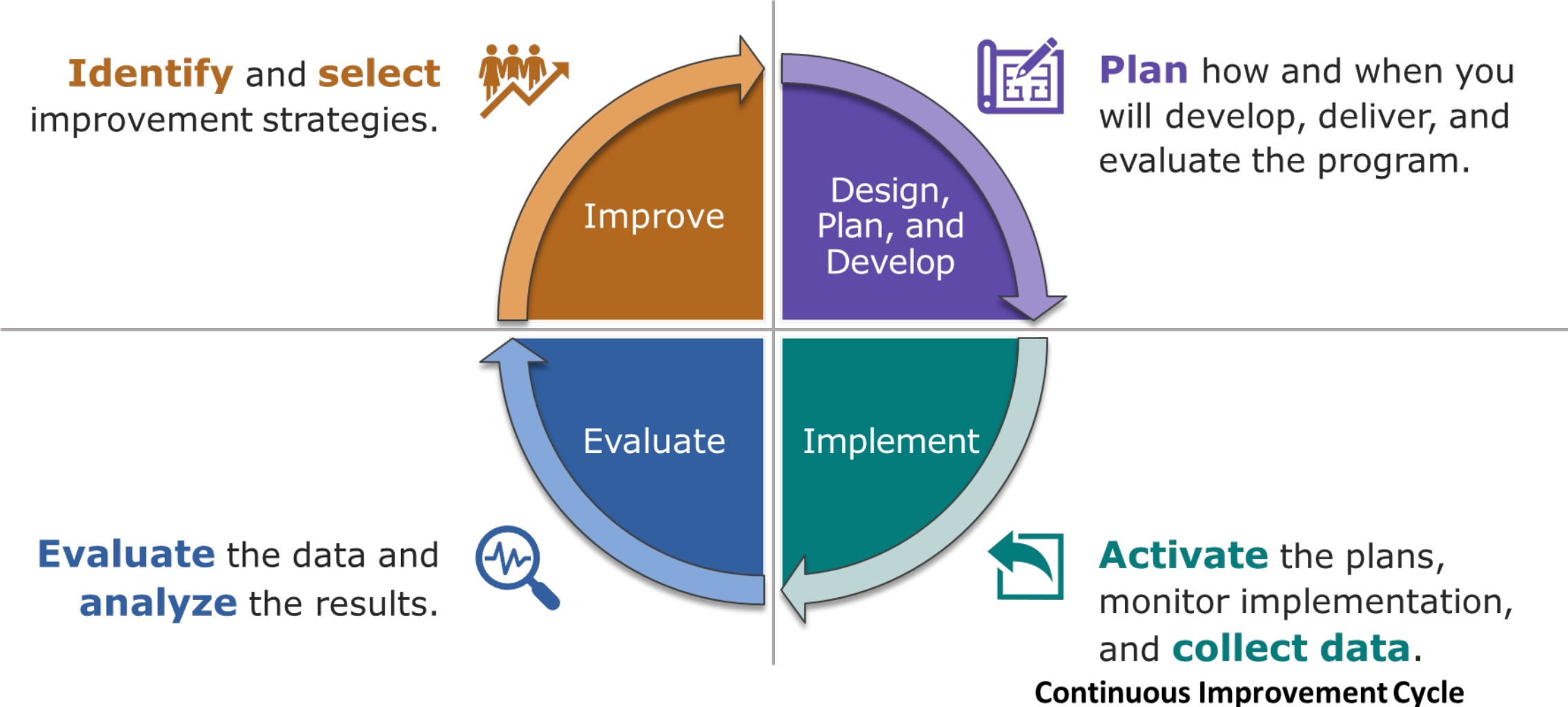


The Evaluation Plan Template can help IET program teams plan for conducting effective evaluations.



Include key stakeholders and project team members in the process of identifying potential improvement strategies.

Continuous Improvement in Practice – Review



Breakout Group Activity #1

Engaging Stakeholders and Sharing Results



15 min.

Discuss the following questions in your group:

- What types of feedback loops are you establishing (i.e., with whom and how often are you sharing evaluation results and seeking input?)?
- What are some promising or innovative practices for engaging stakeholders and sharing results?



IET Design Camp Highlights

A Look Back at the Learning Series

3 Guiding Principles of IET Program Design



Design with learner and community needs in mind.



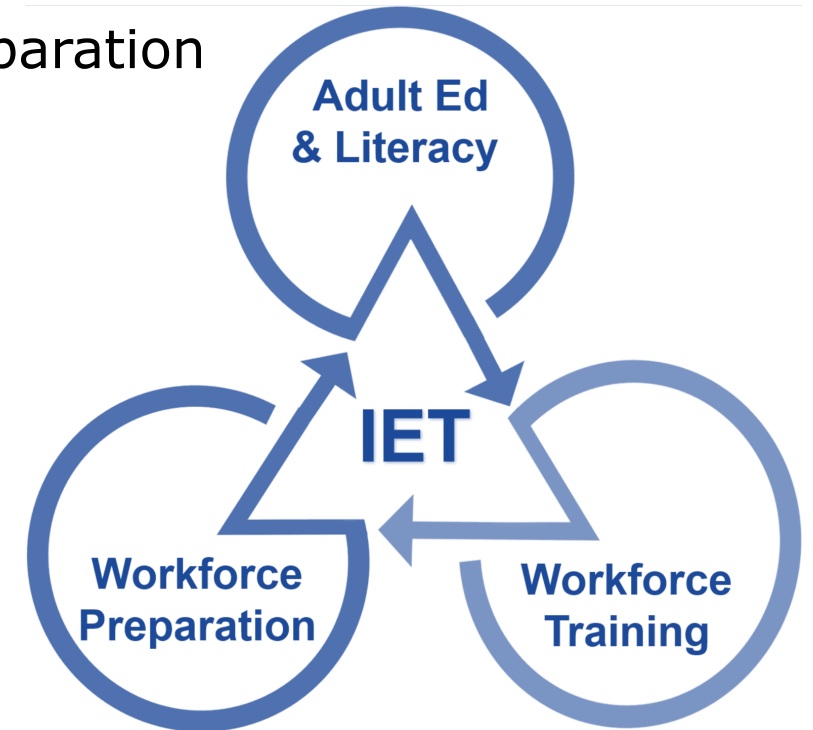
Collaborate with partners.



Adopt a continuous improvement approach.

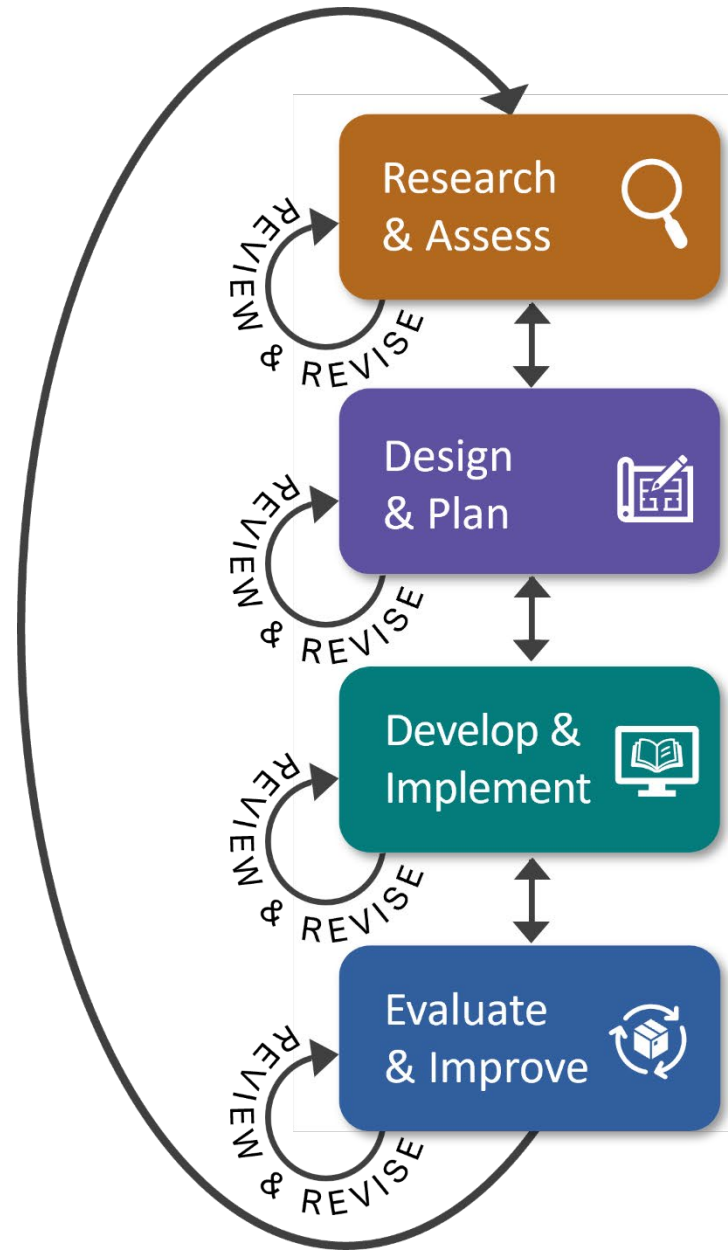
Integrating IET Components

- Adult education and literacy activities, workforce preparation activities, and workforce training activities must:
 - Be provided concurrently and contextually.
 - Occur simultaneously within the overall scope of the IET program.
 - Be of sufficient intensity and quality.
 - Use occupationally relevant instructional materials.
 - Be based on the most rigorous research available.
 - Be organized around a single set of learning objectives.



WIOA regulations: 34 CFR §463.37

Four Iterative Phases of IET Program Design



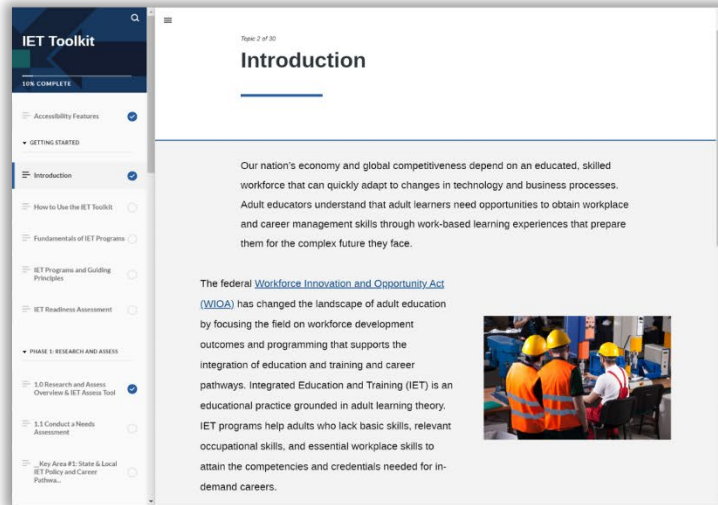
- ☑ Conduct a needs assessment
- ☑ Analyze results and identify key insights
- ☑ Select an IET program opportunity

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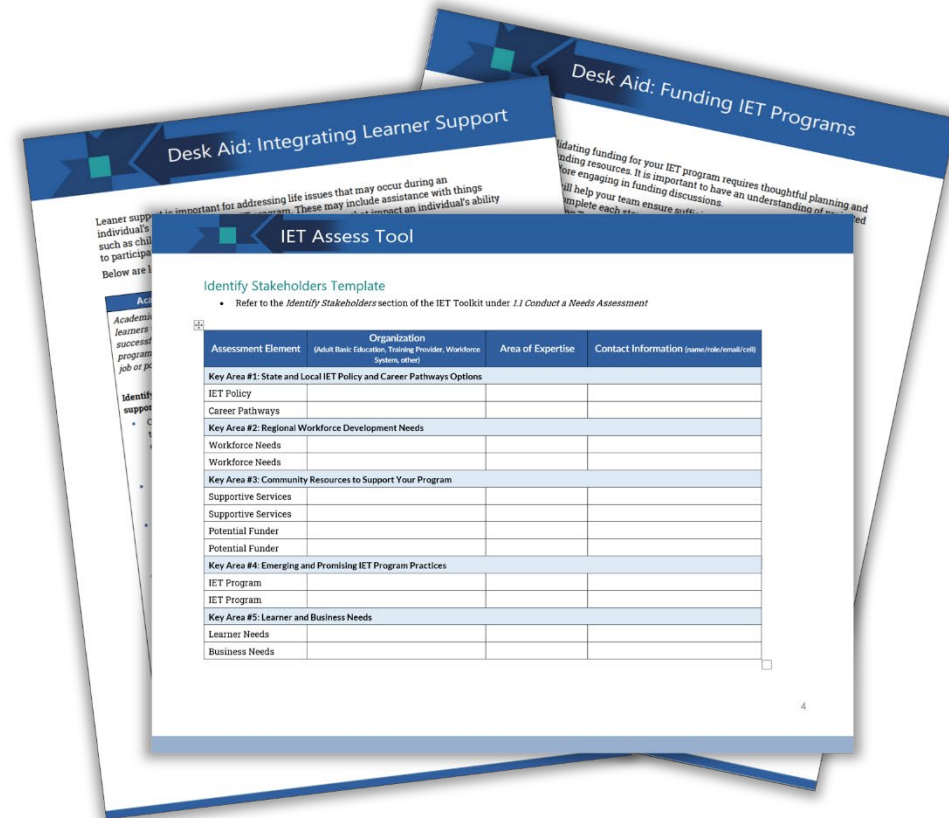
- ☑ Orient staff and stakeholders and provide professional development
- ☑ Develop the IET curricula with an SSLO
- ☑ Develop tools, procedures, and other program materials
- ☑ Implement the IET program and collect data

- ☑ Analyze collected data
- ☑ Present results to stakeholders
- ☑ Consider options for more rigorous evaluation
- ☑ Take action on improvement strategies

Design Camp Materials



IET Toolkit



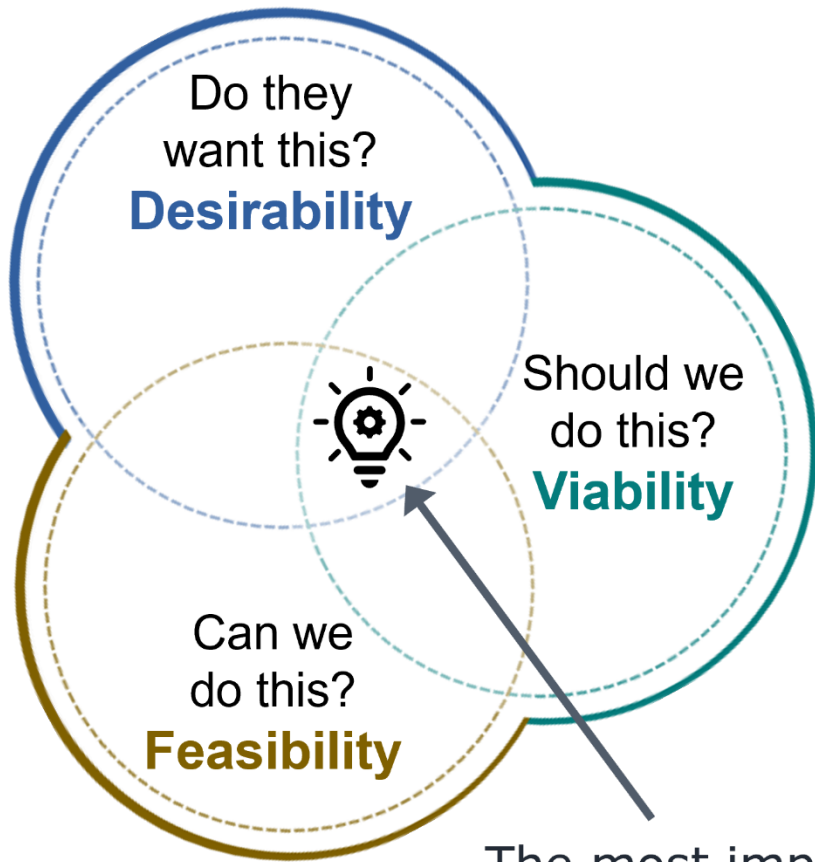
Desk Aids/Tools



Participant Guide

IET Assess Tool:

Identifying a High-Impact IET Opportunity



IET Assess Tool

Identify Stakeholders Template

- Refer to the *Identify Stakeholders* section of the IET Toolkit under *1.1 Conduct a Needs Assessment*

Assessment Element	Organization (Adult Basic Education, Training Provider, Workforce System, other)
Key Area #1: State and Local IET Policy and Career Pathways Options	
IET Policy	
Career Pathways	
Key Area #2: Regional Workforce Development Needs	
Workforce Needs	
Workforce Needs	
Key Area #3: Community Resources to Support Your Program	
Supportive Services	
Supportive Services	
Potential Funder	
Potential Funder	
Key Area #4: Emerging and Promising IET Program Practices	
IET Program	
IET Program	
Key Area #5: Learner and Business Needs	
Learner Needs	
Business Needs	

IET Assess Tool

Needs Assessment Work Plan Template

- Refer to the *Plan your Needs Assessment* section of the IET Toolkit in *1.1 Conduct a Needs Assessment*

Assessment Element	Tasks	Person Responsible	Start Date	End Date
Key Area #1: State and Local IET Policy and Career Pathways Options				
IET State and Local Policy				
Career Pathways Options				
Key Area #2: Regional Workforce Development Needs				
Workforce Needs				
Services for Learners and Learner Needs				
Key Area #3: Community Resources to Support Your Program				
Supportive Services				
Supportive Services				
Funding				
Funding				
Key Area #4: Emerging and Promising IET Program Practices				
Reviewing Practices				
Reviewing Practices				
Key Area #5: Learner and Business Needs				
Learner Needs				
Business Needs				

IET Planning Tool:

Supporting Design, Development, Implementation, and Evaluation

IET Planning Tool

Team Information

- Refer to the *Form a Team* section of the IET Toolkit under 2.1
- [Team Purpose](#) resource link

Purpose Statement

Team Members

Team Member	Organization (ABE, Training Provider, Workforce System, other)	Skills/Res

IET Planning Tool

Funding Matrix

- Refer to the *Create a Funding Matrix* section of the IET Toolkit under 2.1
- Desk Aid: Funding IET Programs

IET Component (current/future needs)	Budget Allocation	Partner Budget Requirements	Funding Sources (note if tentative)

IET Planning Tool

IET Program Summary

- Refer to the *Define the IET Program* and the *Determine Instructional Delivery Approach* sections of the IET Toolkit under 2.1 *Getting Started*
- Desk Aid: IET Program Goals and Outcomes

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	

Using the Desk Aids to Guide Design and Development of the Four Stages of the Learner Experience



Desk Aid 3: Conduct Outreach and Recruit Learners

Consider How to Reach Your Target Population

Effective outreach and recruitment requires a strong knowledge of the IET program's target population.

- Refer to the research on the target population you completed in the Assess phase.
- Consult with partners on the characteristics of the IET program's target audience and how to best conduct outreach to recruit them.
- Consider a variety of audiences, including learners currently enrolled in your adult education program or other untapped participants.

Survey Existing Marketing Materials for Ideas

Before creating any outreach materials, identify and review existing marketing materials for messaging ideas. Reach out to other IET programs, partners, and stakeholders and ask them to share their outreach brochures, posters, and other materials.

- Leverage existing resources from other state agencies or initiatives.
- Consider hosting a focus group and ask attendees to review and rate existing marketing materials to identify those that can be modified or used as a guide for your IET program's materials. Categories for feedback may include effectiveness of the design and content, and relevance of the materials to the target audience.

Brand Your IET Program's Messaging

Once you have determined the messaging you will use for your program, work with your partners to develop messaging to "brand" your program in a way that attracts a wide range of learners.

Desk Aid 4: IET Program Enrollment and Intake

The learner enrollment and intake process ensures a) the applicant meets enrollment criteria, including necessary pre-requisites for required courses, and b) identifies the types of support needed to allow for smooth entry into the program and program success. Be sure to consider the demographics of the population you are targeting for the IET program when you design your intake process and forms.

Intake Process

IET program staff can use the information gathered during intake to help learners identify and refine personal goals, better understand the program and career pathways opportunities, and craft an individualized Learner Success Plan that includes needed supports and steps for college and career success. Expanding information collected from learners during intake provides instructors with the information they need to inform individual success.

Enrollment criteria may include:

- Required assessments for entry and identification of passing scores
- Program course pre-requisites
- Basic skills assessments
- Digital literacy skills
- Minimum education level
- Other enrollment criteria

Program registration intake forms may request:

- Contact information
- Demographic details
- Education and employment information

SSLO Rubric

CRITERIA	WEAK – 0 points	MEDIUM – 2 points	STRONG – 4 points
<p>All three required IET components are evident in the objective.</p> <p><i>Note: If this score is weak or medium, revisit the SSLO before proceeding. The three required IET components must be evident in the learning objectives in the SSLO to meet the basic definition of an SSLO.</i></p>	0 – 1 component evident	2 components evident	All 3 components evident
There is a demonstrated relationship among the three components so that the adult basic literacy, workforce preparation, and occupational skills and knowledge are structured within the SSLO to function cooperatively (i.e., interrelated and contextualized).	No relationship is demonstrated among the three components.	<p>Components are somewhat structured to function cooperatively:</p> <ul style="list-style-type: none"> • Only two components are demonstrated to function cooperatively. • Does not demonstrate a cooperative relationship among all three components. 	<p>All three components are structured to function cooperatively so that:</p> <ul style="list-style-type: none"> • There is a clear relationship between all three components. • Skills and knowledge are structured to function cooperatively.
Condition(s) under which the learner will demonstrate competency is clearly stated.	No condition is stated.	Condition(s) are somewhat stated, but not clearly.	Condition(s) are clearly stated.
Criteria by which competency will be measured is clearly stated and outcome is measurable.	Criteria are not stated and/or outcome is not measurable.	Criteria are clearly stated, but outcome is not measurable or criteria are not clearly stated, but outcome is measurable.	<p>Criteria are clearly stated.</p> <p>Performance outcome is measurable.</p>
Expected behavior is clearly described using action verbs.	No behavior is stated and/or performance expectation is unclear.	Expected behavior is stated, but not stated using action verbs.	Expected behavior is clearly stated using action verbs.

*Rubric developed for the IET Design Toolkit. 2021 (Hamilton & Toso)



Group Discussion:

How will you use the tools and apply the skills?

- Which tools, desk aids, and other resources will be most helpful to you? How will you use them?
- Which skills or concepts from the Design Camp will be most helpful to you? How will you apply them in your work?

Please share your thoughts with the group.



IET Design Camp Wrap-Up

Breakout Group Activity: Planning next steps

Closing Remarks

Reflecting on Next Steps

Celebrating our Accomplishment

Thank You!

Breakout Group Activity #2

Planning next steps



15 min.

Now that the Design Camp is ending, share:

- One or two next steps you will take.
- Support you need going forward.

Closing Remarks

Continued Investment in IET

- Adult Education is critical to the participants we serve and the businesses hiring in our communities.
- Providing skills training through IETs can help adult learners effectively advance career and education goals.
- At the same time, IETs address employers' needs in finding skilled workers
- Innovative program design and delivery and embedded supportive services are more important than ever.



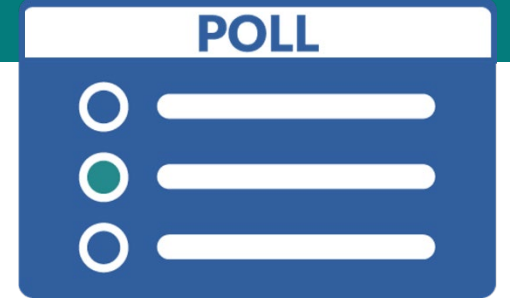


What are our next steps?

As we continue to focus on Integrated Education and Training, we recommend that you:

- Share successes and challenges with your teams and with your peers.
- [Insert any planned professional development.]
- [Insert any policy/grant competition/etc.]

Poll: Overall Satisfaction



Now that the Design Camp is closing, how prepared do you feel to take the next steps needed to continue your IET design and implementation processes?

Select 1:



A. I am prepared and ready to go.



B. I am prepared and cautiously optimistic.



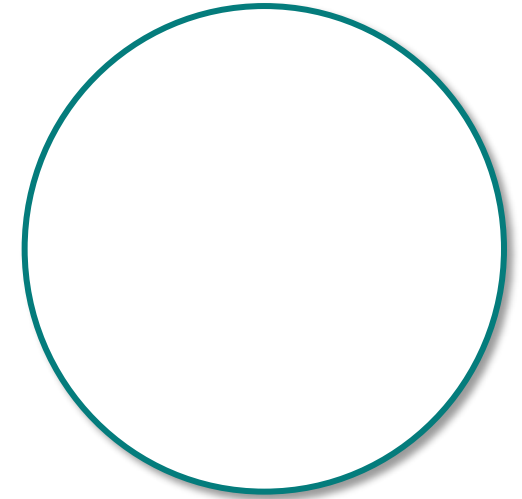
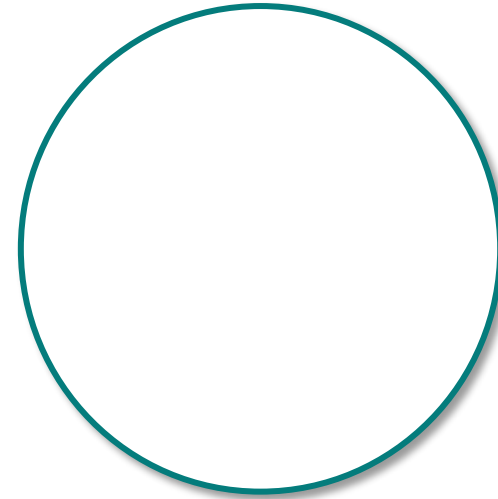
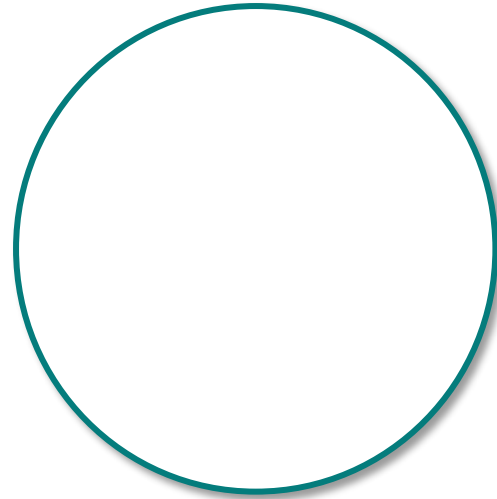
C. I think I need more training/support.

A decorative background featuring numerous blue balloons of varying sizes scattered across the white space. The balloons are more densely packed on the right side of the image and more sparsely distributed on the left.

Congratulations!

**You have completed
the IET Design Camp.**

Thank you to the
**Design
Camp
Facilitation
Team**





Thank You!

Contact us:

[INSERT CONTACT INFORMATION]