# IET DESIGN CAMP PARTICIPANT GUIDE

IET Design Camp, Participant Guide

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# INTRODUCTION

## ABOUT THIS GUIDE

This Participant Guide provides information and tools to support you throughout the IET Design Camp. It includes information on training events and team activities and can be used for your notes as you read the IET Design Toolkit and participate in the training webinars and activities. Throughout the Guide are some fill-in-the-blank areas for you to complete as you follow along in the training sessions.

## DESIGN CAMP RESOURCES

The IET Design Camp provides participants with two key resources to support their learning experience.

- **The IET Toolkit:** The Toolkit provides step-by-step information on designing an IET Program and includes tools and desk aids to support your work.
  The Toolkit is available on LINCS as a downloadable PDF at
  https://lincs.ed.gov/sites/default/files/2021-07/IET_Toolkit_Compressed_508.pdf.
  An interactive, online version is also available at:
  https://rise.articulate.com/share/D1_uikGxQHKKNq8IOY7mzYL8vpGWG7vE#/.

- **This Participant Guide:** This organizational tool includes logistical information, space for notes, and examples and handouts for use during the training webinars.

# DESIGN CAMP SCHEDULE, ACTIVITIES, AND NOTES

## Week 1

## ORIENTATION

The Orientation will introduce Design Camp participants to the purpose, scope, and general characteristics of an integrated education and training (IET) program and the IET Design Camp. The training team and participants will introduce themselves. Finally, participants will learn about the IET Toolkit and its desk aids and tools that are designed to support the design and development of an IET program.

### Toolkit Reading Assignment ([ENTER DATE])

Prior to the Orientation training session, please:

- Read the **Toolkit Introduction.**
- Take the **Self-Assessment.**
- Record your questions about this section below.

***My Introduction and Orientation Questions***

### Orientation Training Session ([ENTER DATE AND TIME])

This session has one breakout activity that uses a handout, which you'll find in Appendix A.

### *Overview*

The Orientation training session provides an overview of the IET Design Camp, including logistics, format, schedule, and expectations for the training series. In it, you will learn about the four phases of IET program design. In addition, Design Camp trainer(s) will provide an overview of integrated education and training (IET) programs, including Workforce Innovation and Opportunity Act (WIOA) requirements. Finally, you will take a brief tour of the IET Toolkit and its desk aids and tools, some of which you will use in various activities throughout the Design Camp.

## Quality IET Programs

### What is an IET?

*[Fill in the blanks.]*

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

(34 CFR §463.35)

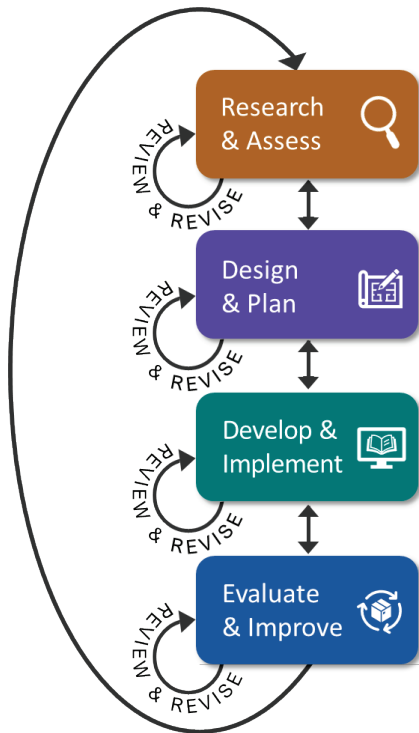**Notes:**

### IET Component Integration

**Notes:**



### Breakout Group Activity #1: Is it an IET?

In this activity, your group will review one of the sample adult education programs in **Appendix A**, then as a group you'll:

- Discuss the aspects of the program that meet WIOA regulations and state policies for an IET.
- Identify aspects that make or would make it an IET program.
- Document the evidence (or lack of evidence) in each.
- Be prepared to share your group's reasoning.

## The IET Program Design Process: Four Iterative Phases

**Notes:**



## 3 Guiding Principles of IET Program Design

[Fill in the blanks.]

Design with learner and _____ needs in mind.

_____ with partners.

Adopt a _____ improvement approach.

**Notes**

## IET Design Camp Overview

The IET Design Camp begins with an Orientation and is then organized around the four phases of IET program design: 1) Research and Assess, 2) Design and Plan, 3) Develop and Implement, and 4) Evaluate and Improve. Each phase is covered over a two-week block and includes a reading assignment, a training webinar, a team activity, and a cohort call. See the table below for details.

## *IET Design Camp Schedule*

| 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<br><br>Toolkit reading assignment | MONDAY<br><br>Toolkit reading assignment | MONDAY<br><br>Toolkit reading assignment | MONDAY<br><br>Toolkit reading assignment | MONDAY<br><br>Toolkit reading assignment |
| TUESDAY<br><br>[DATE]<br><br>Training Webinar | TUESDAY<br><br>[DATE]<br><br>Training Webinar | TUESDAY<br><br>[DATE]<br><br>Training Webinar | TUESDAY<br><br>[DATE]<br><br>Training Webinar | TUESDAY<br><br>[DATE]<br><br>Training Webinar |
|  | WED – MON<br><br>Team Activity | WED – WED<br><br>Team Activity | WED – WED<br><br>Team Activity | WED – TUES<br><br>Team Activity |
|  | THURSDAY<br><br>[DATE]<br><br>Cohort Mtg. | THURSDAY<br><br>[DATE]<br><br>Cohort Mtg. | THURSDAY<br><br>[DATE]<br><br>Cohort Mtg. | THURSDAY<br><br>[DATE]<br><br>Closing Webinar |

**Notes**

## RESEARCH AND ASSESS PHASE

During this first phase, you and your team will assess local needs and resources, determine key insights from what you learn, brainstorm IET solutions that address these needs, and select an IET program opportunity.

### Toolkit Reading Assignment ([ENTER DATE])

- Read section 1.0 Research and Assess Phase.

- Review the IET Assess Tool and the Note-Taking Tool.

- Write down your questions about the tasks in the Research and Assess phase.

- Reflect on your current practice for selecting the area of focus for your IET program.

- Be prepared to briefly share the process you used to identify the industry/sector focus of your most recent IET or other training program.
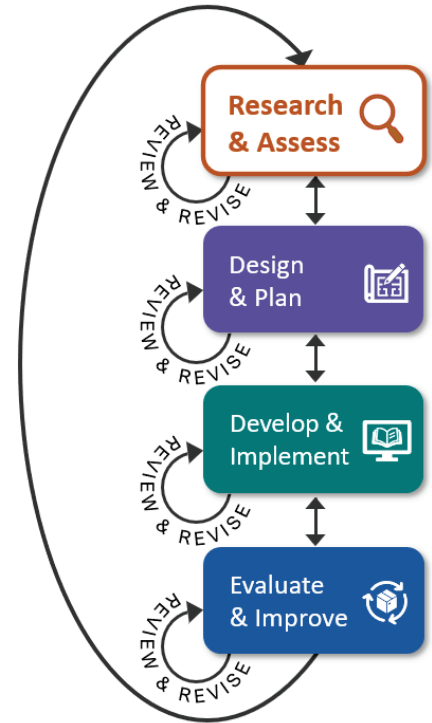
*My Research and Assess Phase Questions*

*Our local team's current practice for selecting the area of focus for our IET program*

## Research and Assess Training Session ([ENTER DATE AND TIME])

### *Overview*

In Phase 1: Research and Assess, you will learn about the importance of selecting an IET program based on community and learner needs and will be introduced to the tools and techniques you will use to conduct your own community assessment. In addition, you will learn how to synthesize what you learn from your research, identify key insights, brainstorm potential IET solutions, and identify a solution that is desirable, feasible, and viable.
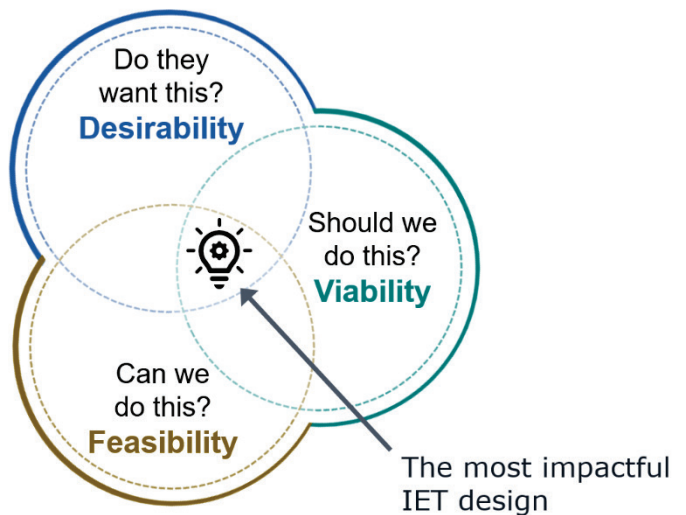
### *Understanding Community Needs*

**Notes**

### *Developing Impactful IET Programs*

By understanding our community's needs, we can develop quality, high-impact IET programs and select IET programs that complement other community offerings.

**Notes**



Do they want this? **Desirability**

Should we do this? **Viability**

Can we do this? **Feasibility**

The most impactful IET design

### *IET Assess Tool*

The Research and Assess phase of the IET Toolkit contains an IET Assess Tool. This tool provides a structure for designing your research plan, collecting information, and supporting your analysis in this phase. You can download this tool to capture your work from the different sections of this phase.

**Notes**

## Plan and Conduct a Needs Assessment

### What is a needs assessment?

*[Fill in the blanks.]*

The process of _____ and _____ information to _____ the development of an effective IET program that will address community and learner needs.

Four Key Activities:

1. _____ the information you need.
2. _____ the information.
3. _____ key themes and insights.
4. _____ what you learned to select your IET program.

### Five Key Areas of Research



**State IET Policy and Career Pathways**

**Regional Workforce Development Needs**

**Community Resources**

**Emerging and Promising Practices in IET Programs**

**Learner and Business Needs**

## *Identify Insights and Brainstorm Solutions*

### *Synthesize Needs Assessment Data*

To synthesize is to _____ ideas, insights, and perspectives by _____ on the information, then _____ elements to gain an _____ understanding.

### *Second Round of Reflection*

### *Brainstorm Solutions and Select an IET*

## Research and Assess Team Activity ([ENTER DATES])

To apply what you learned in the Research and Assess Phase section of the IET Toolkit and the associated training session, you and your team will spend the next week on the following team activity.

Use the IET Assess Tool to complete the following activity:

- Draft a preliminary list of key stakeholders for your IET program - both those you currently engage and new stakeholder relationships

- Identify and assess gaps in your understanding of your community's needs

- Identify steps you can take to fill in those gaps

**Notes**

## Research and Assess Cohort Discussion ([ENTER DATE])

To wrap up the Research and Assess phase, you will meet with your cohort to share insights from your team activity.

**Questions and Notes**

# DESIGN AND PLAN PHASE

During this phase, you and your team will design the structure and curriculum for your IET program and plan the learner experience. You will also create a plan for evaluating the effectiveness of your IET program.

## Toolkit Reading Assignment ([ENTER DATES])

- Read section 2.0 Design and Plan Phase.

- Review the IET Planning Tool.

- Review all desk aids and resource links for this section.

- Write down your questions about the tasks in the Design and Plan phase.

- Be prepared to share your ideas/thoughts about the following:

  - Innovative ways you have adapted your programs to support virtual learning

  - How you currently conduct outreach and recruiting for your IET program

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

  - How your partners support learners' career planning and transition to further education or employment
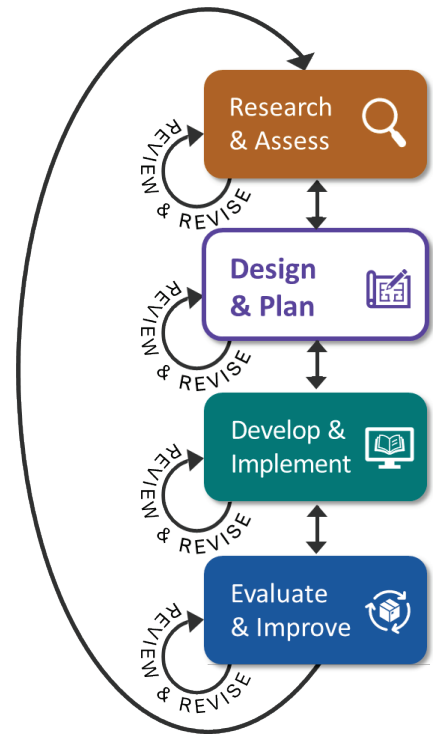
*My Design and Plan Phase Questions*

*Innovative ways we have adapted our programs to support virtual learning*

*Our local team's current practice for conducting outreach and recruiting for our IET program*

*How our local team works with partners to support learners' career planning and transition to further education or employment*

*Our local team's learner supports that promote persistence and success*

## Design and Plan Training Session ([ENTER DATE AND TIME])

**Handouts for this Session's Breakout Room Activities**

This training session has one activity that uses a handout, which you'll find in **Appendix B**.

- IET Learner Experience Worksheet

**Notes**

## *Overview*

Building on the concepts covered in the previous session, which focused on Phase 1: Research and Assess, this training session will introduce you to the process for designing an Integrated Education Training (IET) program, which begins with defining program-level goals. You will learn about the elements of program structure and the four stages of the learner experience. In addition, you will explore what makes a successful IET program and consider the types of learner supports needed to help boost learner motivation, persistence, and success in the IET program and into employment or further education. Finally, trainers will briefly touch on the importance of embedding evaluation into your planning to support continuous improvement and sustainability efforts.

## Form a Team and Define the IET Program and Goals

### IET Planning Tool

One of the key desk aids in the IET Toolkit is the IET Planning Tool. You can use this tool to guide your design and development efforts and keep track of key information about your IET program.

**Notes**

### Design Team Composition

A design team brings innovation that can inform the IET design and ensuring it meets business and learner needs and connects to a viable career pathway. Ideally, the team should include other partners who can help inform your IET program design, ensure it connects to a viable career pathway, and provide any additional supports learners may need to participate in the program.

Some team members you might consider include:

- Postsecondary education and training providers (e.g., community colleges, technical schools, apprenticeships, etc.)
- Workforce Development Board or American Job Center representatives
- Community-based organizations
- Health and Human Services providers
- Employers

If you are not able to engage with employers directly, ensure that you have access to at least one stakeholder who can provide an employer perspective.

**Notes**

### Team Purpose Statement

A team purpose statement clarifies the need for and expectations of the team to potential members. A good statement identifies:

- _____ the team will do.
- For _____
- _____.

**Notes**

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

### IET Goals and Outcomes: SMART Goals

SMART Goals are:

- S_____

- M_____

- A_____

- R_____

- T_____ - _____

**Notes**

### Three Types of IET Goals

1. _____ Goals
2. _____ Goals
3. _____ Goals

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

## Design a Sustainable Program Structure

### Four Common Instructional Delivery Approaches

***Considerations When Going Virtual***

*Plan the Learner Experience*

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

In this activity, you and your group will read a learner profile (Appendix B) then consider the learner's needs and how an IET program can help meet them.

***Four Stages of the Learner Experience***

1. Pre-Enrollment

2. Enrollment

3. Participation

4. Transition

## Create an Evaluation Plan

**Importance of Embedding Evaluation**

**Program Evaluation Plan Template**

The Program Evaluation Plan Template in the IET Planning Tool is designed to support IET design teams document their IET goals and how they will evaluate the progress toward or achievement of the goals. A more detailed discussion of the evaluation plan occurs in the training session for the Evaluate and Improve phase later in the Design Camp.

## Design and Plan Team Activity ([ENTER DATES])

To apply what you learned in the Design and Plan Phase section of the IET Toolkit and the associated training session, you and your team will spend the next week on the following team activity.

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

1. 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.
2. 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.
3. Consider the learner experience. Brainstorm key components of the learner experience or discuss opportunities to refine and strengthen your current approach.

**Notes**

## Design and Plan Cohort Discussion ([ENTER DATE])

To wrap up the Design and Plan phase, you will meet with your cohort to share insights from your team activity.

**Questions and Notes**

# DEVELOP AND IMPLEMENT PHASE

During this phase, you will use the planning and design work you completed in the previous phase to guide the development of learning content and implementation for your IET program. You will also begin collecting data about your implementation.

## Toolkit Reading Assignment ([ENTER DATE])

- Read section 3.0 Develop and Implement Phase.

- Review all desk aids and resource links for this section.

- Write down your questions about the tasks in the Develop and Implement phase below.

*My Develop and Implement Phase Questions*
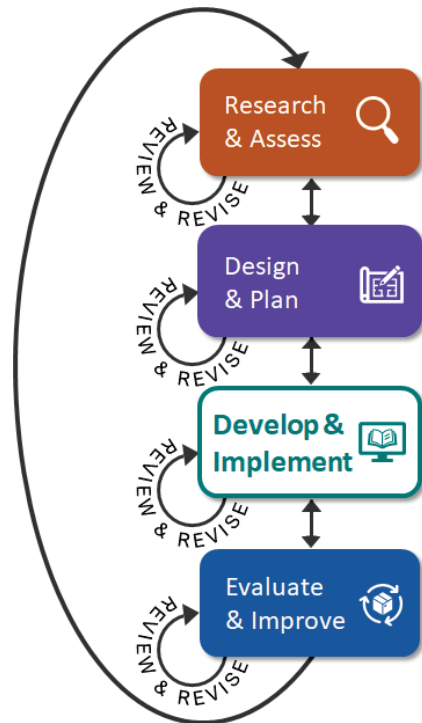
## Develop and Implement Training Session ([ENTER DATE AND TIME])

***Handouts for this Session's Breakout Room Activities***

This session has two breakout activities that use handouts from **Appendix C**.

- SSLO Rubric

- Example: Using the SSLO to Build Out Your Curricula

- Develop and Implement Breakout Group Activities 1 & 2

## Overview

This session focuses on the development of standards-based curricula with a single set of learning objectives (SSLOs) for the IET program. In it, you will explore the concept of an SSLO within the context of a sample curriculum. In addition, this session discusses the importance of intentionally integrating adult basic education academic standards, workforce preparation skills, and college and career planning skills to prepare adult learners beyond the context of the occupational training. Finally, the session touches on launching the IET program and collecting data that will be evaluated in Phase 4: Evaluate and Improve.

## Develop the IET Curricula

### Creating Integrated Learning Objectives to Form a Single Set of Learning Objectives (SSLO)

An integrated education and training program has a single set of learning objectives that identifies the specific:

- Adult education content
- Workforce preparation activities
- Workforce training competencies

Program activities are organized to function

_____.

Together the integrated learning objectives across the curricula make up the SSLO.



### Steps to Developing Standards-Based IET Curricula with a Single Set of Learning Objectives

**Notes**

***SSLO Rubric***

See Appendix C #C1 for a sample SSLO rubric.

***Breakout Group Activity #1: Practice creating an integrated learning objective***

In this activity, you and your group will create an integrated learning objective for a sample IET program and use the SSLO rubric to evaluate it.

See Appendix C #C3 for the sample.

## Build Out Contextualized Lesson Plans with Activities

***Developing Contextualized Activities and Occupationally Relevant Materials***

***Repurpose or Adapt Existing Curricular Materials for Contextualization and Relevance***

***Breakout Group Activity #2: Brainstorm contextualized activities***

In this activity, you and your group will brainstorm some contextualized activities for a sample IET program.

See Appendix C #C3 for the sample.

## Implement the IET Program and Collect Data

***Launching the IET Program and Delivering Instructional Content***

***Collecting Data to Support and Inform Decisions***

Observe the implementation of the IET program at each stage of the learner experience and collect data according to your evaluation plan.

What evidence do you have?

## Develop and Implement Team Activity ([ENTER DATES])

To apply what you learned in the Develop and Implement Phase section of the IET Toolkit and the associated training session, you and your team will spend the next week on the following team activity.

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

1. Think about your Single Set of Learning Objectives. If you already have an SSLO, use the SSLO rubric to evaluate them and identify opportunities to strengthen them. If you're in an earlier planning state, brainstorm one or two learning objectives that might apply to your IET program, using the approach discussed this week.

2. Think about college and career planning activities. What approaches and opportunities do you currently provide? How might you more strongly integrate college and career planning into your IET program?

**Notes**

## Develop and Implement Cohort Discussion ([ENTER DATE AND TIME])

To wrap up the Develop and Implement phase, you will meet with your cohort to share insights from your team activity.

**Questions and Notes**

# EVALUATE AND IMPROVE PHASE

During this phase, you and your team will analyze and share the data you collected during the implementation of your IET program to inform your continuous improvement activities.

## Toolkit Reading Assignment ([ENTER DATES])

- Read section 4.0 Evaluate and Improve Phase
- Review all desk aids and resource links for this section
- Write down your questions about the tasks in the Evaluate and Improve phase
- Be prepared to share your ideas/thoughts about the following:
    - What data you are currently collecting and how are you collecting it.
    - How you are currently reporting your evaluation results to stakeholders.
    - How you are currently using evaluation results to improve your IET or adult education programs.
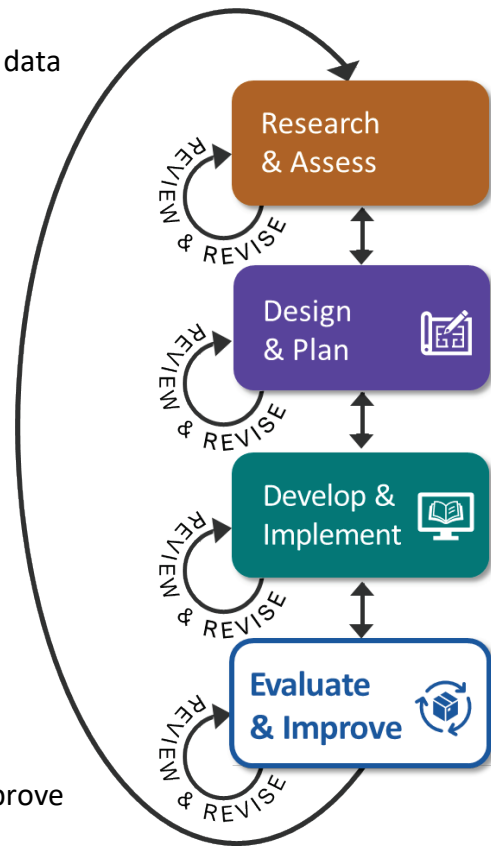
*My Evaluate and Improve Phase Questions*

*Data we currently collect or plan to collect*

| Data | Source | Timeframe |
|------|--------|-----------|
|      |        |           |
|      |        |           |

*Data collection methods we currently use or plan to use*

*How we currently or plan to report evaluation results to stakeholders*

*How we currently use evaluation results to improve our IET program(s) or adult education program(s)*

## Evaluate and Improve Training Session ([ENTER DATE AND TIME])

### Handouts for this Session

This session has two breakout activities that both use the handout in Appendix D.

- ▪ #D1: Ability to Benefit IET Program for Breakout Group Activities 1 & 2

### Overview

This training session focuses on integrating continuous improvement throughout the four phases of the IET program design process. Continuing the discussion from the Design and Plan training session on designing an evaluation plan, the session begins with a review of some key concepts of continuous improvement and the continuous improvement cycle, followed by an overview of program evaluation, including: the importance of aligning evaluation efforts with IET program goals; outcome versus process evaluation; and how to create questions for each type of evaluation. The session also addresses data sources and evaluation tools, data analysis, and improvement strategies. Finally, you will take a closer look at the Program Evaluation Plan Template from the IET Toolkit and explore a portion of a sample evaluation plan.

## Integrate Continuous Improvement

**What is continuous improvement?**

**In Educational Programs:**

Continuous improvement is the _____

*examination* of program and learner _____

and the processes that _____ them. It also

involves *identification* and *implementation* of

_____ to improve the outcomes

**Notes**
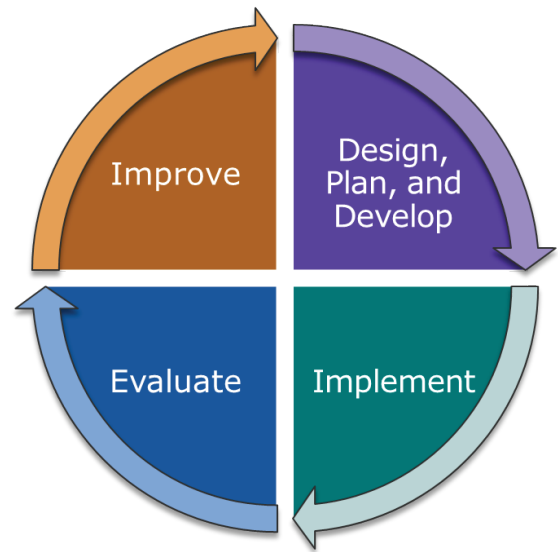
**Continuous Improvement Cycle**

**Continuous Improvement in Practice**

## Program Evaluation Basics

**Evaluation Starts with Planning**

### Evaluating Outcomes and Processes

**Outcome Evaluation (the "_____")**

Measures the results (outcomes) of a program's intervention _____ and

_____ against its _____.

**Process Evaluation (the "_____")**

Examines the _____ and perceptions of learners, partners, and staff regarding the

program's design and development efforts and activities to determine their _____

on the outcomes.

### Outcome and Process Questions

### Breakout Group Activity #1: Practice developing outcome and process questions

In this activity, you and your group will select a learner, program, or partner goal for the scenario in Appendix D, #D1, then develop outcome and process questions to help evaluate the selected goal.

## Identify Data Sources and Evaluation Tools

### Two Types of Data

Quantitative data is _____ and can be analyzed _____.

Qualitative data is _____/_____ and can be _____ for analysis.

*Exploring Data Sources*

## Analyze Data, Share Results, and Select Improvement Strategies

*Analyzing Data*

**What is data analysis?**

The process of _____-_____, organizing, examining, and interpreting data using one or more _____ tools and techniques to _____ relevant information that supports decision-making.

*Documenting Findings and Recommendations*

*Sharing Results*

*Identifying and Selecting Improvement Strategies*

## *Develop an Evaluation Plan*

### *Breakout Group Activity #2: Practice creating an evaluation plan*

In this activity, you and your group will make decisions regarding the data needed, the sources of that data, the timing and frequency of collecting the data, and the analysis methods for evaluating the goal you selected in Breakout Activity #1. The scenario is in Appendix D, #D1.

### *Preparing for Third-Party Evaluations*

**Resources for this topic:**

- IET Toolkit Section 4.2
- Department of Labor's Evaluation and Research Hub on the WorkforceGPS website: https://evalhub.workforcegps.org/

## Evaluate and Improve Team Activity ([ENTER DATES])

To apply what you learned in the Evaluate and Improve Phase section of the IET Toolkit and the associated training session, you and your team will spend the next week on the following team activity.

- Review the Program Evaluation Plan template from the IET Toolkit and begin modifying it to meet the needs of your IET program.
- Develop at least one process and one outcome goal for your IET program.
- Brainstorm data sources you will use to collect data and how you might analyze the data.
- Review the example program evaluation reports in the Program Evaluation Reports desk aid. Discuss which one(s) might work to share your IET program evaluation results with stakeholders. What modifications need to be made?

## *Notes*

## IET Design Camp Wrap-Up ([ENTER DATE AND TIME])

The closing session of the Design Camp will provide you with an opportunity to reflect on what you learned and discuss next steps you will take in your IET program design process. While our time together in the Design Camp is coming to a close, we hope you will continue to use the IET Toolkit and to share questions, resources, and successes with your peers.

### *Next Steps*

**Notes**

# APPENDIX A: HANDOUTS FOR THE ORIENTATION TRAINING SESSION

## Program Examples

**EXAMPLE 1**

**MEDICAL RECORDS AND MEDICAL OFFICE RECEPTIONIST**
**Everytown Adult and Continuing Education Center**

The Everytown Adult and Continuing Education Center offers a variety of adult education integrated vocational/occupational programs.  Vocational programs align closely with the immediate employment needs in the region. The Everytown Center collaborates directly with the regional Workforce Investment Board (WIB) and offers programming that directly relates to employment needs and growth areas.

The course structure for this program includes a one-week pre-vocational component, a 10- week technical/vocational program, and a one-week post-vocational class.  The Medical Records and Office Receptionist course is 130 hours and is taught by adult education instructors in collaboration with experts in this vocational area. Key features of the vocational course include medical terminology, basic office management concepts, written and oral communications, and records security and management.

The post-vocational class provides students with a debrief opportunity and a wide array of workforce preparation activities including certification testing preparation, and job application. The Center collaborates with the local one-stop to provide modules on resume development, interviewing and job placement. Also, information is provided to students about further education opportunities within the medical records field. Many students receive assistance to apply and enroll in continuing postsecondary education.

The Everytown Center is housed in a complex which includes medical offices, and students can access those offices for authentic experience and practice. Students program are typically at intermediate and above educational levels and include a mixture of native English speakers and second language learners. A variety of supportive services are available, including childcare, transportation, clothing, counseling, and advising as well as other important support services.

The Center acquires most of the funding for its vocational programming through dedicated fundraising activities, although some funding for target clientele (e.g., TANF, Dislocated Workers, etc.) is available through the regional WIB. Basic education instructional delivery is covered through state adult education funding.

**EXAMPLE 2**

**HEALTH OCCUPATIONS- NURSING**
**Westover Community College**

In the early 2000's, Westover Community College embraced the I-BEST concept for several academic areas that had a history of low completion rates for certain populations of students including second language learners and students with low basic education skills. Nursing educators and adult basic education staff determined that the first level of Nursing courses is critical for student success and decided to use the I-BEST model at that entry level.

Specifically, the 10-week Nursing 100 course was targeted for an integrated app roach. In that course, the fundamental principles of nursing care are present ed. Content areas related to nursing process, safety and infection control, health promotion and maintenance, basic care and comfort, pharmacological therapies, reduction of risk potential, and physiological adaptation are presented. Care specific to adult and geriatric patients is emphasized.

Along with the basic nursing course there is a co-requisite Nursing Practicum which applies theory from Nursing 100. The practicum focus is on the management of care of older adults in the long-term care environment.

Adult education instructors typically participate concurrently in a portion of the nursing course to provide students with immediate academic assistance and to identify topics for study in a supplemental class. The supplemental class for I-BEST students only meets three hours per week and uses the classroom materials from the Nursing course. The adult education instructors monitor student achievement and identify areas that require remediation or support.

In both the Nursing 100 and supplemental courses, workforce preparation concepts are presented, and students learn about soft skills concepts such as professional appearance and presentation, effective and appropriate oral communications that are contextually linked to nursing careers. Students that perform well in both courses are often asked to mentor other students in successive nursing courses. The college offers licensure/certification testing preparation as well as employment placement services. Nursing students receive advising and support to access these other services.

A wide array of nursing course options becomes available for students who complete the first level of nursing courses. The nursing career pathway includes opportunities for CNA, LPN and an Associate degree in Nursing.

**EXAMPLE 3**

**BUSINESS TECHNOLOGY**
**Riverside Institute of Technology**

The I-BEST Business Technology program prepares students for positions in beginning administrative support, reception, customer care, and sales/marketing support. Students earn a certificate of completion for the program as well as a variety of Microsoft skill certificates. Graduates are also eligible for entry into a variety of certificate programs (web maintenance, project management support, publication/sales/marketing support, customer service/product support, or Microsoft Office applications) as well as the full Business degree program.

The 30 credit, two-quarter Business Technology program includes the following courses:

- Term 1: Keyboarding 1 (3 cr.), WORD (5 cr.), Business Computer Management (3 cr.), and Communication Skills & Computer Applications I (3 cr.).
- Term 2: Excel I (5 cr.), PowerPoint (4 cr.), Outlook (4 cr.), and Communication Skills & Computer Applications II (3 cr.).

Students seeking the Business Technology integrated program typically are dually enrolled in adult basic education and a postsecondary program. They are often students for whom English is their second language.

The curricula for the Business Tech program are developed jointly by the adult education faculty and the business tech faculty. Instructors typically work in two or three person teams. Faculty are paid for this program development time. The adult education instructors are present 50% of the time in the technical classes to assist students with basic skills. There are also pull-out sessions for basic skills instructors to work with students on specific skills and lessons.

All students participate in workforce preparation activities that are embedded within the technical courses. Students learn skills for resume development, interviews, and a variety of soft skills that employers deem important. In addition, the school provides an Employment Resource Center which also offers workforce preparation training as well as information about job opportunities. Assistance with connecting employers with graduates is also provided.

The graduation rate from this program has been exceptional. The 75% completion rate far exceeds the norm for non-I-BEST programming in the Institute. This high success rate yields additional revenue for the college under a statewide performance-based funding system. In general, I-BEST programming yields a 1.75 FTE revenue calculation due to the additional costs involved in the integrated methodology.

**EXAMPLE 4**

## DENTAL OFFICE AIDE ICAPS PROGRAM
**Hometown Community College**

Hometown Community College offers the Integrated Career and Academic Prep System (ICAPS) model to assure success in one year. ICAPS is a state of Illinois initiative that provides support in basic skills education while preparing students for the workforce in a vocational certificate program. The Accelerating Opportunity initiative originally supported the development of this career pathway opportunity.

The Dental Office Aide program is a two-semester certificate program open to adult education students including ESL students as well as for students that do not have high enough TABE test scores to enroll in the non-ICAPS credit programming. Funding for this program includes multiple sources: tuition, tuition assistance, grant funding college support services, etc.

Courses include: First Semester: Dental Assisting 1 and Dental Aseptic Techniques. Second Semester: Dental Materials 1, Chairside Dental Assisting 1, and Interpersonal Communication. Support classes in Math and reading/writing are available during both semesters. Course completion results in a fifteen semester credits and a Basic Vocational Specialists Certificate - Dental Office Aide.

Adult education and literacy instruction is provided contextually to support the occupational content skills and knowledge. Adult education instructors are present 50% of the time in the dental aide skills/content classes to assist students with content such as vocabulary, study techniques, note-taking, test prep, etc. basic skills instruction is contextualized as much as possible to support the dental aide curricula. Also, during the basic education support classes and individualized assistance, instructors present workforce preparation concepts including soft skills for the workplace, interview preparation, resume writing, resource identification, and more.

This program is an entry level component of a dental occupations cluster. Students who desire to continue in this field may take 14 more credit hours to earn a Basic Vocational Specialist in preclinical dental assisting which leads to a career as a chairside dental assistant. Following that, a Vocational Specialist in clinical dental assisting (with option for advanced certification) to work in an expanded role as a dental assistant is available.

As described on the Hometown Community College website: "ICAPS provides career navigation and personalized advising to prepare students for the workforce in welding, computer numerical control (CNC) operator, heating, ventilation, air conditioning and refrigeration (HVACR}, dental office aide, computer integrated manufacturing (CIM), or integrated systems maintenance technology (IST). Most offerings are one-year programs leading to a certificate and National Career Readiness Certification (NCRC). Degree options are also available."

# APPENDIX B: HANDOUTS FOR THE DESIGN & PLAN TRAINING SESSION

## B1: IET Learner Experience Worksheet

**Learner Profile**

My name is Alberto Ruiz. I am 34 and I have a family—three children and a wife. I was working on a gardening crew and wanted to start my own business. Recently one of my children became ill and had to be hospitalized; I have used all my money on taking care of him. While I was at the hospital, I learned about some of the nursing jobs. I think this would be good work, but I only completed 9th grade and my math and reading are not so good. While I was taking care of my family, I had to quit my job, so I need education and a job quickly.

**Instructions**

Put yourselves in the shoes of the learner in the profile and discuss a simulated walkthrough of the IET experience. You'll create a list of key considerations from the perspective of the learner and some potential learner supports to address them.

| Key Considerations |
| --- |
|  |

| Potential Learner Supports |
| --- |
|  |

# APPENDIX C: HANDOUTS FOR THE DEVELOP & IMPLEMENT TRAINING SESSION

## C1: Single Set of Learning Objectives (SSLO) Rubric

| CRITERIA | WEAK – 0 points | MEDIUM – 2 points | STRONG – 4 points |
|---|---|---|---|
| All three required IET components are evident in the SSLO.<br><br>*Note: If this score is weak or medium, revisit SSLO before proceeding. The three required IET components must be evident in the SSLO to meet the basic definition of an SSLO.* | 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. | Components are somewhat structured to function cooperatively:<br>• Only two components are demonstrated to function cooperatively.<br>• Does not demonstrate a cooperative relationship among all three components. | All three components are structured to function cooperatively:<br>• There is a clear relationship between all three components.<br>• Skills and knowledge are structured to function cooperatively. |
| Condition(s) under which the learner will demonstrate competency is/are clearly stated. | No condition is stated. | Condition is somewhat stated, but not clearly. | Condition(s) under which the learner will demonstrate competency is 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. | Criteria are clearly stated.<br><br>Performance outcome is measurable. |
| 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)

## C2: Example* – Using the SSLO to Build Out Your Curricula

| Manufacturing IET Program |
|---|

**Integrated Performance Objective(s) from SSLO:**

1) Given a micrometer, a 6" scale, simple manufacturing specification blueprint with missing measurements, and a math worksheet, learners will apply knowledge of fractions and decimals to take and record precise measurements in decimals and fractions and use the measurements to answer fraction and decimal addition and subtraction questions with 80% accuracy.

| Workforce Training Skills & Competencies | Adult Education Content Standard(s) | Adult Education Literacy Skills & Competencies | Workforce Preparation Skills & Competencies |
|---|---|---|---|
| • Read a 6" scale<br><br>• Read a micrometer<br><br>• Read a simple blueprint | • Extend understanding of fraction equivalence and ordering (Mathematics 4.NF.1 – 4.NF.2)<br><br>• Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers (Mathematics 4.NF.3 – 4.NF.4; 5.NF.1 - 5.NF.6)<br><br>• Measure and estimate lengths in standard units (Mathematics 2.MD.2 - 2.MD.4) | • Convert measurements from inches to centimeters<br><br>• Convert whole numbers to fractions<br><br>• Add and subtract fractions | • Apply mathematical operations, concepts, and reasoning<br><br>• Demonstrate quality consciousness<br><br>• Demonstrate self-management strategies<br><br>• Work within a team |

**Contextualized Activities**

Materials: micrometer, simplified manufacturing specification blueprint (note: blueprint will need to have lengths that can be measured and meaningfully added together), recording sheet, problem sets, based on the blueprint, that require students to add and subtract fraction measurements.

- Using a simplified blueprint, students will measure lengths in inches, then in centimeters and identify the length in both decimal and fractions (e.g., 1.33, and 1-1/3). Measurements will be entered on the recording sheet.
- Students will pair up and verify each other's measurements.
- In pairs, students will label blueprints with verified fractions measures and complete the problem sheet.

*Based on Seneca Highlands IU 9 IET program, used with permission.

## C3: Breakout Group Activities 1 & 2

| Retail Sales IET Program | | | |
|---|---|---|---|
| **Integrated Learning Objective(s) for SSLO:**<br><br>1) | | | |
| Workforce Training Skills & Competencies | Adult Education Content Standard(s) | Adult Education Literacy Skills & Competencies | Workforce Preparation Skills & Competencies |
| • Process orders, reconcile cash receipts and petty cash<br>• Figure out how to apply credits and discounts<br>• Open and close cash drawers<br>• Manage cash, credit, and debit card transactions<br>• Manipulate, analyze, and secure customer data<br>• Utilize computerized or office equipment to calculate and maintain financial information | **PA CCRS Standards**<br>**RI** Anchors 1, 4 & 7, levels C & D 5.1-8.7<br>**WI** Anchors 2, 4 & 5<br>**SL** CCRS-Anchor 1, C and 5.1 – 8.1<br>**PA CCSS Standards Mathematics**<br>4.NF.6, 4.NF7, 5.OA.2 | • Apply mathematical concepts related to job responsibilities<br>• Perform calculations using addition, subtraction, multiplication, decimals, percentages, fractions, and basic word problems<br>• Calculate orders, sales discounts, inventory, returns<br>• Estimate sales, discounts, and totals<br>• Recognize real vs. counterfeit money, calculate change | **Basic Workplace Skills:**<br>• Apply mathematical operations, concepts, and reasoning<br>• Use technology<br>**Basic Workplace Knowledge:**<br>• Understand process and products<br>• Demonstrate quality consciousness<br>• Understand finances<br>• Work within organizational structure and culture<br>**Basic Employability Skills:**<br>• Demonstrate effective interpersonal relations<br>• Solve problems |
| **Contextualized Activities:**<br><br><br><br> | | | |

# APPENDIX D: HANDOUTS FOR THE EVALUATE & IMPROVE TRAINING SESSION

## D1: Ability to Benefit IET Program for Breakout Group Activities 1 & 2

**Scenario**

The Ability to Benefit IET program prepares students for the Security+ certification test (CompTIA) to be able to conduct threat analysis as well as install and configure systems as a Cybersecurity Analyst, both on the high demand occupation list for the region. The certificate program will transfer at the area's community college and will have transcriptable credit leading to a two-year degree. Additionally, the program has an on-ramp with a bridge class for working students who are preparing for postsecondary education. The students take one 3-credit hour class during each 5-week period (over one semester) for a total of 3 courses and 9 credit hours during the semester while being concurrently enrolled in adult education.
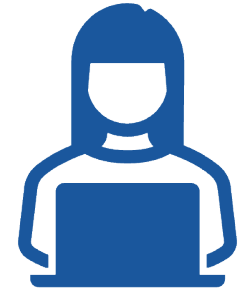
Finding qualified teachers has been a struggle as has been funding for the students—who have barriers to enrollment, completion, and job attainment. Digital literacy and college ready integration have been critical in preparing students for next steps.
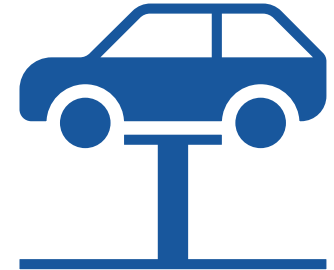
## D2: EXAMPLE IET PROGRAM: ABC ADULT EDUCATION – AUTO TECHNICIAN

The ABC Adult Education Program serves more than 2,000 students annually and offers an introductory automotive IET program with its local community college. The program integrates basic skills and workforce preparation skills within an Auto Tech training program to do this they use the Automotive Service Excellence (ASE) Introduction to Automobile Services (IAS) e-Learning Program. The IAS focuses on the entry-level tasks related to basic auto service.

To identify the students who could benefit from the IET program, students take an interest inventory and complete AE pre-tests in math and reading. For students expressing both interest and testing at an appropriate level in both academic areas are offered an opportunity to participate. Other factors considered are previous education and first language.

The course has an orientation and registration cycle of every 8 weeks, and demand is sufficient to form a new cohort each time. Students are enrolled in the Auto Tech course and adult education classes concurrently. The automotive curriculum provides an overview of major automotive systems and hands-on training to perform entry-level tech tasks, while the basic skills instructor extends those lessons with opportunities to improve English language literacy, reading, writing, math, and soft skills through contextualized instruction. In addition, students develop training goals and job seeking skills. The courses are presented to students in a single program with two instructors.

When the IET program concludes, students are prepared to test for the ASE Service Consultant Certification Test and can also consider continuing in the additional 900 hours (3 courses) of the automotive technology training program to prepare for and test for the A Series ASE-Certified Master Automobile Technician.

(Adapted from https://www.calpro-online.org/documents/CALPRO2017Brief-IET-508.pdf)

## D3: Example Evaluation Plan – ABC Adult Education Program

### Evaluation Information

**Name of IET Program:** ABC Adult Education Auto Technician IET

**Length of Program:** 1 year (2 semesters/terms)      **Program Dates (Start – End):** 8/15/2022 – 9/1/2023

### Data Collection and Analysis

**Goal 1:** Learners will gain the academic, workplace preparation and workforce training skills and competencies required to pass the ASE Service Consultant Certification test upon program completion.

| Evaluation Question(s) (Process & Outcome) | Data Needed (Measures) | Data Source(s) | Timeframe/ Schedule | Analysis Approach(es) (Quantitative/Qualitative) |
|---|---|---|---|---|
| How many program completers take the ASE Service Consultant Certification test within 90 days of completion? | • Program completion dates<br>• # of participants obtaining certification within 90 days | • Student outcomes data<br>• Post-Program Participant Survey | 4 months after end of program | Quantitative |
| What is causing lower- or higher-than-expected participant certification results? | • Participant responses on Participant Post-Program Survey<br>• End-of-term student assessment scores<br>• # of participants accessing available learner supports<br>• Program curriculum alignment to certification requirements | • Post-Program Participant Survey<br>• Participant LMS or records database<br>• Learner support logs and advisor notes<br>• Program curriculum<br>• Certification requirements | Within 6 months of end of program | Qualitative |

## Example Evaluation Plan – Continued

**Goal 2:** All IET staff involved in research, design, implementation, and evaluation will complete annual professional development training on IET program planning, pass the post-assessment with a score of at least 85% and will give the training an average rating of at least 4 (Agree) on the question about the rigorousness of training on the Professional Development Training Survey.

| Evaluation Question(s) (Process & Outcome) | Data Needed (Measures) | Data Source(s) | Timeframe/ Schedule | Analysis Approach(es) (Quantitative/Qualitative) |
|---|---|---|---|---|
| How many staff members complete the training? | # of training sessions each participant logged in and out | Participant Daily log-in/out records | Annually | Quantitative |
| How many staff members pass the post-assessment with a score of 85% or higher? | Professional Development Post-assessment scores | Online Professional Development LMS | Annually | Quantitative |
| To what extent do training participants feel the professional development training is rigorous enough to prepare them to pass the post-assessment with a score ≥ 85%? | Participant ratings and comments on Professional Dev. Training survey | Professional Dev. Participant survey | Annually | Quantitative and Qualitative |

## Example Evaluation Plan – Continued

**Goal 3:** The quality of collaboration between adult education (AE) instructor(s), and the occupational skills trainer(s), is rated at least above average on the End-of-Term Training Partners Survey.

| Evaluation Question(s) (Process & Outcome) | Data Needed (Measures) | Data Source(s) | Timeframe/ Schedule | Analysis Approach(es) (Quantitative/Qualitative) |
|---|---|---|---|---|
| What is the average rating of training partners quality of collaboration question on the end-of-term Training Partners Survey? | Training partners' ratings regarding quality of collaboration | End-of-Program Training Partners Survey | Within 30 days of end of each term | Quantitative and Qualitative |
| How often and for how long do AE instructors and occupational skills trainer(s) collaborate? | Frequency and length of collaboration meetings | Collaboration schedule | Within 30 days of end of each term | Quantitative |
| How effective are the collaboration meetings between the AE instructor(s) and occupational skills trainer(s) in addressing challenges, successes, and potential obstacles associated with the design, development, and implementation of the IET curricular materials and instructional delivery? | • Training partners' ratings regarding effectiveness of collaboration meetings<br>• Quality of discussions and decisions made during partner collaboration meetings | • End-of-term Training Partners Survey<br>• Collaboration meeting notes/minutes | Within 30 days of end of each term | Qualitative |

Example Evaluation Plan – Continued

**Goal 4:** Adult education literacy and workforce preparation skills are effectively contextualized into the Auto Tech occupational training curricula.

| Evaluation Question(s)<br>(Process & Outcome) | Data Needed<br>(Measures) | Data Source(s) | Timeframe/<br>Schedule | Analysis Approach(es)<br>(Quantitative/Qualitative) |
|---|---|---|---|---|
| How effectively are adult education literacy and workforce preparation skills contextualized into the occupational training curricula? | • Notes and rubric scores of curricular review team(s)<br>• Curriculum review team's responses on Curricular review form<br>• Learner perspectives on the integration of the three components into the instruction | • Direct observation<br>• Curricular review form<br>• Curricular review rubric<br>• Learner responses to integration of academic, workforce prep, and occupational training questions in focus group<br>• Learner focus group audio transcripts | After final term of first program implementation | Qualitative |

## Example Evaluation Plan – Continued

### *Data Reporting and Sharing*

| Information (e.g., Goals, Measures, Findings, etc.) | Type/ Format (e.g., Summary Report, Bulletin, E-mail, etc.) | Method/Tool | Audience(s) | Frequency |
|---|---|---|---|---|
| Program progress toward goals, with participant outcomes by characteristic summary, findings, and recommendations | Summary/Electronic, saved as PDF | Email attachment | Program Partners, Program and Instructional Staff, Stakeholders | End of each term |
| Program graduate and measurable skills gains, high school equivalency and other WIOA common measures summary, findings, and recommendations | Excel Spreadsheet | Email attachment | WIOA Title 1 Partners | End of each term |
| End-of-Term Participant Program Evaluation Survey summary of results, findings, and recommendations | Report as PDF | Email attachment | Instructors and Support Staff | End of each term |
| Curricula review summary, findings, and recommendations | Report as PDF | Email attachment | Administrators, Instructional Staff, Training Partners | End of program |

## Example Evaluation Plan – Continued

| Information (e.g., Goals, Measures, Findings, etc.) | Type/ Format (e.g., Summary Report, Bulletin, E-mail, etc.) | Method/Tool | Audience(s) | Frequency |
|---|---|---|---|---|
| Comprehensive Evaluation Report<br>• Participant outcomes and comparison to expectations<br>• Description of evaluation questions and methods<br>• Satisfaction of program partners<br>• Satisfaction of instructors<br>• Post-program participant survey results<br>• Evaluation findings<br>• Recommendations for improvement<br>• Selected improvement strategies and timeline for implementation | Formal Report/Electronic slideshow and PDF | In-Person Presentation/PPT with Printouts | Program Administrators, Funders, Stakeholders | End of Program |

### *Evaluation Planning Notes*

Marcia D. to create online surveys for post-program participant survey – 1st draft by 1/15/2022

Carter G. to create curricular review form and rubric – 1st draft by 1/15/2022

Tanisha A. to create learner focus group questions – 1st draft by 1/15/2022

Parker P. to organize learner focus group logistics – completed by 2/1/2022

Marcia D. to create online and paper versions of End-of-term Training Partners Survey – 1st draft by 1/30/2022

Marcia D. to create online and paper versions of Prof. Dev. Participant Survey – 1st draft by 2/15/2022