Session Objectives

❖ Review essential steps needed to plan and implement IETs in the context of WIOA.
❖ Provide tips for building partnerships to support IETs and address related local system issues.
NUTS AND BOLTS of IETs
WIOA Defined IET

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

The three components that need to be offered concurrently are:

❖ Adult education and literacy
❖ Workforce preparation activities
❖ Workforce training

The program must be part of a career pathway and have a single set of learning objectives.
WIOA: 3 required components of IET

- Adult Education Activity
  - Adult education, literacy, workplace, adult education and literacy, English language acquisition activities, integrated English literacy and civics education

- Workforce Preparation Activity
  - Using resources & information, working w/others, understanding systems, transition skills, etc.

- Workforce Training
  - Specific occupation, qualified trainer, 10 types
Common objectives

Occurs simultaneously

Single set of learning objectives

Local/State Plans

Jobs Career Advancement

Career Pathway

Adult education

Workforce preparation

Workforce training

WIOA: IET Summary
IET—What does it take?

❖ Jobs/Post Secondary Training
❖ Basic skills deficient or ELL population
❖ Partners
❖ Systems thinking
❖ Planning
❖ Patience and time
Partners

❖ Who will provide the workforce training? How will you work with workforce development partners? Employers?
❖ Who will provide support services—e.g transportation, job placement, transition?
❖ Who funds what part of the IET?
❖ How will you communicate? How will you plan?
❖ What is your timeframe?
Working with workforce development partners...

❖ Does potential IET align with state and local WIOA plans?

❖ Recruitment strategies

❖ Understand the local labor market
  • What are the in-demand jobs?
  • Define career paths for these jobs

❖ Co-enrollments across core programs and other WIOA partners
IET programs are *job* led—not training led!
GETTING A GOOD START
Getting Started—Is the workforce training appropriate for the target population

Think about these questions before you begin

❖ What jobs/career pathways are associated with the training?
❖ Who are the potential students for this IET?
❖ What occupational skills courses are being for targeted for the IET?
❖ What certifications are associated with the training? Are they employer recognized?
❖ Are there basic skills thresholds or language requirements for the course?
❖ Are competencies required to successfully complete the course—e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.?
❖ Can the target population successfully complete the course with basic skills support?
Working with workforce developmental and training partners...

❖ Determine training requirements for available jobs
✓ Certifications?
✓ Classroom training?
✓ On-the-job training?
✓ Workplace/employer training?
✓ Connections to Approved Provider List
  ▪ Potential funding source through ITA
  ▪ Potential funding source through grants
# Tool #2

## Examining the Targeted Course

Use this tool to help you decide if your Occupational Skills Training (OST) is appropriate for your target population and is a part of a career pathway.

<table>
<thead>
<tr>
<th>OST Course/Career Pathway</th>
<th>Pre-Requisites</th>
<th>Exit Criteria/Competencies Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Skills Threshold</td>
<td>Testing/Assessment (Final test, placement test score, etc.)</td>
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<tr>
<td></td>
<td>Language Requirement</td>
<td>Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)</td>
</tr>
<tr>
<td></td>
<td>Experience in Field and/or Occupational Skill Threshold</td>
<td>Credentialing/Certification Completed</td>
</tr>
<tr>
<td></td>
<td>Educational Credential</td>
<td></td>
</tr>
</tbody>
</table>
Contextualized Curriculum: Focus

❖ Basic skills and knowledge;
❖ Explicit instruction in strategies for reading, writing, and math using discipline-specific content;
❖ Active application of those skills and that knowledge in a context;
❖ Real-world activities.

*Can stand alone from IET*
# Creating Basic Skills Lesson

<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupational Skills Training</strong></td>
<td><strong>Adult Basic Education/ESL</strong></td>
</tr>
<tr>
<td><strong>Unit/ Lesson/ Page</strong></td>
<td><strong>Content Knowledge Needed</strong></td>
</tr>
<tr>
<td><strong>Unit 1, lesson 1, page 4</strong></td>
<td>Learning names/ functions various tools</td>
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A Framework for Workforce Preparation Activities
The Foundation Skills Framework

- Categorized as Basic Workplace Skills, Basic Workplace Knowledge, Basic Employability Skills, and Lifelong Learning Skills

- Identifies 18 skills, relevant competencies, and multiple indicators
  - provide building blocks for your program
  - a communication tool for partners

Single Set of Objectives

- Adult Education Content
- Workforce Preparation
- Workforce Training

Shared Learning Objectives
# Single Set of Objectives

<table>
<thead>
<tr>
<th>Week #</th>
<th>OST Content &amp; Objectives</th>
<th>Basic Skills Content &amp; Objectives</th>
<th>Workforce Prep Activity</th>
<th>Basic Skills Resources &amp; Activities</th>
<th>Basic Skills Assessments</th>
</tr>
</thead>
</table>
| 1      | • Ability to identify tools needed for measuring pipe length  
        • Ability to correctly measure pipe length with 100% accuracy | • List pipe measurement tools, their definitions and state their uses  
        • Understand & use units of measurement | Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness) | • OST textbook pages for key vocabulary words—students write complete sentences describing new tools  
        • Pipe measuring activity worksheet | • Post-lesson assessment—quiz on vocabulary words  
        • Assessment on ability to measure pipe length with 100% accuracy |

<table>
<thead>
<tr>
<th>IET Single Set of Learning Objectives:</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| **Demonstrate ability to select correct tool(s) to complete a measurement task.** | • Read and correctly identify and name the tools needed for measuring pipe length  
        • Properly select tool needed to complete a specific task  
        • Read instructions and demonstrate proper and safe use of tools. |
| **Demonstrate ability to accurately measure pipe length to reduce waste** | • Read different measurement units on a blueprint  
        • Use common fractions to correctly measure materials to reduce waste  
        • Articulate the importance of reducing waste |
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Institute for the Study of Adult Literacy Website: https://ed.psu.edu/isal
IET Website: http://sites.psu.edu/pathwaystoemployment/