

Planning for Integrated Education and Training: Tips and Tools

Carol Clymer & KayLynn Hamilton

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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

AND

workforce preparation activity

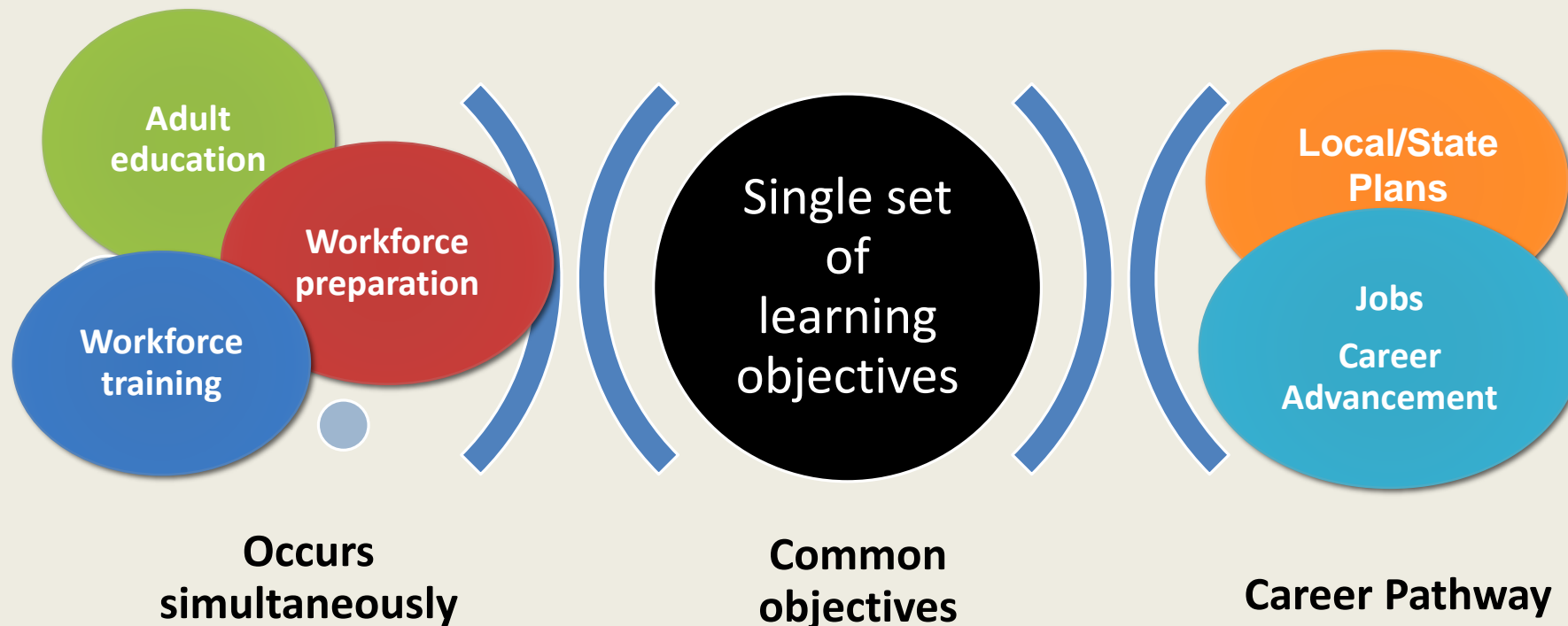
Using resources & information, working w/others, understanding systems, transition skills, etc.

AND

Workforce Training

specific occupation, qualified trainer
10 types

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 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.

OST Course/Career Pathway		
What jobs are associated with the OST?		
Certifications associated with training		
Are certifications employer recognized?		
Pre-Requisites	Basic Skills Threshold	
	Language Requirement	
	Experience in Field and/or Occupational Skill Threshold	
	Educational Credential	
Exit Criteria/ Competencies Required	Testing/Assessment (Final test, placement test score, etc.)	
	Performance Verification (Reading a blueprint, measuring a pipe, writing an incident report, etc.)	
	Credentialing/Certification Completed	

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

STEP 1		STEP 2	
Occupational Skills Training		Adult Basic Education/ESL	
Unit/ Lesson/ Page	Content Knowledge Needed	Basic Skills or ESL Needed* <i>*All 4 skill areas may not need to be addressed*</i>	Contextualized Activity
Unit 1, lesson 1, page 4	Learning names/ functions various tools	Math: <i>units of measurement; basic fractions</i>	<i>Mini review lesson on reading rulers; have students measure various objects. Use lesson plan found online at -----.com</i>
		Reading: <i>Finding key terms; learning vocabulary</i>	
		Writing: <i>Writing notes</i>	
		Workforce prep: <i>OSHA safety with tools; how to follow directions</i>	

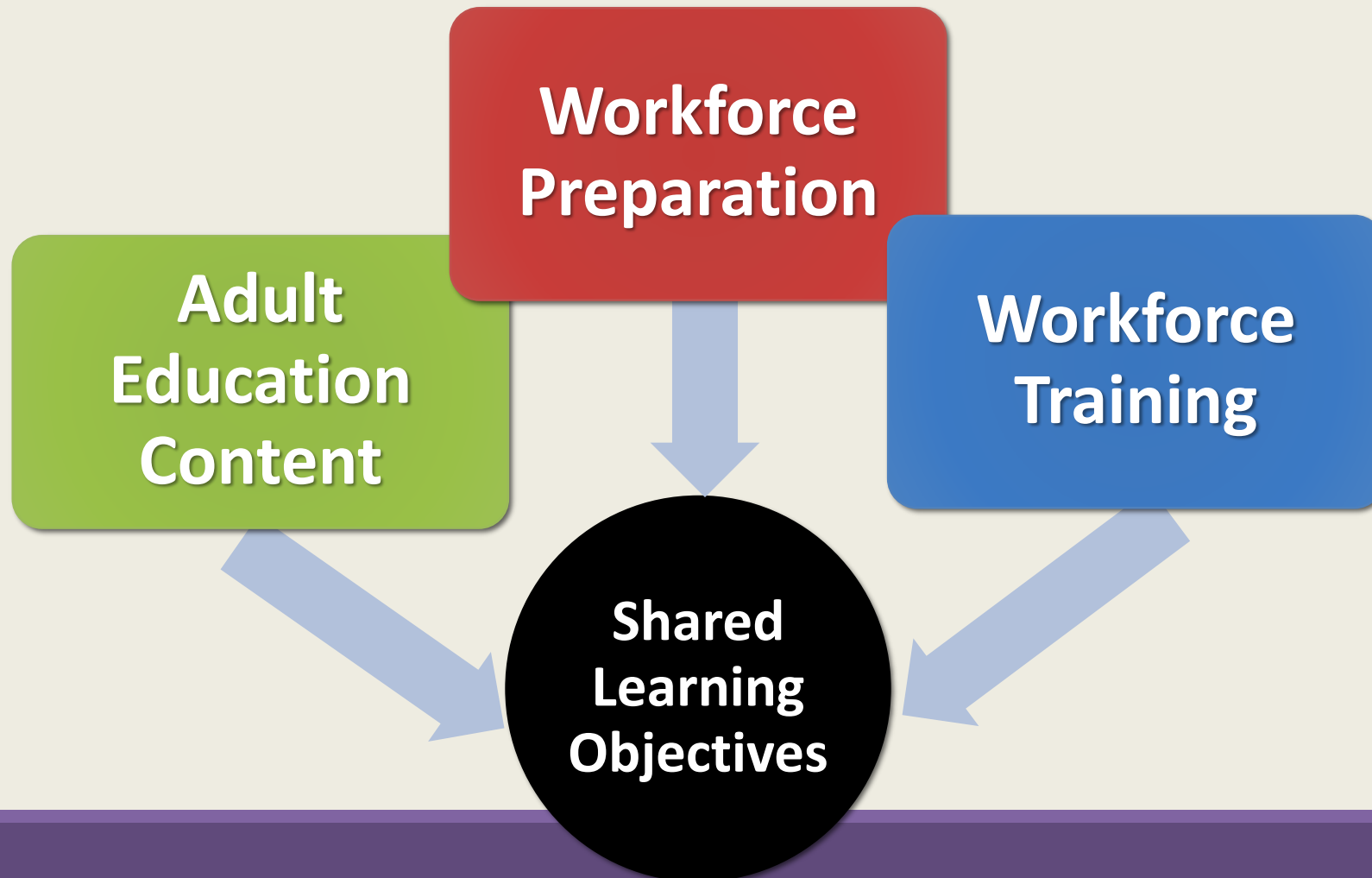
A Framework for Workforce Preparation Activities

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
- <http://www.paadultedresources.org/wp-content/uploads/2016/05/Foundation-Skills-Resources-Guide.pdf>

Single Set of Objectives



Single Set of Objectives

Week #:	OST Content & Objectives	Basic Skills Content & Objectives	Workforce Prep Activity	Basic Skills Resources & Activities	Basic Skills Assessments
1	<ul style="list-style-type: none"> • Ability to identify tools needed for measuring pipe length • Ability to correctly measure pipe length with 100% accuracy 	<ul style="list-style-type: none"> • List pipe measurement tools, their definitions and state their uses • Understand & use units of measurement 	<p>Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)</p>	<ul style="list-style-type: none"> • OST textbook pages for key vocabulary words—students write complete sentences describing new tools • Pipe measuring activity worksheet 	<ul style="list-style-type: none"> • Post-lesson assessment—quiz on vocabulary words • Assessment on ability to measure pipe length with 100% accuracy

IET Single Set of Learning Objectives:	Competencies
<p>Demonstrate ability to select correct tool(s) to complete a measurement task. </p>	<ul style="list-style-type: none"> • 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.
<p>Demonstrate ability to accurately measure pipe length to reduce waste </p>	<ul style="list-style-type: none"> • Read different measurement units on a blue print • Use common fractions to correctly measure materials to reduce waste • Articulate the importance of reducing waste



Contact Information

Carol Clymer cdc22@psu.edu

KayLynn Hamilton klh267@psu.edu



Institute for the Study of Adult Literacy Website: <https://ed.psu.edu/isal>

IET Website: <http://sites.psu.edu/pathwaystoemployment/>