

# Increasing your IET offerings - creating and managing new IETs.



Hilary Parr and Ashley Sexton



By the end of the session, participants will be able to

- feel comfortable about soliciting new prospective IET courses
- design the new IETs
- complete IET planning tools
- get content instructors on board with the IET concept
- hire and train support staff

## About your presenters

Hilary Parr is the GED/IET Support Specialist for Chesterfield County Adult Continuing Education. Hilary has over 18 years in education with 13 years in Adult Education. She has worked over the last 4 years to increase the IET offerings in Chesterfield which now includes up to 30 IETs per semester including at the corrections facility.

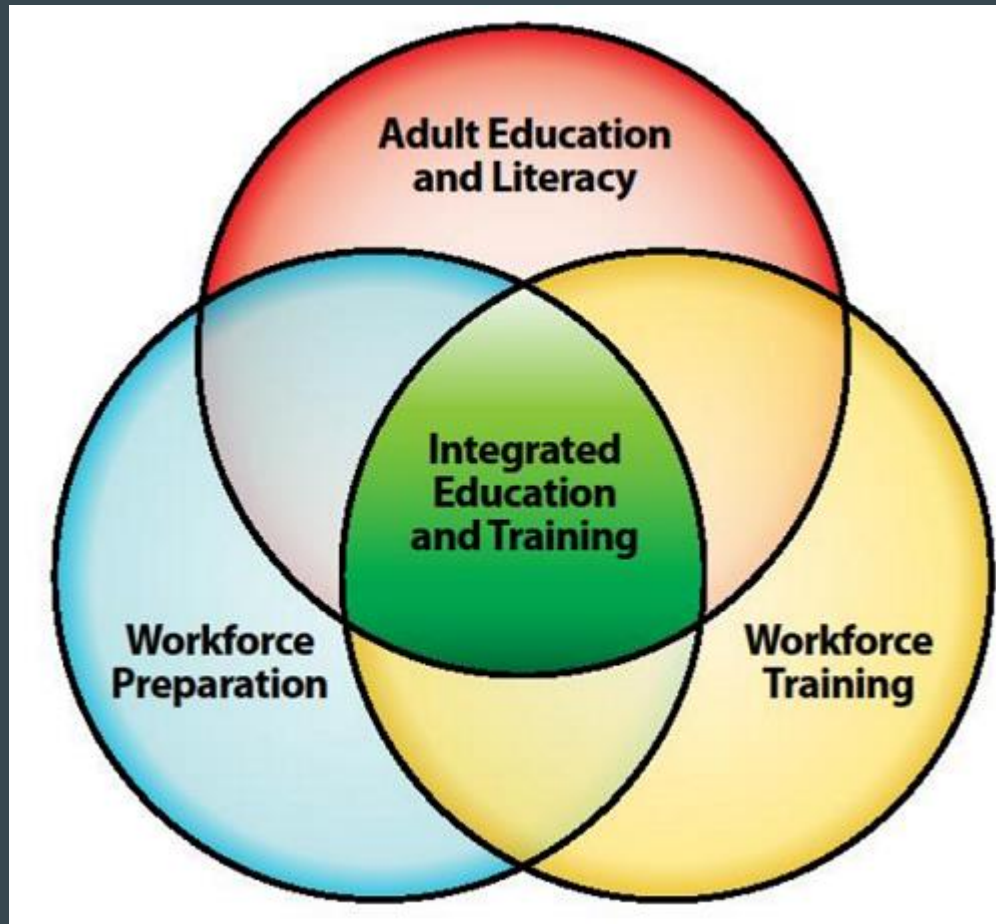
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Ashley Sexton is the IET Lead Instructor for Chesterfield County Adult Continuing Education. She has a Masters in Adult Education and has spent the last 4 years building a successful collaborative program between content and support teachers for over 25 IET courses.

## Before we begin:

- Our programs and regions are ALL different.
- Some localities have more resources and partners than others.
- Start Small!





# Step 1: Filling requests/Determining Industry Needs in your Locality

- Start with your local area needs.
  - Talk to local businesses or advisory boards to uncover need areas.
  - Research other programs already available - profit, non-profit, etc.
- Look for opportunities to help low income families
  - Provide a program at no/reduced cost to these students?
  - Team up with Virginia Career Works to meet a need in our area at low cost?
- Look at emerging industries coming to your area
  - Examples: New manufacturing industries opening in your area, growing industries such as solar energy, etc.
- Local companies reaching out for assistance
- Repeated inquiries from the public may indicate a need in a particular area
- If your workforce partners are already offering a course of interest, talk to the instructors about possibly making it an IET by explaining the benefits of student support through an IET Support Teacher.

## Step 2: Research - Industry Certification IETs (Type 5)

- Determine the approved industry certifications for the course/program?
  - [Board-Approved Industry Credentials for Students](#)
- Determine requirements by the state or to be licensed (if needed)?
  - [DPOR](#) (HVAC, Electrical, Plumbing, Cosmetology, Gas Fitting)
  - [Board of Nursing](#) (CNA or PN)
  - [Virginia Board of Dentistry](#) (Dental Assistant)
  - [National Association for Health Professionals](#) (Medical Assistant and Dental Assistant)
  - [American Allied Health](#) (Veterinary Assistant)
- Determine requirements for instructors to teach the course.
- Determine facility/lab requirements.

## Step 2: Research - Progress Toward Milestones (Type 4)

Meet with the employer or employee organization to determine specific needs for workforce education program at their location.

- Determine milestones or skills the employer would like employees to obtain.
- Determine number of students, resources already available and type of facility/location needed to hold the course.
- Determine benchmarks that could be used to determine success.



# Step 3: Feasibility and Cost Analysis

## Do NOT try to recreate the wheel!

Once you have identified need areas for your locality :and have done the necessary research, consider the following:

- Is there a current program that you can partner with?
  - Local Community College
  - Churches and Libraries
  - Businesses
  - Workforce Centers
- Do you have the staff in your program already qualified to teach the subject?
- Do you have access to a location/lab space for the new IET?
- What are your limitations on funding?

## Step 3: Feasibility and Cost Analysis

Need to include many items into your Cost Analysis such as:

- Course hours
- Instructor and Support staff pay
- Supplies needed for labs
- Textbooks or Software needed per student
- Certification cost
- Are you going to charge the student to attend?
- Do you have a company that is going pay for expenses?
- WIOA/Career Works funding?
- What grant funds do you have available to cover costs?

# Step 4 - Course Development/Designing the IET

Alternative placement and changes to MSGs have made it easier to have more flexibility with IETs!

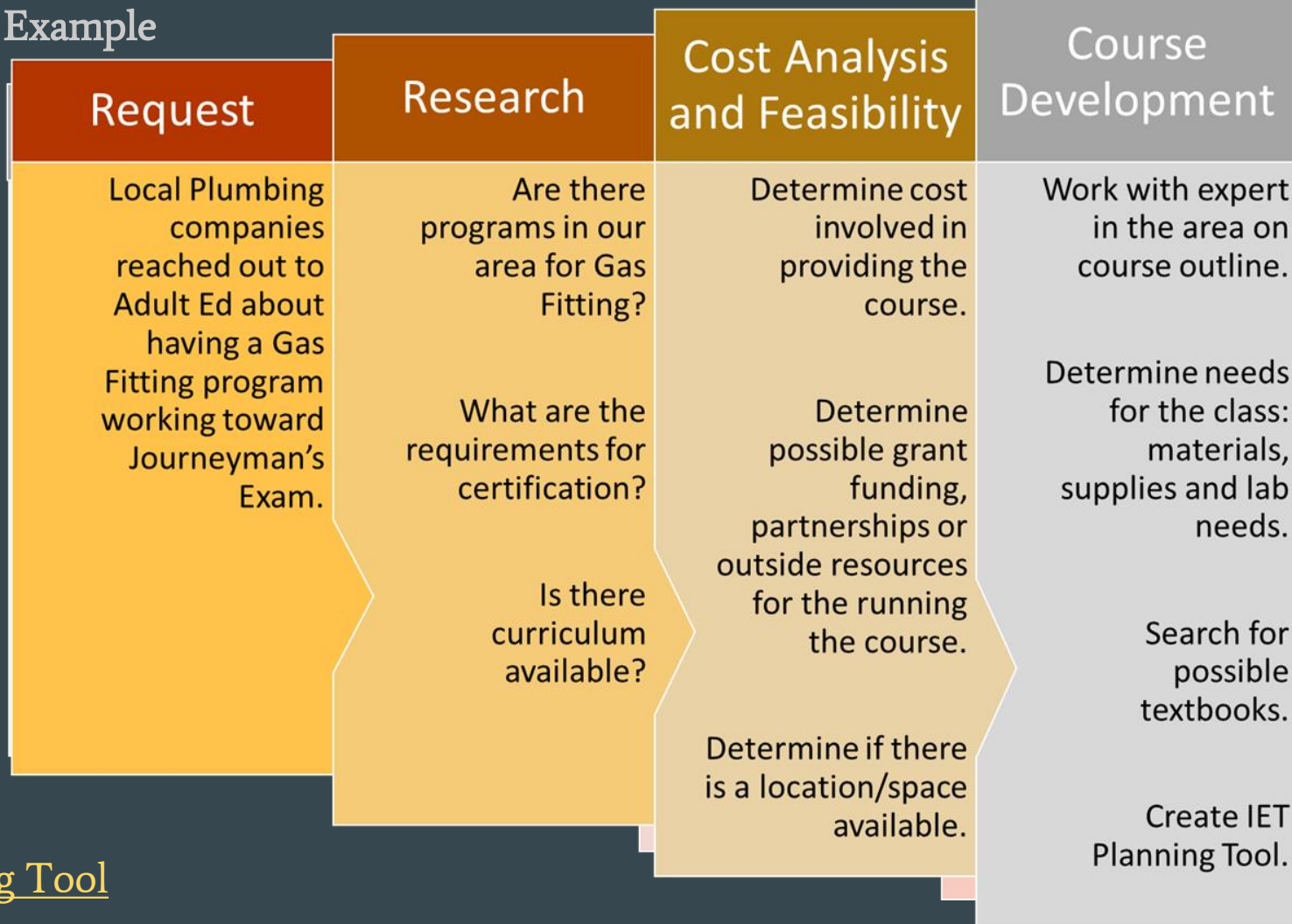
- Start with your IET Planning
- Incorporate WRS, CCR and ELP standards
- Create Benchmarks
- Find employment partners
- Obtain any necessary licensing/testing credentials needed to meet requirements
- Plan length/scheduling of the class, course outline and curriculum
- Find a qualified instructor

# IET Planning Tool

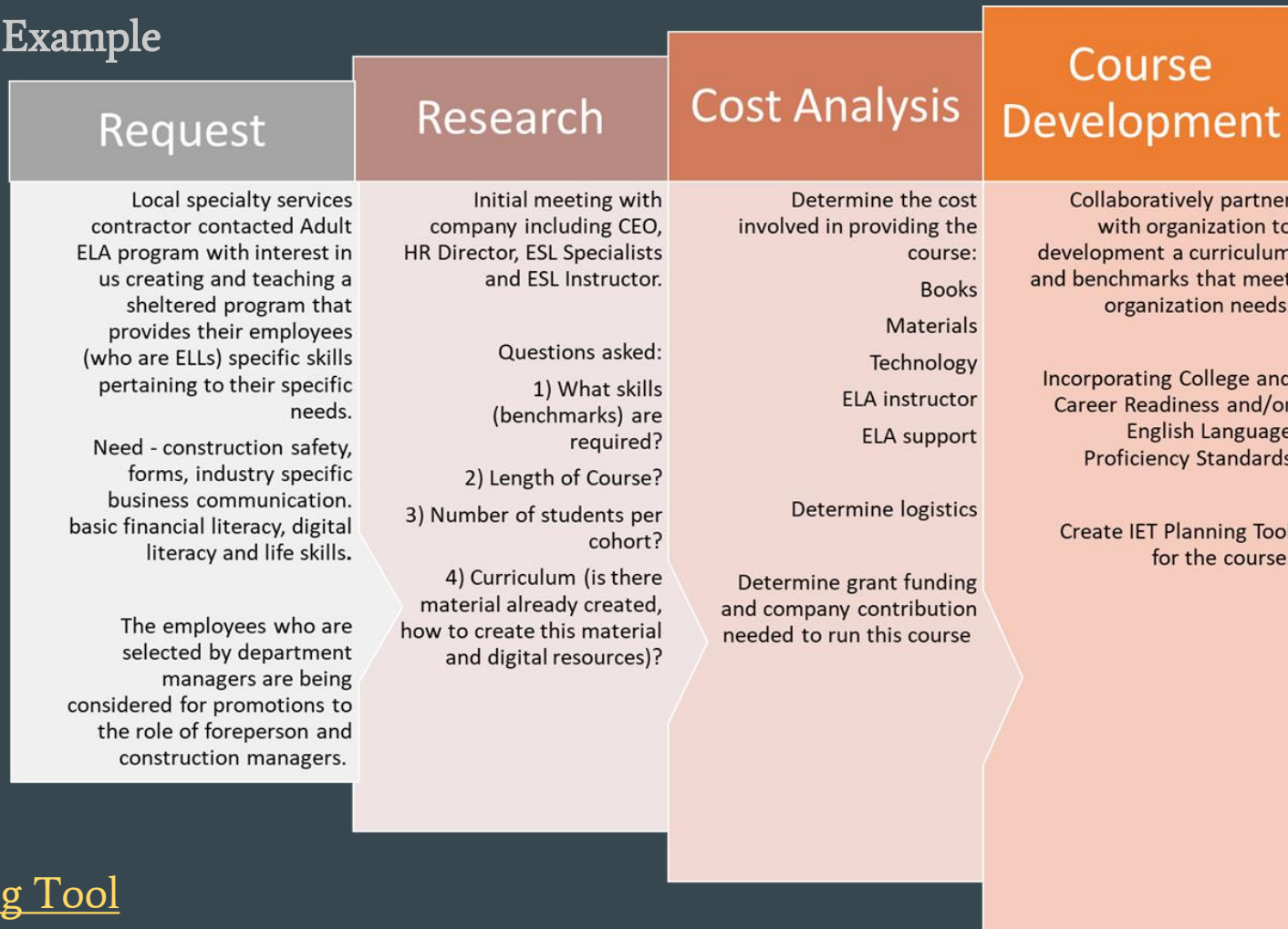
Create an IET planning tool for the new course and get it approved by VDOE before proceeding! Planning tools contain:

- Course logistics - length, schedule, cohorts, projected enrollment
- Funding source and training cost
- Credentialing
- Teachers (workforce and support)
- Employment partners and recruitment plan
- CCR, ELP shared objectives and WRS/ABE components
- co-planning and communication activities
- employment placement activities and support services provided

## Type 5 Example



# Type 4 Example



# The BIG Picture - everyone needs to understand their role!

- The content instructor is the expert on the course material and on their particular industry (Workforce Training IET component.)
- The support teacher is the expert on Basic Education skills (Adult Education and Literacy IET component)
- They should work together to incorporate basic education skills and workplace readiness skills (Workplace Preparation component) into course material
- In addition to learning a trade and earning a certification, students improve academically, and learn about/begin the employment process for their chosen industry.



# Get Content Instructors on Board

The support teacher is a “Tool” for the content instructor to increase student success.

They can:

- Teach ABE skills needed for success in the class, assist the instructor when teaching difficult course material and create and provide study aids for students.
- Provide extra study sessions, review, or remediation outside of class hours. either virtually, or in the form of one-on-one or small group tutoring.
- Teach students to utilize technology for studying and employment tasks, thereby increasing comfort level for successful certification testing.
- Assist students with certification and employment-related tasks such as gathering information needed for credentialing, job search, applications and resumes.



# Support Staff/Teachers

*Supporting IET programs is different from teaching a regular class!*

The Main goal is to support students (not the instructor.)

- Get to know the students by utilizing pretest scores, establishing rapport with them in class, and monitoring class progress including grades, tests, and attendance .
- Provide student support including technology and study skills coaching, study aids, small group or one-on-one tutoring, employment/certification assistance
- Actively co-plan and regularly communicate with the instructor at their comfort level.
- Team teach with instructor, teach separate lessons on ABE skills, or simply be an extra set of hands for the introduction of a difficult topic.
- HELP the instructor LEARN administrative tasks like course outlines and lesson plans, attendance and gradebooks - but DO NOT perform these tasks for the instructor on a regular basis!

# Hiring and Training Support Staff

1 - *Ask yourself*- What will be the most challenging portion of this course for the students?

2 - Find support staff that is expert in that ABE area (ESL instructors, Math instructors, Computer/Digital literacy instructors, etc.) **AND POSSESS:**

- **Workplace readiness knowledge** - willing to learn about industry credentialing and employment practices and serve as career coaches
- **Comfort with technology**- using digital resources for student support, as well as training instructors on administrative tasks, and teaching students to utilize technology
- **Strong communication/interpersonal skills** - work closely with the instructor without taking over, coach teaching skills tactfully, and tutor/make students feel comfortable asking for help.

Have a pre-semester meeting for support teachers and content instructors to meet and begin collaboration. Give them a handbook that outlines everyone's responsibilities and have them sign a document agreeing to carry out specific responsibilities.

# The Many Hats of a Support Teacher

For a more indepth look at the role of the support teacher please attend our session:

IET Support Teachers - Dos and Don'ts for Effective IET Support

Wednesday 11:15 - 12:30

