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

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### 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!





From Integrated Education Training – Implementing Career Pathways Within and Across Programs (slide 15), CASAS National Summer Institute 2018

### 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
  - o 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?
  - o Board-Approved Industry Credentials for Students
- Determine requirements by the state or to be licensed (<u>if needed</u>)?
  - o DPOR (HVAC, Electrical, Plumbing, Cosmetology, Gas Fitting)
  - o Board of Nursing (CNA or PN)
  - <u>Virginia Board of Dentistry</u> (Dental Assistant)
  - <u>National Association for Health Professionals</u> (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 Course **Cost Analysis** Research Development Request and Feasibility **Local Plumbing** Are there Determine cost Work with expert in the area on companies programs in our involved in reached out to area for Gas providing the course outline. Adult Ed about Fitting? course. having a Gas Determine needs Fitting program What are the for the class: Determine working toward requirements for possible grant materials, Journeyman's certification? supplies and lab funding, Exam. partnerships or needs. outside resources Is there for the running curriculum Search for the course. available? possible textbooks. Determine if there is a location/space Create IET available. Planning Tool.

#### Type 4 Example

#### Request

Local specialty services contractor contacted Adult ELA program with interest in us creating and teaching a sheltered program that provides their employees (who are ELLs) specific skills pertaining to their specific needs.

Need - construction safety, forms, industry specific business communication. basic financial literacy, digital literacy and life skills.

The employees who are selected by department managers are being considered for promotions to the role of foreperson and construction managers.

#### Research

Initial meeting with company including CEO, HR Director, ESL Specialists and ESL Instructor.

Questions asked:

1) What skills (benchmarks) are required?

- 2) Length of Course?
- 3) Number of students per cohort?
- 4) Curriculum (is there material already created, how to create this material and digital resources)?

#### **Cost Analysis**

Determine the cost involved in providing the course:

Books

Materials Technology

ELA instructor

ELA support

Determine logistics

Determine grant funding and company contribution needed to run this course

## Course Development

Collaboratively partner with organization to development a curriculum and benchmarks that meet organization needs.

Incorporating College and Career Readiness and/or English Language Proficiency Standards

Create IET Planning Tool for the course.

#### Planning Tool

### 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 a extra set of hands for the introduction 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

