Integrated Education and Training Summit

PARTNER | LEARN | INTEGRATE

RESOURCE GUIDE

NOVEMBER 14-15, 2019

Integrated Education and Training Summit

November 14-15, 2019

Oregon

Integrated Education and Training Summit

PARTNER LEARN INTEGRATE

AGENDA DAY 1

8:30 am – 9:00 am	Networking and Coffee
9:00 am – 9:15 am	Welcome and Introductions *Kelley Keith and Kristen Kulongoski*
9:15 am – 10:15 am	Who, Why, How *Judy Mortrude, Marc Goldberg*
10:15 am – 10:25 am	Break
10:25 am – 12:30 pm	Overview: Career Pathways, Integrated Education and Training, Integrated English Literacy and Civics Education *Judy Mortrude*
12:30 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	Career Pathways, IET, IELCE: Integrated Models *Judy*
2:00 pm – 5:00 pm	Infrastructure: What makes it work?
2:00 pm – 2:45 pm	• Partnerships *Kelley and Darlene*
2:45 pm – 2:55 pm	Break
2:55 pm – 3:40 pm	• Braided Funding *Judy*
3:40 pm – 4:25 pm	• Navigation and Support Services *Angelique Kauffman, Stephanie Haas*
4:25 pm – 5:00 pm	• Outcomes and Accountability *Judy*
5:00 pm	Wrap Up *Kelley and Kristen*

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

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AGENDA DAY 2

NOVEMBER 15, 2019

Time	Session	Presenter
8:30 am – 9:00 am	Networking and Continental Breakfast	
9:00 am – 9:10 am	Welcome	*Kelley and Kristen*
9:10 am – 9:30 am	The Credentials of Value and Meaningful Credit	*Judy*
9:30 am – 9:50 am	Connecting to Pathways to Opportunity	*Kate Kinder*
9:50 am – 10:15 am	Connecting to Guided Pathways	*Cam Preus*
10:15 am – 10:25 am	Break	
10:25 am – 11:15 am	Get Ready, Get Set: Local Planning	*Kelley and Kristen*
11:15 am – 11:30 am	Local Technical Assistance Request State Professional Development Recs	*Kelley and Darlene*
11:30 am – 11:45 am	Tools and Resources	*Kristen and Judy*
11:45 am – 12:00 pm	Wrap Up and Evaluation • Evaluation • College Commitments	*Kelley and Kristen*
12:00 pm – 1:30 pm	Lunch Meeting: IELCE Grantees	*Kelley Keith*
12:00 pm – 4:00 pm	Lunch Meeting: Oregon Pathways Alliance	*Daniel Adams*

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

WELCOME

Partner | Learn | Integrate

A summit for key partners to learn how to implement Integrated Education and Training, Career Pathways, and Integrated English Literacy and Civics Education as a model for student success.

Welcome

Donna Lewelling, Deputy Director
Office of Community Colleges and Workforce Development
Higher Education Coordinating Commission

Judy Mortrude, Senior Technical Advisor and LINCS Trainer
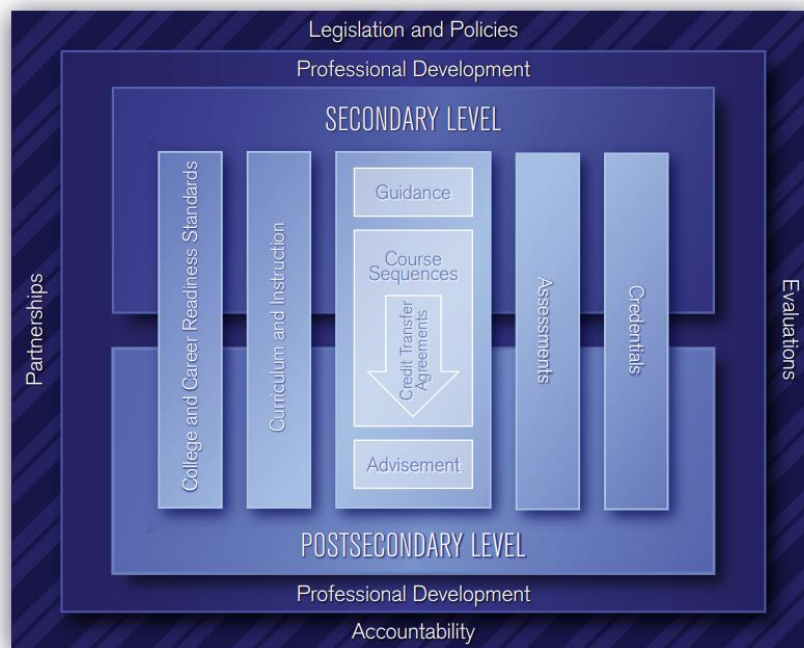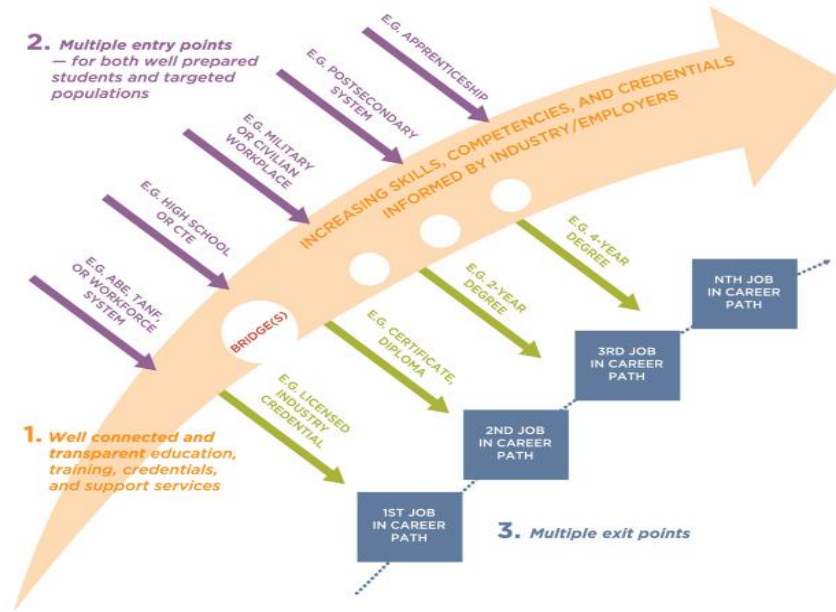World Education, Inc.

I. WHO, WHY, HOW: STUDENT-CENTERED

I. Who, Why, How: Student-Centered

PROGRAM OF STUDY DESIGN FRAMEWORK

"A program of study is a structured sequence of academic and career and technical courses leading to a postsecondary-level credential."
- Operational definition

Legislation and Policies
Professional Development
SECONDARY LEVEL

Partnerships | College and Career Readiness Standards | Curriculum and Instruction | Guidance / Course Sequences / Credit Transfer Agreements / Advisement | Assessments | Credentials | Evaluations

POSTSECONDARY LEVEL
Professional Development
Accountability

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

Center for Law and Social Policy. (2014). *Shared vision, strong systems: The alliance for quality career pathways framework version 1.0*. Retrieved from http://www.clasp.org/resources-and-publications/files/aqcp-framework-version-1-0/AQCP-Framework.pdf
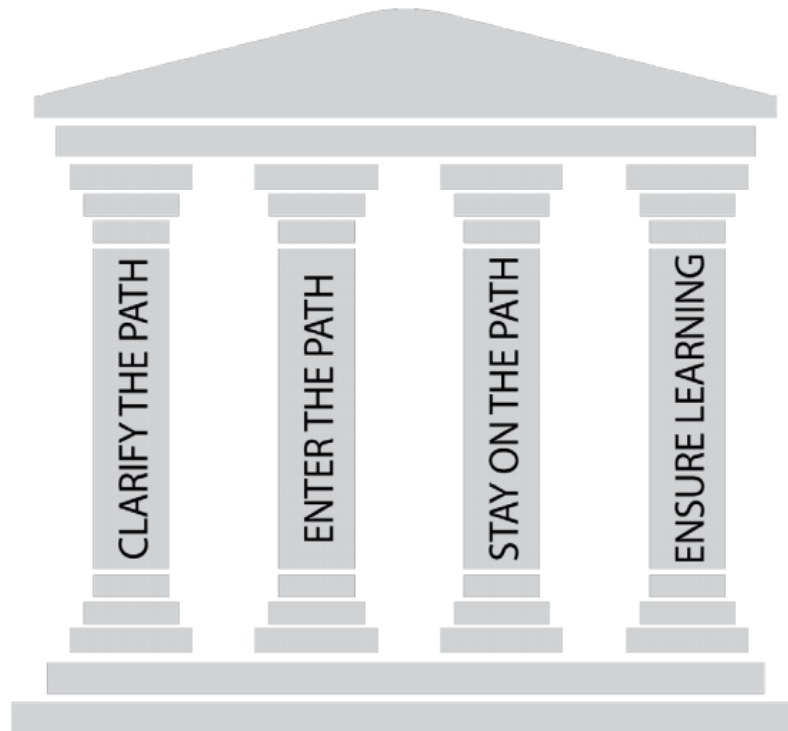
Integrated Career Pathways Model
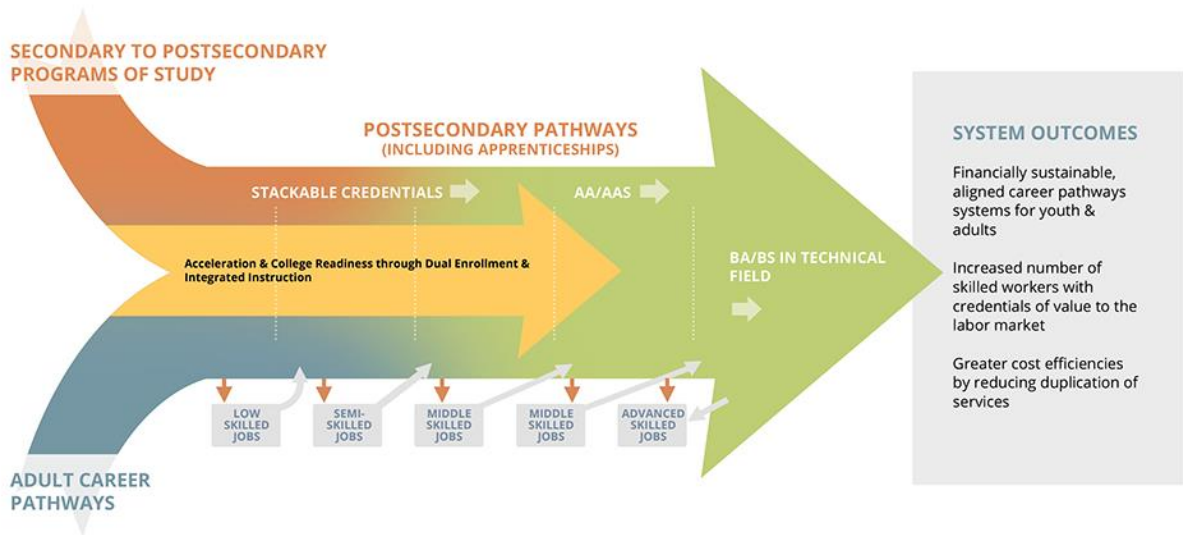
This model was developed as part of the *Advancing Career and Technical Education in State and Local Career Pathways Systems* project.

Four Pillars of Guided Pathways

A1: Connect to who you serve and the needs of that population

- Introductions
- Populations served
- Pipeline
- Student/client barriers and greatest needs

Who is here?

- Adult Basic Skills (Title II)
- Workforce Development
- WorkSource (Title IB)
- Career and Technical Ed
- Financial Aid
- College and Career Navigators
- SNAP/STEP
- Guided Pathways
- Corrections Education
- Community Organization

Summit: Opportunities for Alignment

For our communities

For our students

- Populations: low income adults
- Design
- Service Delivery
- Metrics
- Partnerships
- Funding

Target Population for Integrated Education and Training (IET): Pre-College Level

- WIOA Title II Adult Basic Skills (adults >16 of age)
- WIOA Title IB Workforce (adults and youth)
- Perkins V Career and Technical Education* (youth and adults)
- Developmental Education
- Who does this look like? Special populations

Target Population for IET: Pre-College Level

Workforce Innovation and Opportunity Act (WIOA) – Title IB

The populations included in the "individuals with barriers to employment" in WIOA sec. 3(24) include: (a) Displaced homemakers; (b) Low-income individuals; (c) Indians, Alaska Natives, and Native Hawaiians; (d) Individuals with disabilities, including youth who are individuals with disabilities; (e) Older individuals (age 55 and older); (f) Ex-offenders; (g) Homeless individuals or homeless children and youths; (h) Youth who are in or have aged out of the foster care system; (i) Individuals who are: (1) English language learners (WIOA sec. 203(7)), (2) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and (3) Individuals facing substantial cultural barriers; (j) Eligible migrant and seasonal farmworkers; (k) Individuals within two years of exhausting lifetime TANF eligibility; (l) Single parents (including single pregnant women); (m) Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and (n) Such other groups as the Governor involved determines to have barriers to employment.

○ priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Individuals who are English language learners meet the criteria for "basic skills deficient" and must be included in the priority populations for the title I Adult program.

WIOA Title II Adult Basic Skills Target Population

An individual—
(A) who has attained 16 years of age;
(B) who is not enrolled or required to be enrolled in secondary school under State law; and
(C) who—
   (i) is basic skills deficient
   (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
   (iii) is an English language learner.

Perkins V Career and Technical Education

The term ''special populations'' means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act; (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who— (i) is a member of the armed forces; and (ii) is on active duty.

- o   The term ''English learner'' means— (A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and— (i) whose native language is a language other than English; or (ii) who lives in a family environment or community in which a language other than English is the dominant language.

Who does this look like? Students may be—

- **Developmental education level in skills**
- **A dislocated worker or just returning worker**
- **Non-native English Speakers**
- **Recent high school graduates with bilingual skills**
- **Above Title II level but below college level**
- **Skilled immigrants with language barriers**
- **Lower skilled immigrants**

Why is this population and this work so important?
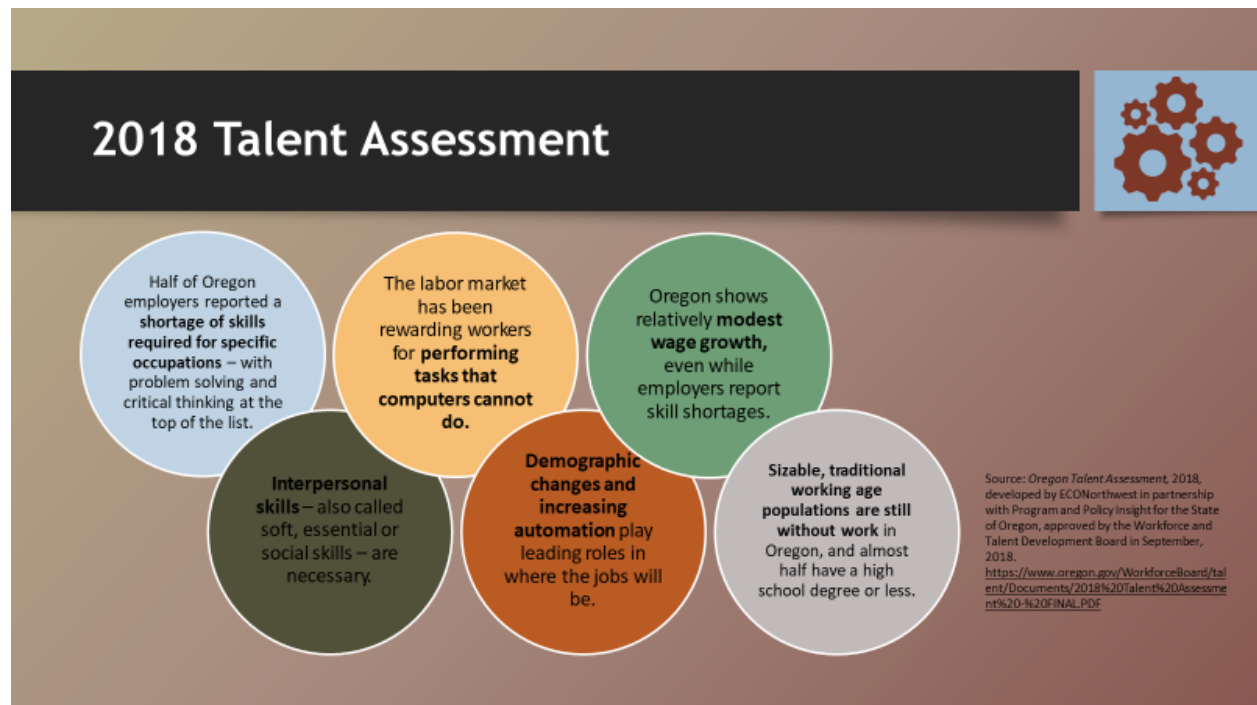
Why:
Low Income Adults vs. High School Grads

442,000 adults 25 and older in Oregon are
unemployed or working making less than $15/hr
without postsecondary credentials. It would take 9 years of HS grads to equate to this number to address the skills gap.

Source - Oregon Employment Department report

Nationally, 99% of jobs created during the recovery have gone to workers with at least some college education, while those with a high school diploma or less are being left behind.

Georgetown Center on Education and the Workforce
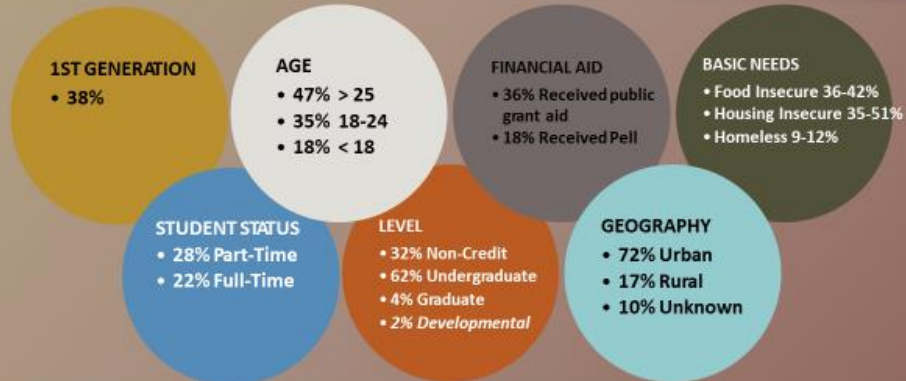
Oregon Self Sufficiency Standard

The Self-Sufficiency Standard for Select Oregon Places and Family Types, 2017

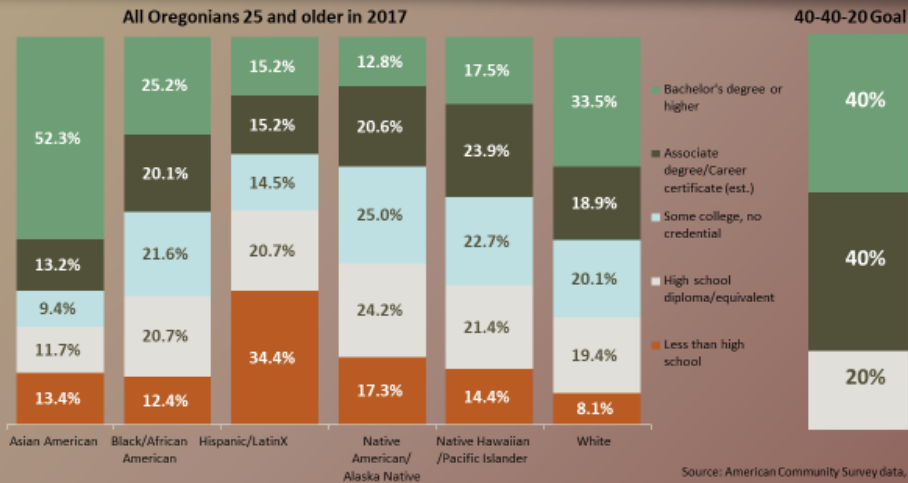| County	One Adult	One Adult One Preschooler	One Adult One Preschooler One School-age	Two Adults One Preschooler One School-age
Clackamas County	$29,536	$54,324	$67,868	$75,838
Deschutes County	$22,899	$42,549	$52,542	$53,595
Jackson County	$20,595	$39,266	$40,297	$48,981
Klamath County	$19,079	$28,536	$33,390	$41,827
Lane County	$20,935	$43,578	$54,486	$53,779
Marion County	$19,932	$30,454	$35,287	$44,083
Multnomah County	$25,360	$52,510	$66,685	$70,744
Umatilla County	$19,160	$30,187	$35,222	$44,108
Washington County	$29,053	$54,885	$67,921	$75,710
Yamhill County	$27,151	$45,886	$55,580	$58,714

The Self-Sufficiency Standard calculates how much income families of various compositions need to make ends meet without public or private assistance, depending on where they live.

Today's Oregon Public Postsecondary Education Student

1ST GENERATION
• 38%

AGE
• 47% > 25
• 35% 18-24
• 18% < 18

FINANCIAL AID
• 36% Received public grant aid
• 18% Received Pell

BASIC NEEDS
• Food Insecure 36-42%
• Housing Insecure 35-51%
• Homeless 9-12%

STUDENT STATUS
• 28% Part-Time
• 22% Full-Time

LEVEL
• 32% Non-Credit
• 62% Undergraduate
• 4% Graduate
• 2% Developmental

GEOGRAPHY
• 72% Urban
• 17% Rural
• 10% Unknown

Sources: Data on food insecurity from *Still Hungry and Homeless in College*, based on a survey of 43,000 students at 66 colleges and universities in 20 states and Washington D.C.. By Sara Goldrick-Rab, Jed Richardson, Joel Schneider, Anthony Hernandez, and Clare Cady. Wisconsin HOPE Lab. All other data from HECC analysis of student records from public institutions and reflect Oregon undergraduate-level students, including high school students taking dual-credit courses and community college students taking non-credit courses. Data on age, area of instruction, first-generation status, gender, race/ethnicity, rural/urban status are from 2017-18. Data on full-time/part-time, Pell status, and the proportion of students receiving public grant aid are from 2016-17. Data on first-generation status and Pell status are only available for students who file for financial aid.

## Oregon Educational Attainment Varies Widely by Race/Ethnicity

All Oregonians 25 and older in 2017

	Asian American	Black/African American	Hispanic/LatinX	Native American/ Alaska Native	Native Hawaiian /Pacific Islander	White
Bachelor's degree or higher	52.3%	25.2%	15.2%	12.8%	17.5%	33.5%
Associate degree/Career certificate (est.)	13.2%	15.2%	15.2%	20.6%	23.9%	18.9%
Some college, no credential	9.4%	20.1%	14.5%	25.0%	22.7%	20.1%
High school diploma/equivalent	11.7%	21.6%	20.7%	24.2%	21.4%	19.4%
Less than high school	13.4%	20.7%	34.4%	17.3%	14.4%	8.1%
		12.4%				

40-40-20 Goal

40%
40%
20%

Source: American Community Survey data, three-year rolling average of 5-year estimates.

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

Gaps in Oregon Educational Attainment by Income and Geography

All Oregonians 25 and older in 2016

Source: American Community Survey data, 5-year and 1-year estimates.
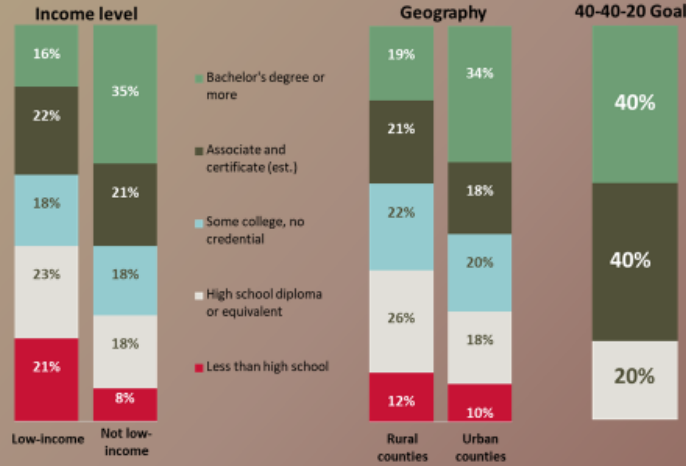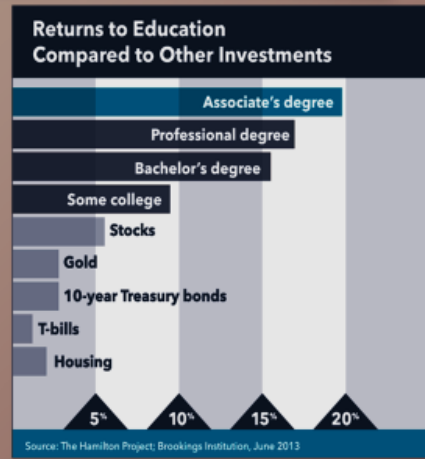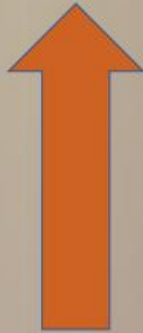
Value in Investment

Completing a community college certificate typically boosts workers' overall earnings by almost $5,000, or 19 percent, compared to their previous wages.

FOR EVERY $1 SPENT BY...

STUDENTS
$3.70 — Gained in lifetime earnings for students

TAXPAYERS
$5.30 — Gained in added taxes and public sector savings for taxpayers

SOCIETY
$12.50 — Gained in added state revenue and social savings for society

Returns to Education Compared to Other Investments

Source: The Hamilton Project; Brookings Institution, June 2013

Social Justice = Economic Development

14.67 billion dollar
increase
in **Oregon's GDP** with
elimination of racial income gaps

"Eliminating discrimination in pay and hiring, boosting education attainment, and ensuring strong and rising wages for low-wage workers is good for families, good for communities, and good the the economy."

Policy Link

Resource Guide pg.

How? An integrated continuum of services!

How: An Integrated Continuum of Services

- Students enter the continuum with different strengths and needs
- Students have the same overarching goal: completion and advancement of their education and career
- Collaboration needs to concentrate funding and services together to close the skills gaps and opportunities gaps

Student-Centered Success Strategies

- Career Pathways
  - Integrated Education and Training (IET)
  - Integrated English Literacy and Civics Education (IELCE)
- Guided Pathways
- Pathways to Opportunity

Summit Outcomes

Participants will be able to:

1. Describe the federal IET and IELCE programs, how they fit with career pathways and how to prepare for future funding opportunities.

2. Recognize the impact an IET model has on students with barriers to education and employment.

3. Begin planning and designing IET and IELCE programs that are part of a career pathway.

4. Identify and commit to next steps as a local partnership.

5. Recommend the technical assistance needed to achieve next steps.

What's Next

- Federal Overview
    - Career Pathways
    - Integrated Education and Training (IET)
    - Integrated English Language and Civics Education (IELCE)
- Career Pathways, IET, IELCE: Integrated Models
- Infrastructure: What Makes It Work

II. CAREER PATHWAYS, IET, IELCE OVERVIEW

II. Career Pathways, IET, IELCE Overview

Career Pathways in Oregon: Charting a Path (2009)

- Creating a statewide plan for career pathways: Arkansas, Kentucky, **Oregon**, Washington and Wisconsin

- Oregon: to ensure that all Oregonians can obtain the skills to enter and advance in demand occupations leading to higher learning and higher earnings

- Oregon's framework is built upon six main elements: 1) institutional and instructional innovation; 2) student supports and tools; 3) partnerships; 4) employer involvement; 5) continuous improvement; and 6) sustainability

Career Pathways in Oregon: Alliance for Quality Career Pathways (2014)

To develop a consensus framework that includes:

1) definitions and a conceptual model of career pathway systems, pathways, and programs;

2) criteria and quality indicators for career pathway systems; and

3) a set of interim and outcome metrics for measuring and managing career pathway participant progress and success.

Career Pathways Definitions

- Federal Workforce Innovation and Opportunity Act (WIOA)
    - Title IB – adult, youth, dislocated worker
    - Title II – Adult Education and Family Literacy
        - Oregon ABS policy
    - Title IV – Vocational Rehabilitation Services
- Perkins V – Career and Technical Education
- Higher Education Act (HEA)
- Oregon Pathways Alliance definition

Career Pathways: Federal Definition

WIOA Sec. 3 (Def. 7)

The term ''career pathway'' means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the ''National Apprenticeship Act''; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an ''apprenticeship'', except in section 171);

(C) includes counseling to support an individual in achieving the individual's education and career goals;

(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

Career Pathways: Perkins V

- SAME AS WIOA!
- Cited in the legislation "has the same meaning as WIOA Sec 3(7)"
- Directly copied into Perkins V planning template
- A complement to Program of Study - the adult/workforce way into a community college program
- The opportunity to make the visual (slide 11) a reality

Comparison: Federal WIOA Career Pathways and Federal Perkins POS

WIOA Career Pathways

A combination of rigorous and high-quality education, training, and other services that –

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

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Program of Study (POS)

Coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that –

(A) Incorporates challenging State academic standards…

(B) Addresses both academic and technical knowledge and skills, including employability skills;

(C) Is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) Has multiple entry and exit points that incorporate credentialing;

(F) Culminates in the attainment of a recognized post-secondary credential.

Career Pathways: Higher Education Act

- SAME AS WIOA! (on the second try)

- Allows federal financial aid (the BIG investment) to support individuals without high school credentials who are being served in career pathway programs (aka IET+S)

Oregon ABS Policy: Career Pathways

Career pathways used in Integrated Education and Training must at least include the components listed in the WIOA definition.

Career Pathways: Oregon Pathways Alliance Definition

Oregon career pathways are linked education and training with intentional student support that enable individuals to secure credentials and advance over time to higher levels of education and employment in a given occupation or industry sector. Career pathways facilitate student transition from high school to community college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

Career pathways in Oregon improve systems and are aligned with guided pathways work. Career pathways are an integrated approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from the point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Four essential features of career pathways help operationalize the career pathways approach:

1. Well-connected and transparent education, training, support services, and credentials developed through relationships with faculty, industry, CTE, apprenticeship, workforce development or education partners align with local priorities and/or labor market need.
2. Multiple entry points create equity and access for diverse populations, including individuals with barriers to education, and support all students' successfully entry into a career pathway.
3. Multiple exit points at successively higher levels lead to self- or family supporting employment and align with subsequent entry points.
4. Stackable credentials prepare students for additional credentials or training and one or more of the following: industry-recognized credential, occupational license, or credential with labor market value

Four essential functions of career pathways in Oregon:

1. Participant-focused education and training engage learners in customized and contextual learning experiences.
2. Consistent and non-duplicative assessments identify participants' education, skills, assets, and needs.
3. Support services and career navigation assistance facilitate transitions and support learner persistence and completion.
4. Employment services and work experiences prepare participants for and provide access to the job market.

Comparison: Federal WIOA and OPA Career Pathways Definitions

Federal WIOA

The term ''career pathway'' means a combination of **rigorous and high-quality education, training, and other services** that—

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(F) enables an individual to **attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential**; and

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Oregon Pathways Alliance

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Four essential functions of career pathways in Oregon:

1. Participant-focused education and training engage learners in **customized** and **contextual learning experiences**.

2. Consistent and non-duplicative assessments identify participants' education, skills, assets, and needs.

3. **Support services and career navigation assistance** facilitate transitions and support learner persistence and completion

4. Employment services and work experiences prepare participants for and provide access to the job market

Integrated Education and Training (IET)

WIOA underscores what we have been doing

The law positions Adult Education and Literacy to:

- Play an integral role within a broader, interconnected workforce development system

- Deliver greater access to educational services for our customers through the Oregon WorkSource delivery system

- Increase opportunities for a broader array of services available to students

- Promote transitions at all levels to postsecondary education and training or employment

  - From PY2018-19, 2.65% of ABS/Title II students transitioned into postsecondary education in Oregon.

Source: Texas Adult Education and Literacy

WIOA creates three new allowable activities

1. Workforce Preparation Activities, including Digital Literacy

2. Integrated Education and Training

3. Integrated English Literacy and Civics Education

Source: Texas Adult Education and Literacy
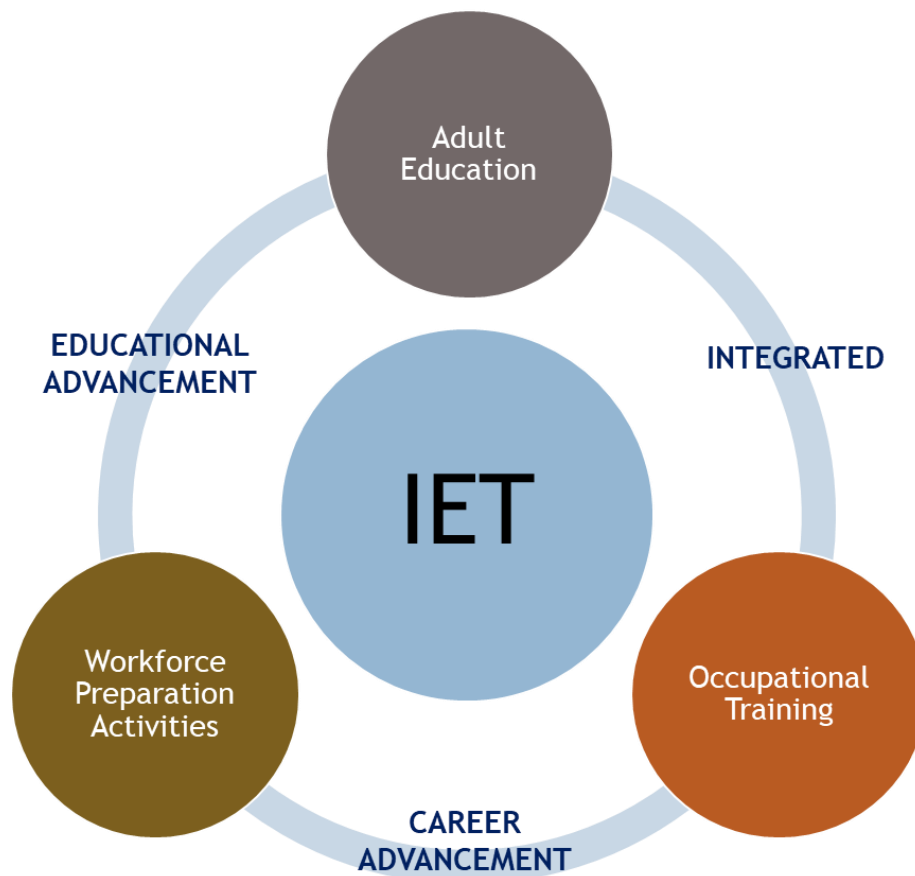
WIOA Title II Integrated Education and Training (IET)

What is IET?

IET is defined in WIOA Title II Section 203(11) and (34 CFR 463.35) as:

"The term *integrated* education and training means 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*."

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

What are the required components of an IET program funded under Title II? An IET program must include the following three components (34 CFR 463.36):

Adult education and literacy activities (34 CFR 463.30)

"...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training".

Workforce preparation activities (34 CFR 463.34)

Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

a. Utilizing resources;
b. Using information;
c. Working with others;
d. Understanding systems;
e. Skills necessary for successful transition into and completion of postsecondary education or training, or employment;
f. Other employability skills that increase an individual's preparation for the workforce

Oregon ABS Policies: Workforce Preparation

1. Programs must offer Workforce Preparation activities (section 203(17) of WIOA; 34 CRF 463.34) no later than the third year of the five-year cycle which begins July 1, 2017. If funding is available, CCWD will offer incentives to programs to offer these activities early in the grant cycle.
2. Programs must offer Workforce Preparation must be offered concurrently with another activity such as ABE, ASE, ESL IET, or IELCE and be consistent with the organizational requirements for those activities.
3. Implementation of the Oregon Adult Learning Standards must be evident in workforce preparation curriculum and instruction.

Occupational Training (134(c)(3)(D) WIOA)

   a. occupational skills training, including training for nontraditional employment;

   b. on-the-job training;

   c. incumbent worker training in accordance with subsection (d)(4);

   d. programs that combine workplace training with related instruction, which may include cooperative education programs;

   e. training programs operated by the private sector;

   f. skill upgrading and retraining;

   g. entrepreneurial training;

   h. transitional jobs in accordance with subsection (d)(5);

   i. job readiness training provided in combination with services described in any of clauses (a) through (h);

   j. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (a) through (g); and

   k. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

How does a program providing IET under Title II meet the requirement to be *Integrated* (34 CFR 463.37)?

Services must be provided **concurrently and contextually** such that—

(a) Within the overall scope of a particular integrated education and training program, the adult education and literacy activities, workforce preparation activities, and workforce training:

   (1) Are each **of sufficient intensity and quality, and based on the most rigorous research available**, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;

   (2) **Occur simultaneously**; and

   (3) Use **occupationally relevant instructional materials**.

(b) The integrated education and training program has a **single set of learning objectives** that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

How does a program providing IET under Title II meet the requirement that the IET program be *for the purpose of educational and career advancement* (34 CFR 463.38)?

(a) The adult education component of the program is **aligned with the State's content standards for adult education** as described in the State's Unified or Combined State Plan; and

(b) The integrated education and training program **is part of a career pathway** (outcome is college credit, an education credential and/or industry recognized credential).

Final Rules Resources for WIOA To access the final rules of the WIOA legislation, visit https://www.doleta.gov/wioa/Final_Rules_Resources.cfm

To access the programs and activities authorized for Title II under WIOA, visit *https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf*

Oregon ABS Policies: IET

1. Programs must use Title II funds for allowable ABS activities that target eligible individuals. Programs must provide at least one of the following three primary activities: ABE and ASE, ESL, and/or IET.

2. Programs must offer IET activities (section 203(11) of WIOA; 34 CRF 463.35-.38) to learners in at least one EFL and at least one site no later than the third year of the five-year cycle which begins July 1, 2017.

3. Implementation of the Oregon Adult Learning Standards must be evident in IET curriculum and instruction.

WIOA Title II Integrated Education and Training (IET)

Adult Education

EDUCATIONAL ADVANCEMENT

INTEGRATED

IET

Workforce Preparation Activities

Occupational Training

CAREER ADVANCEMENT

A3: IET Review

From what you just heard

1. What information is review?

2. What stands out as new information?

3. What clarification questions do you have?

- Are there any burning questions you need answers to before we continue?

Integrated English Literacy and Civics Education (IELCE)

WIOA Call to Action & Innovation

- WIOA reconceives EL/Civics as a comprehensive workforce development program

- Significant transformation from what we have understood El Civics to be

- Broadly expands, not limits, options available for English language learners by opening access to funding workforce training

Source: Texas Adult Education and Literacy

How is ELA different from ESL?

ESL under WIA

Focused on instruction designed to help English Language Learners achieve competence in the English language.

ELA under WIOA

Focuses on helping English language learners achieve competence in reading, writing, speaking, and comprehension of the English language.

Requires that the program must lead to attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training, or employment.

Source: Texas Adult Education and Literacy

New customers

We must recruit and attract new customers for the new Integrated English Literacy Civics Education model.

Source: Texas Adult Education and Literacy

Recruiting new customers for IELCE

WIA	WIOA
Typical customers	Target customers
1. Low level English language learners	1. English language learners desiring training in in-demand industries and occupations that lead to economic self-sufficiency
2. Often not in the workforce/ not looking for work	2. Professionals with degrees and credentials in their native countries

Source: Texas Adult Education and Literacy

Brave new world

A powerful departure

• More options for English language learners

• Different and expanded activities

• Demand for different ELL populations

Source: Texas Adult Education and Literacy

What is the IELCE Program?

IELCE (34 CFR 463.70)—

GOAL.—Each program that receives funding under this section shall be designed to—

(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(2) integrate with the local workforce development system and its functions to carry out the activities of the program.

English
Language
Learners

EDUCATIONAL
ADVANCEMENT

INTEGRATED

IELCE

IET

Civics
Education

CAREER
ADVANCEMENT
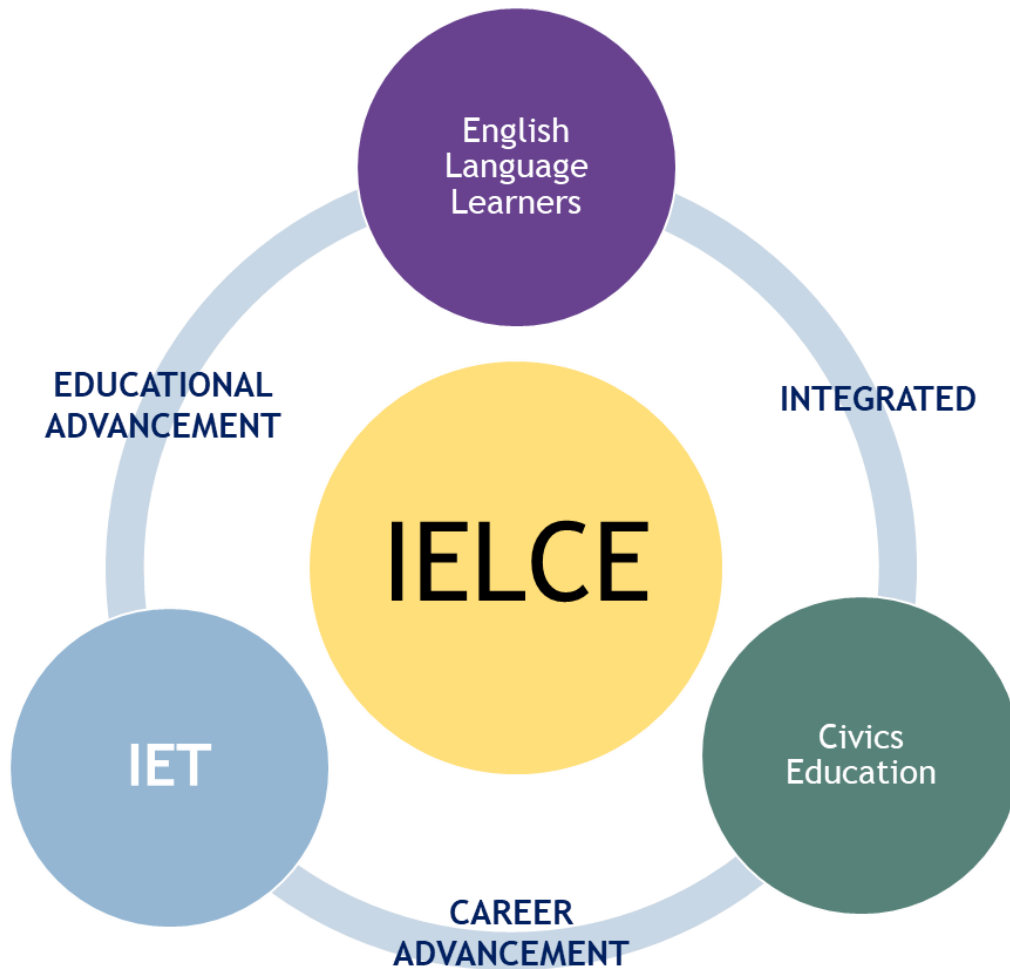
What must programs include in an IELCE program Section 243?

Programs must include:

1. instruction in literacy and English language acquisition

2. instruction on the rights and responsibilities of citizenship and civic participation

3. In combination with Integrated Education and Training
   - adult education and literacy activities concurrently and contextually
   - workforce preparation activities and
   - workforce training

How does an IELCE grantee meet the requirement to use funds in combination with IET activities?

- Co-enrolling participants in integrated education and training as described in subpart D of this part that is provided within the local or regional workforce development area from sources other than section 243 of the Act; or
- Using funds provided under section 243 of the Act to support integrated education and training activities as described in subpart D of this part.

Who is eligible to receive services through the IELCE program (34 CFR 463.75)?

Individuals, who otherwise meet the definition of "eligible individual" and are English language learners, including professionals with degrees and credentials obtained in their native countries, may receive Integrated English Literacy and Civics Education services.


Oregon ABS Policies: IELCE

Programs that receive funding under section 243 must be designed to prepare adults who are ELLs for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program.

IELCE programs must include:

a) Instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and

b) IET activities, that must include ABE/ASE and/or ESL, Workforce Preparation, and Workforce training for a specific occupation or occupational cluster (34 CFR 463.73)

c) Implementation of the Oregon Adult Learning Standards must be evident in IELCE curriculum and instruction.

Services must be delivered in combination with integrated education and training activities.

Adult Education

English Language Learners

IET

IELCE

Workforce Preparation Activities

Occupational Training

IET

Civics Education
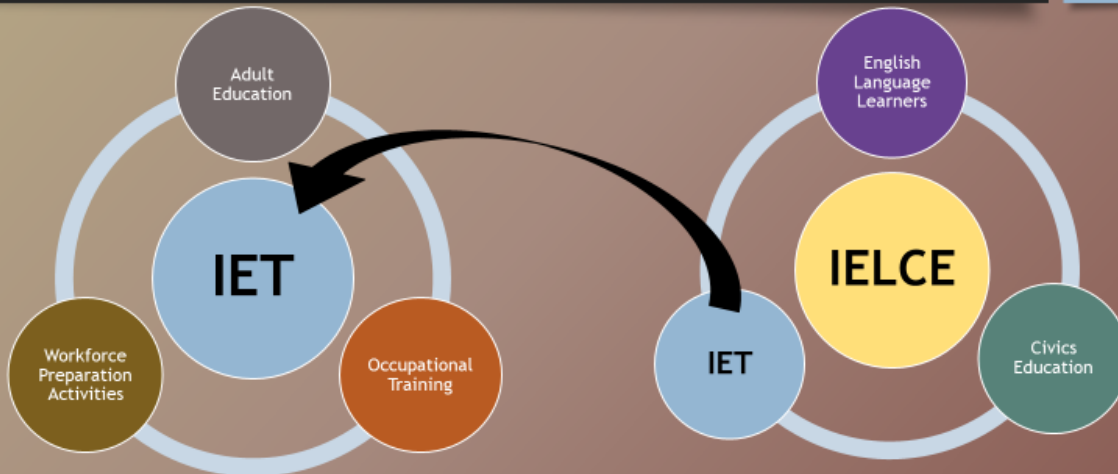
A4: IELCE Review

From what you just heard

1. What information is review?

2. What stands out as new information?

3. What clarification questions do you have?

- Are there any burning questions you need answers to before we continue?

III. CAREER PATHWAYS, IET, IELCE: INTEGRATED MODELS

III. Career Pathways, IET, IELCE: Integrated Models

What is Workforce Preparation?

Workforce preparation activities include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Utilizing resources;
- Using information;
- Working with others;
- Understanding systems;
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- Other employability skills that increase an individual's preparation for the workforce.
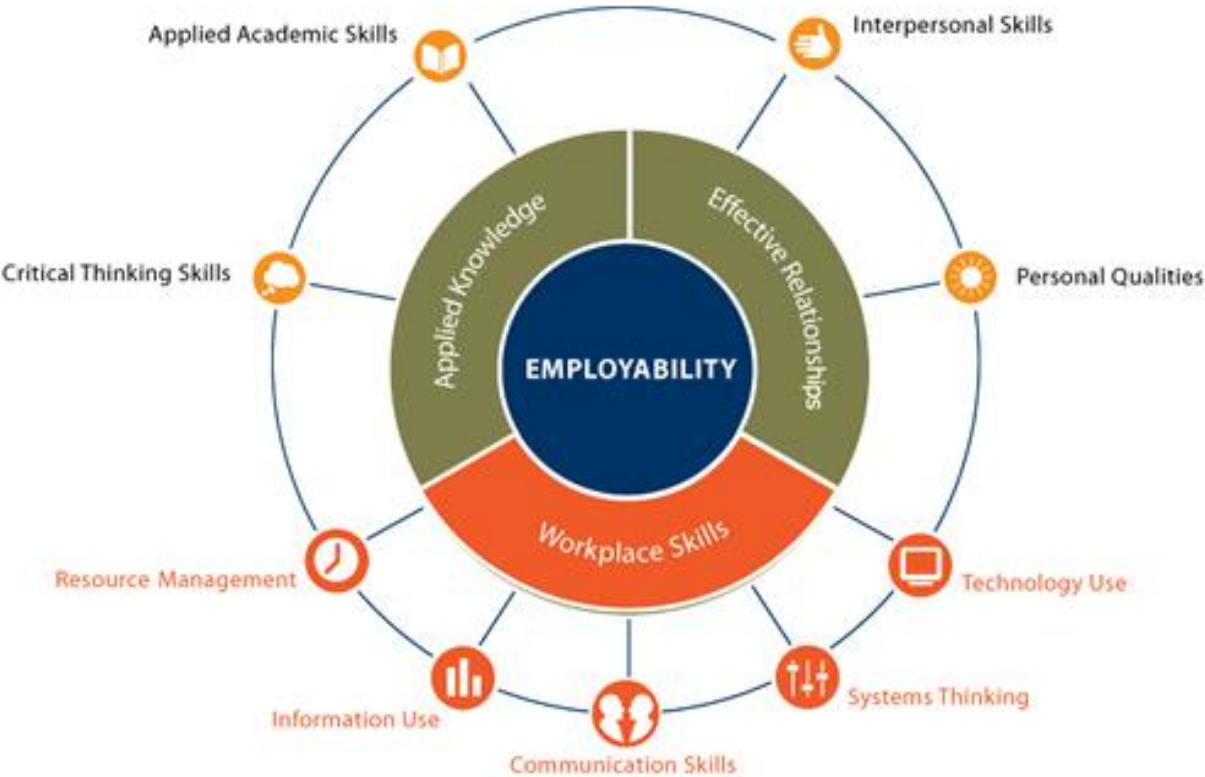
Workforce Preparation: Employability Skills

Employability Skills

Employable skills are integrated into each career pathway, IET and IELCE program. These skills are taught primarily by the adult basic skills instructor and when relevant, by the navigator/coach/WorkSource partner.

- Employability Skills Framework, compiled by the U.S. Department of Education.
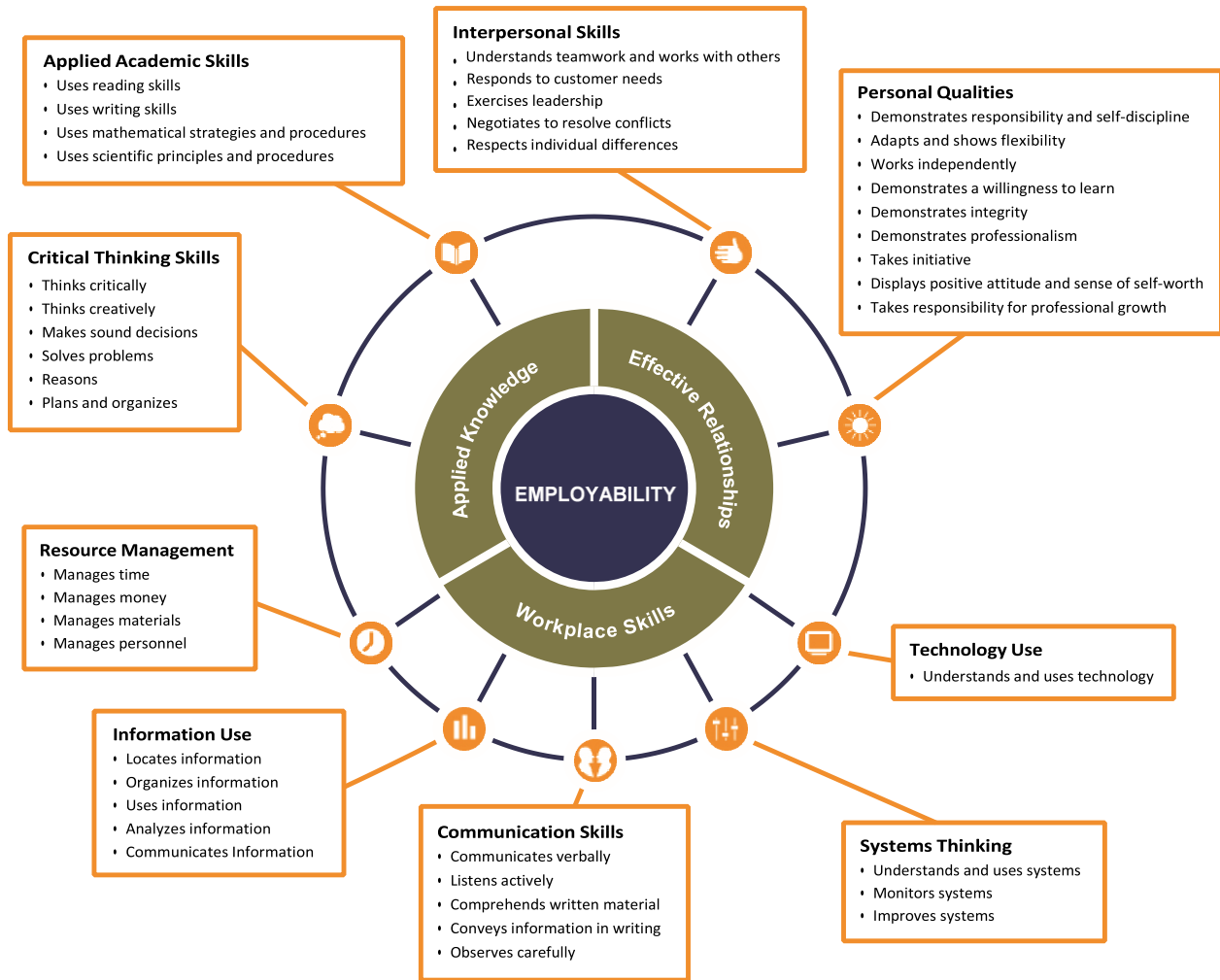 https://cte.ed.gov/initiatives/employability-skills-framework

Employability Skills Framework

Applied Academic Skills
Interpersonal Skills
Critical Thinking Skills
Personal Qualities
Applied Knowledge
Effective Relationships
EMPLOYABILITY
Workplace Skills
Resource Management
Technology Use
Information Use
Systems Thinking
Communication Skills

Employability Skills: A Crucial Component of College and Career Readiness

Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "**employability skills**."

Applied Academic Skills
- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

Interpersonal Skills
- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences

Personal Qualities
- Demonstrates responsibility and self-discipline
- Adapts and shows flexibility
- Works independently
- Demonstrates a willingness to learn
- Demonstrates integrity
- Demonstrates professionalism
- Takes initiative
- Displays positive attitude and sense of self-worth
- Takes responsibility for professional growth

Critical Thinking Skills
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Resource Management
- Manages time
- Manages money
- Manages materials
- Manages personnel

Information Use
- Locates information
- Organizes information
- Uses information
- Analyzes information
- Communicates Information

Communication Skills
- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully

Technology Use
- Understands and uses technology

Systems Thinking
- Understands and uses systems
- Monitors systems
- Improves systems

Applied Knowledge · Effective Relationships · Workplace Skills

EMPLOYABILITY

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

Workforce Preparation: Employer Engagement

Employer Engagement

Employer Engagement includes a variety of activities to expose students to the real life environment and job expectations for the career they are entering.

- Internships, industry speakers, industry tours, clinicals, practicums, job shadowing, on-the-job training, work simulations

Workforce Preparation: Employment Preparation

Employment Preparation

Employment Preparation prepares students to obtain a job following the completion of their program.

- Explore an individual's interests and abilities, and create a plan that identifies career objectives and the appropriate combination of services necessary for the student to achieve their education and career goals.

- Delivered as a course, workshop, one-on-one

- Cover letter and resume development, interview techniques and practice, job search assistance and resources, job site expectations and cultural competency, job site culture, accessing resources

What does integration look like?

- Concurrently and contextually
- Single set of learning objectives
- Workforce preparation
  - Employability Skills
  - Employer Engagement
  - Employment Preparation
- Examples of integrated models

What does integration look like?

Services must be provided **concurrently and contextually**

What is *concurrently*?

Models	Types of Instruction
Model 1	Aligned Instruction
Model 2	Partially Integrated Instruction
Model 3	Fully Integrated Instruction

Source: Texas Adult Education and Literacy

Aligned Instruction

Aligned Instruction

- Students are co-enrolled in Workforce Training and Adult Education and Literacy courses
- Use of workforce training textbook as a basis for instruction
- Adult Education and Literacy and workforce training course content is aligned but taught separately
- Adult Education and Literacy instructor assists students who are struggling with the content by focusing on the basic skills needed to understand the workforce training

Source: Texas Adult Education and Literacy

Concurrent Time Period

Workforce Training

Content Alignment

Adult Education and Literacy
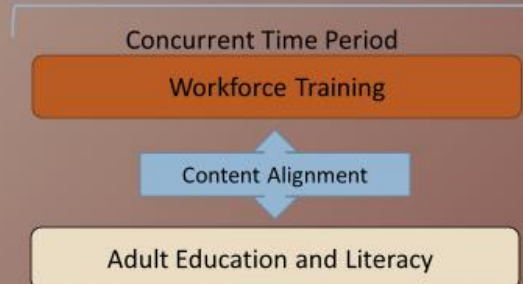
Partially Integrated Instruction

Partially Integrated Instruction

- Students are co-enrolled
- Instructors jointly identify the skills needed to succeed in the workforce training program
- Adult Education and Literacy instruction is aligned with the workforce training course
- The workforce training instruction is usually delivered without curriculum or instructional modification to accommodate the Adult Education and Literacy participant
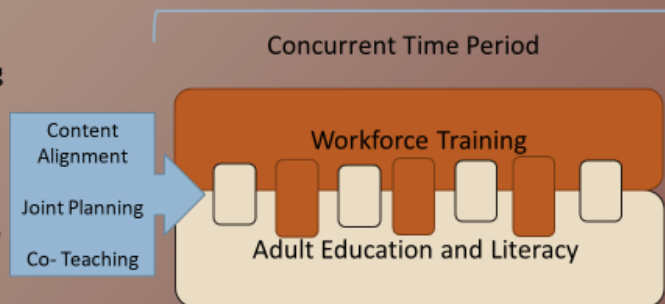
Source: Texas Adult Education and Literacy

Concurrent Time Period

Workforce Training

Content Alignment / Joint Planning
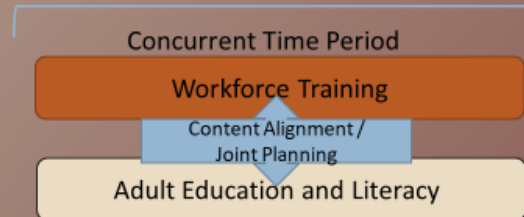
Adult Education and Literacy

Fully Integrated Instruction

Fully Integrated Instruction

- Students are co-enrolled
- Instructors jointly modify workforce training
- Adult Education and Literacy instructor provides supplemental, contextualized instruction
- The technical course content includes components of Adult Education and Literacy development integrated with Workforce Training content.
- Instructors may teach program content separate or integrated

Source: Texas Adult Education and Literacy

Concurrent Time Period

Content Alignment

Joint Planning

Co-Teaching

Workforce Training

Adult Education and Literacy

What does integration look like?

The integrated education and training program **has a <u>single set of learning objectives</u>** that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively.

Single Set of Learning Outcomes (SSLO)

- Reverse Engineer – what is success?
- Complement the occupational/technical standards with workforce preparation and adult education standards
- SSLO is NOT a curriculum or syllabus
- SSLO are statements describing knowledge or skills to be acquired and WHY it's useful

Single Set of Learning Outcomes

Adult Education
- CCRS or ELP
- state defined
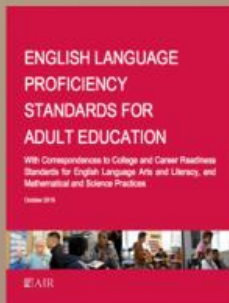
Workforce Preparation
- Employability Skills
- Digital Literacy

Workforce Training
- College Course
- Apprenticeship Standard

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

EMPLOYABILITY SKILLS FRAMEWORK

URBAN INSTITUTE

ELEVATE · THE · DEBATE

Examples of integrated models

- CLASP
- Massachusetts
- Oregon

Examples of IET

Integrated English Literacy & Civics Programs
Combine ELL, civic, and occupational skills

Hospitality Careers Pathway

"When newly-arrived clients walk into the Institute, men are more likely to arrive with an education and work history than women. The women arriving are no less capable, but they arrive having experienced diminished access to educational and employment opportunities. The Hospitality Careers Pathway helps these previously under-served New American women build a career in which they can advance to earn a sustainable living."

Adult Education & Literacy

- New arrivals learn English language skills within hospitality industry – focus on listening & speaking and using forms for recording information
- Rights and responsibilities for life in the US, prepare for citizenship exam
- Program includes 100-hour entry level course, 3-week supervisory course for incumbent workers, and a bridge/support course for postsecondary hospitality management certification

Workforce Preparation

- Worker rights and responsibilities in the US
- Understanding systems
- Digital literacy
- Using information
- Working with others
- Transition skills

Workforce Training

- Customized training conducted with commitment by a group of employers to hire qualified program completers
- Combined workplace training and related instruction
- Incumbent worker supervisory training
- Skill upgrading

International Institute of Minnesota, Hospitality Careers Pathway, https://iimn.org/programs/workforce-development/hospitality-careers/.

www.clasp.org

Examples of IET

Community College Programs

Just in time skill building with career & technical education courses

COMPUTER SUPPORT TECHNICIAN

Kentucky's Work Ready KY scholarship initiative has more than 80 programs in high-demand industries. Participants can earn up to 32 credits hours tuition free, including this 16-credit program with 2 in-person and 3 online courses.

Adult Education & Literacy

- College and career readiness standards for adult education
- GED completion in partnership with Accelerating Opportunities Kentucky (AOKY)

Workforce Preparation

- Digital literacy
- Employability skills

Workforce Training

- Productivity Software
- Computer Hardware and Software
- Help Desk Operations
- Advanced Productivity Software
- Advanced Data Organization Software

Gateway S.M.A.R.T. Plan, https://gateway.kctcs.edu/media/about/academic-advising-sheets/computerinformationtechnologies-certs.pdf.

www.clasp.org

Holyoke Community College IELCE CNA Abstract FY 2019

Integrated English Literacy and Civics Education Abstract

Adult Education Provider:	Holyoke Community College (HCC)
Type of Organization:	Community College
Employer Partner:	O'Connell Care at Home, Mt. Marie, Mount Saint Vincent Care Center, and Wingate South Hadley
Level:	SPL 5 or higher
Credential:	Home Health Aid (HHA), Certified Nursing Assistant (CNA)
Occupational Cluster:	Healthcare
Occupation:	Nursing Assistants
Program Description:	HCC provides contextualized ESOL instruction and case management, HHA and CNA instruction, recruitment and placement. Instructors are Department of Public Health approved to deliver HHA/CNA instruction. The ESOL instructors provide support to students during the workforce training, while the CNA instructor helps the ESOL instructors contextualize the instruction. The program also uses the Massachusetts Community College Workforce Development Transformation Agenda (MCCWDTA) Healthcare modules for language and Mathematics. Students have access to college counseling, legal, and financial advising services. The HHA/CNA curriculum includes units on geriatric patient/body system review, mental health of residents, and activities of daily living/personal care. The CNA Certificate has postsecondary value at the college as it is now a requirement for all incoming HCC nursing students. Clinical hours are done at employer partner facilities.

Page 2: Program Design:

Weeks 1 – 2	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:00 AM – 11:00 AM	ESOL for CNA	Math for CNA	ESOL for CNA	Math for CNA	ESOL for CNA
11:00 AM – 12:00 PM	*Career Ready 101*	*Career Ready 101*	*Career Ready 101*	*Career Ready 101*	*Career Ready 101*
12:30 PM – 2:30 PM	Connections to Health Careers	Connections to Health Careers	Connections to Health Careers	Connections to Health Careers	Connections to Health Careers

Weeks 3 – 11	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:00 AM – 11:00 AM	ESOL for CNA	Math for CNA	ESOL for CNA	Math for CNA	ESOL for CNA
11:30 AM – 2:30 PM	CNA instruction	CNA instruction	CNA instruction	CNA instruction	CNA instruction

Weeks 12 – 14	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:00 AM – 2:30 PM	Clinical Rotations	Clinical Rotations	Clinical Rotations	Clinical Rotations	Clinical Rotations

Weeks 15	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:00 AM – 11:00 AM	Job Readiness	Job Readiness	Job Readiness	Job Readiness	Job Readiness

Schedule: 15 weeks, 470 total hours

Retrieved from Massachusetts Adult and Community Learning Services
http://www.doe.mass.edu/acls/acp/?section=training

Quinsigamond Community College IET Accounting Abstract FY 2019

Integrated English Literacy and Civics Education Program Abstract

Adult Education Provider:	Quinsigamond Community College (QCC)
Type of Organization:	Community College
Employer Partner:	Jp Mfg, Inc.; Accounting Solutions, Inc.
Level:	GLE 11+; or SPL 6+
Credential:	QuickBooks Users Certification
Occupational Cluster:	Business and Financial
Occupation:	Accountants and Auditors
Program Description:	QCC will customize its academic Accounts Payable/Accounts Receivable (APAR) Certificate program for HiSET/GED students and high-level ESOL students. The APAR program focuses on the accounting skills, manual and computerized, needed in business for Accounts Payable and Accounts Receivable Clerks. College-level academic courses, which will include just-in-time supplemental instruction, include Introduction to Microcomputer Applications (CIS 111), First Year Experience (FYE 101), Financial Accounting I (ACC 101), Accounting Software for Small Business (ACC 110), and Introduction to Business (MGT 101). Upon completion of the program, students will be able to analyze, calculate, and report financial information accurately and timely; demonstrate proficiency in both manual and automated accounts payable and accounts receivable accounting; use the Microsoft Office suite and QuickBooks software effectively; demonstrate knowledge of a broad overview of business ownership; and develop skills necessary to make career-related decisions to enhance workplace readiness.

Page 2: Program Design:

<u>Spring Semester</u>

AM Option	*Tuesday*	*Thursday*
9:30 AM – 10:45 AM	FYE 101	FYE 101
11:00 AM – 12:15 PM	HiSET Preparation/Skills Review	HiSET Preparation/Skills Review
12:30 PM – 1:45 PM	CIS 111	CIS 111

PM Option	*Monday*	*Tuesday*	*Thursday*
4:00 PM – 7:00 PM	FYE 101	HiSET Preparation/Skills Review	CIS 111

<u>Summer I</u>

	Monday	*Tuesday*	*Wednesday*	*Thursday*
9:00 AM – 1:00 PM	ACC 101		ACC 101	
9:00 AM – 10:15 AM		HiSET Preparation/Skills Review		HiSET Preparation/ Skills Review
10:30 AM – 1:00 PM		ACC 101		ACC 101

<u>Summer II</u>

	Monday	*Tuesday*	*Wednesday*	*Thursday*
9:00 AM – 1:00 PM	MGT 101		MGT 101	
9:00 AM – 10:15 AM		HiSET Preparation/Skills Review		HiSET Preparation/ Skills Review
10:30 AM – 1:00 PM		ACC 101		ACC 101

Schedule: 30 weeks, 348 total hours

Webster Public Schools IET Manufacturing Abstract FY 2019

Integrated Education and Training Program Abstract

Adult Education Provider:	Webster Public Schools (WPS)
Type of Organization:	Local Education Agency
Workforce Training Partner:	Bay Path Regional Vocational Technical High School (Bay Path)
Employer Partners:	Myriad Engineering and United Lens Company
Level:	Reading and Math GLE 6.0 or higher
Credential:	MACWIC Level 1, OSHA 10
Occupational Cluster:	Production
Occupation:	Machinists and Tool and Die Makers
Program Description:	WPS provides contextualized HiSET/GED instruction while Bay Path provides occupational skills training in its manufacturing shops. The collaboration uses the Manufacturing Advancement Center Workforce Innovation Collaborative (MACWIC) curriculum as a basis for instruction. The MACWIC curriculum is a five level, competency-based curriculum that is designed to be stackable and includes multiple points of entry and re-entry. Level 1 modules include Shop Math, Blueprint Reading, Metrology and Quality Inspection, Work Readiness, and Safety. OSHA 10 certification and NC3 Precision Measurement Instrument certifications will also be made available to students. Hands-on instruction includes working on both manual and computerized numeric control (CNC) machines located at Bay Path. An adult education teacher will be present during all classes to assist students with academic progress. An adult education advisor will assist with completion of individual education and career plans, strategic college and career skill development, and job placement activities throughout the program.

Program Design:

	Monday	Wednesday
5:00 PM – 8:00 PM	Related classroom instruction with embedded high school equivalency instruction	Shop instruction with embedded high school equivalency instruction

Alignment Opportunities

- Iowa: adult education and Perkins funds to develop IET with CTE focus in corrections centers.

- Louisiana Community and Technical College System: Adult education and CTE instructors deigning IET into each Perkins CTE Program of Study; pilots in health care and welding

  - Scholarships for individuals w/o high school diploma to enroll in community college; high school equivalency test; adult education graduates who enroll in community college

- ✓ Adult education participates in state, regional, local Perkins planning and design

A5: CP, IET, IELCE: Local Integration Status

Q Local Assessment

Analysis and Discussion

IV. INFRASTRUCTURE: WHAT MAKES IT WORK?

IV. Infrastructure: What makes it work?

Partnerships

CP, IET, and IELCE are not meant to be done alone – expand the depth and breadth of services to maximize student and program success

- Target populations
- Outreach/marketing
- Expertise

- Funding
- Connections
- Shared outcomes

A6: Partnerships

🔍 Local Assessment

💬 Analysis and Discussion

Braided Funding

Braided funding refers to:

1. the weaving together of state, federal and private funding streams, and

2. the development of funding strategies

to support integrated pathways and the students enrolled in them.

Source: Jobs for the Future

Why is Braided Funding Important?

I can only get students this far, but together we can take them all the way

- Accelerated path for students
- Limits duplication
- Creates efficiencies
- Allows partners to more effectively address complexity of students' lives

- Reductions in federal, state, and private funding
- Builds partnerships
- Supports sustainability
- Maximizes impact of available funding
- Supports co-enrollment

A7: Braided Funding

Q Local Assessment

Analysis and Discussion

Ability to Benefit

Connecting Adult Education Participants
to Federal Financial Aid

WORLD EDUCATION

Any additional logos

Today's Discussion

- What is 'ability to benefit' (ATB) and why does it matter?
- How to use in coordination with career pathways?
- Adult education program examples that fit ATB criteria
- What stops use of ATB?
- Discussion on current work, possibilities, challenges

ATB Evolution = ATB Confusion

1991
Non-high school graduates allowed to receive financial aid if they pass an exam

1995
ED regulations about a state-defined process published

2012
ATB eliminated

2016
ATB career pathway definition updated to align with WIOA

1992
New option for student eligiblity: through a state-defined process

2008
New option for student eligiblity: completing 6 credits/equivalent

2015
ATB with a career pathway requirement created

115

What is an ATB Program?

- An eligible career pathway program allows students to concurrently enroll in connected adult education and federal Title IV eligible postsecondary programs
- To be eligible, the student must demonstrate "Ability to Benefit," hence ATB.

Who Qualifies?

Eligibility criteria:
- Individuals lacking high school diploma or equivalency (HSD/E)
- Who have passed an exam
- *or* completed 6 credits (or 225 credit hours) *toward a credential*
- *or* followed a state defined process
- *and* are enrolled in an 'eligible career pathway program'

Ability to Benefit (ATB)

What Benefits do People Receive?
- Federal student aid (like Pell Grants) to pay for postsecondary coursework (not basic skills, remedial work) and living expenses
- Allows individuals to enroll in postsecondary without a requirement to first obtain a high school diploma or the equivalent (GED, HSED)

Time Saving Benefit of ATB

Financial aid time savings benefits
- With Federal student aid, students can work less and likely be more successful in their education
- Pell Grant = $1,480 per semester if half-time
  - = 134 hours at $11.00 per hour
  - = 8 hr per week over a 16 week semester

Navigation and Coaching Services

- Case Management: one-on-one and group

- Academic Navigation and Coaching: pathway requirements, tuition assistance, college navigation, advising

- Career Navigation and Coaching: exploration, workplace skills, employment preparation (resume, cover letter, interviews, networking, job search, job fairs)

- Work Experience: company tours, industry guest speakers, job shadowing, on-the-job training, internships, work simulations

- Support Services: child care, transportation assistance, housing assistance, mental health and counseling, personal success skill development, financial literacy, digital literacy, disability services, veterans services

- Outreach, Recruitment, Intake, Orientation

A8: Navigation and Support Services

Q Local Assessment

Analysis and Discussion

Outcomes and Accountability

- Individual outcomes
    - education, employment, other
- WIOA shared outcomes
    - education, employment, other
- *Skill gain*

MSG – The Five Types

Table 3: Participants by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	1,172	1,835	2,802	550	141	86	6,586
Integrated Education and Training Program	45	44	20	+	+	+	113
Adult Secondary Education	294	364	700	109	28	18	1,513
Integrated Education and Training Program	7	+	15	+	0	0	29
English Language Acquisition	193	785	2,773	830	182	209	4,972
Integrated Education and Training Program	+	7	18	8	0	+	37
Integrated English Literacy and Civics Education (Sec. 243)	6	33	127	39	8	+	216
Integrated Education and Training Program	+	8	26	+	+	0	42
Total	1665	3017	6402	1528	359	316	13287

Table MSG: Measurable Skill Gains

OMB Control Number 1205-0526
Expiration Date: 06/30/2019

PROGRAM	TITLE (select one):
STATE: Oregon	☐ Title I Adult
	☑ Title II Adult Education
REPORTING PERIOD COVERED (Required for current and three preceding years.)	☐ Title I Dislocated Worker
	☐ Title III Wagner-Peyser
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	☐ Title IV Vocational Rehabilitation
07/01/2017	06/30/2018	☐ Title I and Title III combined

MEASURABLE SKILL GAINS

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	4,574
Attainment of a secondary school diploma or its equivalent	1,812
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	N/A
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	N/A
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	N/A

A9: Outcomes and Accountability

Local Assessment

Analysis and Discussion

What's Next

- IELCE Provider Panel
- Credentials of Value and Meaningful Credit
- Connecting to Pathways to Opportunity
- Connecting to Guided Pathways
- Local Planning

Oregon IET and IELCE Provider Panel

LANE COMMUNITY COLLEGE

IELCE: Medical English

This course focuses on learning Medical English in order to prepare non-native speakers of English to enter training or careers in the Healthcare Industry. The focus is on careers that require less than 2 years of training with a special focus on exploring opportunities to study at LCC.

Adult Education and Literacy
- Develop study skills
- Develop common, academic, and domain specific vocabulary
- Determine a central idea of a text, lecture or discussion and how it is conveyed through particular details
- Follow a multistep procedure when completing assignments, carrying out experiments, taking measurements, or performing technical tasks
- Cite several pieces of textual evidence to support analysis of what the text says explicitly

Workforce Preparation
- Discussion about a health care text using academic vocabulary and domain-specific words, phrases and symbols
- Use academic Medical vocabulary appropriately to describe a procedure
- Interact with others in everyday conversations about health and well-being, using common expressions, colloquialism and slang
- Explain events, procedures, ideas, or concepts in a scientific or technical text, based on specific information in the text Medical career exploration
  - Develop digital literacy skills

Workforce Training
- Promotion to specific medical focus credit level Career Technical classes and integrated non-credit ABSE or ESL classes simultaneously

CENTRAL OREGON COMMUNITY COLLEGE

IET:

At COCC, we offer support courses to emerging bi-lingual students who are enrolled in the AAS in Early Childhood Education (ECE). The AAS in ECE prepares students to work in an early childhood education classroom, lead an early learning program, or work as a paraprofessional in public schools.

Adult Education and Literacy

At COCC, we offer support (or co-requisite) courses for the following courses in the AAS in ECE degree program: ED 265 – Children at Risk, PSY 215 – Developmental Psychology

SOC 201 – Intro to Sociology, and WR 60, WR 65, and WR 121 – various credit-writing courses (WR 121 is required). All support courses have learning outcomes and a syllabus and are taught by a qualified English Language Learning instructor.

Workforce Preparation

The workforce preparation takes place within the required credit courses in the ECE degree program and is re-enforced in the support courses.

Additionally, all of the IET students are enrolled in multiple courses each term as they pursue their AAS degree in ECE. All courses have student learning outcomes that are approved by the HECC and the office of CCWD.

Workforce Training

All IET students are required to participate in supervised field placement as part of their course work in the Early Childhood Education AAS program at COCC. The majority of the education (ED) courses in the AAS degree require 3 hours of supervised field placement per week. The students are supervised in the field by early learning specialists on site and are in constant contact with their ECE faculty advisors.

CHEMEKETA COMMUNITY COLLEGE

IET:

Early Childhood Education.
Students Earn two college certificates, Infant Toddler and Preschool Certificates which help them advance in their career. Courses are offered in 5 week chunks, with the core CTE course paired with an academic support course.

Adult Education and Literacy
College and Career Readiness Standards for Adult Education connected to CTE outcomes.
Example:
-CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Workforce Preparation

-Digital Literacy Skills
-Working with Others

Workforce Training
CTE ECE Course Outcomes
-Use techniques for listening, confrontation,, problem-solving, and dealing with values, collisions in personal and professional environments.
-Demonstrate knowledge of theories of infant and toddler development.

MT HOOD COMMUNITY COLLEGE

IELCE:
Nursing Assistant with VESL (Vocational English as a Second Language)

- Nursing Assistant training leads to Certified Nursing Assistant (CNA) after student successfully completes NAX course then take and passes Oregon State Board of Nursing certification exam
- 9 credits
- 6 months/2 terms
- Partners: Community groups such as the Immigrant and Refugee Center of Oregon, and El Programa Hispano, Home Forward (Housing Authority of Portland), others

Adult Education and Literacy

- 1st term: VESL classes only: 9 hours per week X 10 weeks contextualized English language instruction (nursing assistant and health care) (daytime)
  2nd term: 6 hours per week X 8 weeks VESL support classes (daytime)
- ELP Standard levels 3-4
- CCRS Reading Standard Anchors 1-5, 7 , 9-10; Writing Standard Anchors 1 – 7, Speaking and Listening Standard Anchors 1 – 6, Language Standard Anchors 1 – 6, Levels C and D, Mathematics Standards Level B

Workforce Preparation

- Employability Skills Framework skills emphasized and practiced in all courses (Perkins Collaborative Resource Network)
- Employment Preparation: resume, job search and application, interview skills through WorkSource Career Coach
- Employer Engagement through guest speakers, student visits to long-term care facilities, clinical practice

Civics Education

Rights and responsibilities in health care; laws governing CNAs and workers in Oregon and the U.S.; on the job safety; emergency response and disaster preparedness

Workforce Training

- 2nd term: Nursing Assistant training course: 8 weeks of 10 hours per week, 80 hours lecture and 80 hours laboratory practice of nursing assistant skills
- followed by 80 hours of supervised clinical practice at a long-term care facility
- Review sessions prior to state CNA exam
- Separate cohort for ESOL students

V. CREDENTIALS, PATHWAYS TO OPPORTUNITY AND GUIDED PATHWAYS

V. Credentials, Pathways to Opportunity and Guided Pathways

Credentials of Value and Meaningful Credit

- Credentials of Value
  - College credential: 2-year, >1 year, 1-year, LTOY, CPCC, COC, NCTC
  - Industry recognized credential
- Meaningful Credit
  - Part of an Associates Degree
  - Students see themselves as a college student
    - Legitimizes a student's course of study
  - Leads student to next step in the degree
- Wisconsin TAACCCT Grant

National Skills Coalition: *Defining Quality Non-Degree Credentials for States*

A quality non-degree credential is:

one that provides individuals with the means to equitably achieve their informed employment and educational goals. There must be valid, reliable, and transparent evidence that the credential satisfies the criteria that constitute quality.

National Skills Coalition: *Defining Quality Non-Degree Credentials for States*

Principles

- Student-focused
- Support equitable credential attainment
- Valid, reliable, and transparent
- Flexibility in operationalizing the definition, while safeguarding quality
- Public process

Criteria

- Substantial job opportunities
- Transparent evidence of the competencies mastered by credential holders
- Evidence of the employment and earnings outcomes of individuals after obtaining the credential
- Stackability to additional education or training

National Skills Coalition

State Policy Recommendations

✓ Codify or regulate quality criteria

✓ Expand state financial aid and other training funds

✓ Expand non-tuition supportive services

✓ Expand career counseling capacity

✓ Support development of industry partnerships

✓ Expand apprenticeship and other work-based learning models

✓ Support stackable credentials

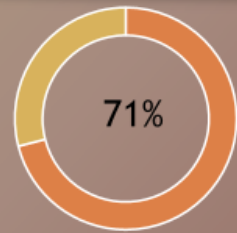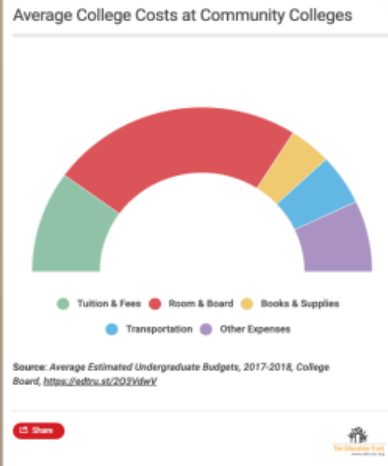✓ Invest in integrated education and training programs

NATIONAL SKILLS COALITION

Connecting to Pathways to Opportunity

- Pathways to Opportunity is a statewide initiative closing opportunity gaps and increasing economic mobility by expanding the federal, state, and local resources available to low-income students so more individuals can attend and complete college.

- Report and more info:
  https://www.pcc.edu/about/administration/president/pathways/

Unmet Need

Average College Costs at Community Colleges

- Tuition & Fees
- Room & Board
- Books & Supplies
- Transportation
- Other Expenses

Source: Average Estimated Undergraduate Budgets, 2017-2018, College Board, https://edtru.st/2O3VdwV

Share

71% public 2 yr. students with unmet financial need[1]

Unmet need is a significant barrier to student enrollment and completion, and the lack of public policies to address it poses a significant challenge to improving access and advancing equity within postsecondary education.[1]

1 Walizer, Lauren. CLASP, *When Financial Aids Falls Short*, December 2018

Housing and Food Insecurity

GAO Study (2019):

2 million college students are likely **eligible for SNAP, but not accessing the benefits**

7.3 million college students are **at risk for food insecurity** (likely many more)

#REALCOLLEGE	Community Colleges	4-year Colleges and Universities
Food Insecurity	42-56%	36-41%
Housing Insecurity	46-60%	36-48%
Homelessness	12-18%	9-14%

the hope center

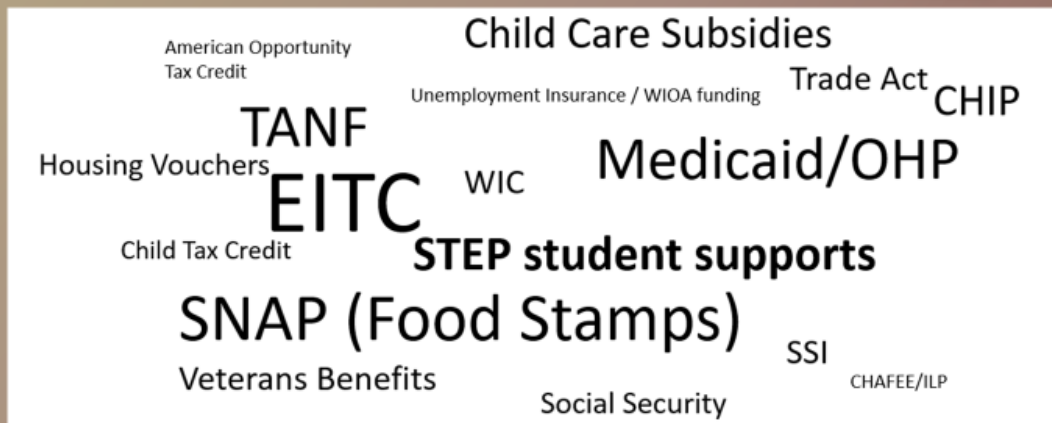Dr. Sara Goldrick-Rab's presentation, Pathways to Opportunity Spring Summit: May 2, 2019

Policy Matters

"OREGON IS THE FIRST STATE TO ENACT LEGISLATION THAT INSTRUCTS STATE AGENCIES AND COLLEGES TO BETTER ALIGN PUBLIC BENEFITS TO SUPPORT POSTSECONDARY ATTENDANCE FOR STUDENTS WITH LOW INCOMES..."

Source: New CLASP report, by leading researcher, Amy Ellen Duke-Benfield,
Leveraging Public Benefits to Improve States' Postsecondary Access and Completion

Benefit Access = College Access

American Opportunity Tax Credit
Child Care Subsidies
Unemployment Insurance / WIOA funding
Trade Act
CHIP
TANF
Housing Vouchers
Medicaid/OHP
EITC
WIC
Child Tax Credit
STEP student supports
SNAP (Food Stamps)
SSI
Veterans Benefits
Social Security
CHAFEE/ILP

STEP – Where Policy and Practice Meet

- **STEP = SNAP Training Employment Program (SNAP 50/50)**

- Community College Consortia = All 17 CC's

- **SNAP 50/50** is a federal reimbursement grant where providers are reimbursed for 50% of their expenses for new, expanded, or enhanced services that support SNAP recipients to achieve their education and career goals and increase their economic mobility

- **The 50% reimbursement goes directly to supporting students** in the STEP programs—with success coaching and funding to help with unmet financial need (gap funding for tuition, fees, books, tools, bus pass, parking pass, etc.)

SNAP Expansion

DHS expanded SNAP student eligibility significantly to address food insecurity a dn hunger amongst students! This should result in more students being able to access SNAP and remain eligible throughout their college pathway.

Students who are income eligible do not have to meet work requirements when they are:

- Enrolled in an education program that leads to a career and can be expected to be completed in four years or less. Verification is not required. Instead students need to be prepared to have a conversation with their DHS Benefits Eligibility Worker about how their college plan will lead to a career.

Benefits Increase College Access & Completion

COA Components
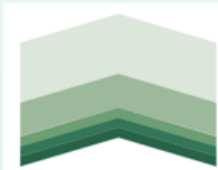
- 48% Room/board
- 27% Tuition/fees
- 8% Personal exp.
- 8% Books/supplies
- 8% Transportation

Oregon CC Student Cost of Attendance,
HECC Snapshot, 2017-2018

BENEFIT	FUNDING FOR YEAR: BENEFITS TO MEET NEEDS
SNAP	$2,304
SNAP 50/50: Gap funding tuition/fees one term, books, transportation ongoing	$3,450
EITC (average)	$2,488
TOTAL Benefits:	**$8,242**

Holistic approach to serving students, that addresses both academic and non-academic needs to increase college access, completion, and connection to careers that offer economic mobility and meet industry demand.

Next Steps and Opportunities

- Expanding Pathways to Opportunity Coalition to close opportunity gaps and increase economic mobility across state = continuing national recognition and leadership position for Oregon and PCC

- Collective impact: collaboration and work between our students, student leaders, faculty, staff, administrators, anti-poverty advocates, state agencies, and community –based organizations

- Continuing to push on policies and programs to increase equitable student success and opportunity

- Meeting needs of students, community, and employers for advance economic mobility

Connecting to Guided Pathways

- Guided Pathways
  - Comprehensive institutional redesign
  - Systemic reforms to policy and practice
- Alignment between Career Pathways and Guided Pathways
  - Pre-college onramps/pre-pathways – often the first point of entry for students
  - Not all students enter the college via the "traditional" route
  - Addresses middle-skills gap

17 OCCA
Oregon Community College Association

Cam Preus, Executive Director

The OCCA Vision

Oregon Community Colleges are deeply engrained in our communities, focused on being student ready, dedicated to equitable student success through the elimination of achievement gaps, narrowing economic disparities, and preparing students to engage with the world they encounter.

The Oregon Student Success Center Mission

The Oregon Student Success Center will inspire, mobilize, and support Oregon's community colleges to create equitable success for all students, especially those historically underserved and marginalized.

The Oregon Career Pathway Alliance Goal

To ensure that all Oregonians can obtain the skills to enter and advance in demand occupations leading to higher learning and higher earnings
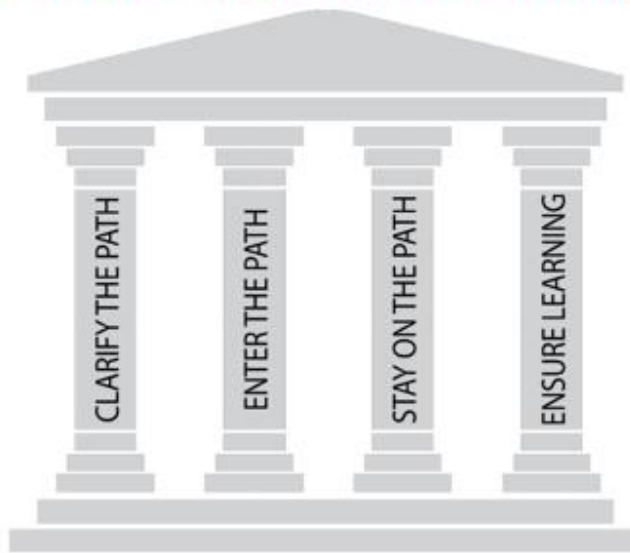
Oregon Guided Pathways Project

- Cohort Based
  - Cohort A launched in May 2018
  - Cohort B launched in May 2019
  - Cohort C to be launched in November 2020
- Institute Model
  - Series of four, two-day institutes over a two-year period

Four Pillars of Guided Pathways

Aligning Programs, Practices, Systems

1 Map paths to student end goals
- Meta-majors
- Program maps
- Career + transfer information
- Math pathways

2 Help students get on a path
- Early career/transfer exploration
- Academic and financial plan
- Integrated & contextualized academic support

3 Keep students on path
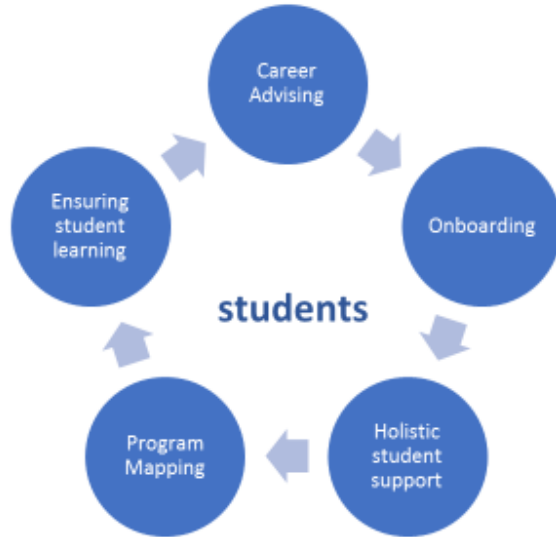- Monitoring progress on plan
- Intrusive support
- Frequent feedback
- Predictable scheduling

4 Ensure students are learning
- Field-specific learning outcomes
- Active learning throughout
- Field-relevant experiential learning
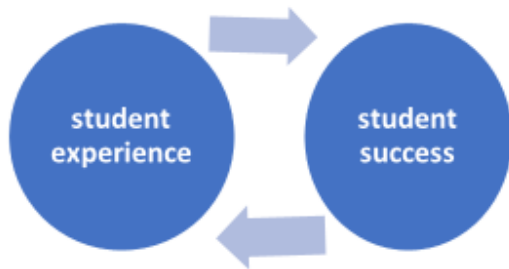
Collaboration = Silo Spanning

Integrated Education and Training

Career Pathway Framework

Alignment exists already

- Student demographics
- Designed for students
- Integrated education
- Holistic supports
- Learning metrics
- Partnerships
- Equity

Equality

Equity

17occa
Oregon Community College Association

Summit: Alignment Opportunities

- Populations – low income adults

- Design – career pathways; programs of study; guided pathways

- Delivery – integrated education and training; credentials

- Metrics – by population; by race/ethnicity; recognized postsecondary credential & continued education/employment

- Partnerships – WIOA/Perkins – time to make it real!

- Funding – the real funds are in federal financial aid – use it!

VI. GET READY, GET SET: LOCAL PLANNING

VI. Get Ready, Get Set: Local Planning

Planning Tools

- CLASP
- Virginia
- Oregon (draft)

Defining IET

INTEGRATED EDUCATION & TRAINING

"…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."

(34 CFR §463.35).

Adult Education & Literacy

"…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills…"   (34 CFR §463.34).

Workforce Training

"may include
(i) occupational skill training…;
(ii) on-the-job training;
(iii) incumbent worker training…;
(iv) programs that combine workplace training with related instruction…:
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs…;
(ix) job readiness training provided in combination with services…(i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

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IET STANDARDS

To ensure quality, each component is based on established standards.

To design a single set of learning outcomes, practitioners will identify needed skills within each component and create an integrated syllabus.

See Writing Quality Integrated Learning Outcomes from Washington State's I-BEST Program.

Adult Education & Literacy Sample Standards

- College and Career Readiness Standards for Adult Education (CCRS) or your state's adult education standards

Workforce Preparation Sample Standards

- Employability Skills Framework
- Northstar Digital Literacy
- Academic, Career, & Employability Skills
- New World of Work

Workforce Training Sample Standards

- Career and technical education course objectives
- Industry credentials
- Registered apprenticeship standards
- Occupational credentialing or licensing standards
- Employer defined standards

www.clasp.org

What's your IET?   What's your IELCE?

IET

Adult Education & Literacy

Workforce Preparation

Workforce Training

www.clasp.org

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VIRGINIA DEPARTMENT OF EDUCATION

2018-2019 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Region and Locality:

Teachers:

Notes:

Occupation/Career Cluster:

Credential(s) Offered:

Training Partner(s):

Employer Partner(s):

Length of Course [Date] to [Date]: to

Salary Range for Target Job:

Weekly Schedule:

Shared Learning Objectives, with standards noted as applicable:

1.
2.
3.

Co-Planning and Communication Activities:

Adult Ed and Literacy Instruction	**Workplace Preparation Activities**	**Training Services**
Activities:	Activities:	Activities:
Materials:	Materials:	Materials:

Timeline: July to June (Note: Each column should equal 100%; all three components should be included)

Activity %:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
ABS												
Workforce Prep												
Training												

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

2018-2019 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students:

Name	Student ID	Indicate agency providing training (example: AEFLA, WIOA Title I, employer)	Training costs
		Subtotal of training costs provided by AEFLA dollars	0

Comments:

Virginia Department of EDUCATION

2018-2019 INTEGRATED EDUCATION AND TRAINING PLANNING TOOL

Region and Locality:

Grant Funding Source:

Occupation/Career Cluster:

Teachers:

Credential(s) Offered:

Employer Partner(s):

Length of Course [Date] to [Date]: to

Salary Range for Target Job:

Weekly Schedule:

Shared Learning Objectives, with standards noted as applicable:

1.
2.

Co-Planning and Communication Activities:

Adult Education and Literacy Instruction

1. Activities:
2. Materials:

Workplace Preparation Activities

1. Activities:
2. Materials:

Training Services

1. Activities:
2. Materials:

Timeline: (Note: Each month should equal 100%; all three components should be included)

1. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:
2. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:
3. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:
4. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:
5. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:
6. Month:
   Adult Education & Literacy Percentage:
   Workforce Preparation Percentage:
   Training Percentage:

Support Services Provided (indicate agency providing services):

Employment Placement Activities (indicate agency providing services):

Students:

1. Name:
   Student ID:
   Indicate agency providing training (example: AEFLA, WIOA Title I, employer):
   Training costs:

Total of training costs provided by AEFLA dollars:

Oregon (draft)

Integrated English Literacy and Civics Education Program Planning Tool

Name of Program:			
Target Audience / Skill Level:			
Occupation/ Career Cluster:		**Job Objective:**	
Next Education/ Training Step (part of a pathway?)		**Assessments:**	
Program Partners:		**Instructors:**	
ABS		*CTE*	
CTE		*ABS*	
Workforce Development		*Civics Education: Workforce Prep.*	
Employers		*Employability Skills*	
Other		*Other*	
Credentials:		**Duration:**	
Education		*# of weeks/terms*	
Industry-Recognized		*# hours CTE/week*	
# Credits:		*# hours ABS/week*	
Financial Aid Eligible?		*# hours Employment Prep*	
Cohort of students?		**Separate cohort classes or blended with other students? Other?**	
Navigator/ Career Coach:			
Support Services Offered:	a) b) c) d)		
☐ **Attach Course Descriptions: CTE, ABS, Employment Preparation**			

Program Design: Concurrent

Name of Program:			
Concurrent Components	**Aligned**	**Partially Integrated**	**Fully Integrated**
Adult Education and literacy activities as described in 463.30	Term 1: Vocational ESL Terms 2-4: Concurrent with occupational training	All three components are integrated throughout each term of the program	
Workforce preparation activities as described in 463.34	All Terms		
Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.	Term 2-4: Concurrently with VESL instruction		
Civics Education			
Instructor Planning and Communication Activities Required			

Instructional Design

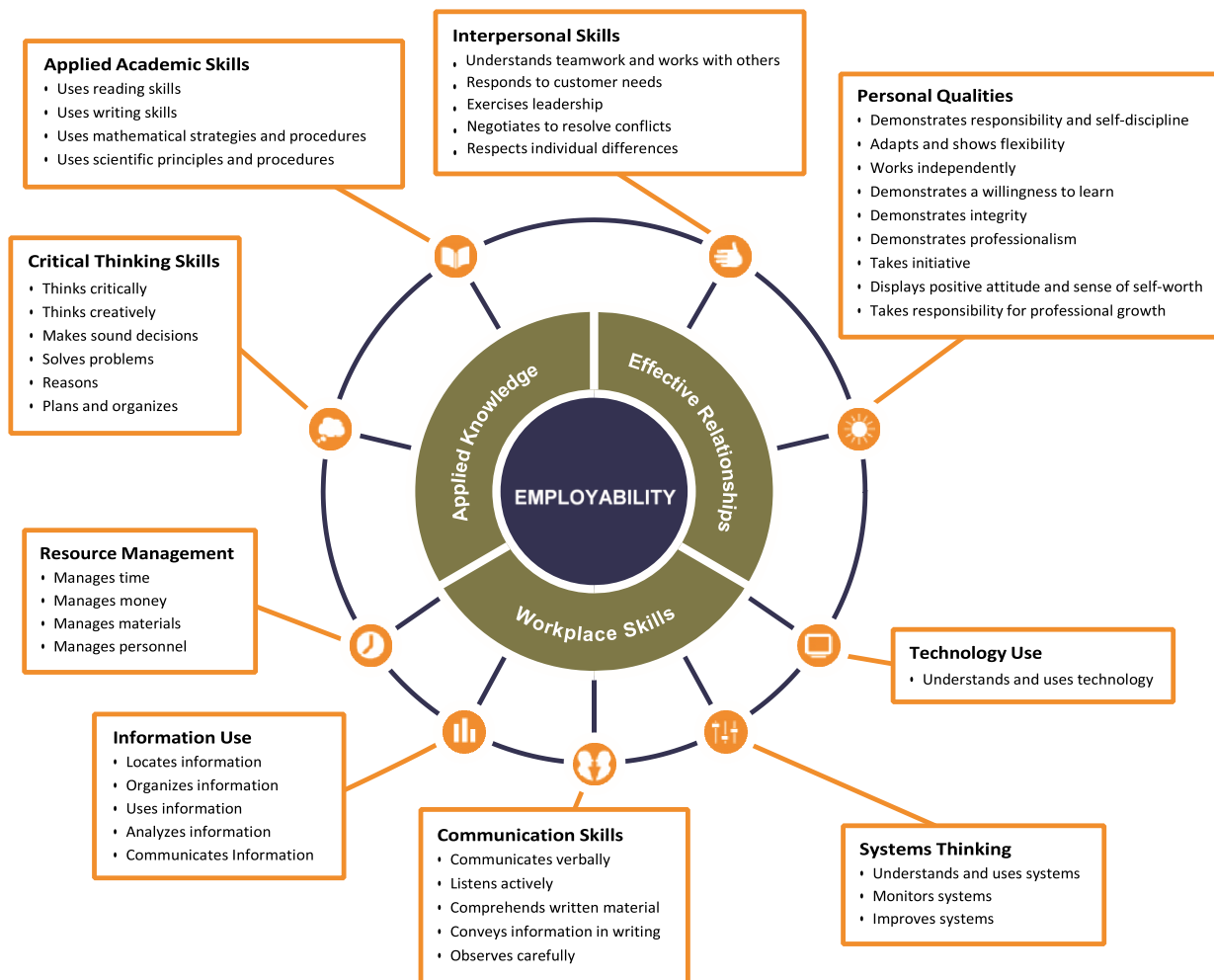| Name of Program:					
Activities	Description of Contextualization	Single Set of Learning Objectives	CCRS Alignment	Employability Skills	Civics Education
Adult Education and Literacy Activity					
Workforce Preparation					
Workforce Training					

EMPLOYABILITY SKILLS FRAMEWORK

Employability Skills: A Crucial Component of College and Career Readiness
Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called "**employability skills**."

Applied Academic Skills
• Uses reading skills
• Uses writing skills
• Uses mathematical strategies and procedures
• Uses scientific principles and procedures

Interpersonal Skills
• Understands teamwork and works with others
• Responds to customer needs
• Exercises leadership
• Negotiates to resolve conflicts
• Respects individual differences

Personal Qualities
• Demonstrates responsibility and self-discipline
• Adapts and shows flexibility
• Works independently
• Demonstrates a willingness to learn
• Demonstrates integrity
• Demonstrates professionalism
• Takes initiative
• Displays positive attitude and sense of self-worth
• Takes responsibility for professional growth

Critical Thinking Skills
• Thinks critically
• Thinks creatively
• Makes sound decisions
• Solves problems
• Reasons
• Plans and organizes

(center diagram)
Applied Knowledge
Effective Relationships
EMPLOYABILITY
Workplace Skills

Resource Management
• Manages time
• Manages money
• Manages materials
• Manages personnel

Technology Use
• Understands and uses technology

Information Use
• Locates information
• Organizes information
• Uses information
• Analyzes information
• Communicates Information

Communication Skills
• Communicates verbally
• Listens actively
• Comprehends written material
• Conveys information in writing
• Observes carefully

Systems Thinking
• Understands and uses systems
• Monitors systems
• Improves systems

Common Framework for Employability Skills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

http://cte.ed.gov/employabilityskills

Sponsored by Oregon HECC/CCWD, Oregon Council for Adult Basic Skills Development, and Oregon Pathways Alliance

Employability Skills Framework

http://cte.ed.gov/employabilityskills

The Employability Skills Framework advances a unifying set of skills that cuts across the workforce development and education sectors based on an inventory of existing employability skills standards and assessments.

The Employability Skills Framework was developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Oce of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies.

Instructor: _____

Lesson Topic: _____

Activities that reinforce Employability Skills:_____ _____

_____

_____

_____

_____

Employability Skills Lesson Components	Included in Lesson?		Notes
	Yes	No	
APPLIED KNOWLEDGE			
Applied Academic Skills Applied academic skills are evident daily in homework assignments, classwork, and Q&A exchanges during lessons.	Reading skills Students apply/demonstrate reading skills by interpreting written instructions/project directions and constructing responses, using print and online materials as resources, completing worksheets, and seeking clarification about what they have read.		
	Writing skills Students rely on writing skills to construct lab reports, posters, and presentation materials, take notes, and compose responses to essay questions.		
	Math strategies/procedures Students use computational skills appropriately and make logical choices when analyzing and differentiating among available procedures. Outside of math class, this includes		

		Included in Lesson?		Notes
		Yes	No	
	creating/interpreting tables and graphs and organizing/displaying data.			
	Scientific principles/procedures Students follow procedures, experiment, infer, hypothesize (even as simple as "what if we do it this way"),and construct processes to complete a task (can occur outside of math/science classes).			
Critical Thinking Skills Critical thinking skills are evident in homework, group work, project-based tasks, and presentations.	Thinks creatively Students create innovative and novel ideas/solutions and display divergent thinking. This can be seen in oral presentations and creative writing assignments, open-ended tasks, and project design.			
	Thinks critically Students display analytical and strategic thinking. This can be seen in debating an issue, converging on an understanding, assessing a problem, and questioning (playing devil's advocate).			
	Makes sound decisions Students differentiate between multiple approaches and assess options (could be linked to thinking critically).			
	Solves problems Students assess problems involving the use of available resources (personnel and materials) and review multiple strategies for resolving problems (could be linked to thinking creatively).			
	Reasons Students negotiate pros/cons of ideas, approaches, and solutions and analyze options using "if-then" rationale.			
	Plans/organizes Students plan steps, procedures, and/or approaches for addressing tasks. This occurs naturally in most assignments, ranging from solving one problem to completing a long-term project.			

Employability Skills Lesson Components	Included in Lesson?		Notes
	Yes	No	
EFFECTIVE RELATIONSHIPS			
Interpersonal Skills Interpersonal skills are almost always displayed when students work in pairs or teams to complete short-term or long-term tasks.	Understands teamwork and works with others Students participate in cooperative groups or with a partner, contribute fairly to the task, and show respect to others.			
	Responds to customer needs Students help fellow students			

	understand tasks, find resources, and fulfill assigned roles (think of fellow students as customers).			
	Exercises leadership
Students participate as team leaders or effective team members in project assignments and organize work to meet project goals and team roles.			
	Negotiates to resolve conflict
Students keep team members on track, suggest alternatives, and discuss options (can be as much about agreement as conflict).			
	Respects individual differences
Students listen to and consider all team members' ideas, respond supportively to ideas given in class or in teams, and work well with all teammates.			
Personal Qualities
Personal qualities are routinely displayed in students' everyday actions in the classroom — how they participate in lessons, communicate, contribute to the learning environment, treat their fellow students, and govern themselves.	Demonstrates responsibility and self-discipline
Students actively participate in class, asking questions, volunteering answers, completing/submitting assignments, and working well in groups.			
	Adapts and shows flexibility
Students adapt easily to different modes of instruction and different types of assignments.			
	Works independently
Students commit to time-on-task during class and begin work without fanfare.			
	Demonstrates a willingness to learn
Students are cooperative and noticeably engaged.			
	Demonstrates integrity
Students treat work assignments with respect in that work is either original or credited correctly.			
	Demonstrates professionalism
Students treat others and work assignments with respect. All ideas are considered and work is either original or credited correctly.			
	Takes initiative
Students commit to time-on-task during class and begin work without fanfare. This is also evident during teamwork.			
	Displays a positive attitude and sense of self-worth
Students contribute positively to the class.			
	Takes responsibility for professional growth
Students are active listeners, seeking clarification and understanding when needed.			

Employability Skills Lesson Components		Included in Lesson?		Notes
		Yes	No	
WORKPLACE SKILLS				
Resource Management Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time.	Manages time Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments.			
	Manages money Students manage money in group projects requiring allocation of limited finances and resources (i.e. designing/marketing a toy, flipping a house, or planning a trip).			
	Manages resources Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel.			
	Manages personnel Students gain experience managing personnel (i.e. each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation.			
Information Use Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can be as simple as looking up one piece of information to writing a term paper or preparing an oral presentation.	Locates Students use analytical strategies to determine the best medium for finding necessary information.			
	Organizes Students use any graphic organizer— outline, concept map, organization chart, tables, etc. to sort information/data.			
	Uses Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete task.			
	Analyzes Students assess information to determine which is relevant (does not have to be a mathematical analysis).			
	Communicates Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class.			
Communication Skills Routinely displayed in students' everyday	Communicates verbally Students provide oral responses. Evidence ranges from impromptu short			

actions in the classroom — how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves.	answers during a lesson to completing a formal oral presentation.			
	Listens actively Students are noticeably engaged through notetaking, questioning, and responding.			
	Comprehends written material Students use/demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read.			
	Conveys information in writing Students rely on writing skills to organize lab reports, posters, presentation materials and to take notes and reply to essay questions.			
	Observes carefully Students interpret verbal and nonverbal communication efforts of others.			
Systems Thinking A team working in sync to accomplish an assignment can be thought of as a system.	Understands and uses systems Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team.			
	Monitors systems Students devise methods to assess team (system) progress.			
	Improves systems Students negotiate mid-course corrections, adaptations to team (system) tasks if necessary.			
Technology Use In the classroom and workplace, technology skills typically refer to the use of digital electronics.	Understands and uses technology Students often rely on various digital technologies for calculating, collecting and displaying data, conducting research, creating presentations, and writing reports.			

A10: Local Planning

1. Synthesize your state of readiness
2. Identify a component that needs work
3. Identify your key supporters
4. Plan next steps

Key Tools and Resources

- *Tools and Resources* in your Resource Guide
- LINCS

TOOLS AND RESOURCES

Career Pathways

[Alliance for Quality Career Pathways (CLASP)](#)

[Charting a Path (Seattle Jobs Initiative)](#)

[Career Pathways Checklist (OCTAE, 2017)](#)

[Career Pathways Planner (OCTAE, 2016)](#)

[Career Pathways Toolkit (DOL, 2016)](#)

[JFF: What Works for Adult Learners](#)

Integrated Education and Training (IET)

IET Planning and Development

[Integrated Education and Training (IET) Checklist](#)

[Implementing IET in Rural Settings: Webinar](#)

[Examples of IET (CLASP, 2018)](#)

[IET: Implementing Programs in Diverse Contexts (NCTN, 2017)](#)

Integrated English Literacy and Civics Education (IELCE)

IELCE Planning and Development

[Integrated English Literacy and Civics Education (IELCE) Self-Assessment](#)

[Integrated English Literacy and Civics Education (IELCE) Checklist](#)

Civics Education

[CA Civic and IELCE Objectives](#)

[EL/Civics Online](#)

[US Government Civics and Citizenship Toolkit](#)

[VA Civics It Up](#)

IELCE Examples

[CA: San Juan IELCE](#)

IET, IELCE, CP Curriculum and Instruction

[ABE Teaching and Learning Advancement System, Minnesota](#)

[Course Design Resources from Minnesota ABE (ATLAS)](#)

[Curriculum Integration Tools and Examples (ConnectEd California)](#)

[Developing Basic Skills Curriculum for IET (ISAL, 2017)](#)

[IET Teaching Models (CA DOE, 2017)](#)

[Integrating Curriculum (NIFL White Paper, 2010)](#)

[Integrated Education and Training Library, Penn State](#)

[National College Transition Network](#)

[World Education E-Learning](#)

Adult College and Career Readiness Standards

[College and Career Readiness Standards for Adult Education (OCTAE, 2013)](#)

[LINCS Resource Collection on College and Career Standards](#)

[Northstar Digital Literacy](#)

Advising and Navigation

[Appreciative Advising](#)

[Navigation as a System (Seattle Jobs Initiative, 2017)](#)

College and Career Awareness Curriculum

[Career Foundations Curriculum (Women Employed)](#)

[Blending College Preparation and Career Development (COABE Journal, 2018)](#)

[Integrating Career Awareness (NCTN, 2009)](#)

Corrections Education

[Corrections Education (OCTAE)](#)

CTE and Adult Education

[Better Together: Adult Education and CTE Collaborations (NSC)](#)

Career Pathways in Career and Technical Education (CLASP, 2019)

Perkins Collaborative Resource Network (OCTAE)

Credentials

Credential Currency (ESG, 2018)

Expanding Opportunities: Defining Quality Non-Degree Credentials (NSC, 2019)

Stackable Credentials Policy Toolkit (NCS, 2016)

Stackable Credentials Within Three State Systems (CCRC, 2016-18)

Employability Skills

Employability Skills Framework (OCTAE/PCRN)

Employability Skills Professional Development (AIR)

Guided Pathways

Better Together: Career and Guided Pathways (CLASP, 2018)

Oregon Guided Pathways Project (OCCA)

What We Know About Guided Pathways (CCRC, 2015)

Pre-Apprenticeship

Broadening the Apprenticeship Pipeline (NSC, 2018)

JFF's Pre-Apprenticeship Framework (JFF, 2019)

Pre-Apprenticeship Guide (DOL)

Pre-Apprenticeship Program Toolkit (DOL)

U.S. Department of Education

Adult Education and Family Literacy Act (AEFLA) Resource Guide

LINCS (general)

LINCS: Resources for Building Opportunities (AEFLA, IELCE, IET)

U.S. Department of Education

Roadmap for Racial Equity (NSC, 2019)

LINCS

What is LINCS?

WHAT IS LINCS?

LINCS, the Literacy Information and Communications System, is an initiative of the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). LINCS aims to expand evidence-based practice in the field of adult education. The LINCS website provides high-quality, on-demand educational opportunities to practitioners of adult education, so those practitioners can help adult learners successfully transition to postsecondary education and 21st century jobs.

COMMUNITY OF PRACTICE	LEARNING PORTAL	RESOURCE COLLECTION	LEARNER CENTER	LINCS FOR STATES

How Can LINCS Help You?

- A **Resource Collection** containing high-quality, evidence-based materials in 16 topic areas critical to the field

- A **Learner Center** that connects adult learners to free online resources to reach life goals

- An online **Community of Practice** where you can share and collaborate with your peers

- A **Learning Portal** where you can engage in self-paced and facilitated professional development courses

- A **Professional Development Center** that provides evidenced-based professional development activities

New LINCS Quick Reference Guide

LINCS COMPONENT	INSTRUCTORS	PROGRAM ADMINISTRATORS	PROFESSIONAL DEVELOPERS	STATE STAFF	ADULT LEARNERS
Community	✓	✓	✓		
Learning Portal	✓	✓	✓	✓	
Resource Collection	✓	✓	✓	✓	
State Resources				✓	
Learner Center					✓

Don't Miss a Beat; Connect with LINCS

- Join the **Community**: https://community.lincs.ed.gov
- Access the **Learning Portal**: http://lincs.ed.gov/courses
- Search the **Resource Collection**: http://lincs.ed.gov/collections
- Explore the **Learner Center**: https://learner.lincs.ed.gov/
- Follow the latest updates: **@LINCS_ED**
- Join our professional group: **LINCS_ED**
- Watch webinar archives and more: **LincsEd**

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Thank you!

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