ipdae INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

Integrated Education and Training (IET) Boot Camp

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

1

WELCOME ADDRESS

June Rall
Director
Florida IPDAE

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2

Training Facilitator

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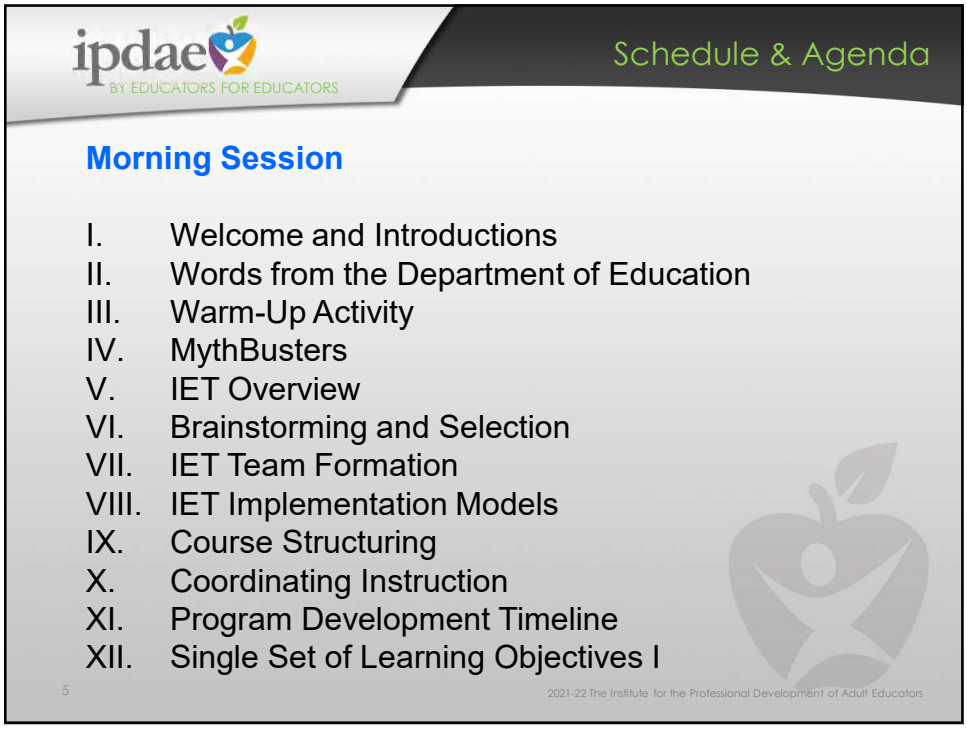
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Schedule & Agenda
Morning Session
I. Welcome and Introductions
II. Words from the Department of Education
III. Warm-Up Activity
IV. MythBusters
V. IET Overview
VI. Brainstorming and Selection
VII. IET Team Formation
VIII. IET Implementation Models
IX. Course Structuring
X. Coordinating Instruction
XI. Program Development Timeline
XII. Single Set of Learning Objectives I
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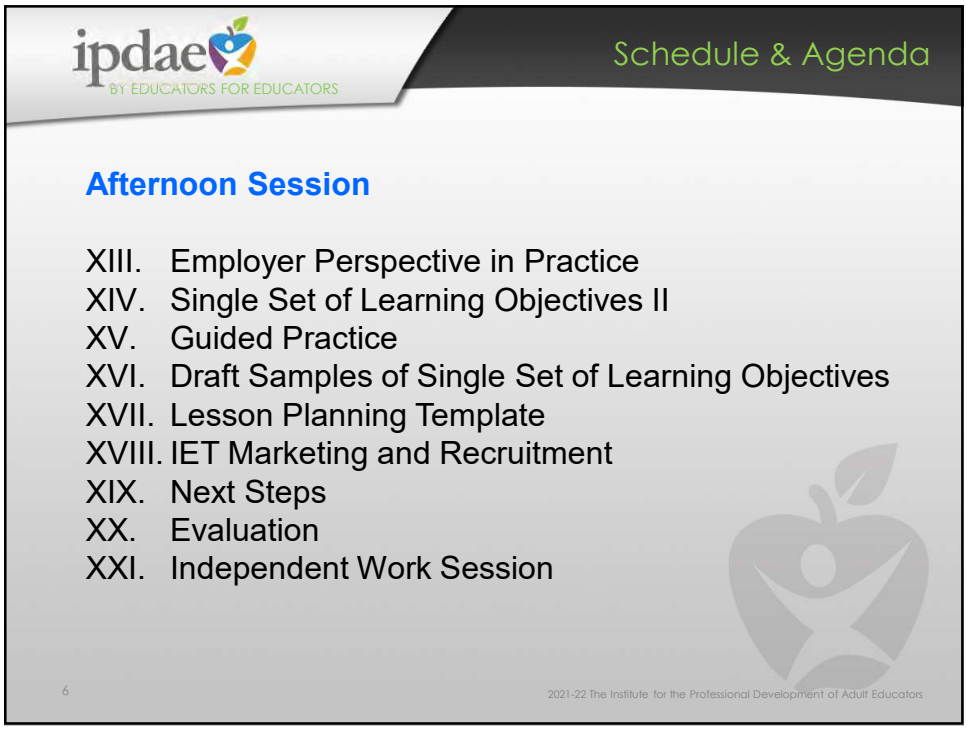
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Schedule & Agenda
Afternoon Session
XIII. Employer Perspective in Practice
XIV. Single Set of Learning Objectives II
XV. Guided Practice
XVI. Draft Samples of Single Set of Learning Objectives
XVII. Lesson Planning Template
XVIII. IET Marketing and Recruitment
XIX. Next Steps
XX. Evaluation
XXI. Independent Work Session
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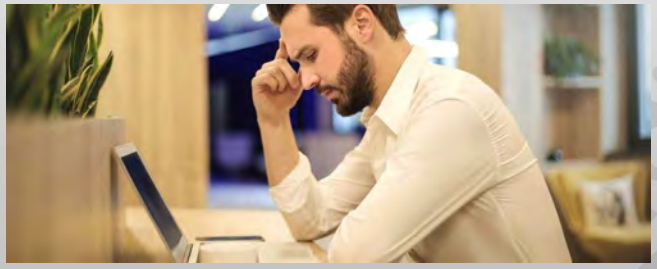
Warm-Up Activity

Winner/Loser (Length: 2 Minutes)

1. Find a partner and introduce yourself.
2. Each person will take turns stating a challenging experience they've had in their life or career.



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Warm-Up Activity

Winner/Loser

1. Describe your partner's experience using only positive terms.
2. For instance, one person might say that their water heater broke this morning. The partner might describe it more positively by saying that *the broken water heater forced their partner to bathe in cold water which helped in waking-up, improved blood circulation, and gave his/her skin and hair a healthy glow.*

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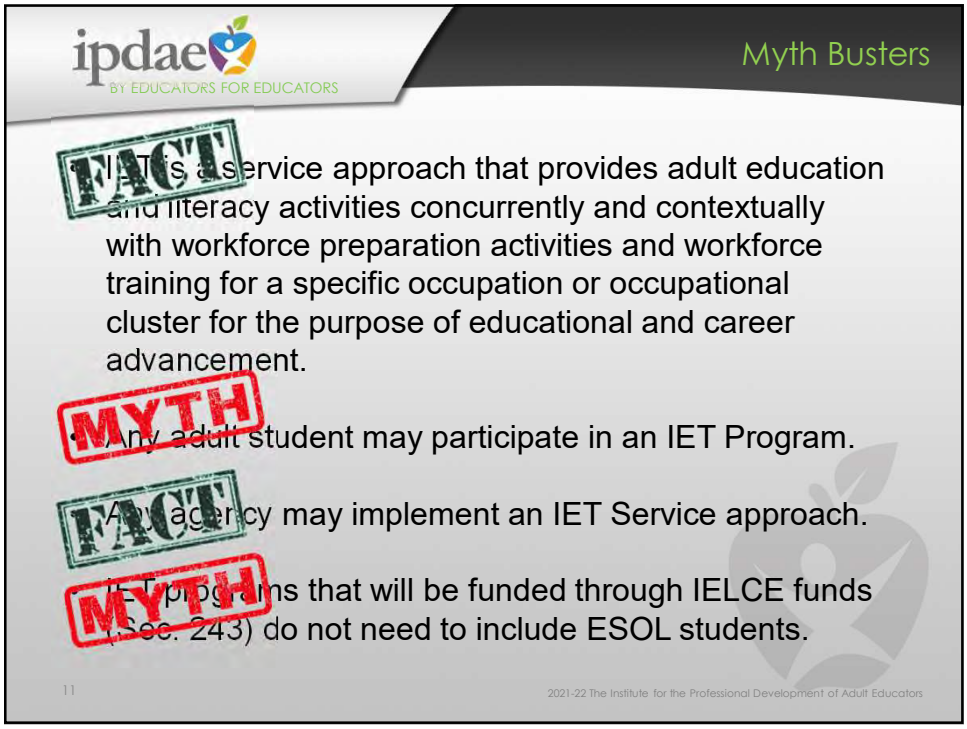
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Myth Busters
FACT
IET is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
MYTH
Any adult student may participate in an IET Program.
FACT
Any agency may implement an IET Service approach.
MYTH
IET programs that will be funded through IELCE funds (Sec. 243) do not need to include ESOL students.
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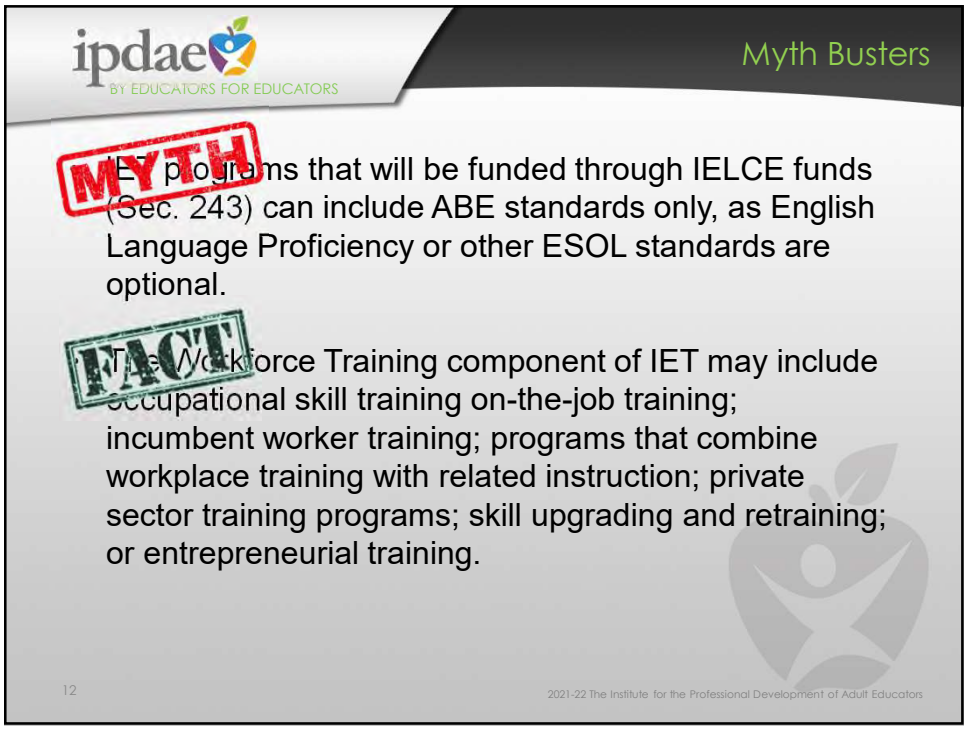
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Myth Busters
MYTH
IET programs that will be funded through IELCE funds (Sec. 243) can include ABE standards only, as English Language Proficiency or other ESOL standards are optional.
FACT
The Workforce Training component of IET may include occupational skill training on-the-job training; incumbent worker training; programs that combine workplace training with related instruction; private sector training programs; skill upgrading and retraining; or entrepreneurial training.
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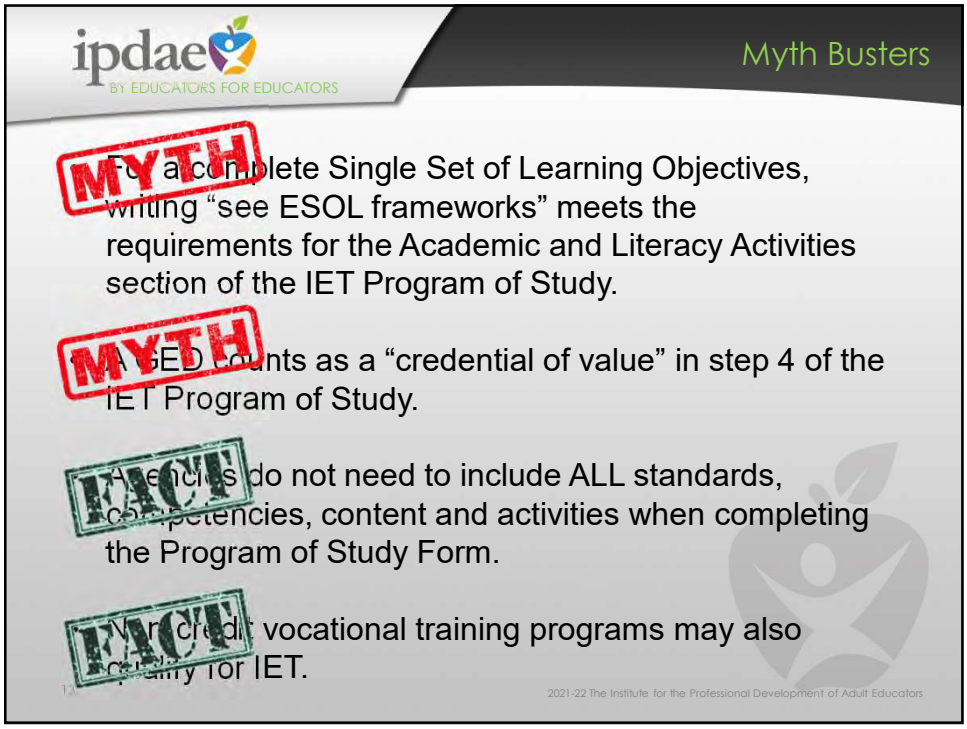
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Myth Busters
MYTH
For a complete Single Set of Learning Objectives, writing "see ESOL frameworks" meets the requirements for the Academic and Literacy Activities section of the IET Program of Study.
MYTH
A GED counts as a "credential of value" in step 4 of the IET Program of Study.
FACT
Agencies do not need to include ALL standards, competencies, content and activities when completing the Program of Study Form.
FACT
Non-credit vocational training programs may also qualify for IET.
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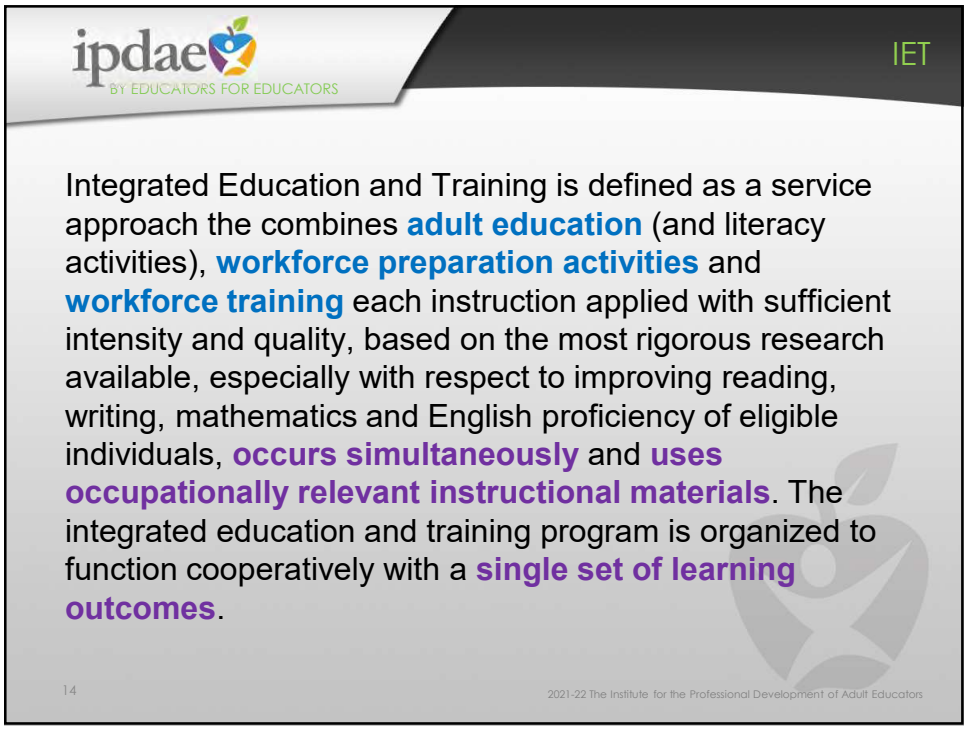
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IET
Integrated Education and Training is defined as a service approach the combines adult education (and literacy activities), workforce preparation activities and workforce training each instruction applied with sufficient intensity and quality, based on the most rigorous research available, especially with respect to improving reading, writing, mathematics and English proficiency of eligible individuals, occurs simultaneously and uses occupationally relevant instructional materials. The integrated education and training program is organized to function cooperatively with a single set of learning outcomes.
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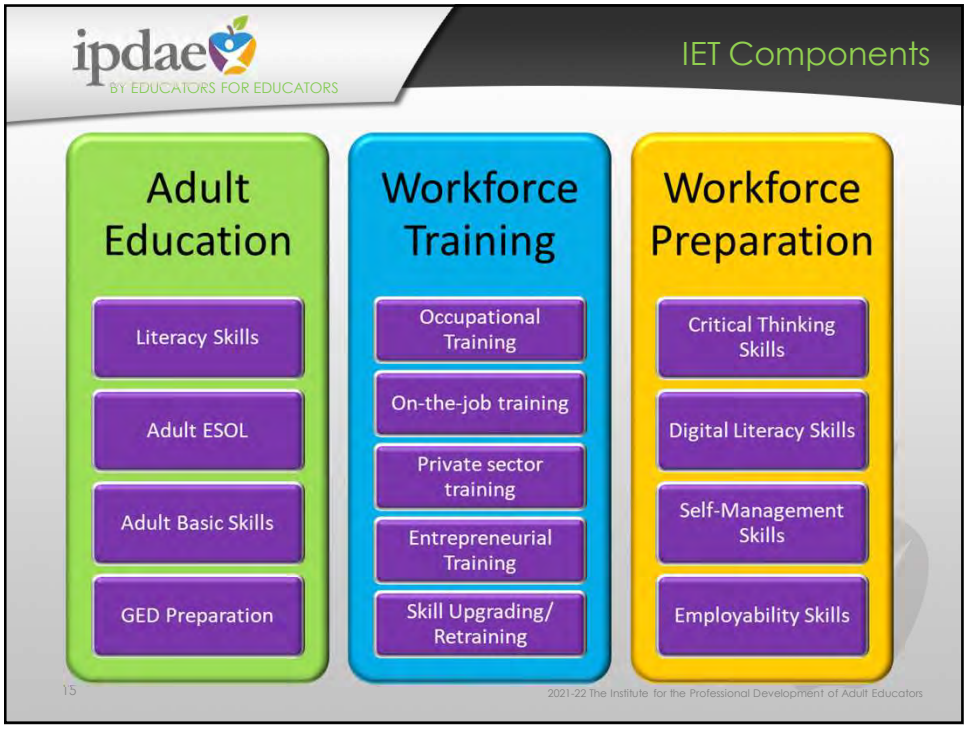
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IET Components
Adult Education
Literacy Skills
Adult ESOL
Adult Basic Skills
GED Preparation
Workforce Training
Occupational Training
On-the-job training
Private sector training
Entrepreneurial Training
Skill Upgrading/ Retraining
Workforce Preparation
Critical Thinking Skills
Digital Literacy Skills
Self-Management Skills
Employability Skills
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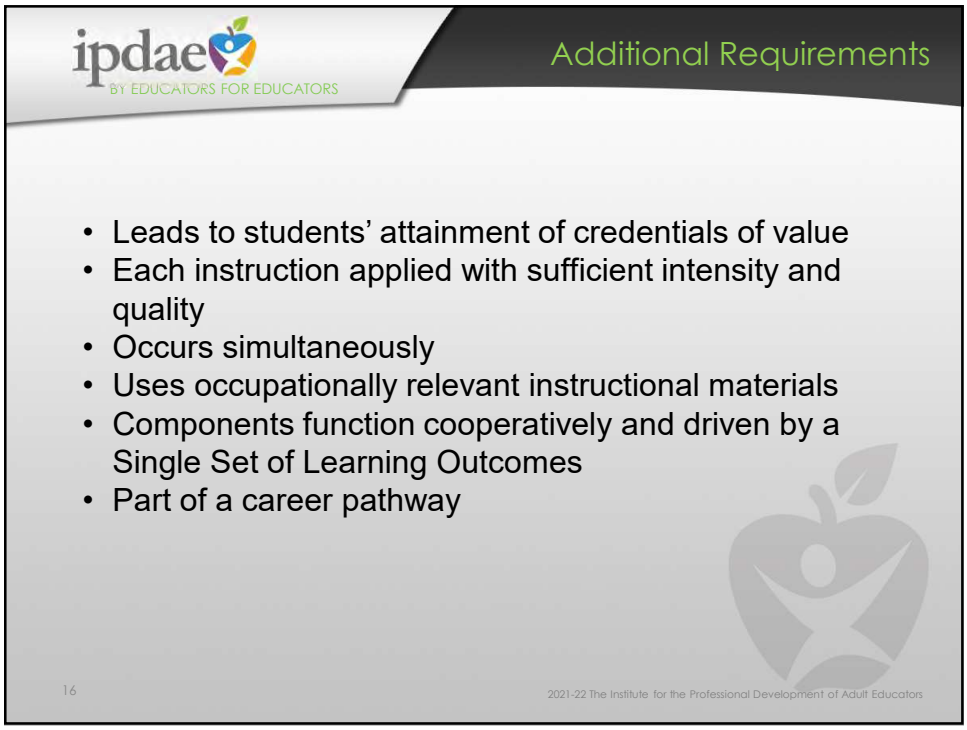
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Additional Requirements
• Leads to students' attainment of credentials of value
• Each instruction applied with sufficient intensity and quality
• Occurs simultaneously
• Uses occupationally relevant instructional materials
• Components function cooperatively and driven by a Single Set of Learning Outcomes
• Part of a career pathway
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Think
Creative
IDEAS
Design
BRAINSTORMING & SELECTION
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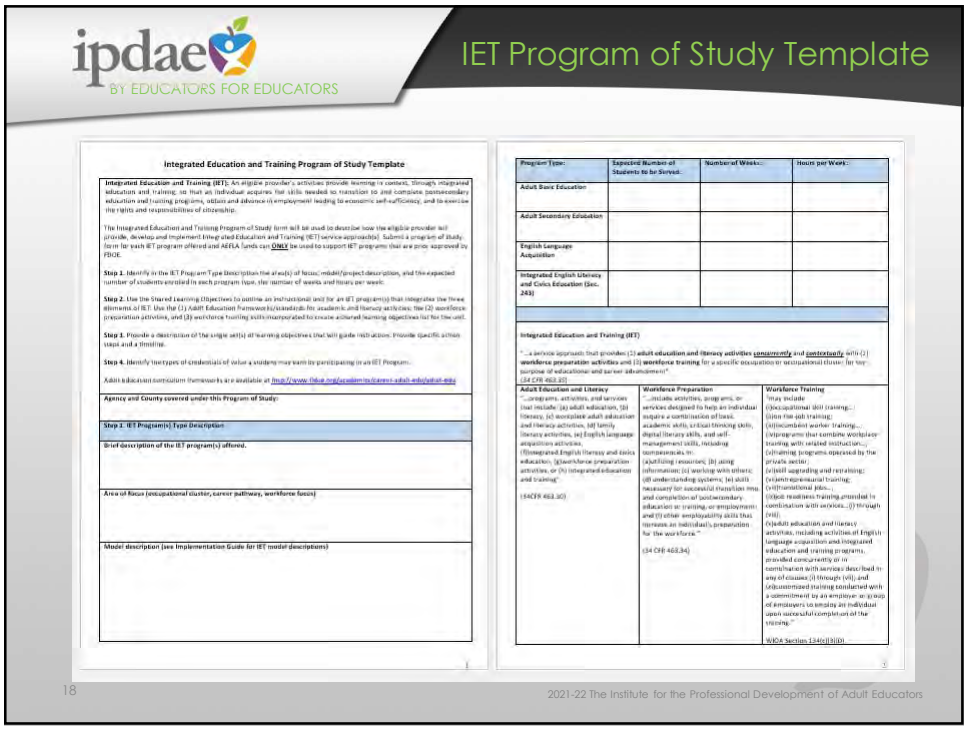
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IET Program of Study Template
Integrated Education and Training Program of Study Template
Integrated Education and Training (IET):
Agency and County covered under this Program of Study:
Step 1. IET Program(s) Type Description
Brief description of the IET program(s) offered.
Area of focus (occupational cluster, career pathway, workforce focus)
Model description (see Implementation Guide for IET model descriptions)
Program Type:
Expected Number of Students to be Served:
Number of Weeks:
Hours per Week:
Adult Basic Education
Adult Secondary Education
English Language Acquisition
Integrated English Literacy and Civics Education (Sec. 243)
Integrated Education and Training (IET)
Adult Education and Literacy
Workforce Preparation
Workforce Training
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Integrated Education and Training Program of Study Template

Agency and County covered under this Program of Study:
Step 1. IET Program(s) Type Description
Brief description of the IET program(s) offered.
Area of focus (occupational cluster, career pathway, workforce focus)
Model description (see Implementation Guide for IET model descriptions)

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BRAINSTORMING & SELECTION

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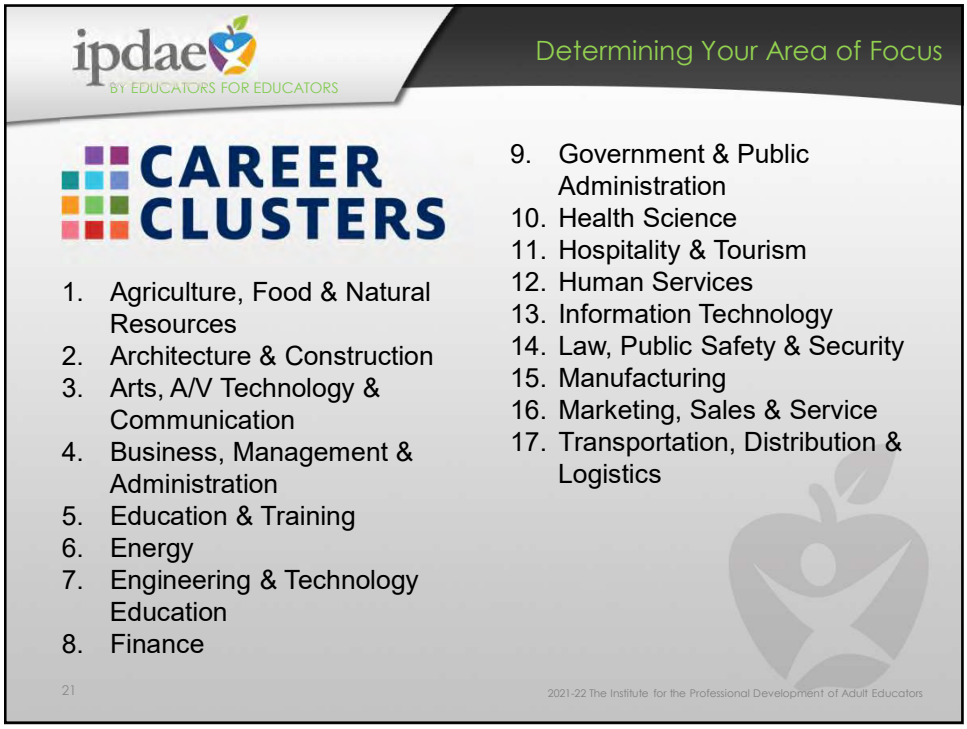
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Determining Your Area of Focus
CAREER CLUSTERS
1. Agriculture, Food & Natural Resources
2. Architecture & Construction
3. Arts, A/V Technology & Communication
4. Business, Management & Administration
5. Education & Training
6. Energy
7. Engineering & Technology Education
8. Finance
9. Government & Public Administration
10. Health Science
11. Hospitality & Tourism
12. Human Services
13. Information Technology
14. Law, Public Safety & Security
15. Manufacturing
16. Marketing, Sales & Service
17. Transportation, Distribution & Logistics
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Career Certificate Program List
CIP Sec. # Career Cert. # Title Career Cluster
0832011100 E92010R Pre-Apprenticeship - APPR Additional CTE Programs/Courses
139900055N S990005 Specialized Career Education, Basic Additional CTE Programs/Courses
139900065N S990006 Specialized Career Education, Advanced Additional CTE Programs/Courses
139900075N S990007 Specialized Career Education, Comprehensive Additional CTE Programs/Courses
1691011001 E91010A CWE - Agriculture, Food & Natural Resources Additional CTE Programs/Courses
1691011002 E91010M CWE - Marketing Sales and Services Additional CTE Programs/Courses
1691011003 E91010H CWE - Health Science Additional CTE Programs/Courses
1691011005 E91010B CWE - Business, Management and Administration Additional CTE Programs/Courses
1691011008 E91010C CWE - Architecture and Construction Additional CTE Programs/Courses
1691011009 E91010K CWE - Arts, A/V Technology and Communication Additional CTE Programs/Courses
1691011010 E91010E CWE - Education and Training Additional CTE Programs/Courses
1691011011 E91010X CWE - Energy Additional CTE Programs/Courses
1691011012 E91010F CWE - Finance Additional CTE Programs/Courses
1691011013 E91010G CWE - Government and Public Administration Additional CTE Programs/Courses
1691011014 E91010N CWE - Hospitality and Tourism Additional CTE Programs/Courses
1691011015 E91010D CWE - Human Services Additional CTE Programs/Courses
1691011016 E91010Y CWE - Information Technology Additional CTE Programs/Courses
1691011017 E91010L CWE - Law, Public Safety and Service Additional CTE Programs/Courses
1691011018 E91010J CWE - Manufacturing Additional CTE Programs/Courses
1691011019 E91010T CWE - Transportation, Distribution and Logistics Additional CTE Programs/Courses
1691011020 E91010S CWE - Engineering and Technology Additional CTE Programs/Courses
0891010002 8000200 High School Pre-Apprenticeship Additional CTE Programs/Courses
0891010003 8000300 High School Apprenticeship Additional CTE Programs/Courses
10110101PA 8300330 Workplace Technology Applications Additional CTE Programs/Courses
10988610CP 8303000 Diversified Career Technology Additional CTE Programs/Courses
https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-2022-secondary-program-list.rtf
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AS/AAS/CCC/ATD Program List

CIP Number	Program Title	Type	Career Cluster
0101030200	Skilled Cattle Worker	CCC	Agriculture, Food, and Natural Resources
0101030302	Aquaculture Technology	CCC	Agriculture, Food, and Natural Resources
0101030304	Tropical Ornamental Mariculture Technician	CCC	Agriculture, Food, and Natural Resources
0101050501	Marine Mammal Behavior and Training	CCC	Agriculture, Food, and Natural Resources
0101050701	Equine Assistant Management	CCC	Agriculture, Food, and Natural Resources
0101050703	Equine Technician	CCC	Agriculture, Food, and Natural Resources
0101060503	Landscape & Horticulture Specialist	CCC	Agriculture, Food, and Natural Resources
0101060504	Landscape & Horticulture Professional	CCC	Agriculture, Food, and Natural Resources
0101060505	Landscape & Horticulture Technician	CCC	Agriculture, Food, and Natural Resources
0301830100	Veterinary Assisting	CCC	Agriculture, Food, and Natural Resources
0703010403	Hazardous Materials Specialist	CCC	Agriculture, Food, and Natural Resources
0703010404	Water Quality Technician	CCC	Agriculture, Food, and Natural Resources
0703010407	Environmental Science Technician	CCC	Agriculture, Food, and Natural Resources
1101000000	Agricultural Production Technology	AS	Agriculture, Food, and Natural Resources
1101010100	Agribusiness Management	AS	Agriculture, Food, and Natural Resources
1101030301	Aquaculture Management	AS	Agriculture, Food, and Natural Resources
1101050701	Equine Studies	AS	Agriculture, Food, and Natural Resources
1101060502	Landscape & Horticulture Technology	AS	Agriculture, Food, and Natural Resources
1101060701	Golf Course Operations	AS	Agriculture, Food, and Natural Resources
1101099901	Zoo Animal Technology	AS	Agriculture, Food, and Natural Resources
1101110303	Citrus Production Technology	AS	Agriculture, Food, and Natural Resources
1103060100	Marine Environmental Technology	AS	Agriculture, Food, and Natural Resources
1301830100	Veterinary Technology	AS	Agriculture, Food, and Natural Resources
1703010401	Environmental Science Technology	AS	Agriculture, Food, and Natural Resources
0615050100	Air Conditioning, Refrigeration and Heating Systems Technology	AAS	Architecture & Construction
0615050101	Residential Air Conditioning, Refrigeration & Heating Systems Assistant	CCC	Architecture & Construction

https://www.fldoe.org/core/fileparse.php/19937/urlt/2021-22-CC-program-list.rtf

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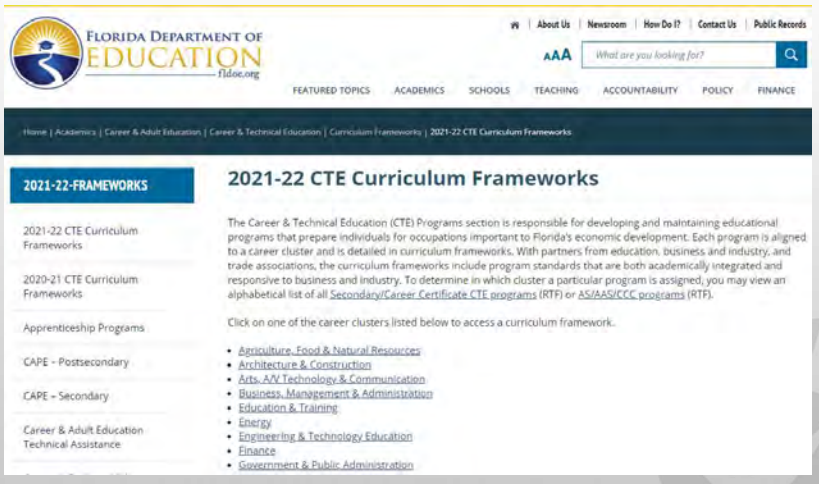
Determining Your Area of Focus



https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2021-22-frameworks/

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The Local Workforce Development Plan

http://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans

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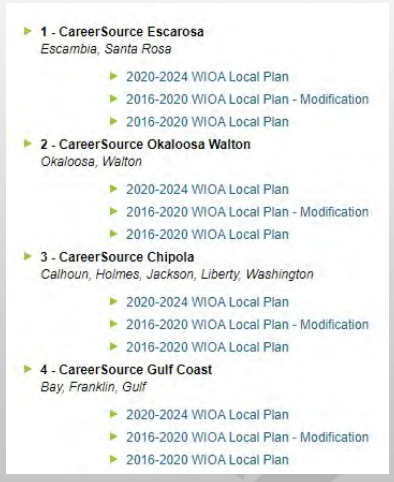
Accessing the WIOA Local Plans

Home > Local Workforce Development Board Resources > Programs and Resources > Local Workforce Development Area WIOA Plans

1. Go to www.Floridajobs.org.
2. Click on the Workforce Development Tab.
3. Click on Programs and Resources Link from the list.
4. Click on Local Workforce Development Area WIOA Plans.
5. Find and click on your region.
6. Save the document to your computer.



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Accessing the WIOA Local Plans

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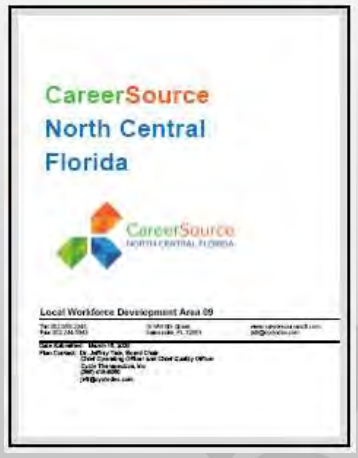

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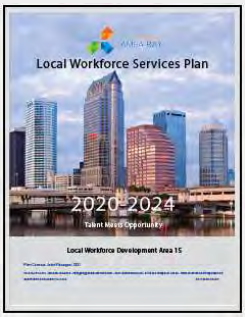
Scavenger Hunt

Item	Page #'s Including Paragraph/Table #'s
1. Economic Overview of Region	
2. Listing of Largest Industries/Occupations	
3. Listing of Fastest Growing Industries/Occupations	
4. Overview of Labor Market	
5. List of Targeted Sectors	
6. List of Available Core WIOA Services	



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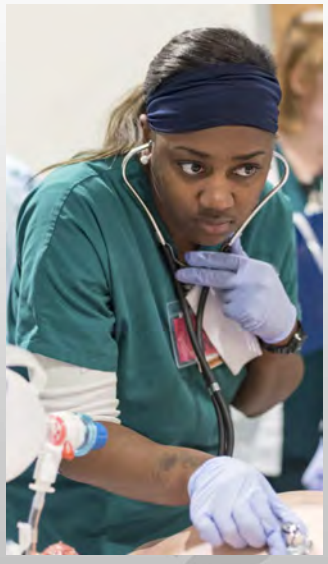
Evaluating Resources

- Current credit and non-credit programs already offered at the site.
- Pool of instructors for IET taking additional course load or assignment
- Available classrooms and laboratories for IET instruction
- Instructional resources for IET such as textbooks, online software, tools or equipment, classroom supplies, etc.



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Other Workforce Training Options

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."

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Integrated Education and Training Program of Study Template

Agency and County covered under this Program of Study:
Step 1. IET Program(s) Type Description
Brief description of the IET program(s) offered.
Area of focus (occupational cluster, career pathway, workforce focus)
Model description (see Implementation Guide for IET model descriptions)

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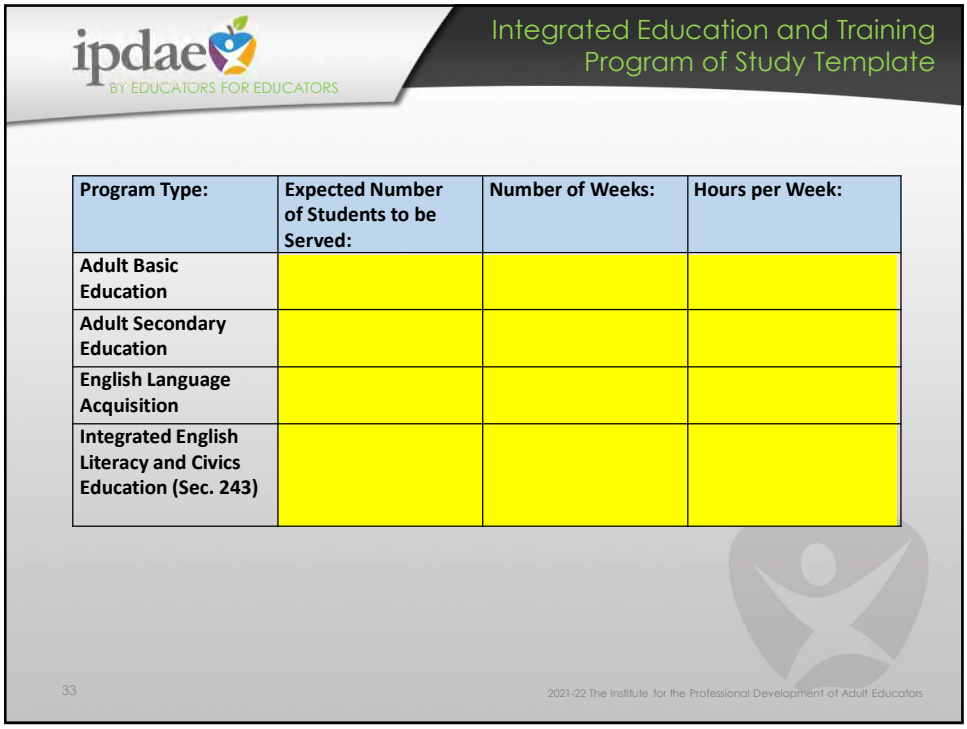
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BY EDUCATORS FOR EDUCATORS
Integrated Education and Training Program of Study Template
Program Type:
Expected Number of Students to be Served:
Number of Weeks:
Hours per Week:
Adult Basic Education
Adult Secondary Education
English Language Acquisition
Integrated English Literacy and Civics Education (Sec. 243)
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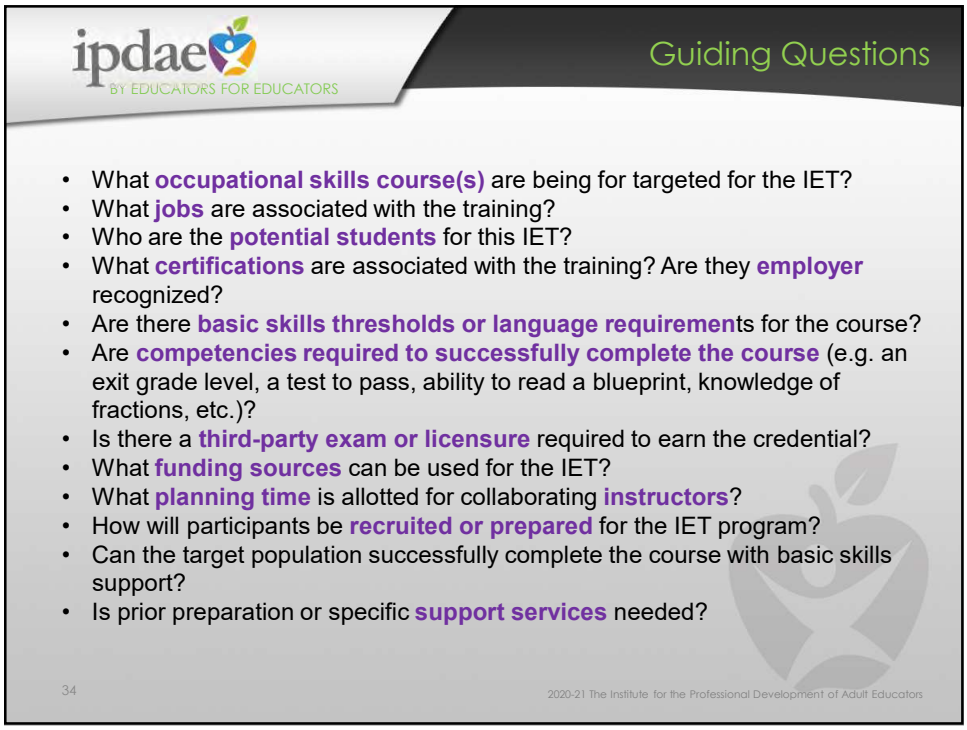
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Guiding Questions
What occupational skills course(s) are being for targeted for the IET?
What jobs are associated with the training?
Who are the potential students for this IET?
What certifications are associated with the training? Are they employer recognized?
Are there basic skills thresholds or language requirements for the course?
Are competencies required to successfully complete the course (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)?
Is there a third-party exam or licensure required to earn the credential?
What funding sources can be used for the IET?
What planning time is allotted for collaborating instructors?
How will participants be recruited or prepared for the IET program?
Can the target population successfully complete the course with basic skills support?
Is prior preparation or specific support services needed?
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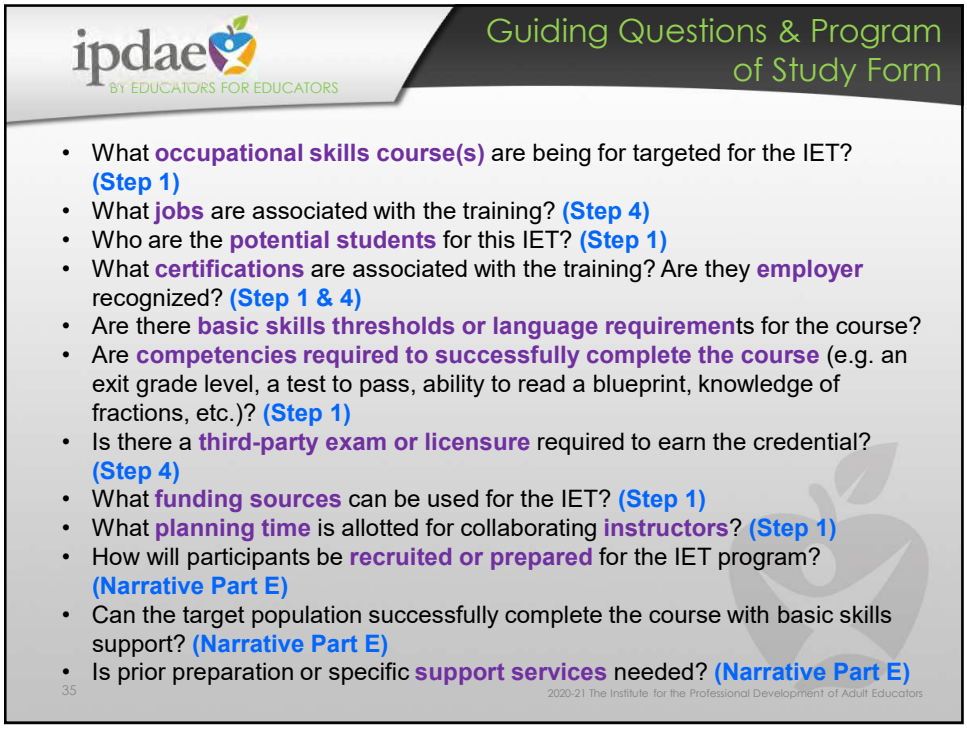
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Guiding Questions & Program of Study Form
What occupational skills course(s) are being for targeted for the IET? (Step 1)
What jobs are associated with the training? (Step 4)
Who are the potential students for this IET? (Step 1)
What certifications are associated with the training? Are they employer recognized? (Step 1 & 4)
Are there basic skills thresholds or language requirements for the course?
Are competencies required to successfully complete the course (e.g. an exit grade level, a test to pass, ability to read a blueprint, knowledge of fractions, etc.)? (Step 1)
Is there a third-party exam or licensure required to earn the credential? (Step 4)
What funding sources can be used for the IET? (Step 1)
What planning time is allotted for collaborating instructors? (Step 1)
How will participants be recruited or prepared for the IET program? (Narrative Part E)
Can the target population successfully complete the course with basic skills support? (Narrative Part E)
Is prior preparation or specific support services needed? (Narrative Part E)
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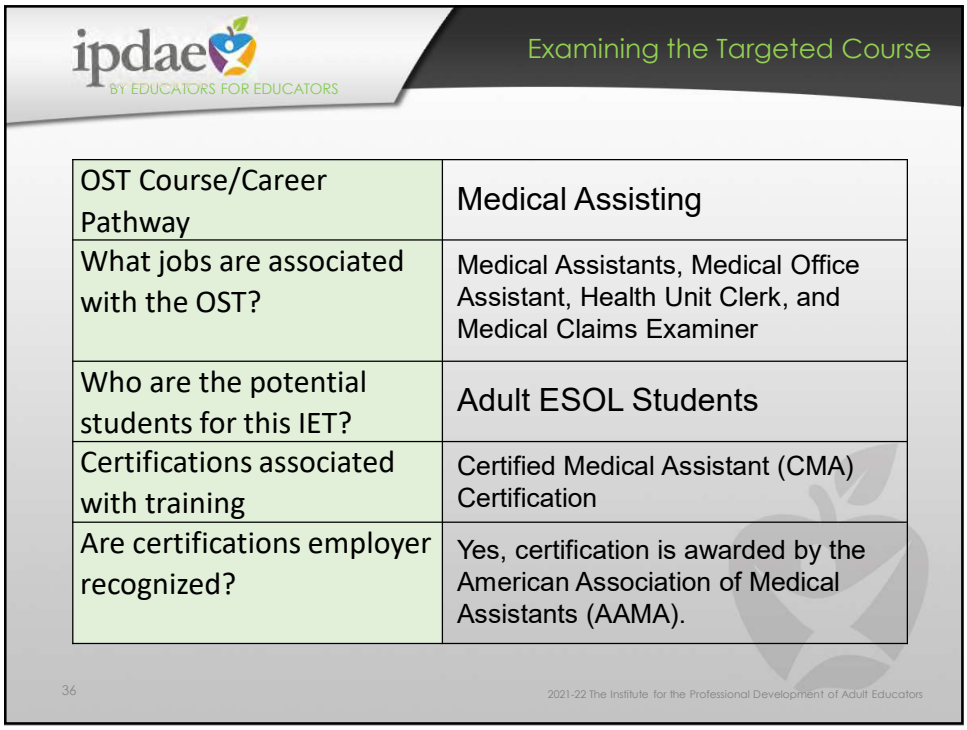
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Examining the Targeted Course
OST Course/Career Pathway
Medical Assisting
What jobs are associated with the OST?
Medical Assistants, Medical Office Assistant, Health Unit Clerk, and Medical Claims Examiner
Who are the potential students for this IET?
Adult ESOL Students
Certifications associated with training
Certified Medical Assistant (CMA) Certification
Are certifications employer recognized?
Yes, certification is awarded by the American Association of Medical Assistants (AAMA).
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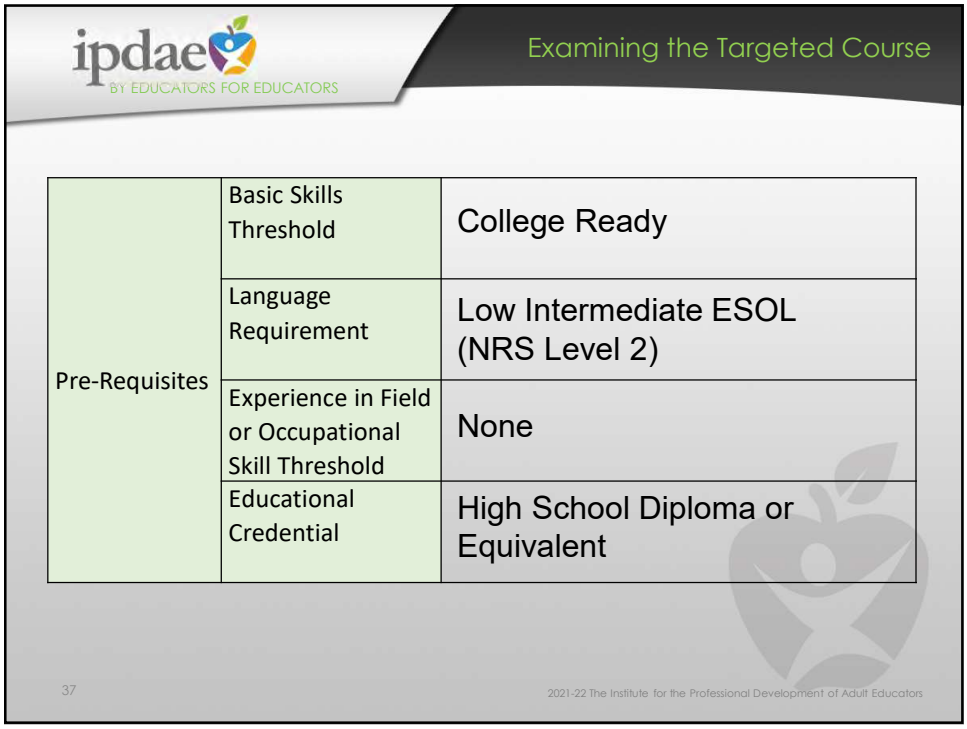
ipdae
BY EDUCATORS FOR EDUCATORS
Examining the Targeted Course
Pre-Requisites
Basic Skills Threshold
College Ready
Language Requirement
Low Intermediate ESOL (NRS Level 2)
Experience in Field or Occupational Skill Threshold
None
Educational Credential
High School Diploma or Equivalent
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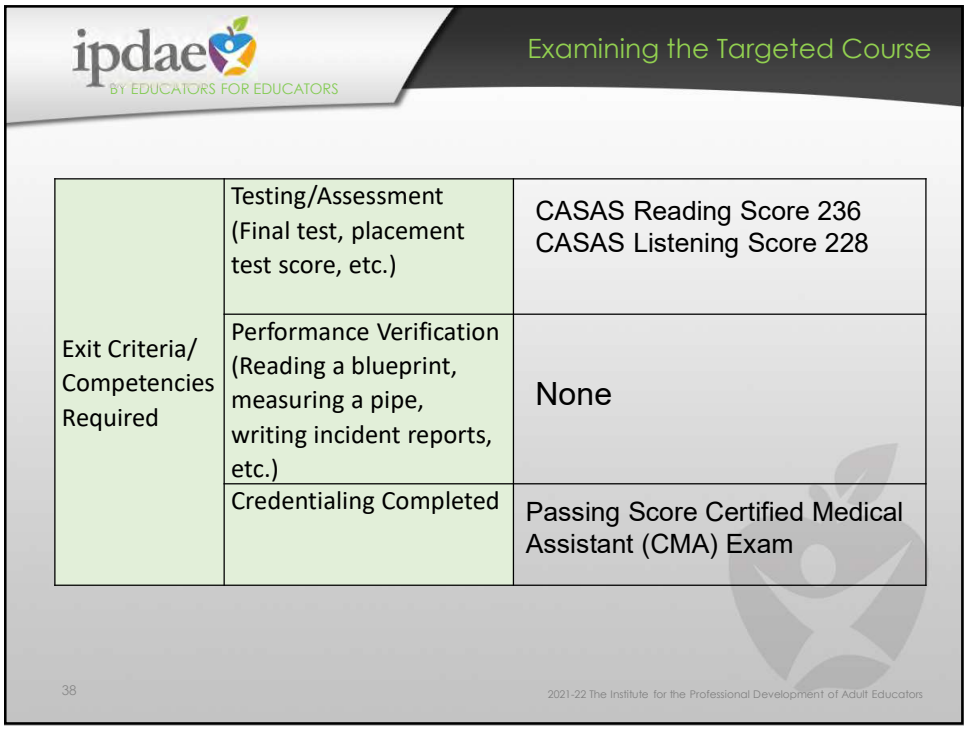
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BY EDUCATORS FOR EDUCATORS
Examining the Targeted Course
Exit Criteria/ Competencies Required
Testing/Assessment (Final test, placement test score, etc.)
CASAS Reading Score 236
CASAS Listening Score 228
Performance Verification (Reading a blueprint, measuring a pipe, writing incident reports, etc.)
None
Credentialing Completed
Passing Score Certified Medical Assistant (CMA) Exam
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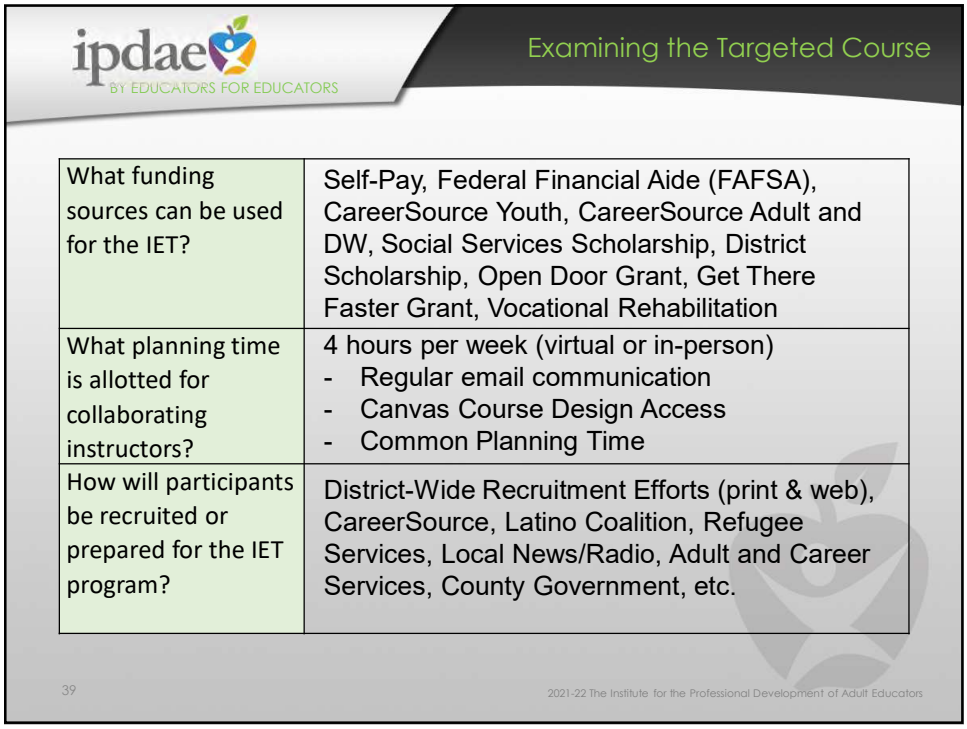
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BY EDUCATORS FOR EDUCATORS
Examining the Targeted Course
What funding sources can be used for the IET?
Self-Pay, Federal Financial Aide (FAFSA), CareerSource Youth, CareerSource Adult and DW, Social Services Scholarship, District Scholarship, Open Door Grant, Get There Faster Grant, Vocational Rehabilitation
What planning time is allotted for collaborating instructors?
4 hours per week (virtual or in-person)
- Regular email communication
- Canvas Course Design Access
- Common Planning Time
How will participants be recruited or prepared for the IET program?
District-Wide Recruitment Efforts (print & web), CareerSource, Latino Coalition, Refugee Services, Local News/Radio, Adult and Career Services, County Government, etc.
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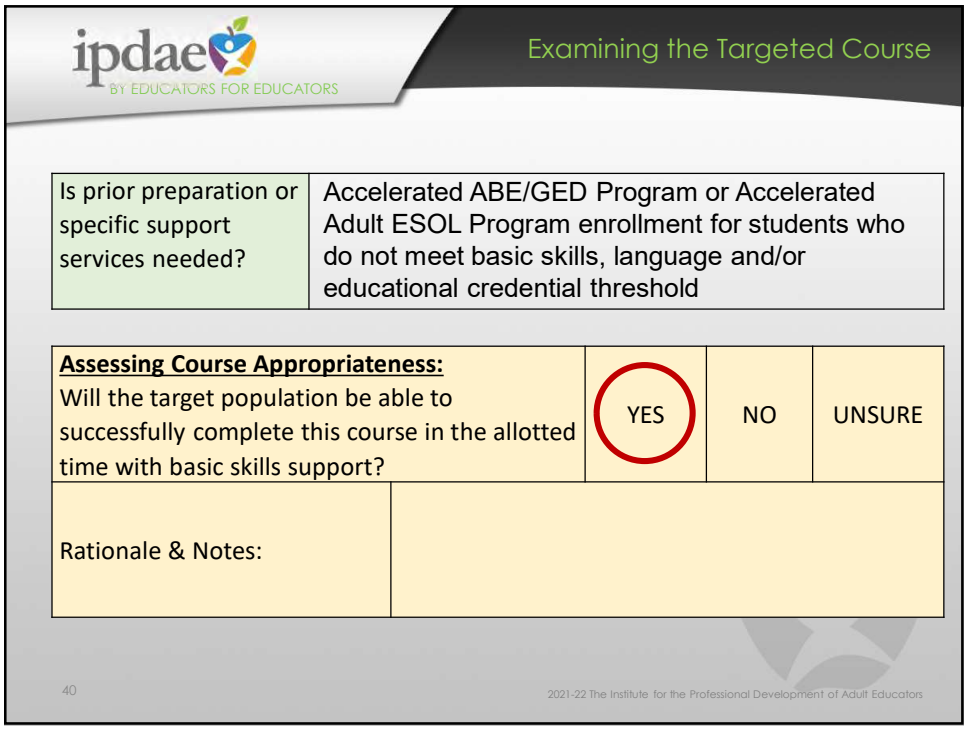
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Examining the Targeted Course
Is prior preparation or specific support services needed?
Accelerated ABE/GED Program or Accelerated Adult ESOL Program enrollment for students who do not meet basic skills, language and/or educational credential threshold
Assessing Course Appropriateness:
Will the target population be able to successfully complete this course in the allotted time with basic skills support?
YES
NO
UNSURE
Rationale & Notes:
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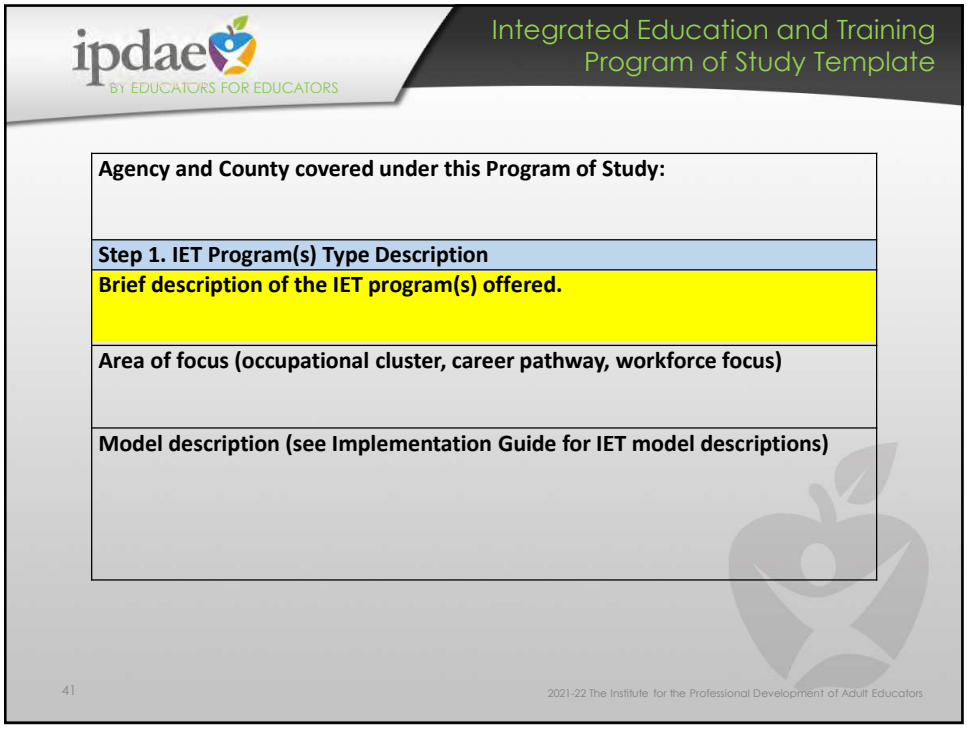
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BY EDUCATORS FOR EDUCATORS
Integrated Education and Training Program of Study Template
Agency and County covered under this Program of Study:
Step 1. IET Program(s) Type Description
Brief description of the IET program(s) offered.
Area of focus (occupational cluster, career pathway, workforce focus)
Model description (see Implementation Guide for IET model descriptions)
41
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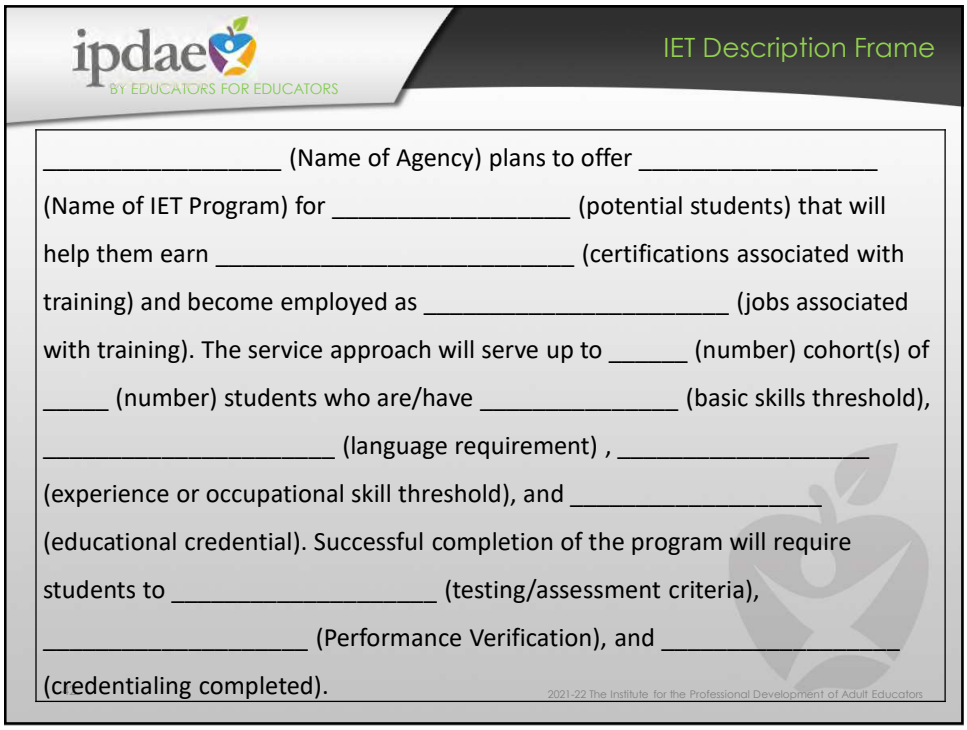
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BY EDUCATORS FOR EDUCATORS
IET Description Frame
_____ (Name of Agency) plans to offer _____ (Name of IET Program) for _____ (potential students) that will help them earn _____ (certifications associated with training) and become employed as _____ (jobs associated with training). The service approach will serve up to _____ (number) cohort(s) of _____ (number) students who are/have _____ (basic skills threshold), _____ (language requirement) , _____ (experience or occupational skill threshold), and _____ (educational credential). Successful completion of the program will require students to _____ (testing/assessment criteria), _____ (Performance Verification), and _____ (credentialing completed).
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Sample IET Description

Sunshine County School District plans to offer **Medical Assistant IET Program** for **Adult ESOL Students** that will help them earn the **Certified Medical Assistant (CMA) credential** and become employed as **Medical Assistants, Medical Office Assistants, Health Unit Clerks, and Medical Claims Examiners**. The service approach will serve up to **1** cohort of **25** students who are/have **college ready**, Low Intermediate ESOL Level, and have a **high school diploma**. Successful completion of the program will require students to **score 236 or above on the CASAS Reading Test, 228 or above on the CASAS Listening Test** and **a passing score on the Certified Medical Assistant (CMA) Licensure Examination**.

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Integrated Education and Training Program of Study Template

Program Type:	Expected Number of Students to be Served:	Number of Weeks:	Hours per Week:
Adult Basic Education			
Adult Secondary Education			
English Language Acquisition			
Integrated English Literacy and Civics Education (Sec. 243)	25	36	12

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Considerations

- Who are the identified adult learners (adult education (section 231), IELCE (section 243), and/or corrections education (section 225) that need to be engaged in IET?
- Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities?
- Will IET be available to adult learners at all functioning levels or be limited to certain functioning levels?
- How will the IET program be promoted to recruit and engage participants?
- Is there a unique set of partners that need to be involved for adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225)? Are IET partners the same or different from those identified under Priority 1?
- Have single sets of learning objectives for the planned IET service approach been developed to ensure all components of the IET function cooperatively? What percentage of time is devoted to core the IET components (adult education, workforce preparation, workforce training)?
- What structures are being put in place to ensure that the IET starts and ends at the same time (occur simultaneously)?
- What is needed to effectively plan and implement an IET service delivery approach from the perspective of the applicant?

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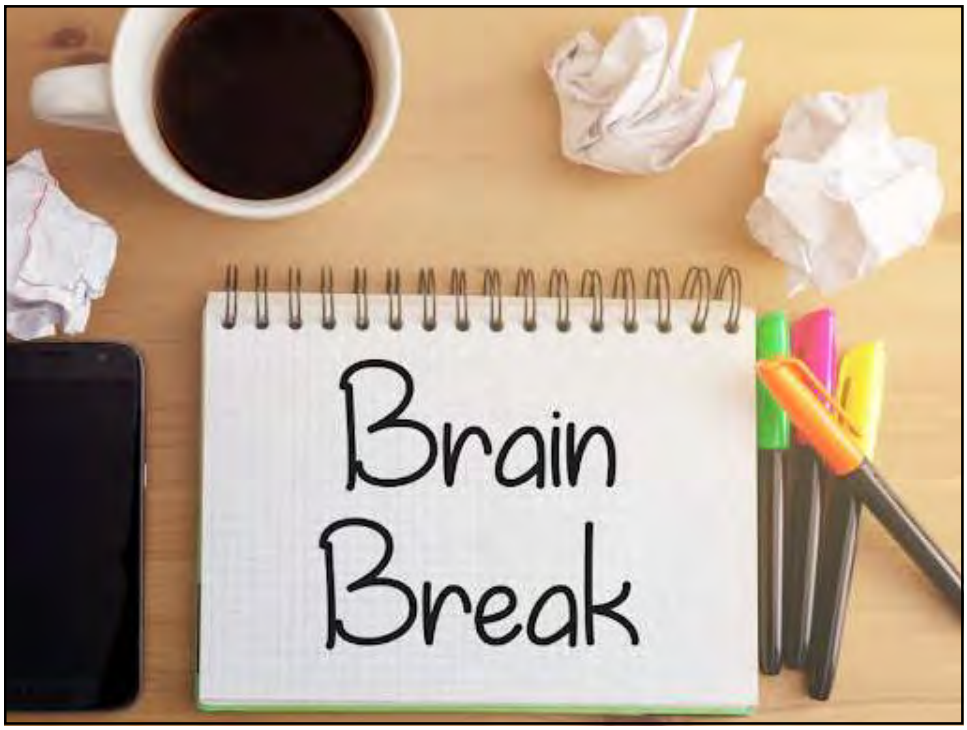

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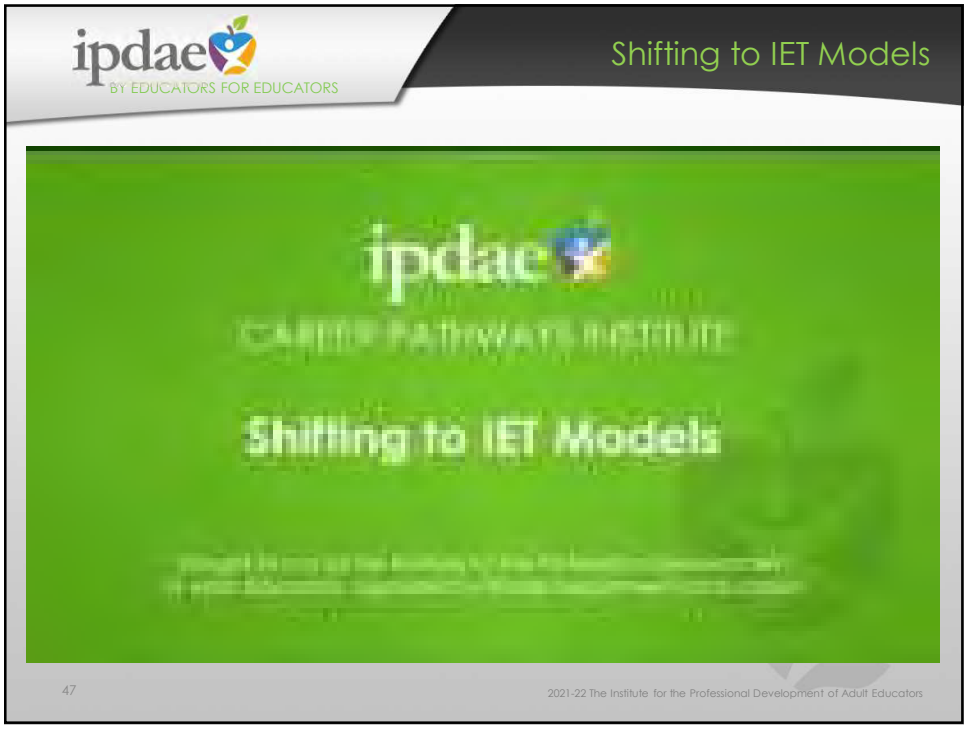
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Shifting to IET Models
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Shifting to IET Models
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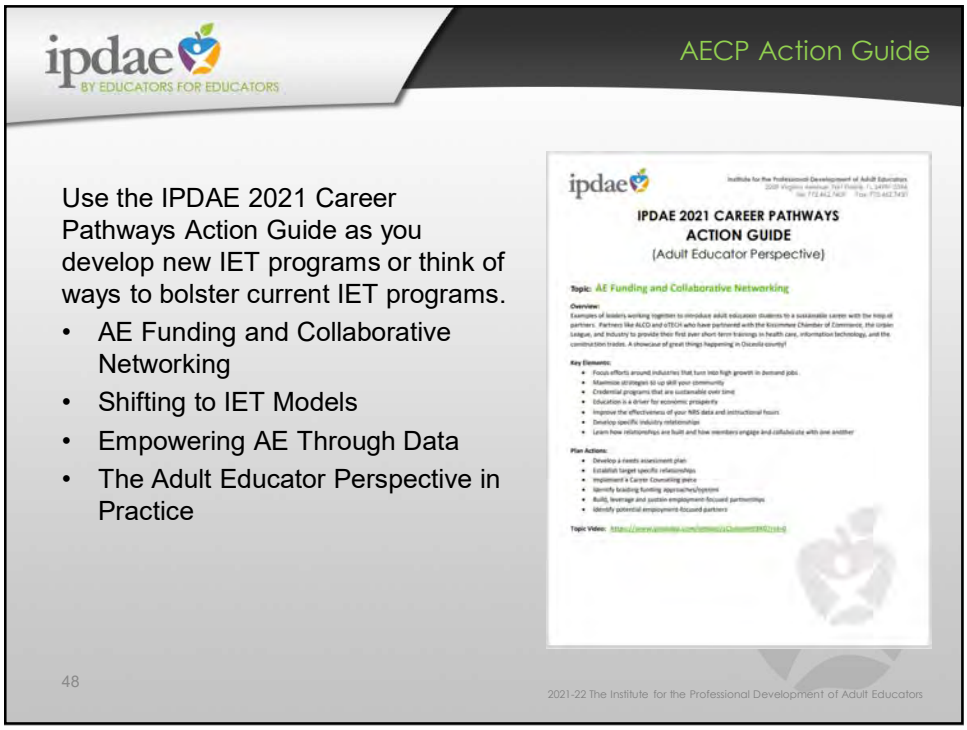
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AECP Action Guide
Use the IPDAE 2021 Career Pathways Action Guide as you develop new IET programs or think of ways to bolster current IET programs.
• AE Funding and Collaborative Networking
• Shifting to IET Models
• Empowering AE Through Data
• The Adult Educator Perspective in Practice
ipdae
IPDAE 2021 CAREER PATHWAYS ACTION GUIDE
(Adult Educator Perspective)
Topic: AE Funding and Collaborative Networking
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IET Team Formation

- CTE Curriculum Expert
- CTE/Workforce Training Instructor(s)
- Adult Education Curriculum Expert
- Adult Education Instructor(s)
- Workplace Readiness Expert
- Adult Education Expert
- Counseling Services Representative
- Financial Services Representative
- Technology Services Representative
- One Stop Representative

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IET Team Formation

Groups	Position(s)/Title(s)	Name(s)
IET Team Leader	Director CTAE	
CTE Group	Medical Assisting Instructor	
	CTE Health Science Department Head	
	Workplace Readiness Instructor	
Adult Education Group	Adult ESOL Instructor	
	ABE/GED Instructor	
	Resource Teacher	
Instructional Support Group	Program Advisor/ Counselor	
	Financial Aid Advisor	
	One-Stop Representative	
	Employer Partner Representative	

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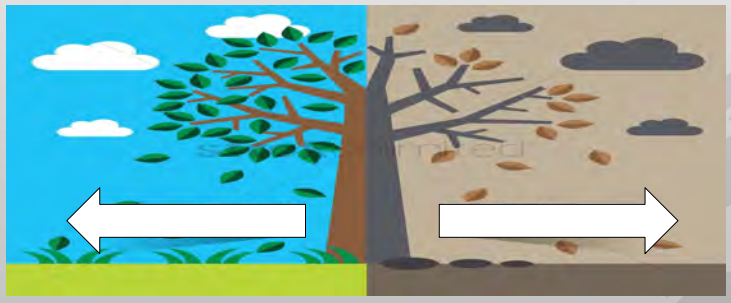
Team Building Activity

Would You Rather? (Length: 10 Minutes)

When a question is called-out, each person will jump/walk to the side of the room/table that corresponds to their answer.



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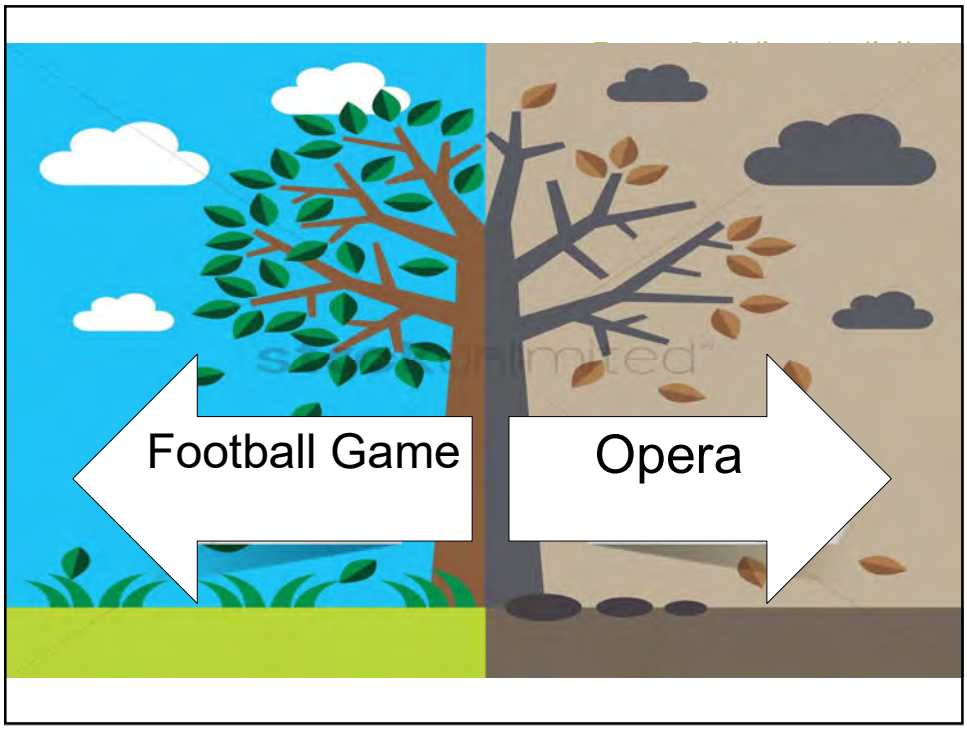

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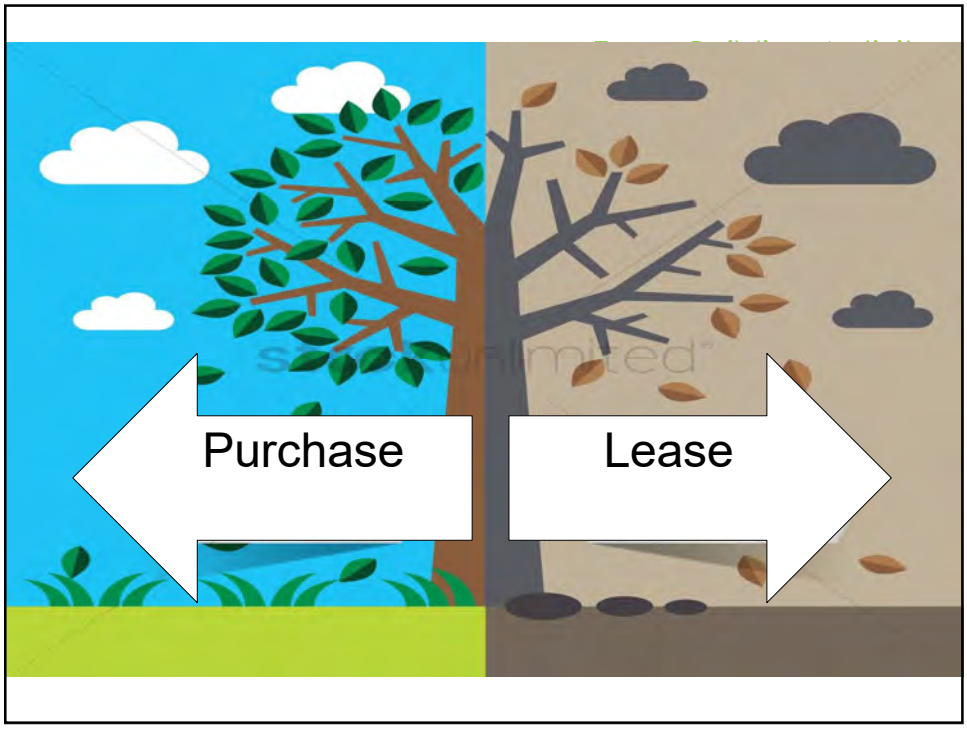

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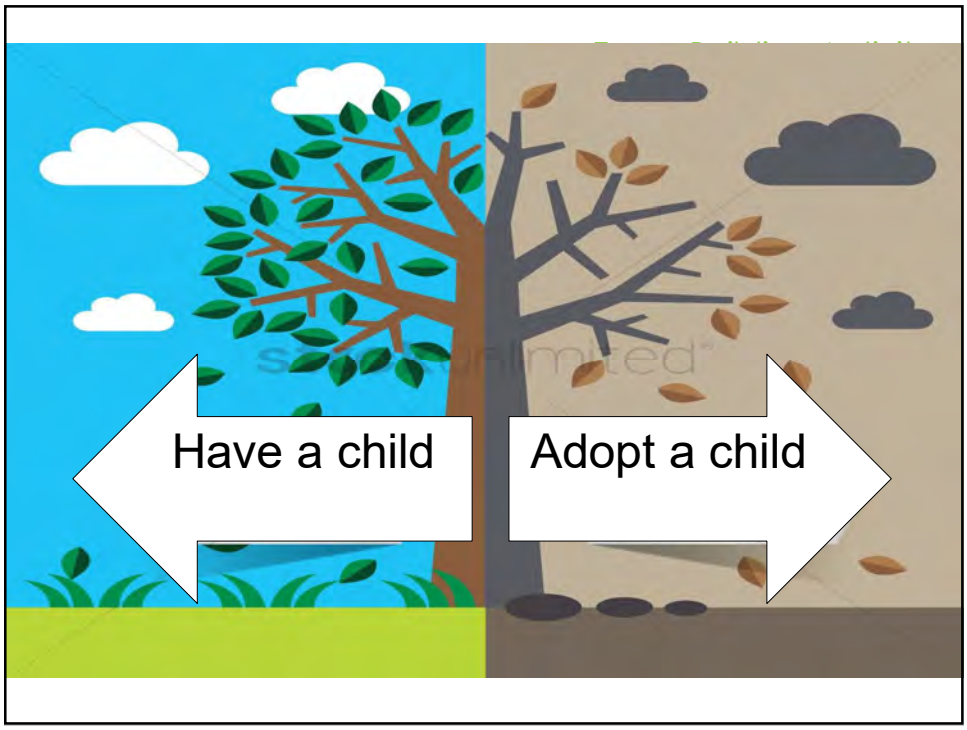

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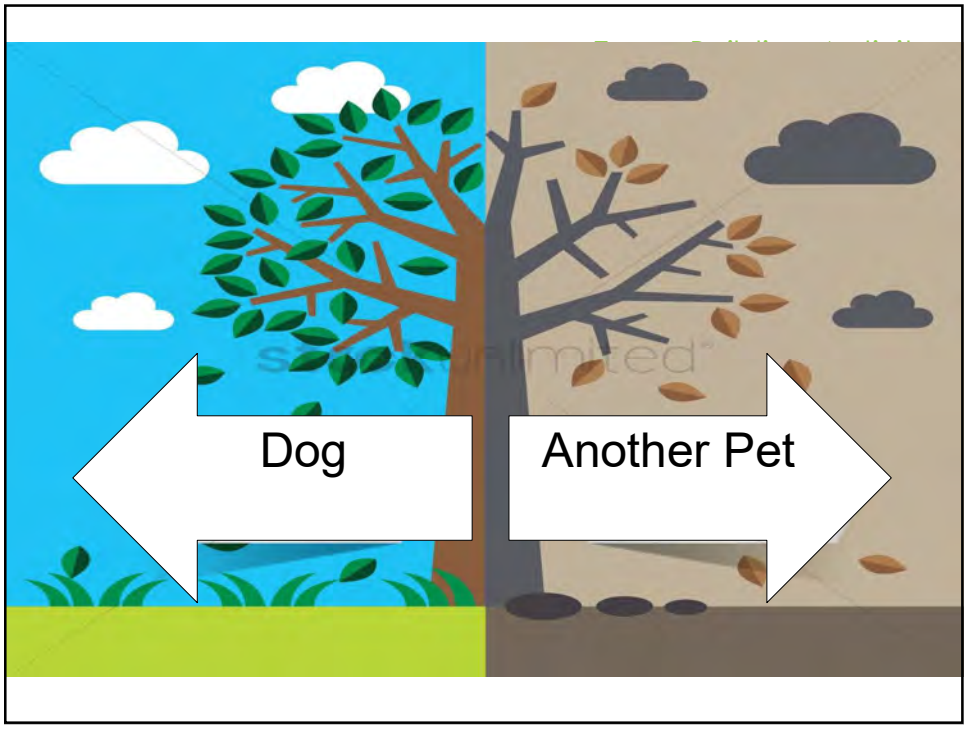

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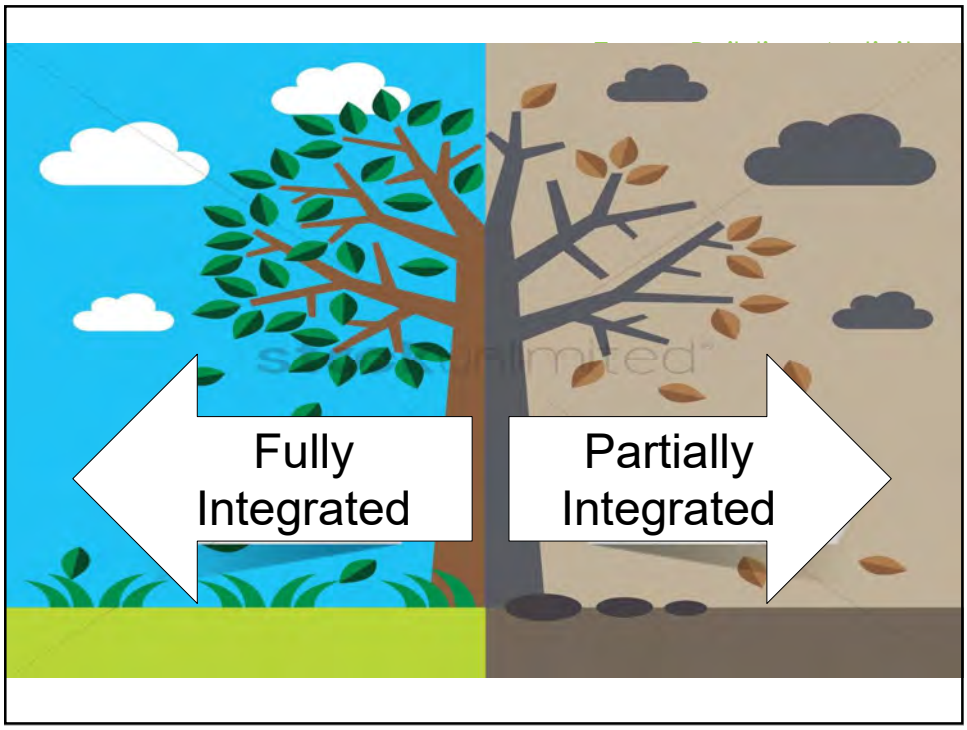

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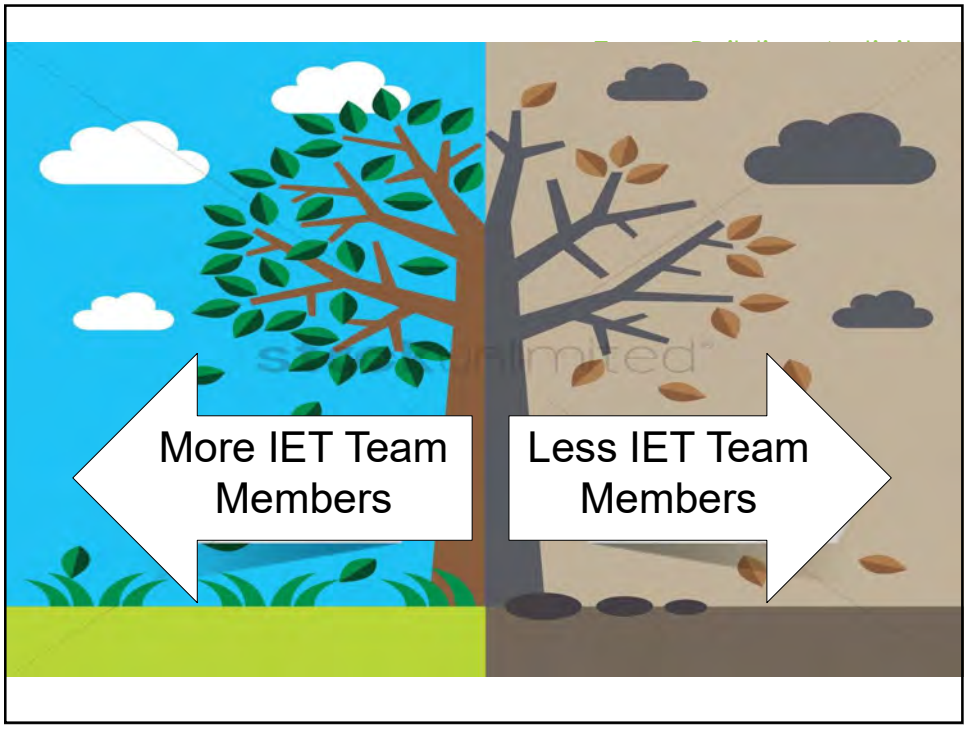

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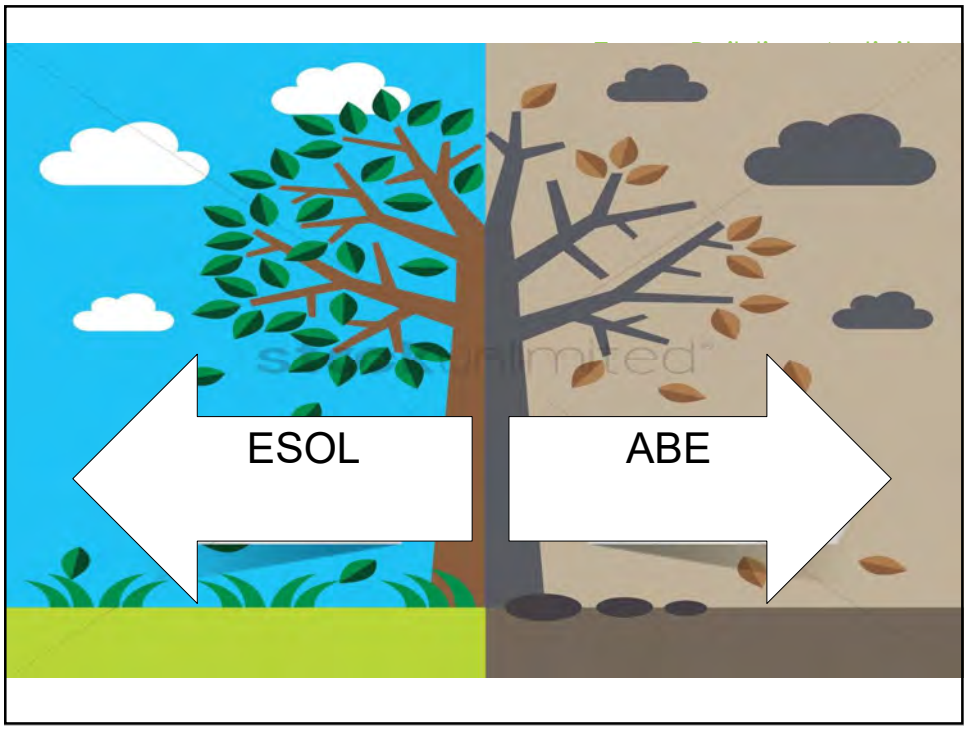

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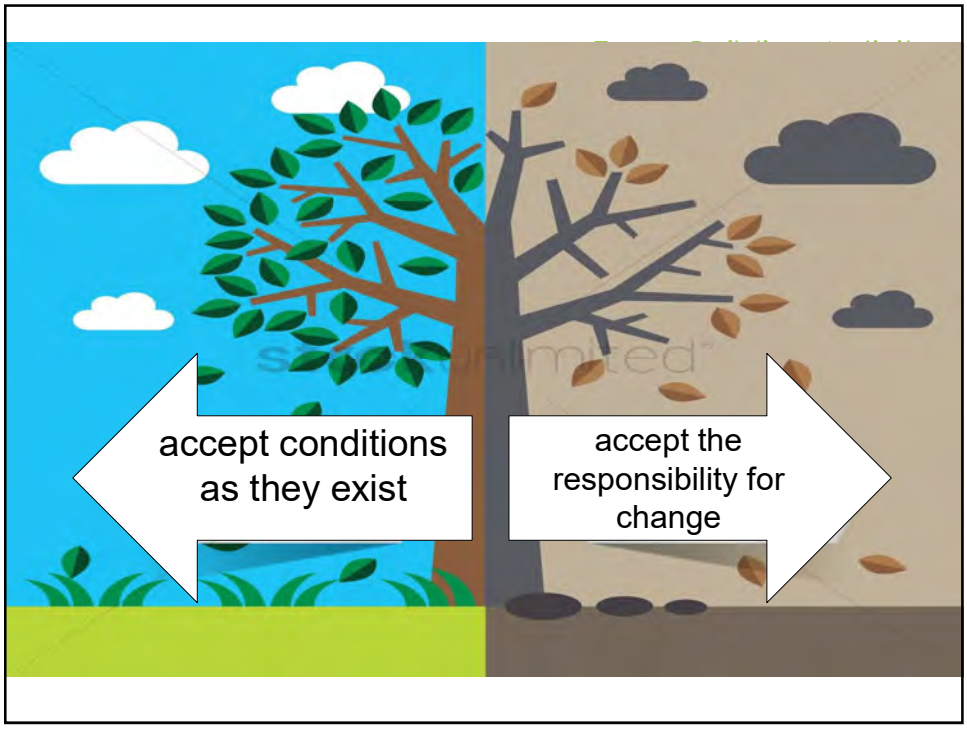
accept conditions as they exist
accept the responsibility for change

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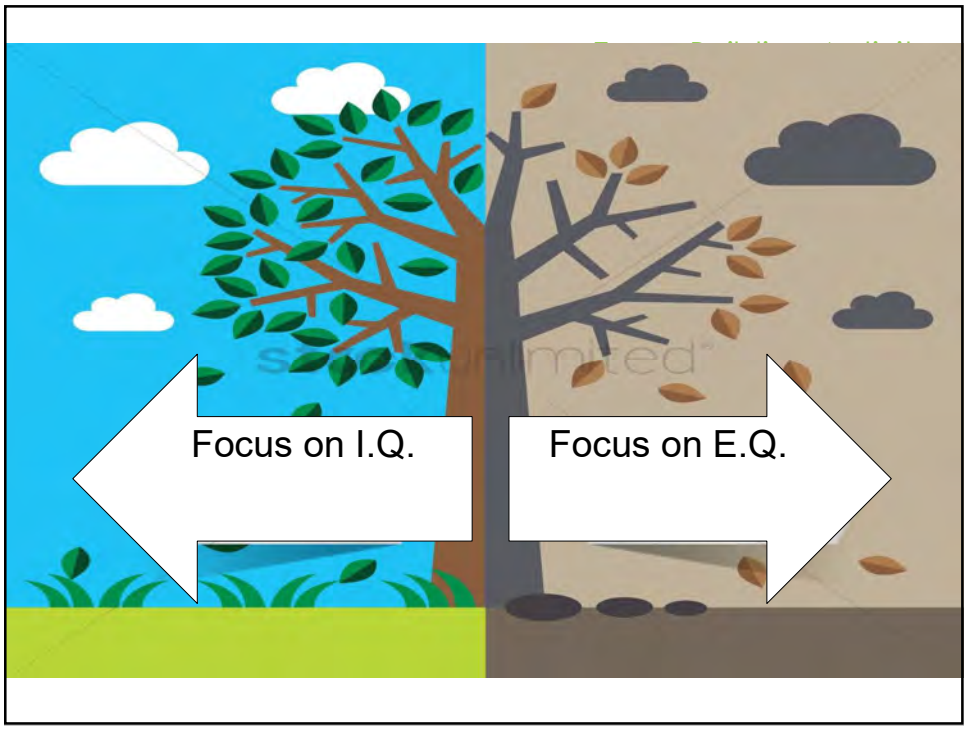
Focus on I.Q.
Focus on E.Q.

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IPDAE's IET e-Training Module
For Team Members new to IET:
Training Catalog
Sign Out
Filters
Categories
All categories
Assessments
Subscriptions are closed
TABE
Module
CERTIFICATION
ENROLL
FDOE Policies on TABE Assessment 11/12 -...
E-Learning
TABE
Module
Closed
RECERTIFICATION
2020 / 2021
LOCKED
FDOE Policies on TABE Assessment 11/12 -...
E-Learning
TABE
Module
RECERTIFICATION
2021 / 2022
ENROLL
FDOE Policies on TABE Assessment 11/12 -...
E-Learning
IET
Module
1
Integrated Education & Training
Overview
PLAY
Integrated Education & Training (IET) Overview ...
E-Learning
www.floridaipdae.org
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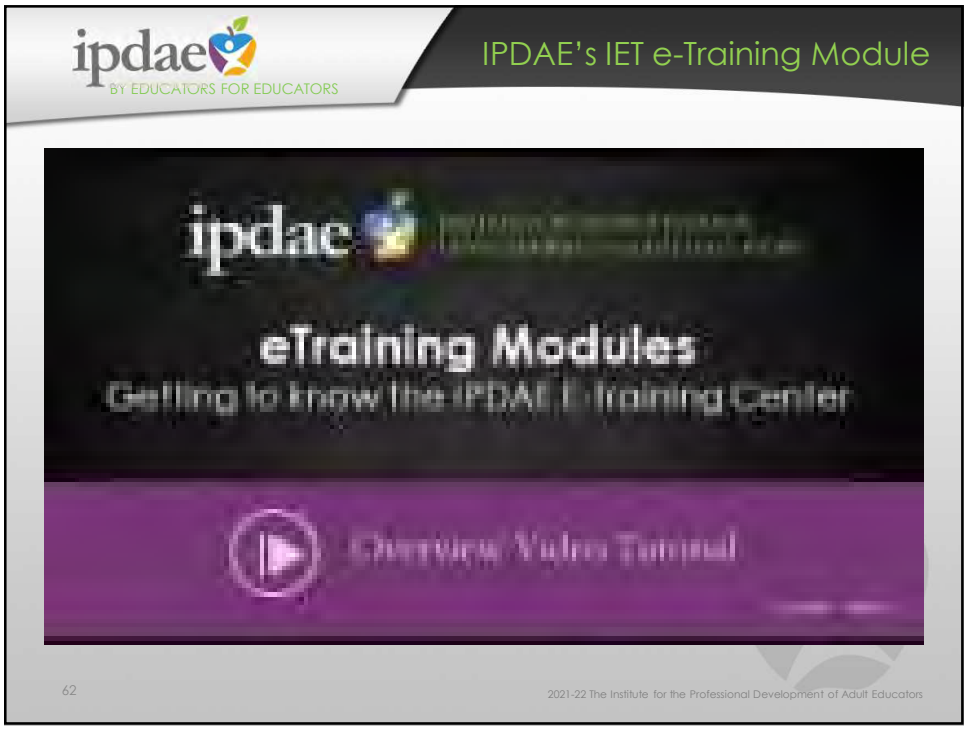
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IPDAE's IET e-Training Module
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eTraining Modules
Getting to know the IPDAE I-Training Center
Overview Video Tutorial
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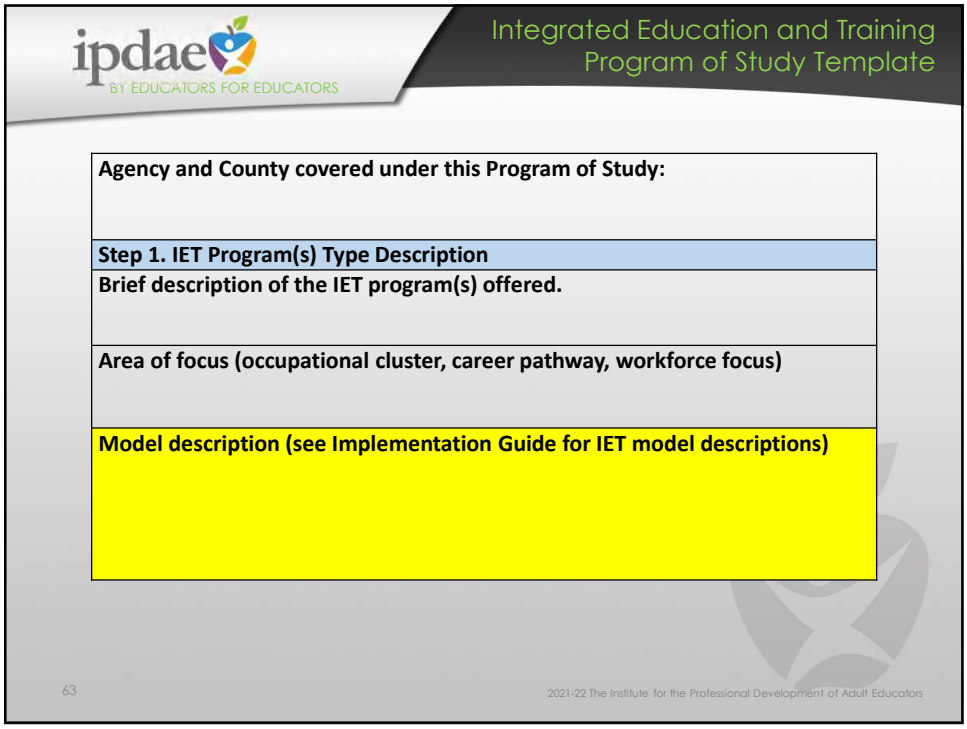
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Integrated Education and Training Program of Study Template
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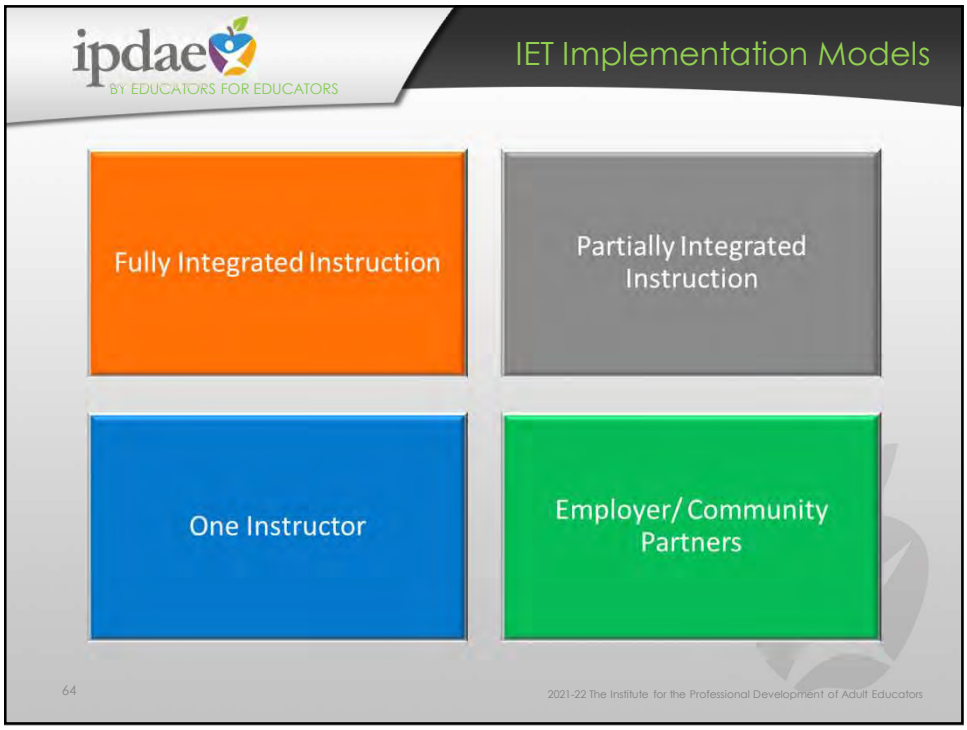
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IET Implementation Models
Fully Integrated Instruction
Partially Integrated Instruction
One Instructor
Employer/ Community Partners
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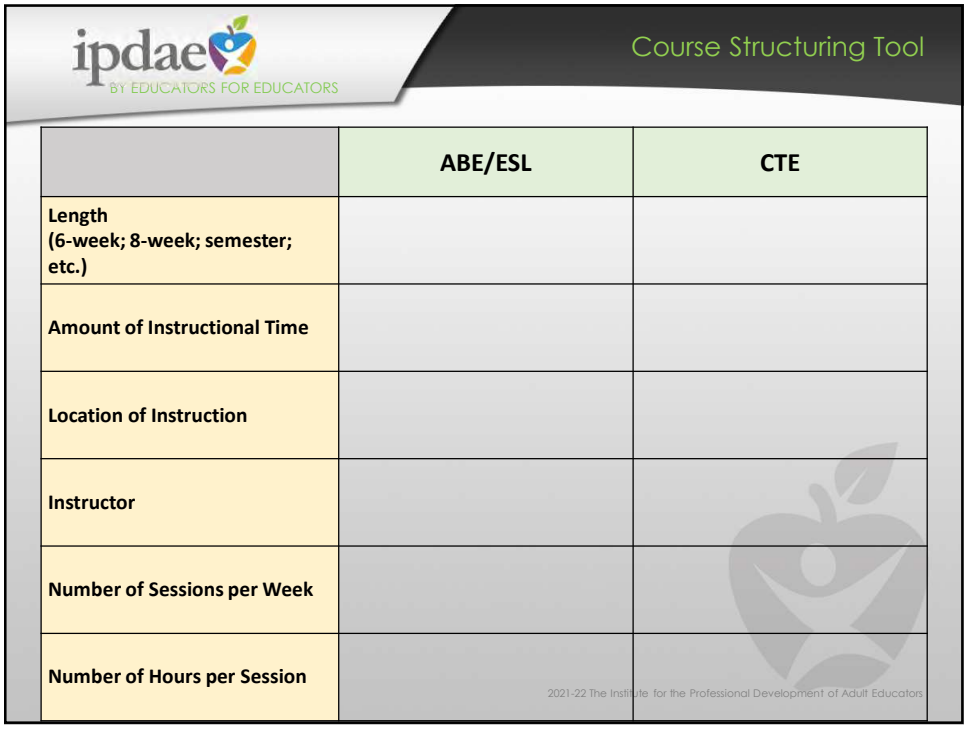
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Course Structuring Tool
ABE/ESL
CTE
Length (6-week; 8-week; semester; etc.)
Amount of Instructional Time
Location of Instruction
Instructor
Number of Sessions per Week
Number of Hours per Session
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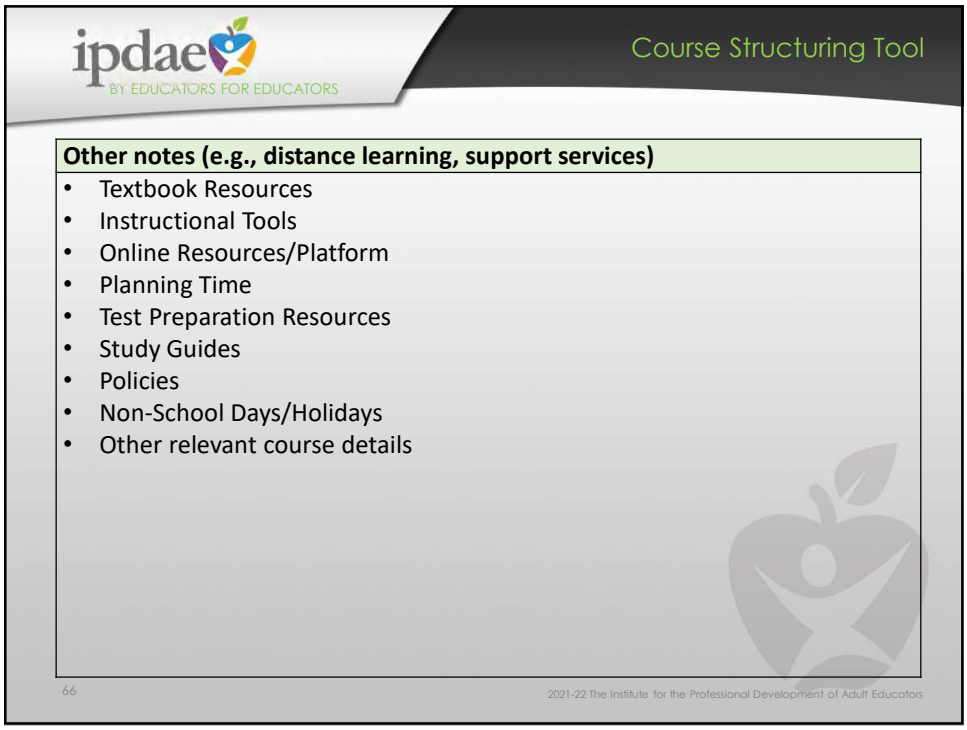
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Course Structuring Tool
Other notes (e.g., distance learning, support services)
• Textbook Resources
• Instructional Tools
• Online Resources/Platform
• Planning Time
• Test Preparation Resources
• Study Guides
• Policies
• Non-School Days/Holidays
• Other relevant course details
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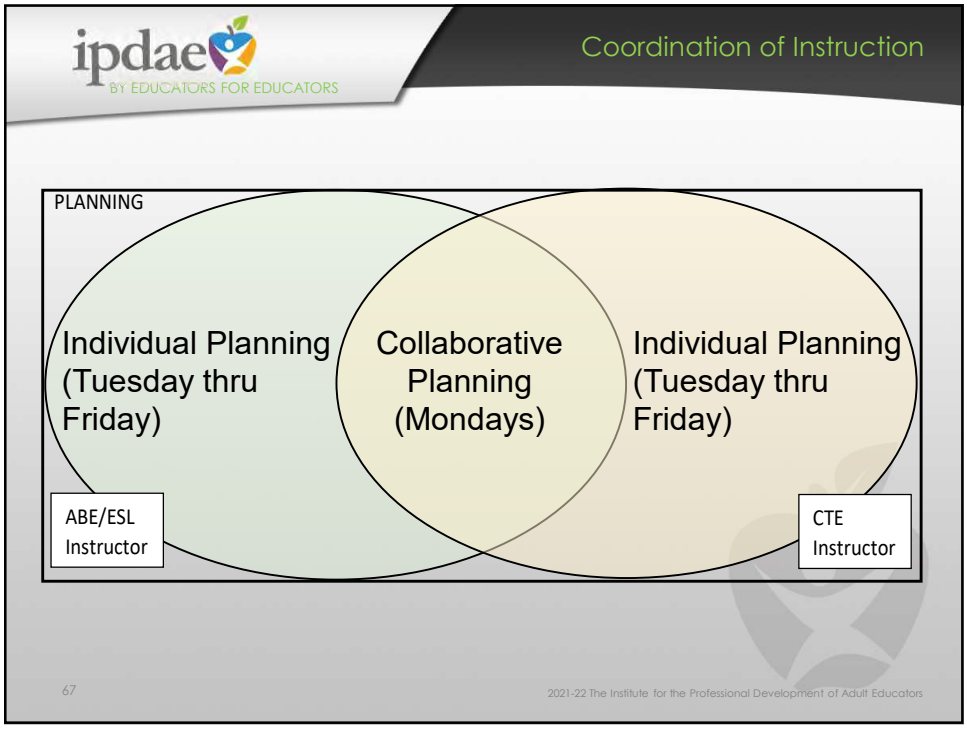
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Coordination of Instruction
PLANNING
Individual Planning (Tuesday thru Friday)
Collaborative Planning (Mondays)
Individual Planning (Tuesday thru Friday)
ABE/ESL Instructor
CTE Instructor
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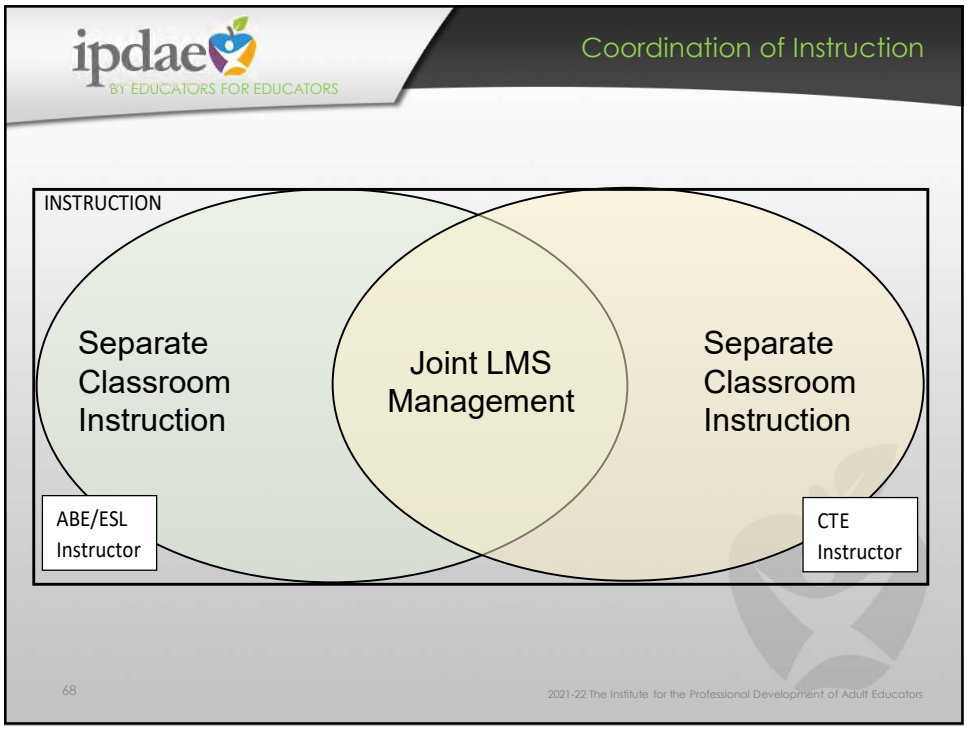
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Coordination of Instruction
INSTRUCTION
Separate Classroom Instruction
Joint LMS Management
Separate Classroom Instruction
ABE/ESL Instructor
CTE Instructor
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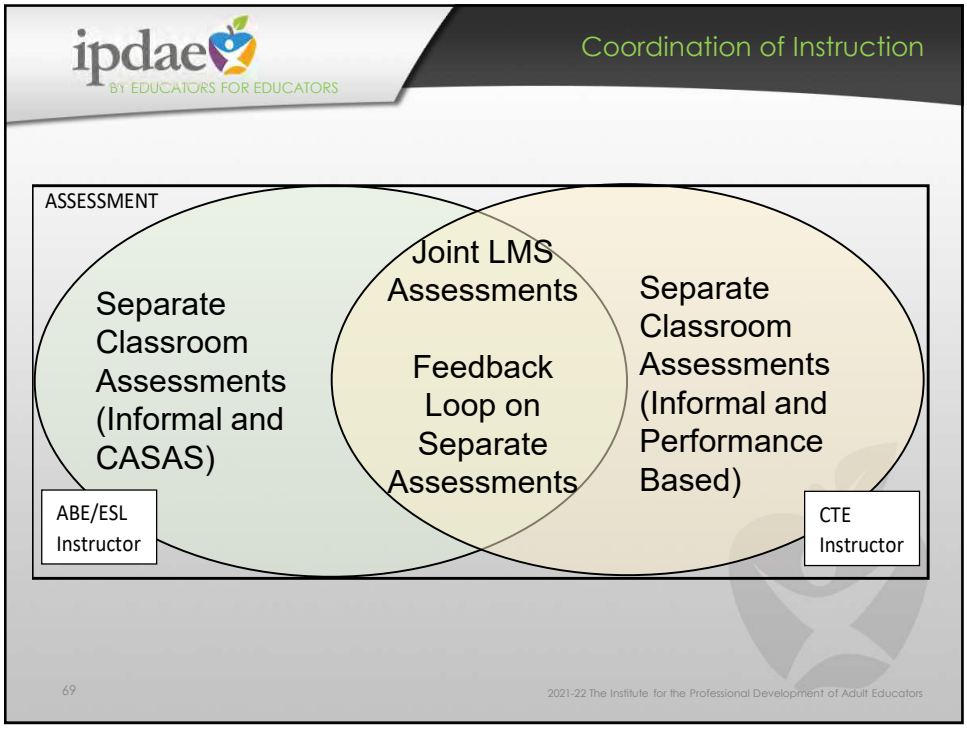
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Coordination of Instruction
ASSESSMENT
Separate Classroom Assessments (Informal and CASAS)
Joint LMS Assessments
Feedback Loop on Separate Assessments
Separate Classroom Assessments (Informal and Performance Based)
ABE/ESL Instructor
CTE Instructor
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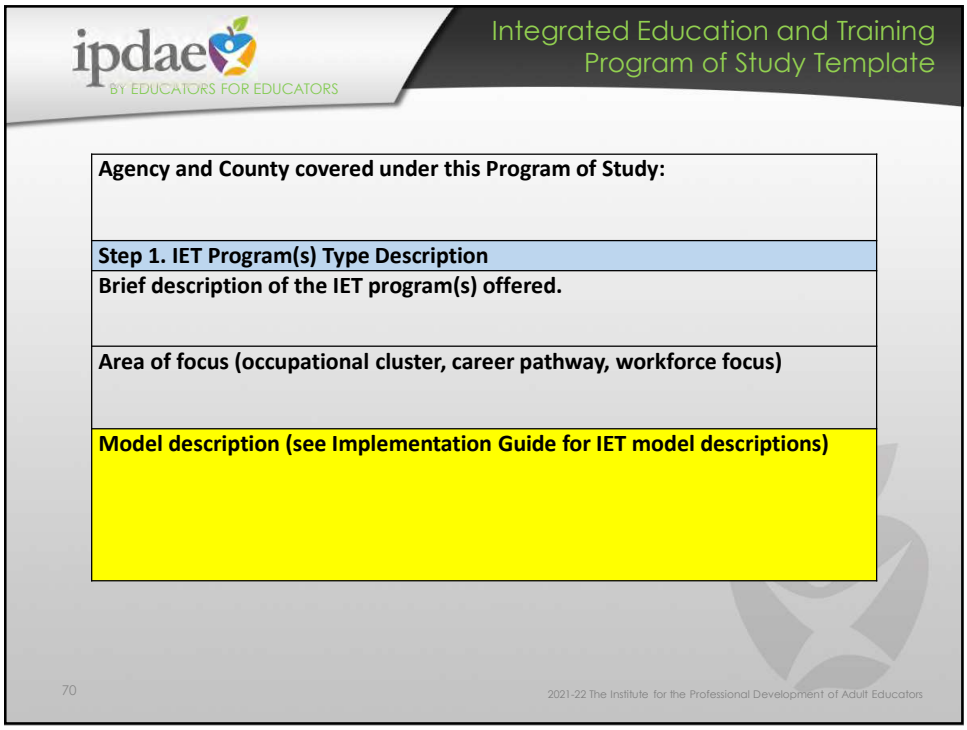
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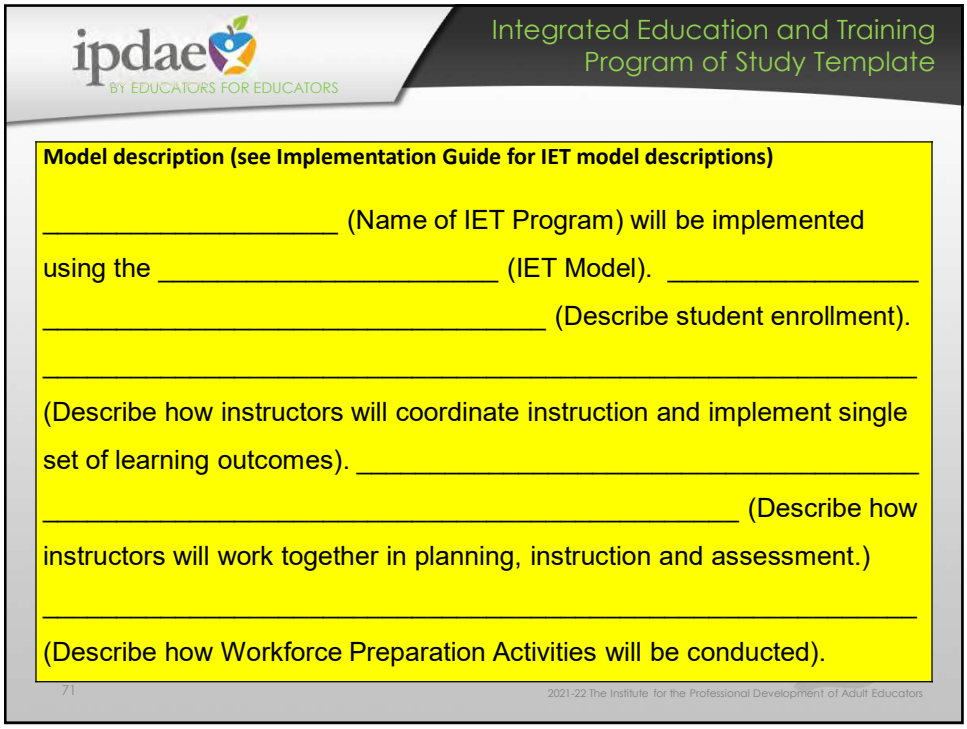
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BY EDUCATORS FOR EDUCATORS
Integrated Education and Training Program of Study Template
Model description (see Implementation Guide for IET model descriptions)
_____ (Name of IET Program) will be implemented using the _____ (IET Model). _____ _____ (Describe student enrollment). _____ (Describe how instructors will coordinate instruction and implement single set of learning outcomes). _____ _____ (Describe how instructors will work together in planning, instruction and assessment.) _____ (Describe how Workforce Preparation Activities will be conducted).
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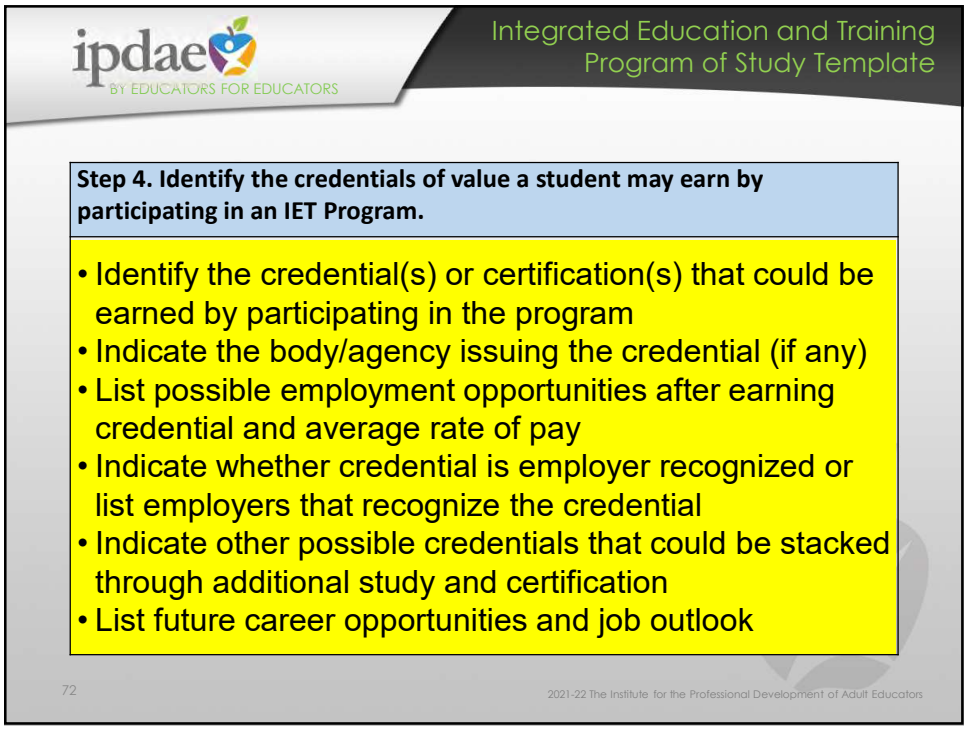
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BY EDUCATORS FOR EDUCATORS
Integrated Education and Training Program of Study Template
Step 4. Identify the credentials of value a student may earn by participating in an IET Program.
• Identify the credential(s) or certification(s) that could be earned by participating in the program
• Indicate the body/agency issuing the credential (if any)
• List possible employment opportunities after earning credential and average rate of pay
• Indicate whether credential is employer recognized or list employers that recognize the credential
• Indicate other possible credentials that could be stacked through additional study and certification
• List future career opportunities and job outlook
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Integrated Education and Training Program of Study Template

Step 2: Shared Learning Objectives Template		
Academic and Literacy Activities Include frameworks/standards	**Workplace Preparation Activities**	**Workforce Training Skills**
Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.		

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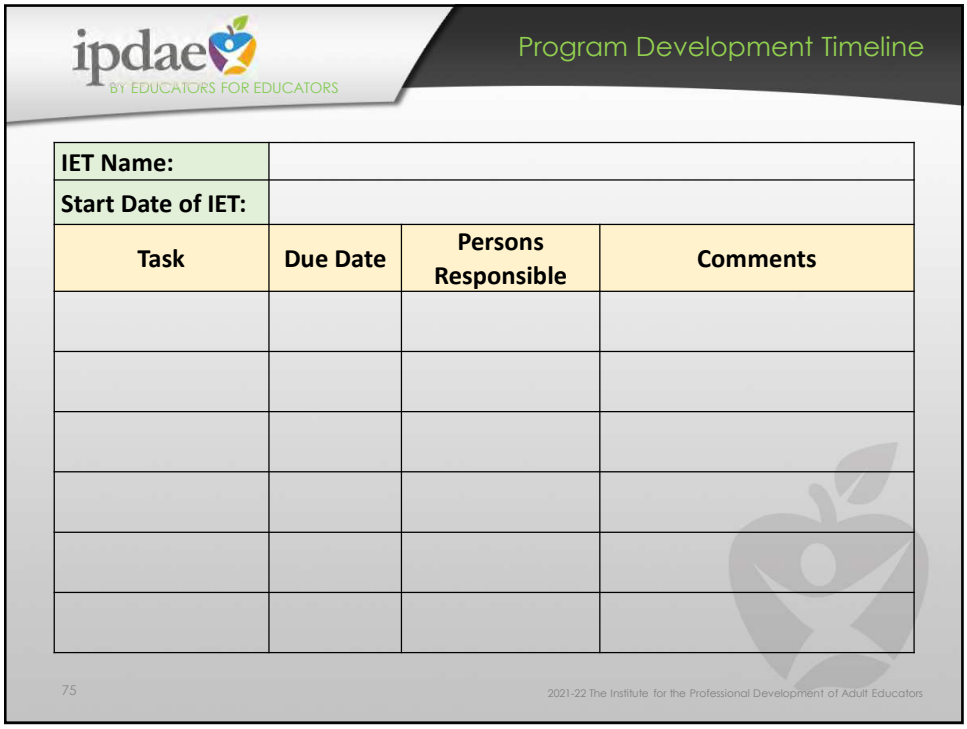
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Program Development Timeline
IET Name:
Start Date of IET:
Task
Due Date
Persons Responsible
Comments
75
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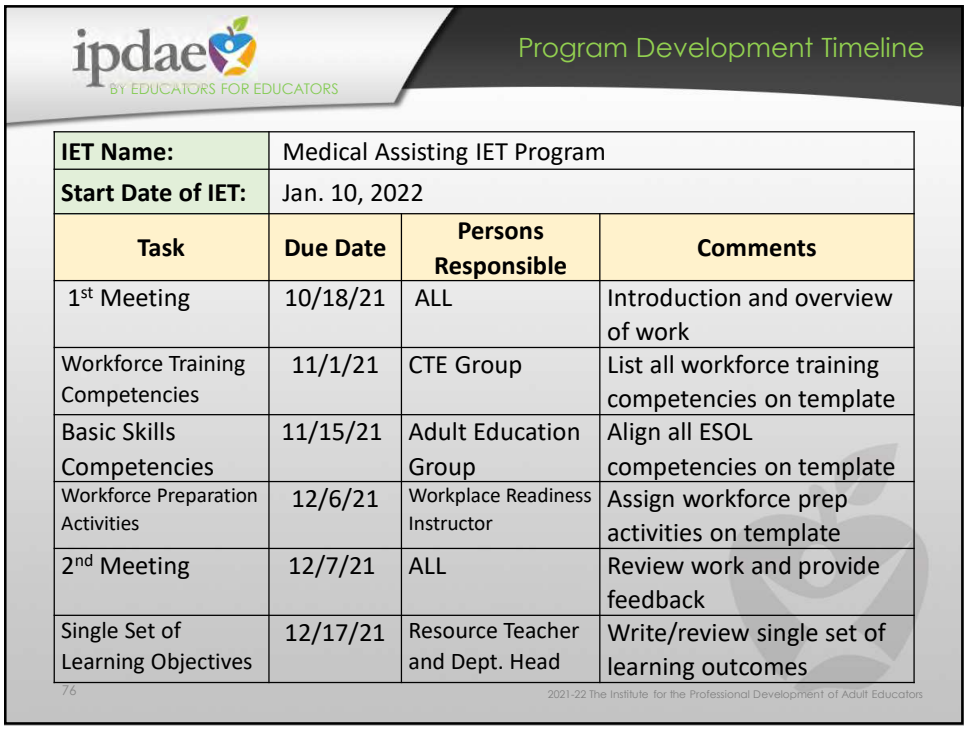
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BY EDUCATORS FOR EDUCATORS
Program Development Timeline
IET Name: Medical Assisting IET Program
Start Date of IET: Jan. 10, 2022
Task
Due Date
Persons Responsible
Comments
1st Meeting
10/18/21
ALL
Introduction and overview of work
Workforce Training Competencies
11/1/21
CTE Group
List all workforce training competencies on template
Basic Skills Competencies
11/15/21
Adult Education Group
Align all ESOL competencies on template
Workforce Preparation Activities
12/6/21
Workplace Readiness Instructor
Assign workforce prep activities on template
2nd Meeting
12/7/21
ALL
Review work and provide feedback
Single Set of Learning Objectives
12/17/21
Resource Teacher and Dept. Head
Write/review single set of learning outcomes
76
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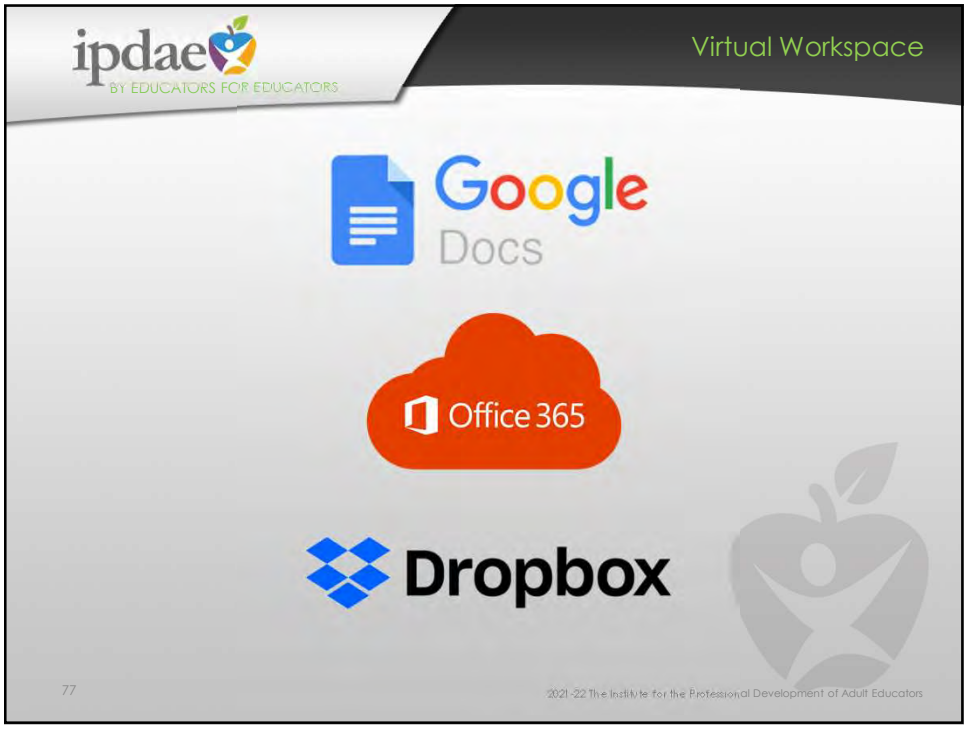
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Virtual Workspace
Google Docs
Office 365
Dropbox
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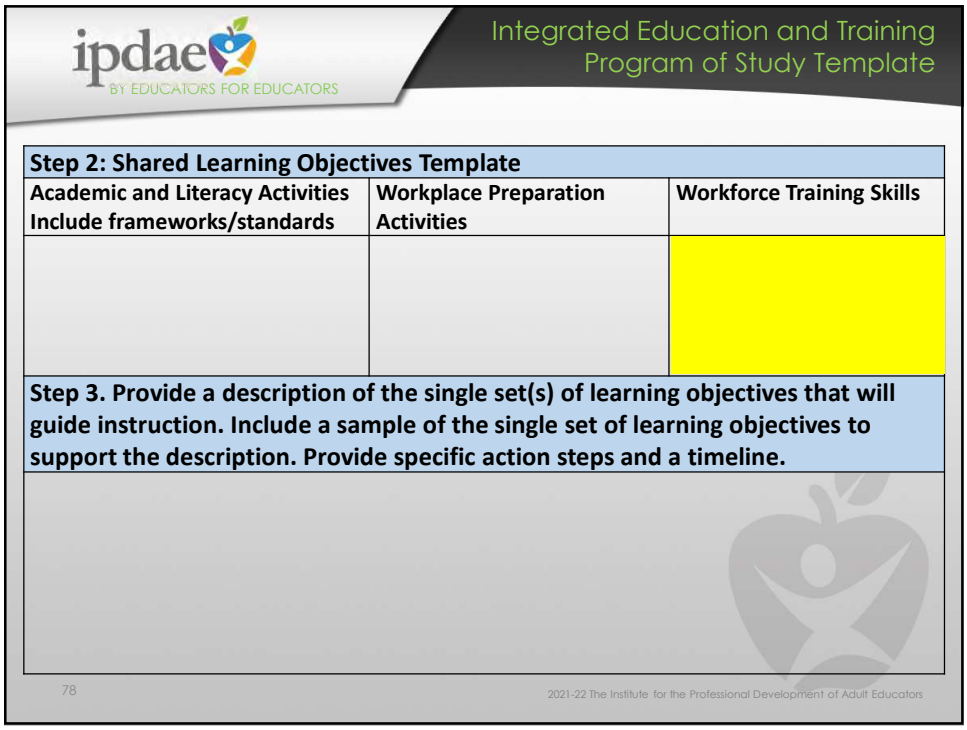
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Integrated Education and Training Program of Study Template
Step 2: Shared Learning Objectives Template
Academic and Literacy Activities Include frameworks/standards
Workplace Preparation Activities
Workforce Training Skills
Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.
78
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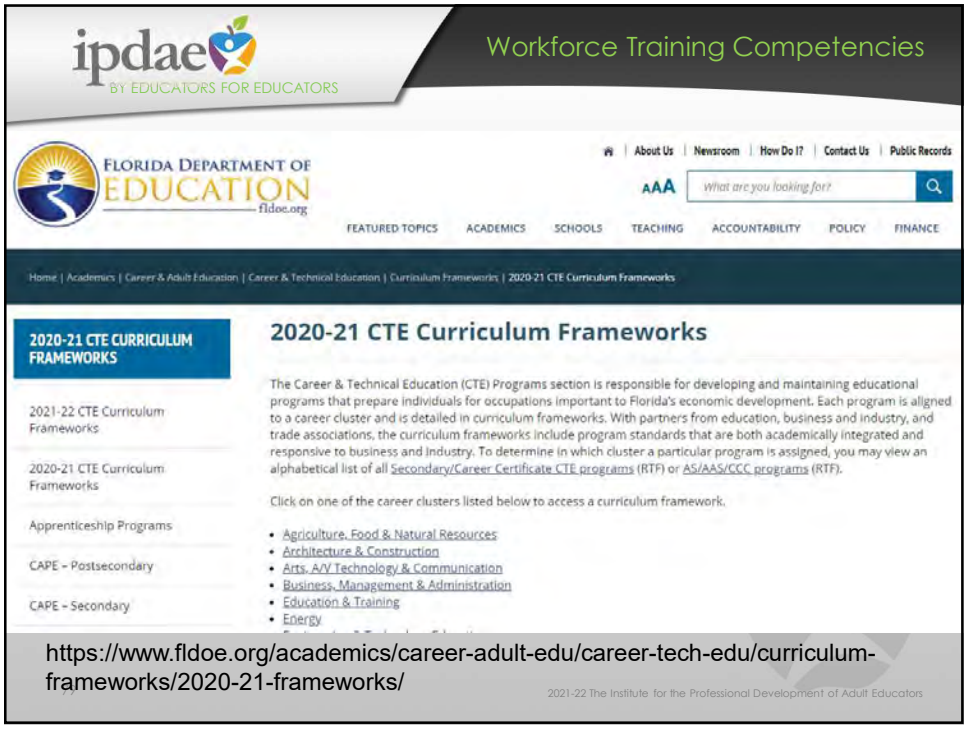
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Workforce Training Competencies
FLORIDA DEPARTMENT OF EDUCATION
fldoe.org
About Us | Newsroom | How Do I? | Contact Us | Public Records
AAA
What are you looking for?
FEATURED TOPICS ACADEMICS SCHOOLS TEACHING ACCOUNTABILITY POLICY FINANCE
Home | Academics | Career & Adult Education | Career & Technical Education | Curriculum Frameworks | 2020-21 CTE Curriculum Frameworks
2020-21 CTE CURRICULUM FRAMEWORKS
2021-22 CTE Curriculum Frameworks
2020-21 CTE Curriculum Frameworks
Apprenticeship Programs
CAPE – Postsecondary
CAPE – Secondary
2020-21 CTE Curriculum Frameworks
The Career & Technical Education (CTE) Programs section is responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development. Each program is aligned to a career cluster and is detailed in curriculum frameworks. With partners from education, business and industry, and trade associations, the curriculum frameworks include program standards that are both academically integrated and responsive to business and industry. To determine in which cluster a particular program is assigned, you may view an alphabetical list of all Secondary/Career Certificate CTE programs (RTF) or AS/AAS/CCC programs (RTF).
Click on one of the career clusters listed below to access a curriculum framework.
Agriculture, Food & Natural Resources
Architecture & Construction
Arts, A/V Technology & Communication
Business, Management & Administration
Education & Training
Energy
https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/
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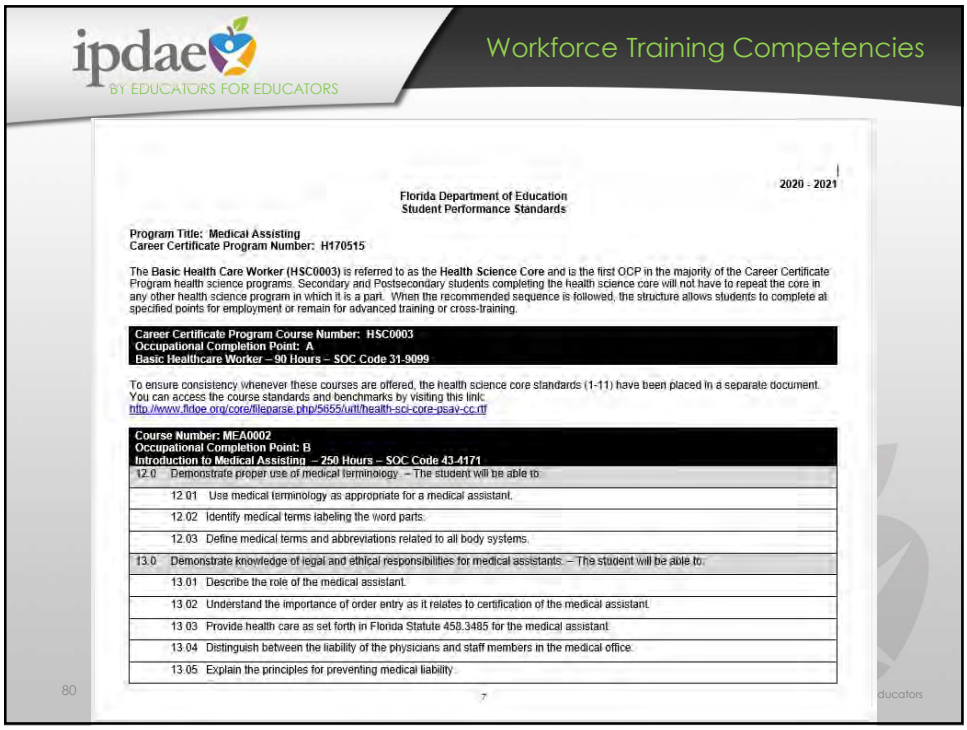
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Workforce Training Competencies
2020 - 2021
Florida Department of Education
Student Performance Standards
Program Title: Medical Assisting
Career Certificate Program Number: H170515
The Basic Health Care Worker (HSC0003) is referred to as the Health Science Core and is the first OCP in the majority of the Career Certificate Program health science programs. Secondary and Postsecondary students completing the health science core will not have to repeat the core in any other health science program in which it is a part. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training.
Career Certificate Program Course Number: HSC0003
Occupational Completion Point: A
Basic Healthcare Worker – 90 Hours – SOC Code 31-9099
To ensure consistency whenever these courses are offered, the health science core standards (1-11) have been placed in a separate document. You can access the course standards and benchmarks by visiting this link:
http://www.fldoe.org/core/fileparse.php/5655/urlt/health-sci-core-psav-cc.rtf
Course Number: MEA0002
Occupational Completion Point: B
Introduction to Medical Assisting – 250 Hours – SOC Code 43-4171
12.0 Demonstrate proper use of medical terminology. – The student will be able to:
12.01 Use medical terminology as appropriate for a medical assistant.
12.02 Identify medical terms labeling the word parts.
12.03 Define medical terms and abbreviations related to all body systems.
13.0 Demonstrate knowledge of legal and ethical responsibilities for medical assistants. – The student will be able to:
13.01 Describe the role of the medical assistant.
13.02 Understand the importance of order entry as it relates to certification of the medical assistant.
13.03 Provide health care as set forth in Florida Statute 458.3485 for the medical assistant.
13.04 Distinguish between the liability of the physicians and staff members in the medical office.
13.05 Explain the principles for preventing medical liability.
7
80
ducators

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Integrated Education and Training Program of Study Template

Step 2: Shared Learning Objectives Template		
Academic and Literacy Activities Include frameworks/standards	**Workplace Preparation Activities**	**Workforce Training Skills**
		12.0 Demonstrate proper use of medical terminology. 13.0 Demonstrate knowledge of legal and ethical responsibilities for medical assistants. 14.0 Demonstrate an understanding of anatomy and physiology concepts in both illness and wellness states. 15.0 Demonstrate basic clerical/medical office duties.

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Academic and Literacy Activities (Basic Skills Competencies)

https://www.fldoe.org/academics/career-adult-edu/adult-edu/2021-2022-adult-edu-curriculum-framewo.stml

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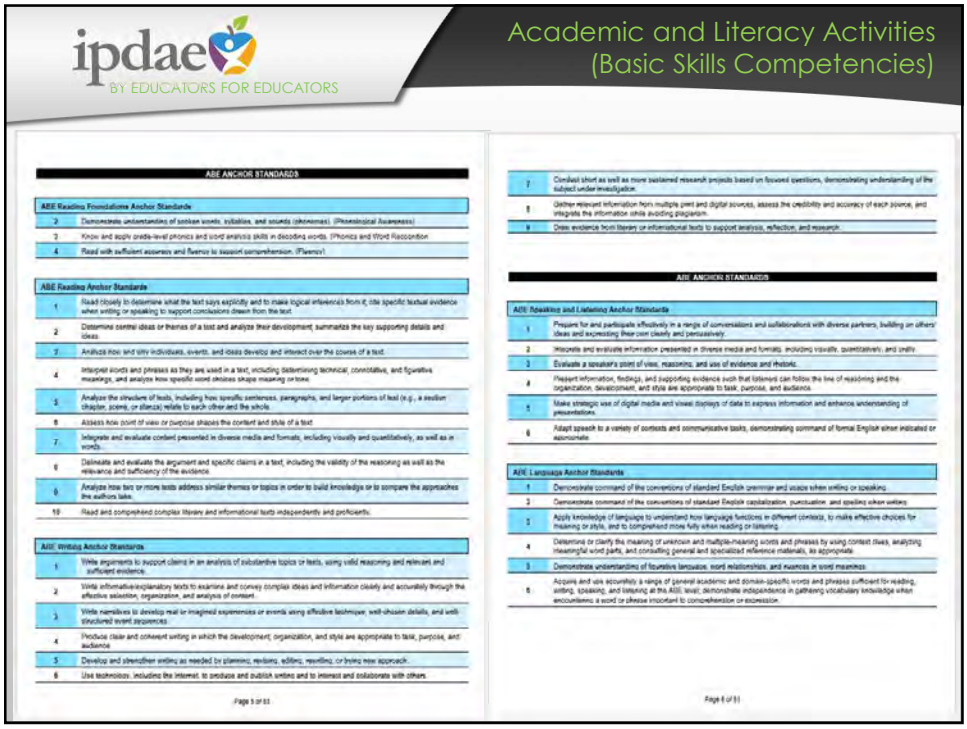
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Academic and Literacy Activities
(Basic Skills Competencies)
ABE ANCHOR STANDARDS
ABE Reading Foundations Anchor Standards
ABE Reading Anchor Standards
ABE Writing Anchor Standards
ABE Speaking and Listening Anchor Standards
ABE Language Anchor Standards

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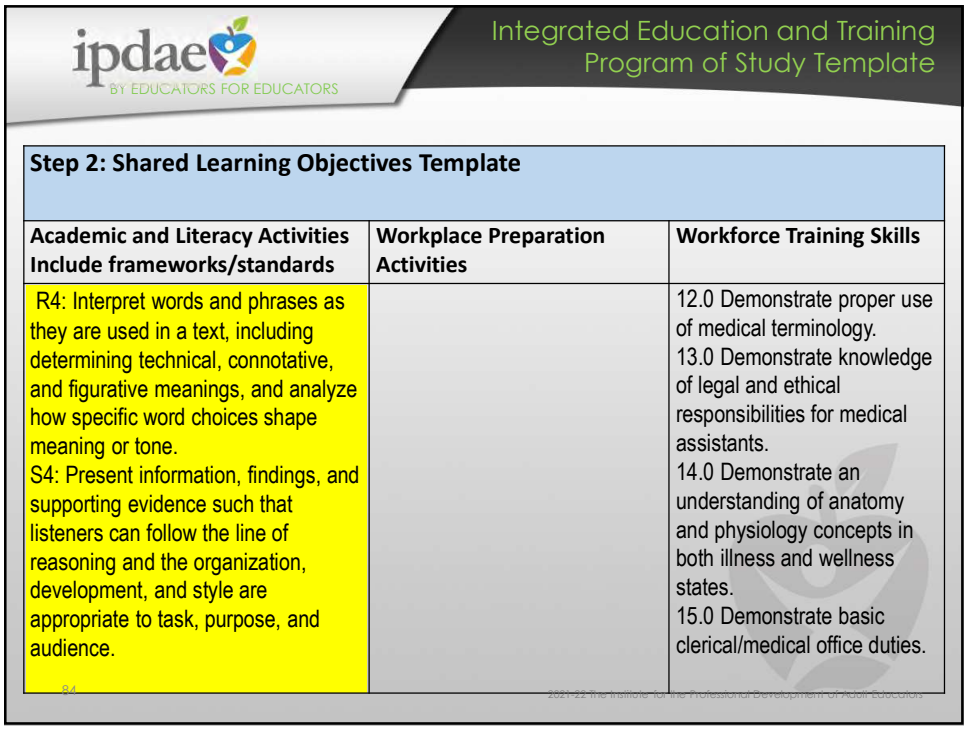
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Integrated Education and Training
Program of Study Template
Step 2: Shared Learning Objectives Template
Academic and Literacy Activities
Include frameworks/standards
Workplace Preparation
Activities
Workforce Training Skills
R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
S4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
12.0 Demonstrate proper use of medical terminology.
13.0 Demonstrate knowledge of legal and ethical responsibilities for medical assistants.
14.0 Demonstrate an understanding of anatomy and physiology concepts in both illness and wellness states.
15.0 Demonstrate basic clerical/medical office duties.

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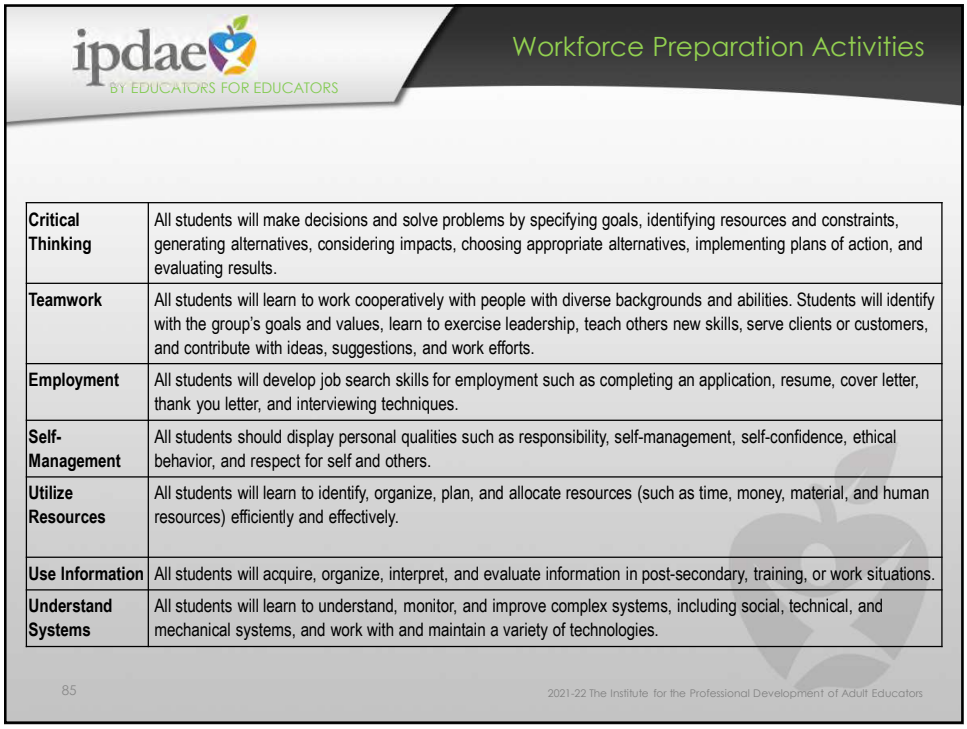
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Workforce Preparation Activities
Critical Thinking
All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork
All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment
All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management
All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilize Resources
All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Use Information
All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understand Systems
All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.
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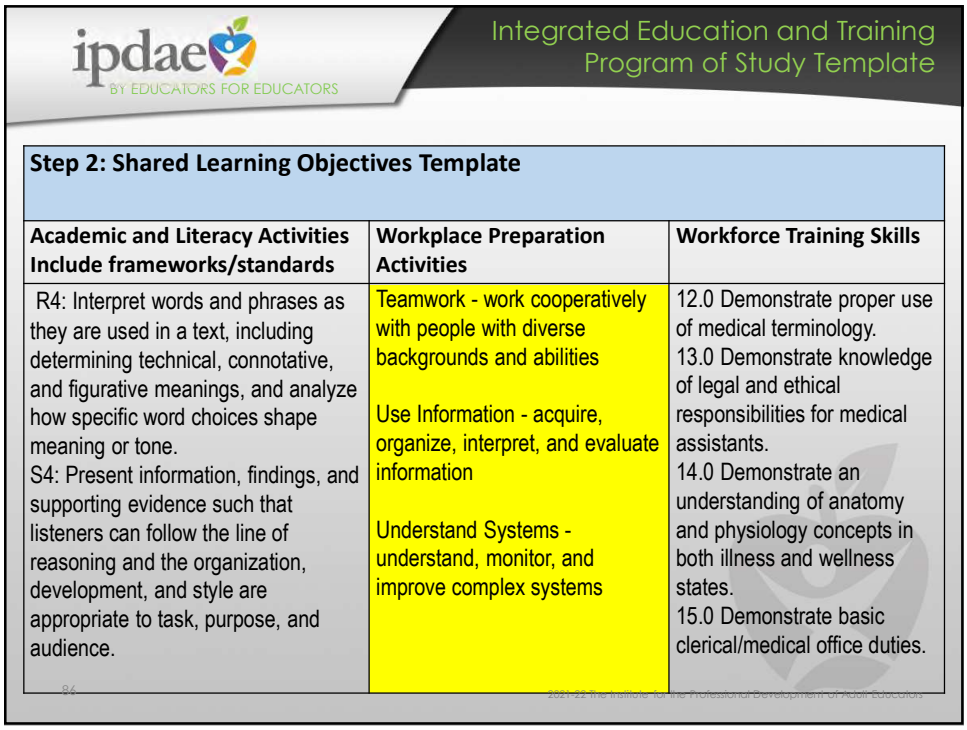
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Integrated Education and Training Program of Study Template
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S4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Teamwork - work cooperatively with people with diverse backgrounds and abilities
Use Information - acquire, organize, interpret, and evaluate information
Understand Systems - understand, monitor, and improve complex systems
12.0 Demonstrate proper use of medical terminology.
13.0 Demonstrate knowledge of legal and ethical responsibilities for medical assistants.
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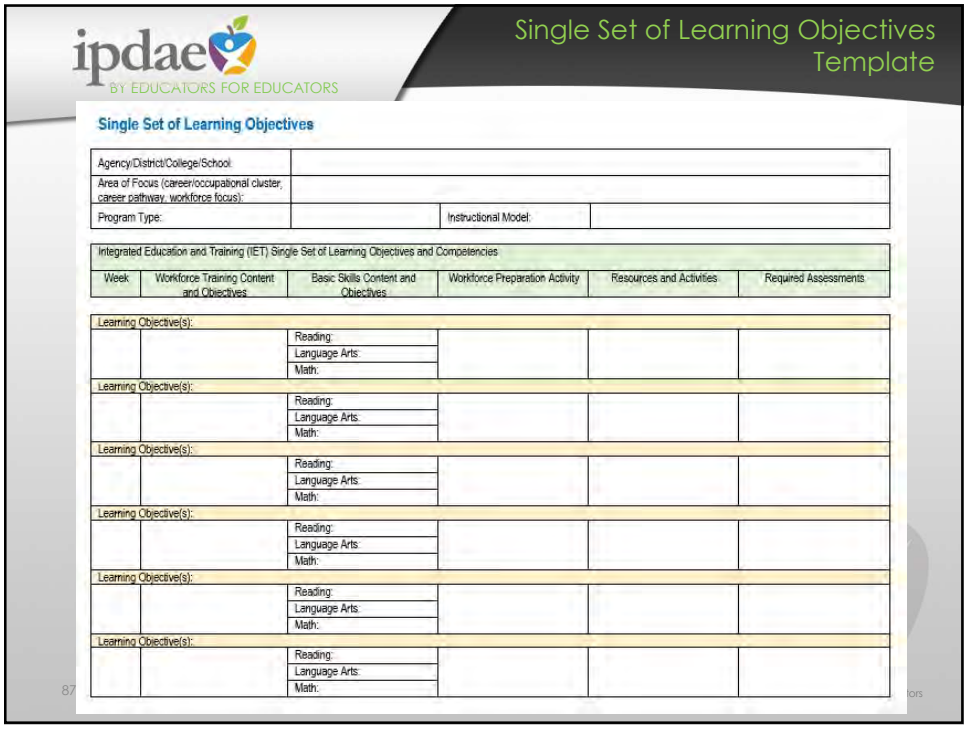
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Single Set of Learning Objectives Template
Single Set of Learning Objectives
Agency/District/College/School:
Area of Focus (career/occupational cluster, career pathway, workforce focus):
Program Type:
Instructional Model:
Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies
Week
Workforce Training Content and Objectives
Basic Skills Content and Objectives
Workforce Preparation Activity
Resources and Activities
Required Assessments
Learning Objective(s):
Reading:
Language Arts:
Math:

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LUNCH
BREAK

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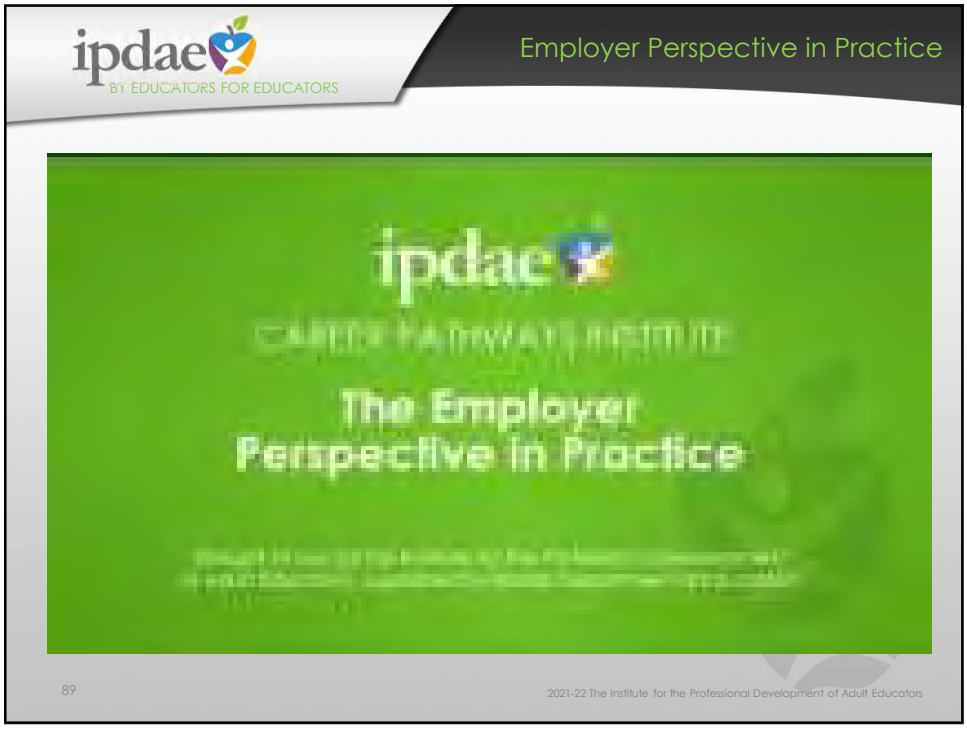
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Employer Perspective in Practice
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The Employer Perspective in Practice
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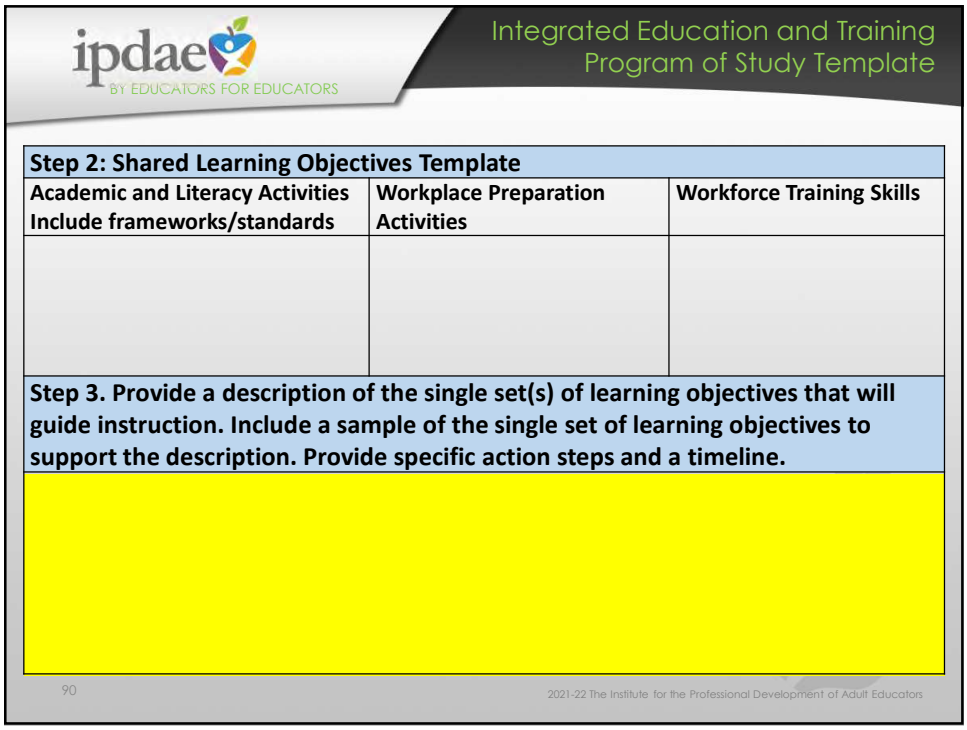
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Integrated Education and Training Program of Study Template
Step 2: Shared Learning Objectives Template
Academic and Literacy Activities Include frameworks/standards
Workplace Preparation Activities
Workforce Training Skills
Step 3. Provide a description of the single set(s) of learning objectives that will guide instruction. Include a sample of the single set of learning objectives to support the description. Provide specific action steps and a timeline.
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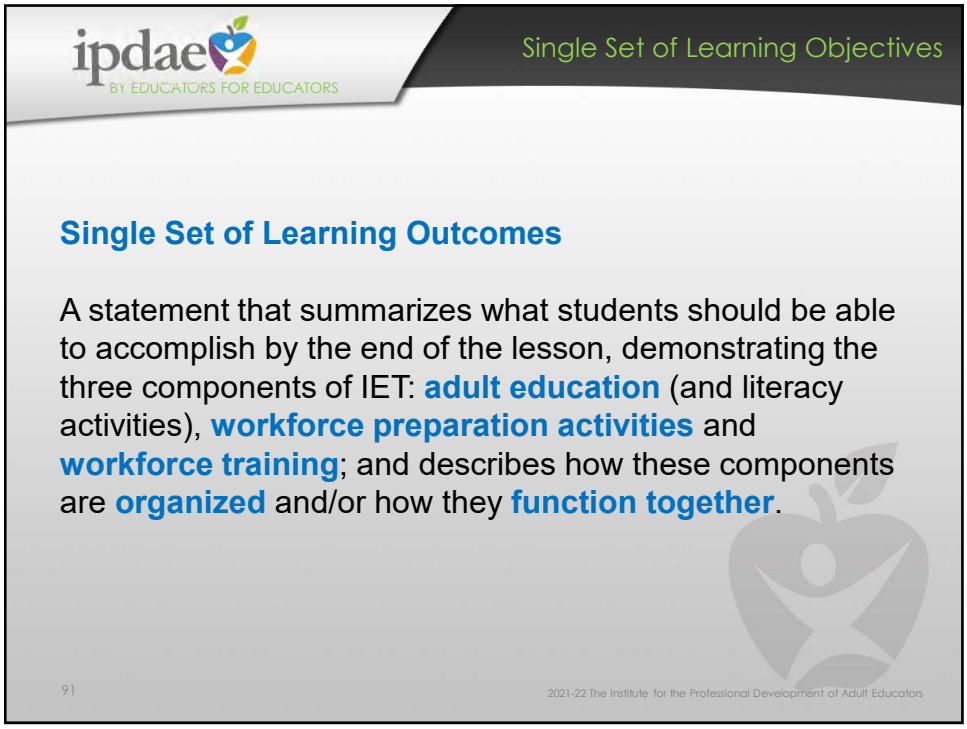

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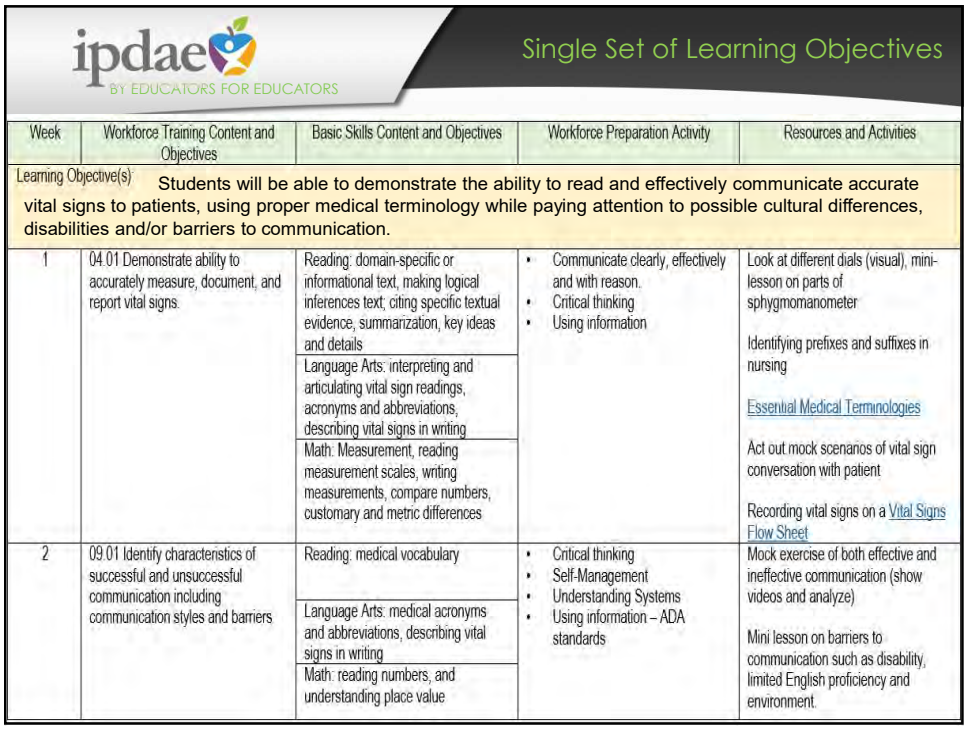

Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Preparation Activity	Resources and Activities
Learning Objective(s): Students will be able to demonstrate the ability to read and effectively communicate accurate vital signs to patients, using proper medical terminology while paying attention to possible cultural differences, disabilities and/or barriers to communication.				
1	04.01 Demonstrate ability to accurately measure, document, and report vital signs.	Reading: domain-specific or informational text, making logical inferences text; citing specific textual evidence, summarization, key ideas and details Language Arts: interpreting and articulating vital sign readings, acronyms and abbreviations, describing vital signs in writing Math: Measurement, reading measurement scales, writing measurements, compare numbers, customary and metric differences	• Communicate clearly, effectively and with reason. • Critical thinking • Using information	Look at different dials (visual), mini-lesson on parts of sphygmomanometer Identifying prefixes and suffixes in nursing Essential Medical Terminologies Act out mock scenarios of vital sign conversation with patient Recording vital signs on a Vital Signs Flow Sheet
2	09.01 Identify characteristics of successful and unsuccessful communication including communication styles and barriers	Reading: medical vocabulary Language Arts: medical acronyms and abbreviations, describing vital signs in writing Math: reading numbers, and understanding place value	• Critical thinking • Self-Management • Understanding Systems • Using information – ADA standards	Mock exercise of both effective and ineffective communication (show videos and analyze) Mini lesson on barriers to communication such as disability, limited English proficiency and environment.

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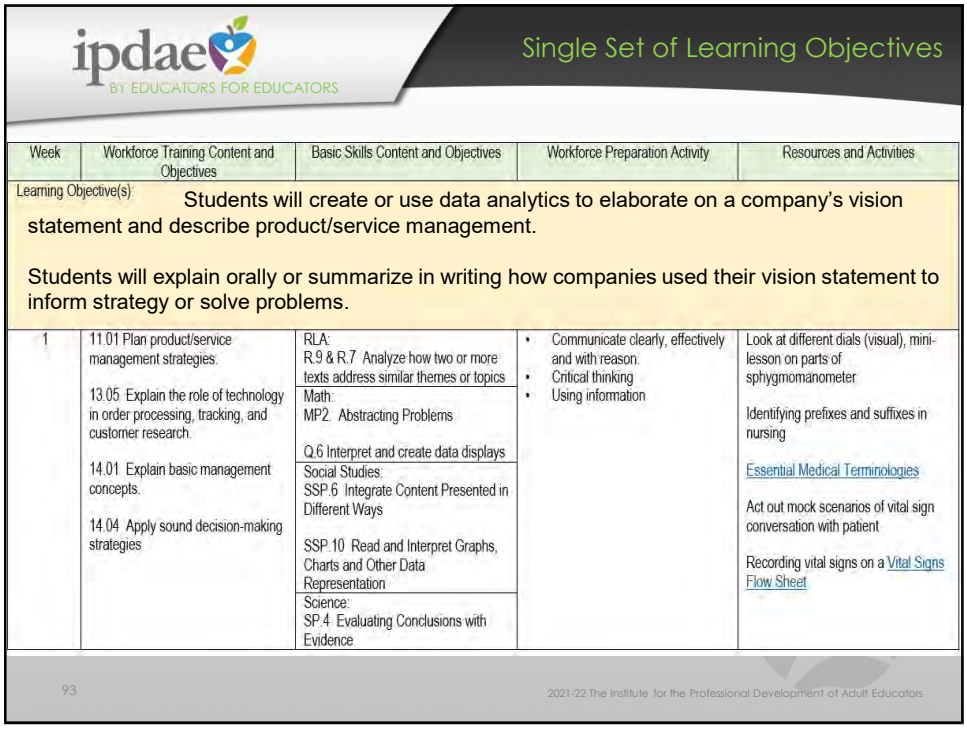
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Single Set of Learning Objectives
Week
Workforce Training Content and Objectives
Basic Skills Content and Objectives
Workforce Preparation Activity
Resources and Activities
Learning Objective(s):
Students will create or use data analytics to elaborate on a company's vision statement and describe product/service management.
Students will explain orally or summarize in writing how companies used their vision statement to inform strategy or solve problems.
1
11.01 Plan product/service management strategies.
13.05 Explain the role of technology in order processing, tracking, and customer research.
14.01 Explain basic management concepts.
14.04 Apply sound decision-making strategies
RLA:
R.9 & R.7 Analyze how two or more texts address similar themes or topics
Math:
MP2. Abstracting Problems
Q.6 Interpret and create data displays
Social Studies:
SSP.6 Integrate Content Presented in Different Ways
SSP.10 Read and Interpret Graphs, Charts and Other Data Representation
Science:
SP.4 Evaluating Conclusions with Evidence
Communicate clearly, effectively and with reason.
Critical thinking
Using information
Look at different dials (visual), mini-lesson on parts of sphygmomanometer
Identifying prefixes and suffixes in nursing
Essential Medical Terminologies
Act out mock scenarios of vital sign conversation with patient
Recording vital signs on a Vital Signs Flow Sheet
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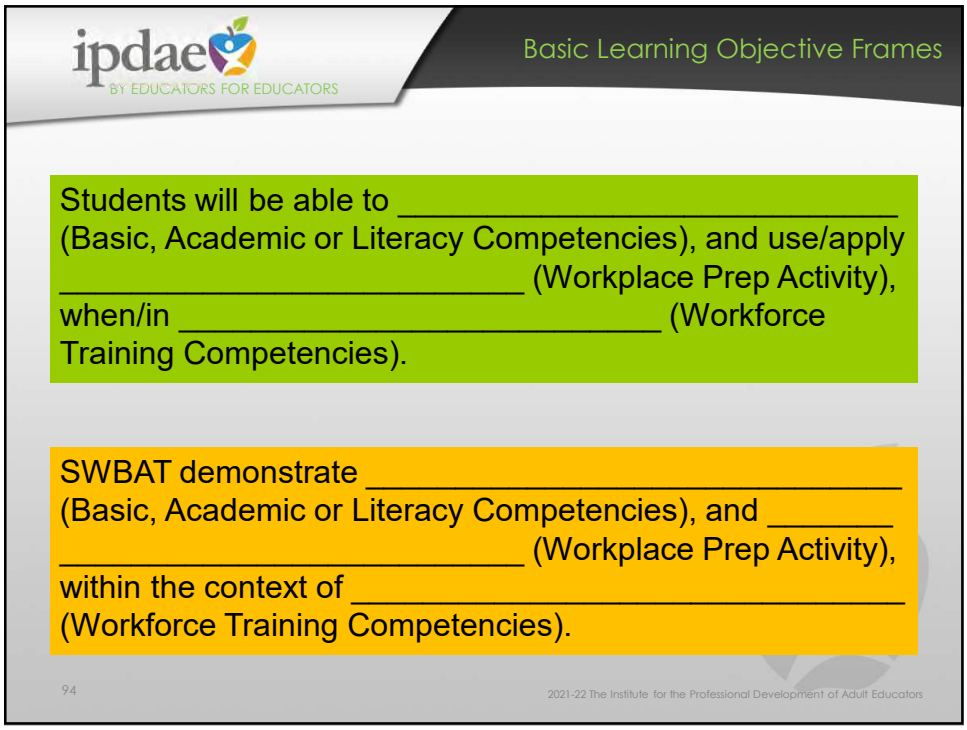
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BY EDUCATORS FOR EDUCATORS
Basic Learning Objective Frames
Students will be able to _____ (Basic, Academic or Literacy Competencies), and use/apply _____ (Workplace Prep Activity), when/in _____ (Workforce Training Competencies).
SWBAT demonstrate _____ (Basic, Academic or Literacy Competencies), and _____ _____ (Workplace Prep Activity), within the context of _____ (Workforce Training Competencies).
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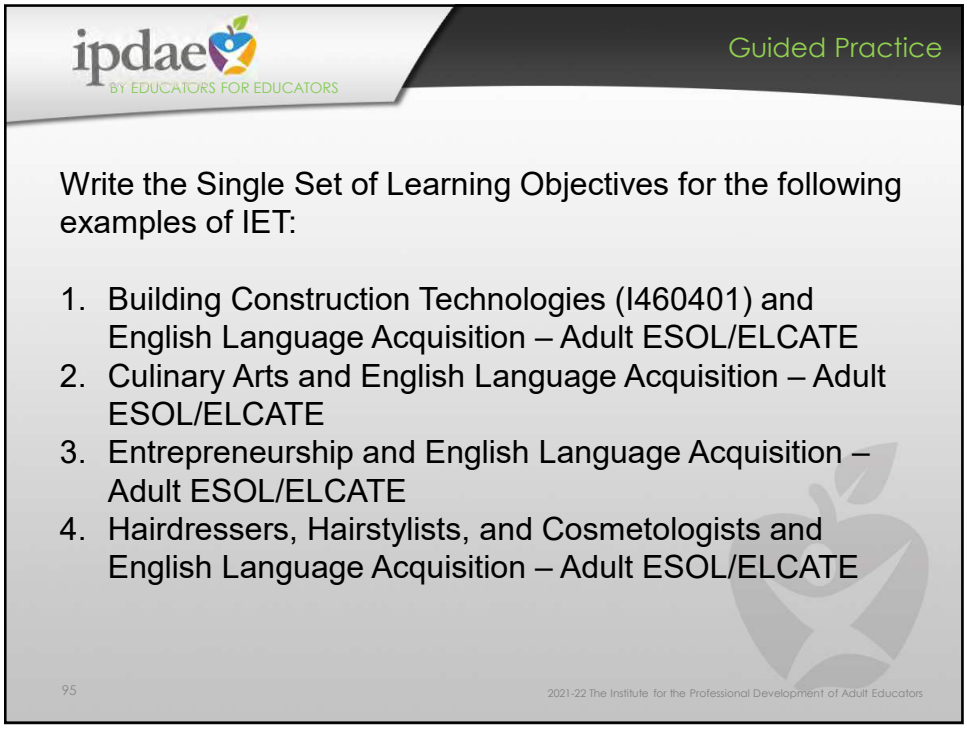
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Guided Practice
Write the Single Set of Learning Objectives for the following examples of IET:
1. Building Construction Technologies (I460401) and English Language Acquisition – Adult ESOL/ELCATE
2. Culinary Arts and English Language Acquisition – Adult ESOL/ELCATE
3. Entrepreneurship and English Language Acquisition – Adult ESOL/ELCATE
4. Hairdressers, Hairstylists, and Cosmetologists and English Language Acquisition – Adult ESOL/ELCATE
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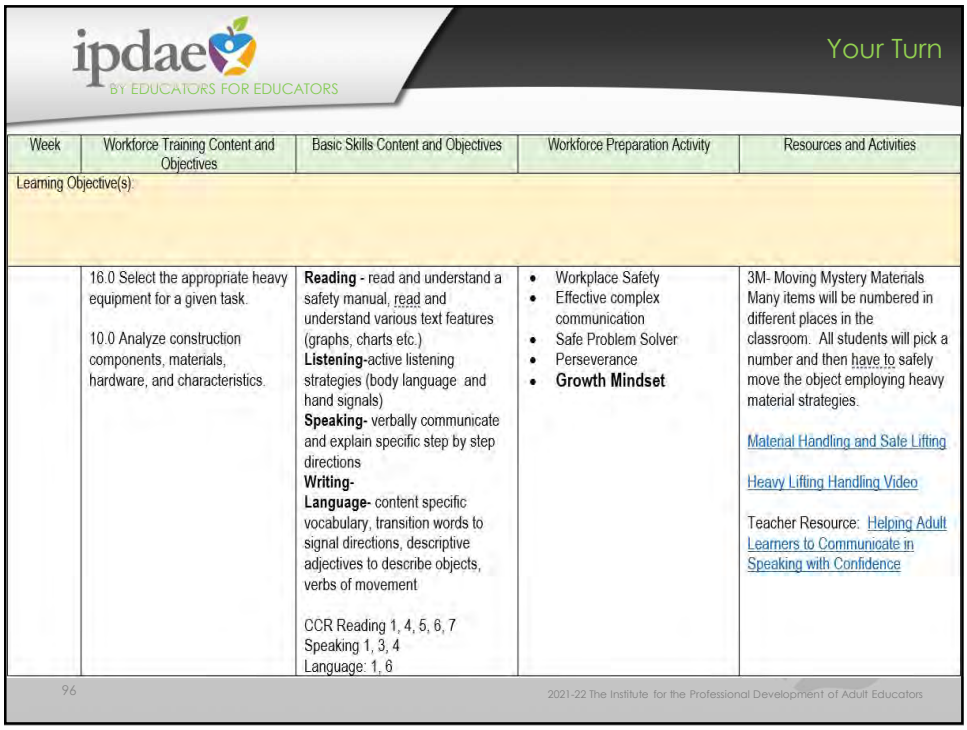
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Your Turn
Week
Workforce Training Content and Objectives
Basic Skills Content and Objectives
Workforce Preparation Activity
Resources and Activities
Learning Objective(s):
16.0 Select the appropriate heavy equipment for a given task.
10.0 Analyze construction components, materials, hardware, and characteristics.
Reading - read and understand a safety manual, read and understand various text features (graphs, charts etc.)
Listening-active listening strategies (body language and hand signals)
Speaking- verbally communicate and explain specific step by step directions
Writing-
Language- content specific vocabulary, transition words to signal directions, descriptive adjectives to describe objects, verbs of movement
CCR Reading 1, 4, 5, 6, 7
Speaking 1, 3, 4
Language: 1, 6
Workplace Safety
Effective complex communication
Safe Problem Solver
Perseverance
Growth Mindset
3M- Moving Mystery Materials
Many items will be numbered in different places in the classroom. All students will pick a number and then have to safely move the object employing heavy material strategies.
Material Handling and Safe Lifting
Heavy Lifting Handling Video
Teacher Resource: Helping Adult Learners to Communicate in Speaking with Confidence
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Draft Samples of SSLO
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Palm Beach County Public School
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Miami Dade College
GET THERE
Florida's Workforce Education Initiative
Integrated Education and Training
Single Set of Learning Outcomes
Osceola County Public Schools
www.floridaipdae.org
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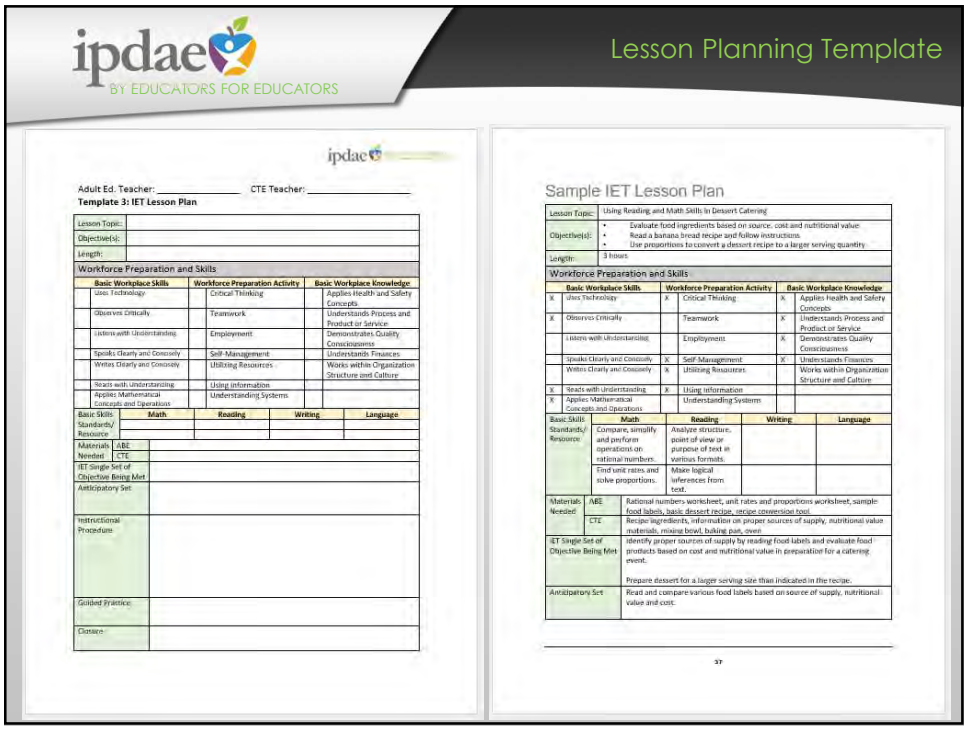
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Lesson Planning Template
Adult Ed. Teacher: CTE Teacher:
Template 3: IET Lesson Plan
Sample IET Lesson Plan

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MARKETING

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Marketing and Recruitment
TIPS FOR MARKETING A TRAINING PROGRAM
A/B
100
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6 TIPS FOR MARKETING A TRAINING PROGRAM
1. Know Your Audience
2. Start Marketing Before Your Launch
3. Share the Value You're Providing
4. Give Sneak Peeks of the Content
5. Share Testimonials and Reviews
6. A/B test everything
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IET Poster Templates
Get There
FASTER
With an Integrated Education and Training (IET) program, you can earn your credential in weeks, not years. In 20 weeks or less, get your GED, learn English, and join the workforce on an accelerated pathway to success.
Connect with your local technical college and see what IET offerings are available near you. Financial assistance is available for eligible students. Pursue your dreams and learn the skills you'll use throughout your career faster.
GetThereFL.com
GET THERE
Florida's Workforce Education Initiative
FLORIDA DEPARTMENT OF EDUCATION
Get There
Affordably
Integrated Education and Training (IET) is a good fit for anyone who wants to build a foundation for a successful career and get into a new job. Earn your credential with basic skills support and workforce preparation to get there faster – and most importantly – affordably.
Apply for financial aid to pay for course work you need, not a degree that amasses student debt. Earn a degree by stacking courses and applying them toward an associate's or bachelor's degree.
Connect with your local adult education school and see what IET offerings are available near you.
GetThereFL.com
GET THERE
Florida's Workforce Education Initiative
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ipdae
BY EDUCATORS FOR EDUCATORS
IET One Pager Template
GET THERE
Success Starts Now
Get There, an initiative from the Florida Department of Education, accelerates students' success. Students move towards their future while ensuring the talented workforce meets our state's needs. Learn how Integrated Education and Training (IET) programs provide educational opportunities and career pathways at your local school district or technical college.
Gain New Skills. Get into a New Job.
IET is faster and more affordable than the 4-year or more traditional university track. It's a path to livelihood right out of school.
Students enroll in in-dem and, high-quality workforce programs and gain critical skills that Florida em ployers are looking for.
Fast forward to your dream career with a program that reinforces the basic skills you need to succeed at work.
AN EXCITING ALTERNATIVE TO COLLEGE EDUCATION
Program s offer the latest industry-recognized, and in some cases nationally-recognized credentialing, at a rapid pace.
IET programs attract students to career pathways, providing specialized talent for businesses and Florida's workforce.
Technical skills are seamlessly integrated to basic skills curricula, increasing your chances of earning credentials.
Ready to move towards a successful future?
Talk to a IET program expert.
<Your Website>
GETTHEREFL.COM
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Newsletter Templates
Newsletter
GET THERE
TRANSFORMING LIVES
School Name
<Telephone Number>
<Website>
<Email>
IET Program Offerings & Schedule
<Name of IET>
<Start Date>
<Days and Times of the Week>
<Name of IET>
<Start Date>
<Days and Times of the Week>
<School Name> offers rapid credentialing through IET!
Pre-requisites and Exit Criteria
IET Program Highlights
GET THERE
TRANSFORMING LIVES
Funding Sources & Support Services
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Newsletter Templates
Newsletter
GET THERE
REIMAGINING FUTURES
<School Name> offers rapid credentialing through IET!
Pre-requisites and Exit Criteria
Funding Sources & Support Services
GET THERE
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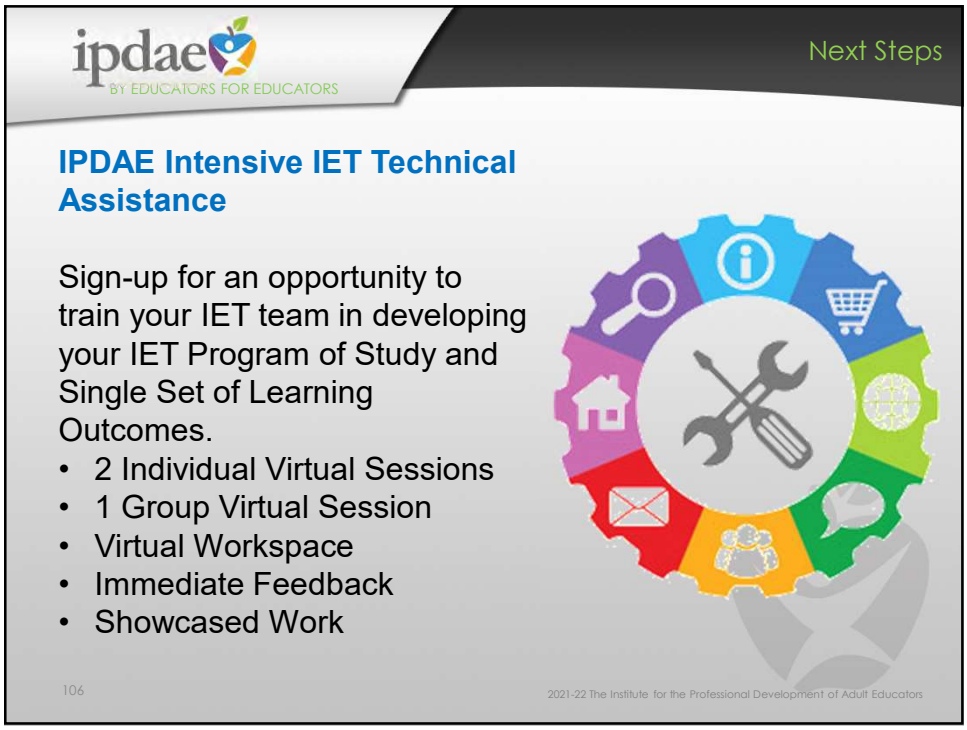
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Next Steps
IPDAE Intensive IET Technical Assistance
Sign-up for an opportunity to train your IET team in developing your IET Program of Study and Single Set of Learning Outcomes.
• 2 Individual Virtual Sessions
• 1 Group Virtual Session
• Virtual Workspace
• Immediate Feedback
• Showcased Work
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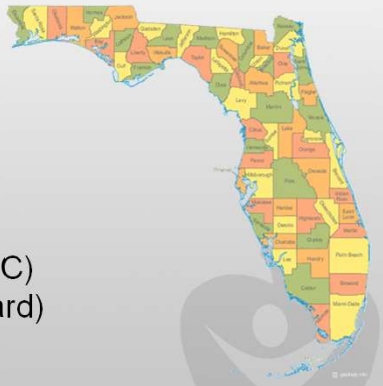
Next Steps

IPDAE Fall Regional and Corrections Workshops

- Oct. 22 – Tampa (Hillsborough)
- Nov. 1 – Naples (Collier)
- Nov. 6 – West Palm Beach
- Nov. 19 – Miami Dade College
- Dec. 2 – Virtual (ALL)
- Dec. 3 – Pensacola (Escambia)
- Dec. 10 – Sarasota (Suncoast TC)
- Dec. 11 – Ft. Lauderdale (Broward)



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Next Steps

IPDAE Webinars

- Using Data to develop IET Programs - 10/13/2021
- Engaging Adult Education Through IET Centered Instruction (Pre-Workshop Session) - 11/03/2021
- Marketing and Student Recruitment for IET - 11/10/2021
- IET – Resources/Curriculum Mapping – 12/15/2021

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Next Steps

- IPDAE Career Pathways Institute
- Community of Practice
- Additional Resources (AECP Channel)
- IET Resource Activities

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Questions

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EVALUATION ↓

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